Public Hearing
for
2020-2021
District Annual Report

Wednesday, February 9, 2022
5:45 p.m.
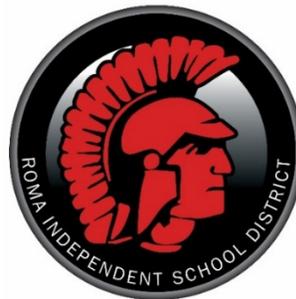
Board Approved: February 9, 2022
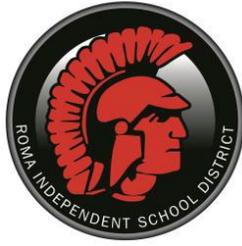
Roma Independent School District

Board of Trustees

District Accreditation Status

DATE:	March 4, 2021
SUBJECT:	2020-2021 Assignment of Accreditation Statuses
CATEGORY:	Accreditation
NEXT STEPS:	Share with appropriate staff

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the Texas Administrative Code link available at http://ritter.tea.state.tx.us/rules/tac/index.html, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the Accreditation Status homepage of the Texas Education Agency (TEA or agency) website at http://tea.texas.gov/accredstatus/.

On March 13, 2020, Governor Abbott issued a proclamation certifying that COVID-19 posed an imminent threat of disaster in the state and declaring a state of disaster for all counties in Texas. Subsequently, on March 16, 2020, the Governor waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year and ordered all schools temporarily closed on March 19, 2020. As a result, TEA labeled all districts and campuses Not Rated: Declared State of Disaster for the 2019-2020 school year. Because student performance is a key indicator in the state accreditation system, the TEA will suspend the assignment of accreditation statuses until the 2021-2022 school year under the authority of amended 19 TAC §97.1055. The amended rule, which became effective on February 24, 2020, may be viewed at http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html#97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2020-2021 school year are consecutive. 19 TAC §97.1055(a)(9) (effective February 24, 2021). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(11) (effective February 24, 2021).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2020-2021 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,

Jeff Cottrill
Deputy Commissioner of Governance & Accountability

Report on Violent and Criminal Incidents

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 214903 - ROMA ISD

Action Codes

Action Reason Code	01	02	03	04	05	06	07	08	09	10	11	12	13	Action Sub-Total *
04 - Marijuana	1	0	0	0	2	0	1	0	0	0	0	0	0	4
Total	1	0	0	0	2	0	1	0	0	0	0	0	0	4

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

Texas Education Agency

PDM3-132-003

v21.3.1

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

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LEA: 214903 - ROMA ISD

Action Codes

Action Reason Code	14	15	16	17	25	26	Action Sub-Total *

*   *   *   No Data to Report   *   *   *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 214903 - ROMA ISD

Action Codes Reflecting 'Mandatory Actions Not Taken'

			Action Sub-Total *
Action Reason Code	27	28	

*   *   *   No Data to Report   *   *   *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

LEA: 214903 - ROMA ISD

Action Codes Requiring Intervention by Non-District Special Education Hearing Officer **

Action Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-Total *

* * *   No Data to Report   *   *   *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

** NOTE: These action codes reflect disciplinary actions taken as the result of a special education hearing conducted by a state appointed hearing officer.

Texas Education Agency
PDM3-132-003
v21.3.1

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission

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LEA: 214903 - ROMA ISD

Action Reason Code	Action Total
04 - Marijuana	4
Total	4

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

Texas Education Agency

PDM3-132-003

v21.3.1

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: All

2020 - 2021 Summer Collection, Resubmission

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LEA: 214903 - ROMA ISD

Action Code Description

01 Expul No Plcmnt

05 OOS Suspension

07 DAEP

Parameters Selected:

Student Type: All Students

Disciplinary Action Reason Codes: All

Disciplinary Action Codes: All

Report on

PEIMS Financial

Standard Report

(2019-2020 Financial Actual Reports)

2019 - 2020 Actual Financial Data
Totals for ROMA ISD (214903)
Total Enrolled Membership: 6,113

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$5,446,380	8.84%	$891	$5,446,380	7.58%	$891	$25,533,913,274	43.11%	$4,660
State Operating Funds	$49,465,687	80.25%	$8,092	$49,469,556	68.88%	$8,093	$24,198,968,656	40.86%	$4,417
Federal Funds	$5,156,256	8.36%	$843	$15,161,571	21.11%	$2,480	$7,015,215,596	11.84%	$1,280
Other Local	$1,574,275	2.55%	$258	$1,745,791	2.43%	$286	$2,483,070,133	4.19%	$453
Total Operating Revenue	$61,642,598	100.00%	$10,084	$71,823,298	100.00%	$11,749	$59,231,167,659	100.00%	$10,811
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$1,993,745	33.23%	$326	$7,988,017,723	85.75%	$1,458
State Assistance for Debt Service	$0	0.00%	$0	$4,006,205	66.77%	$655	$417,799,545	4.49%	$76
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$909,418,245	9.76%	$166
Total Other Revenue	$0	0.00%	$0	$5,999,950	100.00%	$982	$9,315,235,513	100.00%	$1,700
Subtotal: Operating and Other Revenue	$61,642,598	100.00%	$10,084	$77,823,248	100.00%	$12,731	$68,546,403,172	100.00%	$12,511
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,610,589,103	100.00%	$476
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,610,589,103	100.00%	$476
Subtotal: Operating, Other and Recaptured Revenue	$61,642,598	100.00%	$10,084	$77,823,248	100.00%	$12,731	$71,156,992,275	100.00%	$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$8,784,610	73.81%	$1,437	$6,707,981,130	72.89%	$1,224
Estimated State TRS Contributions	$3,117,311	100.00%	$510	$3,117,641	26.19%	$510	$2,495,227,887	27.11%	$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	$3,117,311	100.00%	$510	$11,902,251	100.00%	$1,947	$9,203,209,017	100.00%	$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$64,759,909	100.00%	$10,594	$89,725,499	100.00%	$14,678	$77,749,612,189	100.00%	$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$52,353,081	80.52%	$8,564	$59,415,419	80.35%	$9,720	$45,632,220,765	80.04%	$8,329
Professional & Contracted Services (Object 62xx)	$4,927,124	7.58%	$806	$5,041,288	6.82%	$825	$5,127,350,907	8.99%	$936

2019 - 2020 Actual Financial Data
Totals for ROMA ISD (214903)
Total Enrolled Membership: 6,113

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$5,984,715	9.20%	$979	$7,580,382	10.25%	$1,240	$4,914,857,654	8.62%	$897
Other Operating Expenditures (Object 64xx)	$1,752,142	2.69%	$287	$1,905,972	2.58%	$312	$1,339,390,963	2.35%	$244
Total Operating Expenditures by Object	$65,017,062	100.00%	$10,636	$73,943,061	100.00%	$12,096	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	$191,833	43.31%	$31	$6,492,369	75.43%	$1,062	$9,524,076,242	47.61%	$1,738
Capital Outlay(Object 66xx)	$251,125	56.69%	$41	$2,114,628	24.57%	$346	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Object	$442,958	100.00%	$72	$8,606,997	100.00%	$1,408	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	$65,460,020	100.00%	$10,708	$82,550,058	100.00%	$13,504	$77,019,760,233	100.00%	$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$32,347,374	49.75%	$5,292	$38,096,952	51.52%	$6,232	$32,482,839,029	56.97%	$5,929
Instructional Resources & Media Services (Function 12)	$1,137,099	1.75%	$186	$1,137,099	1.54%	$186	$620,523,428	1.09%	$113
Curriculum & Staff Development (Function 13)	$290,292	0.45%	$47	$341,842	0.46%	$56	$1,283,086,493	2.25%	$234
Instructional Leadership (Function 21)	$1,045,732	1.61%	$171	$1,209,798	1.64%	$198	$945,108,506	1.66%	$173
School Leadership (Function 23)	$4,286,326	6.59%	$701	$4,443,277	6.01%	$727	$3,397,560,197	5.96%	$620
Guidance Counseling Services (Function 31)	$2,009,091	3.09%	$329	$2,444,303	3.31%	$400	$2,204,295,228	3.87%	$402
Social Work Services (Function 32)	$271,756	0.42%	$44	$441,411	0.60%	$72	$173,240,994	0.30%	$32
Health Services (Function 33)	$692,438	1.07%	$113	$703,432	0.95%	$115	$608,875,388	1.07%	$111
Transportation (Function 34)	$2,334,837	3.59%	$382	$2,578,868	3.49%	$422	$1,625,400,170	2.85%	$297
Food Services (Function 35)	$4,354,735	6.70%	$712	$5,546,175	7.50%	$907	$2,839,750,491	4.98%	$518
Extracurricular (Function 36)	$3,088,315	4.75%	$505	$3,144,626	4.25%	$514	$1,574,298,616	2.76%	$287
General Administration (Function 41,92)	$2,310,624	3.55%	$378	$2,504,604	3.39%	$410	$1,833,390,327	3.22%	$335
Facilities Maintenance & Operations (Function 51)	$7,893,688	12.14%	$1,291	$8,125,158	10.99%	$1,329	$5,475,939,693	9.60%	$999
Security & Monitoring Services (Function 52)	$1,585,481	2.44%	$259	$1,738,289	2.35%	$284	$621,397,805	1.09%	$113
Data Processing Services (Function 53)	$1,322,465	2.03%	$216	$1,431,857	1.94%	$234	$1,049,981,008	1.84%	$192
Community Services (Function 61)	$46,809	0.07%	$8	$55,370	0.07%	$9	$278,132,916	0.49%	$51
Total Operating Expenditures by Function	$65,017,062	100.00%	$10,636	$73,943,061	100.00%	$12,096	$57,013,820,289	100.00%	$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	$191,833	43.31%	$31	$6,492,369	75.43%	$1,062	$9,524,076,242	47.61%	$1,738

2019 - 2020 Actual Financial Data
Totals for ROMA ISD (214903)
Total Enrolled Membership: 6,113

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	$251,125	56.69%	$41	$2,114,628	24.57%	$346	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Function	$442,958	100.00%	$72	$8,606,997	100.00%	$1,408	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	$65,460,020	100.00%	$10,708	$82,550,058	100.00%	$13,504	$77,019,760,233	100.00%	$14,058

Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Basic Educational Services (PIC 11)	$28,634,054	44.04%	$4,684	$28,794,983	38.94%	$4,710	$24,808,865,963	43.51%	$4,528
Gifted and Talented (PIC 21)	$106,486	0.16%	$17	$106,486	0.14%	$17	$407,970,018	0.72%	$74
Career and Technical (PIC 22)	$1,889,182	2.91%	$309	$2,003,430	2.71%	$328	$1,848,729,587	3.24%	$337
Students with Disabilities (PICs 23,33)	$3,845,492	5.91%	$629	$4,995,608	6.76%	$817	$7,124,984,870	12.50%	$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	$4,509,684	6.94%	$738	$9,711,880	13.13%	$1,589	$4,961,252,070	8.70%	$906
Bilingual (PICs 25,35)	$1,347,980	2.07%	$221	$1,738,856	2.35%	$284	$666,494,835	1.17%	$122
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$198,008,871	0.35%	$36
PreKindergarten (PIC 32)	$0	0.00%	$0	$707,621	0.96%	$116	$556,180,368	0.98%	$102
Early Education Allotment (PIC 36)	$1,645,575	2.53%	$269	$1,654,743	2.24%	$271	$817,733,874	1.66%	$149
Dyslexia or Related Disorder Services (PIC 37)	$0	0.00%	$0	$0	0.00%	$0	$247,840,811	0.50%	$45
College, Career, and Military Readiness (CCMR) (PIC 38)	$303,485	0.47%	$50	$303,485	0.41%	$50	$225,233,881	0.46%	$41
Athletics/Related Activities (PIC 91)	$1,717,497	2.64%	$281	$1,717,497	2.32%	$281	$1,079,705,932	1.89%	$197
Un-Allocated (PIC 99)	$21,017,627	32.33%	$3,438	$22,208,472	30.03%	$3,633	$14,070,819,209	24.68%	$2,568
Total Operating Expenditures by Program Intent Code (PIC)	$65,017,062	100.00%	$10,636	$73,943,061	100.00%	$12,096	$57,013,820,289	100.00%	$10,406

Non-Operating Expenditures by PIC

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$191,833	43.31%	$31	$6,492,369	75.43%	$1,062	$9,524,076,242	47.61%	$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$251,125	56.69%	$41	$2,114,628	24.57%	$346	$10,481,863,702	52.39%	$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	$442,958	100.00%	$72	$8,606,997	100.00%	$1,408	$20,005,939,944	100.00%	$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$65,460,020	100.00%	$10,708	$82,550,058	100.00%	$13,504	$77,019,760,233	100.00%	$14,058

Disbursements
Total Disbursements

2019 - 2020 Actual Financial Data
Totals for ROMA ISD (214903)
Total Enrolled Membership: 6,113

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$65,017,062	99.02%	$10,636	$73,943,061	89.36%	$12,096	$57,013,820,289	70.09%	$10,406
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,610,589,103	3.21%	$476
Total Other Uses	$0	0.00%	$0	$0	0.00%	$0	$1,065,828,545	1.31%	$195
Intergovernmental Charge	$199,183	0.30%	$33	$199,183	0.24%	$33	$647,236,702	0.80%	$118
Debt Service (Object 6500)	$191,833	0.29%	$31	$6,492,369	7.85%	$1,062	$9,524,076,242	11.71%	$1,738
Capital Projects (Object 6600)	$251,125	0.38%	$41	$2,114,628	2.56%	$346	$10,481,863,702	12.89%	$1,913
Total Disbursements	$65,659,203	100.00%	$10,741	$82,749,241	100.00%	$13,537	$81,343,414,583	100.00%	$14,847

Tax Rates
2019 - 2020 (current tax year) Tax Rates

Maintenance & Operations				1.0684			1.0164		
Interest & Sinking				0.3774			0.2221		
Total Tax Rate				1.4458			1.2384		

Fund Balance**
Fund Balance

Nonspendable Fund Balance	$1,597,343		$261	$1,597,343		$261	$616,400,402		$120
Restricted Fund Balance	$774,058		$127	$10,011,263		$1,638	$19,313,845,455		$3,756
Committed Fund Balance	$7,348,000		$1,202	$7,451,445		$1,219	$3,524,709,206		$685
Assigned Fund Balance	$0		$0	$0		$0	$3,414,948,929		$664
Unassigned Fund Balance	$18,392,763		$3,009	$18,392,763		$3,009	$15,296,929,974		$2,975
Total Fund Balance**	$28,112,164		$4,599	$37,452,814		$6,127	$42,166,833,966		$8,200
Fund Balance Reconciliation									
2018-2019 Total Fund Balance (Previous Year)	$29,011,247		$4,669	$38,978,811		$6,273	$39,112,172,860		$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	$-899,083		$-147	$-1,698,367		$-278	$-8,388,390,544		$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$172,370		$28	$11,239,274,781		$2,186
2019-2020 Uncommon Items	$0		$0	$0		$0	$203,776,869		$40
2019-2020 Total Fund Balance	$28,112,164		$4,599	$37,452,814		$6,127	$42,166,833,966		$8,200

Performance Objectives

Roma Independent School District

District Improvement Plan

2021-2022 Performance Objectives

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 30, 2021
Public Presentation Date: September 30, 2021

Mission Statement

Graduate every student college, career and/or military ready.

Vision

Roma I.S.D., a dynamic community committed to the achievement of student excellence.

Core Beliefs

As a results-oriented community committed to excellence, we will adhere to the following values:

Accountability
Flexibility
Leadership
Perseverance
Pride & Respect
Unity

Table of Contents

Goals

Goal 1: SAFETY & WELLNESS
Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

> **Performance Objective 1:** 100% of safety protocols will be implemented throughout the district to make staff and students feel safe.

> > **Summative Evaluation:** Significant progress made toward meeting Objective

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 1: Roma ISD will dedicate 100% of our instruction activities and resources to increase the scores of all students in all tested subject areas by 5% in meets and 3% in masters to help close achievement gaps.

Summative Evaluation: Significant progress made toward meeting Objective

Performance Objective 2: By May 2022, all students, including special population students, will meet a minimum of 80% graduation rate and less than 1.8% drop out rate on the RDA District Report.

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 3: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase to 90% by June 2022.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 4: The percent of PreK students that score on grade level or above in Reading on the CLI-Circle Assessment will increase to 84% by June 2022.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 5: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase to 92% by June 2022.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 6: The percent of PreK students that score on grade level or above in math on the CLI-Circle Assessment will increase to 91% by June 2022.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 7: The percentage of graduates that meet the criteria for CCMR will increase to 76% by June 2022.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 8: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase to 55% by June 2022.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 9: The district will exceed passing rate region and state standards for all student groups in student achievement.

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: Roma ISD will increase professional development participation for all staff members.

Summative Evaluation: Met Objective

Performance Objective 2: The district will develop and sustain an equitable compensation plan for all employees

Summative Evaluation: Met Objective

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: Roma ISD will survey all parents at the end of the school year to gather their input on the effectiveness and timeliness of communication regarding student academic progress. Our goal is to increase the rating received in the survey to a mean average of no less than 4.5 by the end of the school year.

Summative Evaluation: No progress made toward meeting Objective

Performance Objective 2: All Roma ISD campuses will increase the opportunities for parents to attend events that foster relationships and open communication.

Summative Evaluation: Met Objective

Performance Objective 3: The district will identify campus parent and family engagement programs and increase the involvement of stakeholders.

Summative Evaluation: No progress made toward meeting Objective

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: The district will increase parent participation in the academic monitoring of their students.

Summative Evaluation: Some progress made toward meeting Objective

Roma Independent School District

Roma High School (RHS)

2021-2022 Performance Objectives

Mission Statement

Graduate every student college, career and/or military ready.

Vision

Roma I.S.D., a dynamic community **committed** to the achievement of student excellence.

Campus Vision and Mission

Vision:

Roma High School ensures all students receive a high quality education.

Mission:

As a dynamic community committed to the achievement of student excellence, Roma High School will ensure that all students receive a high quality education by providing students with the experiences, skills, and values to achieve their full potential now and in the future.

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Goals

Goal 1: SAFETY & WELLNESS

Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

    Performance Objective 1: Roma High School will continue to implement safety procedures and protocols throughout all facilities.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

> **Performance Objective 1:** 100% of 9th-12 grade learners will be provided high quality instruction that is aligned to the TEKS. Students will increase English 1 EOC and English 2 EOC scores up by 10% by the end of the 2021-2022 academic school year.

> **Performance Objective 2:** Student achievement and progress levels will exceed region and state standards for all student groups in all subject areas.

> **Performance Objective 3:** 32% of EL students will grow one proficiency level on the TELPAS assessment by May of 2022.

> **Performance Objective 4:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 80% by August 2024. (Progress Measures in the addendum)
>
> > **HB3 Goal**

> **Performance Objective 5:** The percent of CCMR Students that meet the threshold for CCMR Outcome Bonus for college-ready from 47% to 55%; career-ready 0%-16%, and military ready from 0% to 1% by August 2024.
>
> > **HB3 Goal**

> **Performance Objective 6:** 100% of CTE funds will be used in accordance to CTE requirements.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: Trainings provided to teachers will be aligned to state standards (TEKS).

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT
Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: By the end of the 2021-2022 school year, parent and family engagement will increase by 2%.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: Roma High School will implement a system in which to streamline the inventories of resources purchased with the district instructional materials allotment funds, federal funds, and district and campus state local funds.

Roma Independent School District

Instructional and Guidance Center

2021-2022 Performance Objectives

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Graduate every student college, career and/or military ready.

Vision

Roma I.S.D., a dynamic community **committed** to the achievement of student excellence.

Value Statement

Roma Instructional and Guidance Center Vision Statement

United with immense passion for students' success and self-discipline, we undertake multiple roles to ensure students are academically, socially, and behaviorally successful students and members of our community.

Roma Instructional and Guidance Center Mission Statement

Our mission at Roma ISD's Instructional and Guidance Center is to develop students' understanding of life's challenges whether academic, social, or behavioral. We challenge students with a rigorous delivery of academic content, establish high expectations, and enable them to learn from their mistakes and focus on the future. With sound leadership and unequivocal passion for students' success, we strive for students' achievement of self-discipline, becoming successful and productive citizens, and ultimately lifelong learners in this diverse and changing world.

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Goals

Goal 1: SAFETY & WELLNESS

Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

Performance Objective 1: All students will improve performance in the classroom by May 2022 as a result of a safe learning environment.

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 1: 100% of all students will improve grades by their exit date as a requirement for placement term completion at DAEP.

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: All teachers will follow state aligned curriculum used by home campuses.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT
Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: Improve student performance as per home campus projections by utilizing parental and community involvement.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

    Performance Objective 1: To improve student academic success with highly trained and motivated staff.

Roma Independent School District

Roma Middle School (RMS)

2021-2022 Performance Objectives

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 30, 2021

Mission Statement

As a dynamic community committed to the achievement of student excellence, Roma ISD will provide the necessary resources and services including: facilities, personnel, finances, technology, and curriculum to ensure an equitable education in a safe environment so that all students can achieve their greatest potential.

Vision

Roma Middle School will continue to be an exceptional learning community where all opinions and ideas are welcomed and valued. Through collaboration and high expectations, we will work towards continuous growth, creating a safe and innovative environment that upholds a reputation of excellence and good character. By integrating Citizenship, Responsibility, Respect, Self-Leadership, Perseverance and Honesty, our students will transition into independent learners and productive members of society.

Campus Mission & Vision

The mission of Roma Middle School, through a partnership of students, families, staff and community, is to ensure that every student has the skills to build a strong social and academic foundation, in order to transition into a successful high school student and responsible member of society. Roma Middle School's environment of trust and mutual respect for all people reflects our beliefs that all students can learn. We are committed to promoting a positive learning atmosphere that builds self-esteem and empowers all students to reach their maximum potential. With rigorous and varied academic standards, we will work together as a team to prepare our students as productive citizens and help develop their personal commitment to lifelong learning.

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Goals

Goal 1: SAFETY AND WELLNESS
Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

    Performance Objective 1: 100% of students will understand the importance of safety protocols by May 2022.

    Performance Objective 2: By the end of May 2022, all of our students that need support as far as mental health issues due to the pandemic and other related reasons will be serviced.

    Performance Objective 3: Provide a healthy and safe environment for all students.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 1: 65% of 6th EL Population will meet required standards by May of 2022 in RLA STAAR.

Performance Objective 2: Provide school supplies to students and staff including planners to aid in organization.

Performance Objective 3: Staff will meet after school and/or Saturdays to make sure curriculum is aligned to the state standards and that all the TEKS that need to be covered are covered on a six-weeks basis.

Performance Objective 4: Students that fail to be successful in the BOY will be required to receive 30 hours of tutorials as enrichment for each of the tested areas failed.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: 100% of our staff will be trained in different areas throughout the school year.

Performance Objective 2: Ensure that the needs of all staff members are being addressed.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT
Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: 100% of our parents will be informed of upcoming monthly meetings throughout the school year.

Performance Objective 2: Improve family involvement in student learning particularly with At-Risk students.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: 100% of all students that need after-school transportation during tutorials will be bused home.

Performance Objective 2: 100% of all campus activities and resources will be conducted to advance student outcomes supporting students in closing achievement gaps.

Roma Independent School District

Ramiro Barrera Middle School (RBMS)

2021-2022 Performance Objectives

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 30, 2021

Mission Statement

Graduate every student college and career and/or military ready.

Vision

Roma ISD, a dynamic community committed to the achievement of student excellence.

Campus Mission & Vision

RBMS Mission

Ramiro Barrera Middle School's commitment to the students of Roma Independent School District is one that is second to none. We will strive hard for the continuous improvement of our academic and extracurricular programs. Our school will be an educational setting that everyone will love to come to on a daily basis. It will be a place where teaching and learning will take place every day, and everyone will call "home". Student success will always come first.

RBMS Vision

Ramiro Barrera Middle School will be an educational setting committed to the achievement of student excellence.

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Goals

Goal 1: SAFETY & WELLNESS
Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

Performance Objective 1: RBMS will implement additional safety protocols to prevent the spread of COVID-19 and promote health and wellness.

Performance Objective 2: For the 21-22 school year, RBMS will implement a plan of action to ensure that campus stakeholders feel safe at school and school events.

Performance Objective 3: For the 2021-22 school year, RBMS will have fulfilled 100% of all the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Performance Objective 4: For the 21-22 school year, the number of bullying-related incidents reported at RBMS will remain at a 0% tolerance.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

    Performance Objective 1: All students will increase STAAR Reading by 10% in Meets and 5% in Masters by May 2022.

    Performance Objective 2: All students will increase STAAR Math by 10% in Meets and 5% in Masters by May 2022.

    Performance Objective 3: All students in special education will increase STAAR Reading by 5% in Meets by May 2022.

    Performance Objective 4: All students in special education will increase STAAR Math by 5% in Meets by May 2022.

    Performance Objective 5: All Emergent Bilingual students (EB) will increase STAAR Reading by 10% in Meets and 5% in Masters by May 2022.

    Performance Objective 6: All Emergent Bilingual (EB) will increase STAAR Math by 10% in Meets and 5% in Masters by May 2022.

    Performance Objective 7: All students will increase STAAR Science by 10% in Approaches 6% in Meets and 4 % in Masters by May 2022.

    Performance Objective 8: All students will increase STAAR Social Studies by 10% in Approaches 6% in Meets and 4 % in Masters by May 2022.

    Performance Objective 9: All students in special education will increase STAAR Social Studies by 5% in Meets by May 2022.

    Performance Objective 10: All students in special education will increase STAAR Science by 5% in Meets by May 2022.

    Performance Objective 11: All Emergent Bilingual students (EB) will increase STAAR Science by 10% in Meets and 5% in Masters by May 2022.

    Performance Objective 12: All Emergent Bilingual (EB) will increase STAAR Social Studies by 10% in Meets and 5% in Masters by May 2022.

    Performance Objective 13: All students will increase STAAR Writing by 10% in Approaches and 5% in Meets and 5 % in Masters by May 2022.

Performance Objective 14: All students in special education will increase Writing by 10% in Approaches and 5% in Meets and 5 % in Masters by May 2022.

Performance Objective 15: All Emergent Bilingual students (EB) will increase STAAR Writing by 10% in Approaches and 5% in Meets and 5 % in Masters by May 2022.

Performance Objective 16: All students will expand their reading literacy and knowledge across multiple genres by reading 10 books or more.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: For the 2021-2022 school year 100% of RBMS teachers will utilize Professional Learning Communities (PLCs) in a collaborative effort to increase
overall student achievement by 5%.

Performance Objective 2: Department and district teachers will collaborate regularly interact to address common issues regarding curriculum, assessment,
instruction, and the achievement of all students

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT
Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: By May 2022, RBMS will establish a parent center at our campus with at least five parent volunteers.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: Promote Student Performance Success Initiative

Roma Independent School District

F.J. Scott Elementary

2021-2022 Performance Objectives

Mission Statement

As a dynamic community committed to the achievement of student excellence, Roma ISD will provide the necessary resources and services including: facilities, personnel, finances, technology, and curriculum to ensure an equitable and quality education in a safe environment so that all students can achieve their greatest potential.

Core Values

As a results oriented community committed to excellence, we will adhere to the following core values:

*Accountability

*Flexibility

*Leadership

*Perseverance

*Pride & Respect

*Unity

Vision

Roma ISD

a dynamic community committed to the achievement of student excellence.

Campus Mission & Vision

Mission

The entire school community of F. J. Scott Elementary

is committed to teaching all students in a safe, secure,

student-centered climate so that they may strive

to reach their highest potential.

We are committed to provide our students with an instructional program

that will produce well-rounded, self-directed, lifelong learners, who will

one day become the most productive leaders of our society.

Vision

At F. J. Scott Elementary we will work together

as a learning community to provide the necessary framework

that will ensure the success of all our students

while preparing them to be college and career ready.

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Goals

Goal 1: SAFETY & WELLNESS

Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

    Performance Objective 1: Implement a behavior intervention program and support systems at F. J. Scott to ensure equity and student success.

        Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 1: Increase 3rd Grade Math performance from 77% to 95% in Approaches, 80% in Meets, and 45% in Masters by May 19, 2022, as measured by STAAR.

> **HB3 Goal**
>
> **Summative Evaluation:** Significant progress made toward meeting Objective

Performance Objective 2: Increase 5th Grade Reading performance from 80% to 95% in Approaches, 80% in Meets, and 50% in Masters by May 19, 2022, as measured by STAAR.

> **Summative Evaluation:** Some progress made toward meeting Objective

Performance Objective 3: Increase 4th Grade Writing performance from 85% to 95% in Approaches, 80% in Meets, and 40% in Masters by May 19, 2022, as measured by RLA STAAR.

> **Summative Evaluation:** Some progress made toward meeting Objective

Performance Objective 4: Increase 5th Grade Science performance at the Masters level from 7% to 35% by May 19, 2022, as measured by STAAR.

> **Summative Evaluation:** Some progress made toward meeting Objective

Performance Objective 5: Increase the overall level of Performance in Approaches, Meets and Masters in all state assessments for Reading, Math and Science a minimum of 10% by May 19, 2022, as measured by STAAR.

> **HB3 Goal**
>
> **Summative Evaluation:** Some progress made toward meeting Objective

Performance Objective 6: Increase campus performance in Comprehension and Fluency to a minimum of 80% Developed by May 19, 2022, as measured by the TPRI.

> **HB3 Goal**
>
> **Summative Evaluation:** Some progress made toward meeting Objective

Performance Objective 7: Increase Early Childhood Literacy Progress Measure 1, 2 and 3 Performance to a minimum of 90% on target as measured by

the Texas Kindergarten Entry Assessment and CIRCLE by May 19, 2022.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 8: Increase Early Childhood Math Progress Measure 1, 2 and 3 Performance to a minimum of 92% on target as measured by the Texas Kindergarten Entry Assessment and CIRCLE by May 19, 2022.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 9: Provide necessary materials to help increase comprehension and fluency for all learners.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 10: Teachers will implement activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (STEM)- ROBOTICS

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: Develop and implement a professional development plan to support increased student achievement and teacher growth.

Summative Evaluation: Significant progress made toward meeting Objective

Performance Objective 2: Coordinate efforts with central office personnel to recruit, train, hire and retain highly qualified staff.

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: Increase opportunities for parent and family engagement at F. J. Scott Elementary to better prepare parents as partners in education.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Performance Objective 2: To improve student performance levels by promoting leadership skills, high levels of learning.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES
Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: F. J. Scott teachers will instruct students using the most up to date instructional strategies and computer based strategies.

Summative Evaluation: Significant progress made toward meeting Objective

Roma Independent School District

Rafaela T. Barrera Elementary (RTB)

2021-2022 Performance Objectives

Mission Statement

Graduate every student college, career and/or military ready.

Vision

Roma I.S.D., a dynamic community **committed** to the achievement of student excellence.

Campus Mission & Vision

Vision Statement:

Rafaela T. Barrera Elementary School is a learning community where everyone is nurtured, respected and challenged. All individuals are encouraged to be compassionate towards each other, to be creative, to be productive and to be successful life-lone learners.

Mission Statement:

The mission of Rafaela T. Barrera Elementary School is to provide a safe, positivie, and challenging environment which will promote a desire for life-long learning and will meet the intellectual, physical, social, and emotional needs of each child. This will be acoomplished through a team effort of parental, teacher, administrative, and community support and will ensure that all students reach their full potential as productive members of society.

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Goals

Goal 1: SAFETY AND WELLNESS

Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

Performance Objective 1: From August 2021 to May 2022, 100% of students and staff will take steps to ensure a safe and secure facility conducting scheduled drills on a monthly basis.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 1: From August 2021 to May 2022, 90.5% of our early childhood students will master the taught and targeted literacy skills.

HB3 Goal

Performance Objective 2: 90.5% of pre-k through second grade students will be developed by May 2022 as measured by the Math district post-assessments.

HB3 Goal

Performance Objective 3: From August 2021 to May 2022, different strategies will be implemented to improve the level of student performance for all populations.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: From August 2021 through May 2022 Rafaela T. Barrera Elementary will continuously provide all staff members with the necessary professional development sessions that will bring about student success.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: From August 2021 through May 2022 Rafaela T. Barrera Elementary will continuously provide learning and engagement opportunities for all stakeholders in an effort to develop positive, collaborative relationships and community partnerships.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: From August 2021 through May 2022 Rafaela T. Barrera Elementary will continuously ensure effective management of campus resources and operations in an effort to maximize opportunities for all students and staff.

Roma Independent School District

Emma Vera Elementary

2021-2022 Performance Objectives

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 30, 2021

Mission Statement

As a dynamic community committed to the achievement of student excellence, Roma I.S.D. will provide the necessary resources and services including: facilities, personnel, finances, technology, and curriculum to ensrue an equitable and quality education in a safe environment so that all students can achieve their greatest potential.

Vision

Roma ISD, a dynamic community committed to the achievement of student excellence.

Campus Mission & Vision

Vission Statement

Our vision at Emma Vera Elementary is to prepare our students to achieve academic excellence by acquiring the necessary cognitive, sociological, and psychological skills needed in order to lay the best foundation for success now, here in school, and later in society.

Mission Statement

Emma Vera Elementary teachers, administrators, parents, and community members believe that all students can learn given the opportunity; therefore, our purpose is to provide an instructional program with an environment that is conducive to learning and that addresses all the students' needs. Students shall be guided to explore the full range of their potential to become self-directed, lifelong learners, and productive citizens in our society.

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Goals

Goal 1: SAFETY & WELLNESS
Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

Performance Objective 1: Intervention programs and support systems will promote, ensure student success, and equity of all students.

Summative Evaluation: Met Objective

Goal 2: STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 1: The percent of PreK students that score on grade level or above in math on the CLI-Circle Assessment Wave 3 will increase from 85% to 90% by May 2022.

   Summative Evaluation: Met Objective

Performance Objective 2: The percent of Pre-K students that score on grade level or above in Reading CLI-Circle Wave 3 , will increase from 80% to 83% by May 2022.

Performance Objective 3: The percent of Kindergarten students that score on grade level or above in Reading KEA Wave 3, will increase from 83% to 85% by May 2022.

   HB3 Goal

Performance Objective 4: 80% of First and Second grade students will achieve a develop status in all areas of the TPRI exam, by May 2022.

   HB3 Goal

   Summative Evaluation: Met Objective

Performance Objective 5: The percent of kindergarten students that score on grade level or above in math on the Kinder Entry Assessment (KEA) will increase from 85% to 90% by May 2022.

   HB3 Goal

   Summative Evaluation: Met Objective

Performance Objective 6: Increased number of students achieving a Meets Level or above on the STAAR Math Exam will increase by 10%.

   HB3 Goal

   Summative Evaluation: Met Objective

Performance Objective 7: Increased number of students achieving a Meets Level or above on the STAAR Reading Exam will increase by 10%.

   HB3 Goal

Summative Evaluation: Met Objective

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: Develop and implement a professional development plan to support increased student achievement and teacher growth.

Summative Evaluation: Met Objective

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: Communication with parents will increase by 50 %

Summative Evaluation: Met Objective

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: Emma Vera Elementary teachers will deliver high quality instruction using up to date technology devices, computer based strategies, and instructional strategies.

Summative Evaluation: Met Objective

Roma Independent School District

Roel & Celia R. Saenz Elementary (RCS)

2021-2022 Performance Objectives

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 30, 2021

Mission Statement

Graduate every student college, career and/or military ready.

Vision

Vision

Roma I.S.D., a dynamic community **committed** to the achievement of student excellence.

Campus/Mission &Vision

Mission Statement

The entire school community of Roel A. & Celia R. Saenz Elementary is committed to challenge students to reach their academic and social potentials. We are committed to provide students with a developmentally appropriate education which emphasizes high academic and social expectations for all students; the opportunities, resources and environments necessary to be lifelong learners; the skills and encouragement needed to be productive, responsible citizens and the support required to develop a healthy sound judgment and appropriate

decision making.

Vision Statement

At Roel A. and Celia R. Saenz Elementary our vision is to provide a safe, supportive, respectful, and community-supported learning environment that promotes high academic achievement, active thinking and life-long learning for all students.

School Mascot: The Spartans

Grade Levels: PreK-5th

School Color: Red and Silver

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Goals

Goal 1: SAFETY & WELLNESS
Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness.

    Performance Objective 1: Roel A. and Celia R. Saenz Elementary will implement safety procedures to help prevent the spread of COVID-19 and its variants.

    Performance Objective 2: Roel A. and Celia R. Saenz Elementary will utilize a wellness plan to guarantee students success.

    Performance Objective 3: Roel A. and Celia R. Saenz Elementary will continue to implement the Student Respond Protocol (SRP) and building safety.

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curriculum, instruction, and enrichment to prepare all students for graduation and post-secondary success.

Performance Objective 1: Early Childhood (PK and K) students will score on grade level or above in Reading on the CLI-Circle/KEA Assessment increasing from 89% to 91% (CLI) and 60% to 68% (KEA) Measure 1 and 2 by June 2022.

HB3 Goal

Performance Objective 2: Third grade students will score an Approaches in Reading on the STAAR increasing from 90% to 94% by June 2022.

HB3 Goal

Performance Objective 3: Early Childhood (PK and K) students will score on or above grade level in Math on the CLI-Circle/KEA Assessment increasing from 86% to 88% (CLI) and 89% to 91% (KEA) for Measure 1 and 2 by June 2022.

HB3 Goal

Performance Objective 4: Fourth grade students will score an Approaches in Reading on the STAAR by June 2022.

HB3 Goal

Performance Objective 5: Fifth grade students will score an Approaches in Reading on the STAAR by June 2022.

HB3 Goal

Performance Objective 6: First grade and second grade students will score 90 % developed in the areas of Phonics, Fluency and Comprehension.

HB3 Goal

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently provide research-based best practices, resulting in future-ready students.

Performance Objective 1: During the 2021-2022 school year, Roel A. and Celia R. Saenz Elementary will continue to provide all staff members with the necessary professional development which will promote student academic achievement.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT

Roma ISD will engage all stakeholders in developing positive, collaborative relationships and meaningful communication.

Performance Objective 1: During the 2021-2022 academic school year, parents of Roel A. and Celia R. Saenz Elementary will be invited to virtually attend and participate in multiple sessions targeting the Gifted and Talented, Bilingual, and Title 1 programs. Parents will also have the opportunity to build up their parental skills to help students manage successfully at home.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize learning opportunities for all students and staff.

    Performance Objective 1: Effectively provide resources and opportunities in technology for students and staff to enhance curriculum.

Roma Independent School District

Veterans Memorial Elementary

2021-2022 Performance Objectives

Board Approval Date: September 30, 2021

Mission Statement

As a dynamic community committed to the achievement of student excellence, Roma ISD will provide the necessary resources and services including: facilities, personnel, finances, technology, and curriculum to ensure an equitable and quality educaion in a safe environment so that all students can achieve their greatest potential.

Core Values

As a results oriented community committed to excellence, we will adhere to the following core values:

*Accountability

*Flexibility

*Leadership

*Perseverance

*Pride & Respect

*Unity

Vision

Roma I.S.D., a dynamic community **committed** to the achievement of student excellence.

Campus Mission & Vision

Veterans Memorial Elementary Mission Statement

Veterans Memorial Elementary school community is committed to teaching all students in a safe, secure, student-centered climate so that they may strive to reach their highest potential. We are committed to provide our students with an instructional program that will produce well rounded, self-directed, lifelong learners, who will one day become the most productive leaders of our society and proud citizens of our country.

Veteran Memorial Elementary Vision Statement

At Veterans Mmorial Elementary we will work collaboratively as a learning community to provide the foundation that will ensure the success of ALL our students.

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Goals

Goal 1: SAFETY & WELLNESS
Roma ISD will provide learning environments and structures designed to promote
a physical, emotional, and cultural focus on safety and wellness for all students
and staff.

Performance Objective 1: 100% of students will receive information on how to stay safe and healthy by the end of the 2021-2022 school year.

Goal 2: STUDENT LEARNING
Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

Performance Objective 1: 90% of 3rd-5th students will perform at or above grade level, or show improvement on performance levels and/or scores on the RLA STAAR exam by May 2022.

HB3 Goal

Performance Objective 2: 94% of 3rd-5th Grade students will perform at or above grade level on the Math STAAR exam by May 2022.

Performance Objective 3: 80% of Kinder - 2nd grade students will perform at or above grade level by May 2022.

Performance Objective 4: All students will be provided with opportunities to build knowledge and show growth in fine arts and its history through a multitude of programs that are appropriate, educational, and enriching by the end of the school year.

Performance Objective 5: All students will have the opportunity to receive instruction and practice in all subjects using technology and software that meets the needs of all students. The software programs will be implemented and data received will help in determinations of academic levels and progress and data for accelerated instruction and overall growth in the STAAR Progress measures as well as TPRI and KIA.

Performance Objective 6: All students in grades 2-5 will have access to a focused and continuious Science Curriculum in grades 2nd, 3rd, 4th, and 5th to prepare for success in the 5th grade STAAR exam and meet the requirements set for passing the Science TEKS in grades K-5 and have a solid base for higher education.

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS
Roma ISD will equip and empower campus leadership, faculty, and staff to
consistently incorporate research-based best practices in curricula, resulting in
future-ready students.

Performance Objective 1: All Teacher and Administration will all be trained and highly qualified to meet the individual needs of all students in all
demographics.

Performance Objective 2: All teachers and administrators will meet regularly to plan, conduct PLC Meetings, and review data in order to ensure lessons
are meeting the needs of all students in all demographics.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT
Roma ISD will engage all stakeholders in developing positive, collaborative
relationships and community partnerships.

Performance Objective 1: Increase the number of parental involvement for monthly parental meetings.

Performance Objective 2: All parents will be invited and have the opportunity to learn about the Bilingual program and the opportunities it provides our students and families by Parental Meetings.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES
Roma ISD will effectively and efficiently manage district resources and operations
to maximize opportunities for all students and staff.

Performance Objective 1: Increase the resources and opportunities in technological activities for students and staff to use other forms of technology to enhance the instructional program.

Roma Independent School District

Delia Gonzalez Garcia Elementary (DGG)

2021-2022 Performance Objectives

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 30, 2021
Public Presentation Date: September 10, 2021

Mission Statement

Graduate every student college, career and/or military ready.

Vision

Roma I.S.D., a dynamic community **committed** to the achievement of student excellence.

Campus Mission & Vision

Delia Gonzalez Garcia Elementary Mission Statement

Delia G. Garcia Elementary School recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, Delia G. Garcia Elementary School respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical, intellectual development of each child.

Delia Gonzalez Garcia Elementary Vision Statement

Delia G. Garcia Elementary representing and in partnership with our stakeholders, the Roma Independent School District recognizes that all children can learn and dedicates itself to providing a challenging educational environment that allows each student to achieve to his or her highest potential as a learner and citizen.

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Goals

Goal 1: SAFETY & WELLNESS
Roma ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on safety and wellness for all students and staff.

Performance Objective 1: By May 2022, all students and staff will have opportunities to participate in activities that promote safety and wellness.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue using program and extend classroom lessons to the program.

Performance Objective 2: By May 2022, all parents will receive information related to safety and wellness.

Summative Evaluation: Exceeded Objective

Performance Objective 3: By May 2022, student and teachers interaction will improve which will lead to student achievement and success.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: STUDENT LEARNING

Roma ISD will provide rigorous, effective, and engaging curricula, instruction, and enrichment activities to prepare all students for graduation and post-secondary success.

> **Performance Objective 1:** By May 2022 through rigorous, effective, and engaging curricula, instruction, and enrichment activities students will score approach, meets, and master level in the STAAR test which will help to prepare all students for graduation and post-secondary success.
>
> **HB3 Goal**
>
> **Summative Evaluation:** Significant progress made toward meeting Objective

> **Performance Objective 2:** 70% of Pre-k thru 2nd grade students be perform at Developed level by April, 2022 as measured by CLI / KEA/ CIRCLE.
>
> **HB3 Goal**
>
> **Summative Evaluation:** Met Objective

Goal 3: EMPOWERING TEACHERS AND ADMINISTRATORS

Roma ISD will equip and empower campus leadership, faculty, and staff to consistently incorporate research-based best practices in curricula, resulting in future-ready students.

Performance Objective 1: By May 2022, teachers and staff will continuously provide all staff with professional development that will lead to student achievement.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue with local staff development which has been vital to teacher planning and using research based data.

Goal 4: FAMILY/COMMUNITY/STAKEHOLDER ENGAGEMENT
Roma ISD will engage all stakeholders in developing positive, collaborative relationships and community partnerships.

Performance Objective 1: During the academic school year, parents will be trained with opportunities in areas of GT, bilingual program, Title 1 program. Other opportunities to strengthen their parental skill which will allow them to use these strategies to be implemented at home to assure student success.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue using Zoom meeting which have been a success to reach parents in the different program available for students.

Goal 5: EFFECTIVE USE OF DISTRICT RESOURCES

Roma ISD will effectively and efficiently manage district resources and operations to maximize opportunities for all students and staff.

Performance Objective 1: During the academic school year 2021-2022, Delia Garcia Elementary will continuously ensure effective management of campus resources and operations in an effort to maximize opportunities for all students and staff.

Summative Evaluation: Met Objective

2019 Graduates

Enrollment and Academic Performance in Texas Public Higher Education

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

County	District		Total Graduates	<2.0	GPA for 1st Year in Public Higher Education in Texas				
					2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
STARR									
	ROMA ISD								
	214903001	ROMA H S							
		Four-Year Public University	103	14	5	8	30	46	0
		Two-Year Public Colleges	165	40	30	24	45	21	5
		Independent Colleges & Universities	1						
		Not Trackable	12						
		Not Found	137						
		Total High School Graduates	418						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Texas Academic Performance Report (TAPR)
District and Campus Reports
2020-2021

Roma Independent School District

District Report

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

District Number: 214903

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	57%	**71%**	-	71%	*	-	-	-	-	36%	*	73%	54%	69%	71%
	2019	76%	79%	**93%**	-	93%	*	-	-	-	-	74%	*	92%	97%	92%	93%
At Meets Grade Level or Above	2021	39%	27%	**48%**	-	48%	*	-	-	-	-	18%	*	48%	46%	44%	48%
	2019	45%	46%	**69%**	-	69%	*	-	-	-	-	47%	*	69%	71%	69%	69%
At Masters Grade Level	2021	19%	11%	**21%**	-	22%	*	-	-	-	-	9%	*	22%	15%	18%	23%
	2019	27%	27%	**45%**	-	44%	*	-	-	-	-	21%	*	45%	42%	42%	44%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	45%	**65%**	-	65%	*	-	-	-	-	33%	*	66%	54%	59%	68%
	2019	79%	83%	**93%**	-	93%	*	-	-	-	-	77%	*	93%	97%	92%	93%
At Meets Grade Level or Above	2021	31%	17%	**34%**	-	33%	*	-	-	-	-	19%	*	34%	31%	29%	34%
	2019	49%	53%	**71%**	-	71%	*	-	-	-	-	40%	*	70%	74%	70%	70%
At Masters Grade Level	2021	14%	6%	**16%**	-	17%	*	-	-	-	-	10%	*	16%	23%	12%	17%
	2019	25%	26%	**38%**	-	38%	*	-	-	-	-	21%	*	37%	58%	36%	38%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	56%	**78%**	-	78%	-	-	-	-	-	50%	*	80%	62%	78%	78%
	2019	75%	80%	**91%**	-	91%	*	-	-	-	-	62%	*	91%	89%	90%	90%
At Meets Grade Level or Above	2021	36%	28%	**47%**	-	47%	-	-	-	-	-	20%	*	47%	48%	47%	48%
	2019	44%	47%	**69%**	-	70%	*	-	-	-	-	31%	*	69%	70%	67%	69%
At Masters Grade Level	2021	17%	12%	**24%**	-	24%	-	-	-	-	-	10%	*	23%	29%	25%	24%
	2019	22%	23%	**38%**	-	38%	*	-	-	-	-	12%	*	39%	34%	35%	37%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	**75%**	-	75%	-	-	-	-	-	56%	*	77%	62%	74%	75%
	2019	75%	81%	**92%**	-	92%	*	-	-	-	-	69%	*	92%	90%	91%	91%
At Meets Grade Level or Above	2021	36%	22%	**46%**	-	46%	-	-	-	-	-	44%	*	46%	48%	45%	46%
	2019	48%	51%	**75%**	-	76%	*	-	-	-	-	50%	*	75%	77%	74%	76%
At Masters Grade Level	2021	21%	10%	**15%**	-	15%	-	-	-	-	-	11%	*	13%	29%	14%	16%
	2019	28%	28%	**48%**	-	48%	*	-	-	-	-	12%	*	48%	49%	45%	47%
Grade 4 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	44%	**80%**	-	80%	-	-	-	-	-	45%	*	80%	76%	80%	81%
	2019	67%	74%	**89%**	-	89%	*	-	-	-	-	58%	*	88%	92%	88%	88%
At Meets Grade Level or Above	2021	27%	20%	**45%**	-	45%	-	-	-	-	-	18%	*	47%	33%	45%	47%
	2019	35%	40%	**65%**	-	65%	*	-	-	-	-	23%	*	64%	70%	63%	64%
At Masters Grade Level	2021	8%	5%	**15%**	-	15%	-	-	-	-	-	0%	*	15%	19%	14%	16%
	2019	11%	13%	**29%**	-	29%	*	-	-	-	-	4%	*	28%	33%	27%	28%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	68%	**80%**	-	79%	*	-	-	-	-	53%	*	79%	89%	79%	80%
	2019	86%	89%	**97%**	-	97%	-	-	-	-	-	83%	100%	97%	96%	96%	96%
At Meets Grade Level or Above	2021	46%	39%	**59%**	-	59%	*	-	-	-	-	40%	*	58%	67%	57%	59%
	2019	54%	54%	**66%**	-	66%	-	-	-	-	-	38%	60%	64%	77%	61%	65%
At Masters Grade Level	2021	30%	23%	**40%**	-	40%	*	-	-	-	-	20%	*	40%	44%	38%	40%
	2019	29%	27%	**36%**	-	36%	-	-	-	-	-	7%	40%	36%	32%	30%	35%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	58%	**78%**	-	78%	*	-	-	-	-	63%	*	77%	89%	79%	79%
	2019	90%	94%	**99%**	-	99%	-	-	-	-	-	90%	100%	99%	96%	99%	99%
At Meets Grade Level or Above	2021	44%	30%	**53%**	-	52%	*	-	-	-	-	25%	*	52%	56%	52%	52%
	2019	58%	64%	**80%**	-	80%	-	-	-	-	-	66%	100%	78%	89%	78%	80%
At Masters Grade Level	2021	25%	14%	**34%**	-	34%	*	-	-	-	-	13%	*	34%	33%	31%	35%
	2019	36%	39%	**55%**	-	55%	-	-	-	-	-	24%	100%	55%	57%	51%	55%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	**66%**	-	66%	*	-	-	-	-	50%	*	66%	67%	65%	68%
	2019	75%	81%	**92%**	-	92%	-	-	-	-	-	68%	100%	92%	93%	91%	92%
At Meets Grade Level or Above	2021	31%	19%	**33%**	-	33%	*	-	-	-	-	25%	*	33%	33%	32%	34%
	2019	49%	56%	**72%**	-	72%	-	-	-	-	-	36%	100%	71%	78%	69%	72%
At Masters Grade Level	2021	13%	6%	**6%**	-	6%	*	-	-	-	-	13%	*	5%	22%	6%	5%
	2019	24%	27%	**34%**	-	34%	-	-	-	-	-	7%	40%	34%	35%	30%	32%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	56%	**50%**	-	49%	-	-	-	-	*	-	*	49%	60%	46%	49%
	2019	68%	65%	**56%**	-	56%	*	-	-	-	-	22%	*	58%	39%	54%	54%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	32%	25%	**20%**	-	19%	-	-	-	-	*	-	*	19%	30%	17%	18%
	2019	37%	33%	**24%**	-	24%	*	-	-	-	-	13%	*	25%	13%	23%	22%
At Masters Grade Level	2021	15%	10%	**6%**	-	5%	-	-	-	-	*	-	*	6%	10%	4%	4%
	2019	18%	15%	**10%**	-	10%	*	-	-	-	-	0%	*	11%	4%	10%	9%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	54%	**53%**	-	53%	*	-	-	-	*	-	*	53%	50%	51%	53%
	2019	81%	81%	**83%**	-	83%	*	-	-	-	-	44%	*	83%	76%	82%	82%
At Meets Grade Level or Above	2021	36%	20%	**14%**	-	14%	*	-	-	-	*	-	*	15%	10%	12%	14%
	2019	47%	44%	**50%**	-	50%	*	-	-	-	-	16%	*	51%	38%	48%	49%
At Masters Grade Level	2021	15%	6%	**7%**	-	6%	*	-	-	-	*	-	*	7%	10%	5%	5%
	2019	21%	17%	**19%**	-	19%	-	-	-	-	-	6%	*	20%	11%	18%	18%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	64%	**47%**	-	48%	*	-	-	-	-	*	*	49%	38%	42%	45%
	2019	76%	74%	**69%**	-	69%	-	-	-	-	-	32%	*	71%	52%	65%	68%
At Meets Grade Level or Above	2021	45%	39%	**25%**	-	25%	*	-	-	-	-	*	*	25%	23%	18%	24%
	2019	49%	45%	**42%**	-	42%	-	-	-	-	-	16%	*	43%	25%	38%	40%
At Masters Grade Level	2021	25%	20%	**12%**	-	12%	*	-	-	-	-	*	*	13%	8%	8%	10%
	2019	29%	25%	**23%**	-	23%	-	-	-	-	-	5%	*	23%	15%	21%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	45%	**28%**	-	29%	*	-	-	-	-	0%	*	27%	33%	24%	27%
	2019	75%	77%	**80%**	-	80%	-	-	-	-	-	43%	*	82%	65%	78%	80%
At Meets Grade Level or Above	2021	27%	18%	**7%**	-	8%	*	-	-	-	-	0%	*	9%	0%	3%	7%
	2019	43%	46%	**51%**	-	51%	-	-	-	-	-	19%	*	53%	38%	48%	50%
At Masters Grade Level	2021	12%	7%	**2%**	-	3%	*	-	-	-	-	0%	*	3%	0%	0%	3%
	2019	17%	18%	**25%**	-	25%	-	-	-	-	-	8%	*	27%	13%	22%	24%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	55%	**40%**	-	39%	*	-	-	-	-	0%	*	40%	40%	35%	39%
	2019	70%	72%	**70%**	-	70%	-	-	-	-	-	24%	*	73%	44%	66%	69%
At Meets Grade Level or Above	2021	33%	25%	**18%**	-	18%	*	-	-	-	-	0%	*	19%	13%	12%	16%
	2019	42%	42%	**40%**	-	40%	-	-	-	-	-	8%	*	41%	29%	37%	39%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	10%	6%	**3%**	-	3%	*	-	-	-	-	0%	*	2%	7%	2%	3%
	2019	18%	17%	**16%**	-	16%	-	-	-	-	-	3%	*	17%	10%	14%	14%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	68%	**62%**	-	62%	*	-	-	-	-	0%	*	63%	55%	57%	58%
	2019	86%	84%	**77%**	-	77%	*	-	-	-	-	29%	-	78%	65%	75%	72%
At Meets Grade Level or Above	2021	46%	39%	**32%**	-	31%	*	-	-	-	-	0%	*	33%	27%	27%	24%
	2019	55%	50%	**43%**	-	44%	-	-	-	-	-	9%	-	46%	21%	40%	36%
At Masters Grade Level	2021	21%	16%	**10%**	-	9%	*	-	-	-	-	0%	*	10%	9%	7%	4%
	2019	28%	23%	**18%**	-	18%	*	-	-	-	-	0%	-	19%	7%	15%	12%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	42%	**52%**	-	50%	*	-	-	-	-	17%	*	50%	58%	49%	49%
	2019	88%	90%	**93%**	-	93%	*	-	-	-	-	59%	-	93%	91%	92%	92%
At Meets Grade Level or Above	2021	36%	19%	**27%**	-	26%	*	-	-	-	-	0%	*	27%	25%	23%	23%
	2019	57%	58%	**70%**	-	70%	*	-	-	-	-	21%	-	71%	58%	67%	64%
At Masters Grade Level	2021	11%	5%	**16%**	-	16%	*	-	-	-	-	0%	*	19%	0%	11%	11%
	2019	17%	16%	**31%**	-	31%	*	-	-	-	-	3%	-	33%	14%	27%	23%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	57%	**53%**	-	52%	*	-	-	-	-	0%	*	55%	45%	48%	48%
	2019	81%	80%	**72%**	-	72%	*	-	-	-	-	26%	-	74%	55%	70%	68%
At Meets Grade Level or Above	2021	43%	31%	**28%**	-	27%	*	-	-	-	-	0%	*	28%	27%	23%	22%
	2019	51%	49%	**42%**	-	42%	*	-	-	-	-	12%	-	43%	26%	37%	35%
At Masters Grade Level	2021	24%	14%	**9%**	-	10%	*	-	-	-	-	0%	*	9%	9%	8%	7%
	2019	25%	23%	**16%**	-	16%	*	-	-	-	-	0%	-	16%	12%	14%	11%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	44%	**37%**	-	34%	*	-	-	-	-	0%	*	33%	55%	30%	30%
	2019	69%	69%	**70%**	-	70%	*	-	-	-	-	29%	-	71%	56%	67%	65%
At Meets Grade Level or Above	2021	28%	17%	**14%**	-	15%	*	-	-	-	-	0%	*	15%	9%	6%	8%
	2019	37%	37%	**44%**	-	44%	*	-	-	-	-	21%	-	45%	24%	39%	38%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	14%	7%	**3%**	-	3%	*	-	-	-	-	0%	*	4%	0%	2%	2%
	2019	21%	20%	**23%**	-	23%	*	-	-	-	-	3%	-	24%	15%	20%	19%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	63%	**54%**	-	54%	-	-	-	-	-	21%	*	55%	49%	51%	46%
	2019	68%	64%	**51%**	-	51%	*	-	-	-	-	11%	*	53%	40%	50%	44%
At Meets Grade Level or Above	2021	50%	45%	**41%**	-	41%	*	-	-	-	-	15%	*	42%	34%	38%	31%
	2019	50%	44%	**32%**	-	33%	*	-	-	-	-	8%	*	34%	21%	31%	22%
At Masters Grade Level	2021	12%	9%	**7%**	-	7%	-	-	-	-	-	0%	*	7%	5%	5%	3%
	2019	11%	9%	**4%**	-	4%	*	-	-	-	-	3%	*	5%	1%	4%	1%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	67%	**57%**	-	57%	*	-	-	-	-	13%	*	58%	43%	53%	41%
	2019	68%	65%	**59%**	-	59%	-	-	-	-	-	16%	*	60%	50%	56%	48%
At Meets Grade Level or Above	2021	57%	51%	**45%**	-	45%	*	-	-	-	-	8%	*	46%	32%	40%	28%
	2019	49%	44%	**36%**	-	36%	-	-	-	-	-	14%	*	37%	27%	32%	23%
At Masters Grade Level	2021	11%	8%	**4%**	-	5%	*	-	-	-	-	0%	*	4%	5%	4%	2%
	2019	8%	5%	**4%**	-	4%	-	-	-	-	-	2%	*	4%	3%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	64%	**52%**	-	52%	-	-	-	-	-	28%	*	54%	30%	48%	45%
	2019	85%	89%	**77%**	-	77%	*	-	-	-	-	43%	*	79%	64%	75%	72%
At Meets Grade Level or Above	2021	41%	29%	**20%**	-	20%	-	-	-	-	-	11%	*	22%	3%	17%	13%
	2019	61%	67%	**42%**	-	42%	*	-	-	-	-	13%	*	44%	29%	39%	34%
At Masters Grade Level	2021	23%	14%	**10%**	-	10%	-	-	-	-	-	6%	*	12%	0%	8%	6%
	2019	37%	45%	**21%**	-	21%	*	-	-	-	-	0%	*	22%	14%	19%	14%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	76%	**68%**	-	68%	*	-	-	-	-	37%	*	68%	66%	64%	60%
	2019	88%	87%	**73%**	-	73%	*	-	-	-	-	42%	*	76%	57%	72%	68%
At Meets Grade Level or Above	2021	55%	43%	**29%**	-	29%	*	-	-	-	-	11%	*	30%	18%	26%	18%
	2019	62%	56%	**38%**	-	38%	*	-	-	-	-	9%	*	39%	33%	36%	29%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
ROMA ISD (214903) - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	22%	13%	**6%**	-	6%	*	-	-	-	-	5%	*	6%	3%	3%	3%
	2019	25%	18%	**9%**	-	9%	*	-	-	-	-	0%	*	9%	10%	8%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	84%	**81%**	-	80%	*	-	-	-	-	64%	-	82%	63%	79%	72%
	2019	93%	92%	**87%**	-	87%	-	-	-	-	-	41%	-	87%	86%	86%	78%
At Meets Grade Level or Above	2021	69%	58%	**49%**	-	49%	*	-	-	-	-	0%	-	50%	33%	45%	32%
	2019	73%	67%	**57%**	-	57%	-	-	-	-	-	18%	-	58%	46%	55%	38%
At Masters Grade Level	2021	43%	29%	**22%**	-	22%	*	-	-	-	-	0%	-	24%	7%	22%	11%
	2019	45%	35%	**27%**	-	27%	-	-	-	-	-	0%	-	28%	17%	27%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	**63%**	-	63%	78%	-	-	-	*	33%	74%	64%	54%	61%	59%
	2019	78%	79%	**79%**	-	79%	63%	-	-	-	-	45%	84%	80%	70%	77%	76%
At Meets Grade Level or Above	2021	41%	32%	**37%**	-	37%	35%	-	-	-	*	15%	42%	38%	28%	34%	31%
	2019	50%	50%	**52%**	-	52%	37%	-	-	-	-	22%	69%	53%	46%	50%	49%
At Masters Grade Level	2021	18%	12%	**13%**	-	13%	9%	-	-	-	*	6%	10%	13%	10%	11%	11%
	2019	24%	22%	**25%**	-	25%	26%	-	-	-	-	6%	34%	25%	21%	23%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	**61%**	-	61%	67%	-	-	-	*	27%	75%	62%	52%	59%	56%
	2019	75%	74%	**72%**	-	72%	43%	-	-	-	-	37%	77%	73%	62%	70%	69%
At Meets Grade Level or Above	2021	45%	38%	**43%**	-	43%	22%	-	-	-	*	17%	58%	43%	36%	39%	36%
	2019	48%	45%	**46%**	-	46%	29%	-	-	-	-	20%	50%	47%	38%	44%	42%
At Masters Grade Level	2021	18%	13%	**13%**	-	13%	22%	-	-	-	*	5%	17%	13%	12%	12%	12%
	2019	21%	18%	**20%**	-	20%	29%	-	-	-	-	6%	27%	21%	15%	19%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	53%	**60%**	-	60%	67%	-	-	-	*	37%	73%	61%	48%	57%	59%
	2019	82%	85%	**88%**	-	88%	86%	-	-	-	-	59%	95%	88%	81%	86%	87%
At Meets Grade Level or Above	2021	37%	24%	**30%**	-	30%	50%	-	-	-	*	19%	18%	31%	21%	28%	28%
	2019	52%	55%	**62%**	-	62%	57%	-	-	-	-	30%	90%	63%	56%	60%	60%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	9%	**15%**	-	15%	0%	-	-	-	*	8%	9%	15%	11%	12%	14%
	2019	26%	28%	**33%**	-	33%	43%	-	-	-	-	10%	45%	34%	29%	31%	31%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	50%	**69%**	-	69%	*	-	-	-	-	29%	*	70%	61%	68%	69%
	2019	68%	73%	**79%**	-	79%	*	-	-	-	-	38%	88%	80%	71%	77%	78%
At Meets Grade Level or Above	2021	30%	22%	**38%**	-	38%	*	-	-	-	-	12%	*	40%	25%	36%	38%
	2019	38%	41%	**52%**	-	52%	*	-	-	-	-	14%	63%	52%	52%	50%	51%
At Masters Grade Level	2021	9%	6%	**12%**	-	12%	*	-	-	-	-	0%	*	12%	14%	10%	13%
	2019	14%	15%	**22%**	-	22%	*	-	-	-	-	3%	38%	22%	23%	21%	21%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	63%	**66%**	-	66%	*	-	-	-	-	38%	*	66%	62%	63%	61%
	2019	81%	83%	**78%**	-	79%	*	-	-	-	-	43%	75%	80%	67%	77%	76%
At Meets Grade Level or Above	2021	44%	33%	**30%**	-	30%	*	-	-	-	-	15%	*	31%	22%	27%	23%
	2019	54%	54%	**49%**	-	49%	*	-	-	-	-	17%	75%	50%	44%	46%	45%
At Masters Grade Level	2021	20%	11%	**6%**	-	6%	*	-	-	-	-	8%	*	6%	7%	5%	4%
	2019	25%	23%	**18%**	-	18%	*	-	-	-	-	2%	25%	19%	18%	16%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	67%	**73%**	-	73%	*	-	-	-	-	45%	*	75%	61%	71%	63%
	2019	81%	81%	**78%**	-	78%	*	-	-	-	-	34%	-	79%	70%	76%	70%
At Meets Grade Level or Above	2021	49%	41%	**43%**	-	43%	*	-	-	-	-	0%	*	45%	26%	39%	27%
	2019	55%	52%	**50%**	-	50%	*	-	-	-	-	20%	-	51%	34%	46%	38%
At Masters Grade Level	2021	29%	20%	**19%**	-	19%	*	-	-	-	-	0%	*	21%	5%	19%	9%
	2019	33%	28%	**25%**	-	25%	*	-	-	-	-	2%	-	26%	16%	23%	17%

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

\- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**72**	-	72	*	-	-	-	-	67	*	72	75	71	72
	2018	63	65	**71**	-	71	*	-	-	-	-	53	*	71	68	70	69
Grade 4 Mathematics	2019	65	65	**74**	-	74	*	-	-	-	-	73	*	74	70	72	74
	2018	65	67	**71**	-	71	-	-	-	-	-	66	*	70	76	69	70
Grade 5 ELA/Reading	2019	81	80	**73**	-	73	-	-	-	-	-	86	60	72	75	71	73
	2018	80	81	**74**	-	73	-	-	-	-	*	73	*	73	74	74	74
Grade 5 Mathematics	2019	83	85	**86**	-	86	-	-	-	-	-	90	100	85	95	85	87
	2018	81	84	**81**	-	81	-	-	-	-	*	86	*	82	75	81	82
Grade 6 ELA/Reading	2019	42	37	**18**	-	18	-	-	-	-	-	13	*	18	18	17	17
	2018	47	43	**28**	-	28	-	-	-	-	-	11	*	27	33	26	26
Grade 6 Mathematics	2019	54	44	**33**	-	33	*	-	-	-	-	18	*	34	27	33	32
	2018	56	51	**47**	-	47	-	-	-	-	-	19	*	47	53	45	46
Grade 7 ELA/Reading	2019	77	78	**77**	-	77	-	-	-	-	-	74	*	76	82	77	76
	2018	76	78	**74**	-	74	-	-	-	-	-	61	*	74	74	72	73
Grade 7 Mathematics	2019	62	65	**69**	-	69	-	-	-	-	-	64	*	71	58	68	69
	2018	67	70	**70**	-	70	-	-	-	-	-	58	*	70	71	68	69
Grade 8 ELA/Reading	2019	77	78	**74**	-	74	*	-	-	-	-	64	-	74	73	74	74
	2018	79	79	**78**	-	77	*	-	-	-	-	68	*	77	82	77	77
Grade 8 Mathematics	2019	82	88	**88**	-	88	*	-	-	-	-	73	-	88	84	87	87
	2018	81	89	**85**	-	85	*	-	-	-	-	62	*	86	82	85	86
End of Course English II	2019	69	67	**65**	-	65	-	-	-	-	-	59	*	64	76	64	63
	2018	67	66	**66**	-	66	-	-	-	-	-	58	*	67	59	64	62
End of Course Algebra I	2019	75	79	**56**	-	56	*	-	-	-	-	36	*	56	50	53	50
	2018	72	73	**55**	-	55	-	-	-	-	-	17	-	54	57	53	48
All Grades Both Subjects	2019	69	69	**66**	-	66	38	-	-	-	-	60	74	66	66	65	65
	2018	69	70	**66**	-	66	*	-	-	-	*	51	66	66	69	65	65
All Grades ELA/Reading	2019	68	68	**64**	-	64	*	-	-	-	-	61	74	63	69	63	63
	2018	69	69	**65**	-	65	*	-	-	-	*	53	69	64	68	64	64
All Grades Mathematics	2019	70	70	**68**	-	68	40	-	-	-	-	59	75	69	64	67	67
	2018	70	72	**68**	-	68	*	-	-	-	*	50	63	68	70	67	67

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ROMA ISD (214903) - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
								STAAR Performance Rate by Subject and Performance Level									
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	**63%**	75%	-	75%	-	-	-	45%	-	45%	-	*	80%	57%	87%
	2019	78%	79%	**79%**	93%	93%	-	-	-	-	61%	73%	61%		44%		74%	
At Meets Grade Level or Above	2021	41%	32%	**37%**	46%	-	46%	-	-	-	19%	-	19%	-	*	59%	29%	65%
	2019	50%	50%	**52%**	70%	70%	-	-	-	-	27%	62%	27%		33%		45%	
At Masters Grade Level	2021	18%	12%	**13%**	22%	-	22%	-	-	-	3%	-	3%	-	*	21%	10%	21%
	2019	24%	22%	**25%**	40%	40%	-	-	-	-	7%	8%	7%		11%		20%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	63%	**61%**	76%	-	76%	-	-	-	40%	-	40%	-	*	82%	53%	93%
	2019	75%	74%	**72%**	93%	93%	-	-	-	-	49%	60%	49%		*		66%	
At Meets Grade Level or Above	2021	45%	38%	**43%**	52%	-	52%	-	-	-	23%	-	23%	-	*	68%	33%	80%
	2019	48%	45%	**46%**	67%	67%	-	-	-	-	19%	40%	19%		*		38%	
At Masters Grade Level	2021	18%	13%	**13%**	28%	-	28%	-	-	-	2%	-	2%	-	*	18%	11%	16%
	2019	21%	18%	**20%**	39%	39%	-	-	-	-	3%	10%	3%		*		17%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	53%	**60%**	74%	-	74%	-	-	-	41%	-	41%	-	*	64%	58%	71%
	2019	82%	85%	**88%**	94%	94%	-	-	-	-	78%	90%	77%		*		85%	
At Meets Grade Level or Above	2021	37%	24%	**30%**	44%	-	44%	-	-	-	11%	-	11%	-	*	34%	28%	46%
	2019	52%	55%	**62%**	75%	75%	-	-	-	-	41%	80%	41%		*		57%	
At Masters Grade Level	2021	18%	9%	**15%**	22%	-	22%	-	-	-	4%	-	4%	-	*	18%	13%	29%
	2019	26%	28%	**33%**	47%	47%	-	-	-	-	13%	10%	13%		*		29%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	50%	**69%**	81%	-	81%	-	-	-	34%	-	34%	-	*	58%	68%	100%
	2019	68%	73%	**79%**	88%	88%	-	-	-	-	60%	*	60%		-		75%	
At Meets Grade Level or Above	2021	30%	22%	**38%**	47%	-	47%	-	-	-	12%	-	12%	-	*	25%	37%	71%
	2019	38%	41%	**52%**	64%	64%	-	-	-	-	24%	*	24%		-		46%	
At Masters Grade Level	2021	9%	6%	**12%**	16%	-	16%	-	-	-	2%	-	2%	-	*	0%	12%	14%
	2019	14%	15%	**22%**	28%	28%	-	-	-	-	5%	*	5%		-		17%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	63%	**66%**	67%	-	67%	-	-	-	54%	-	54%	-	-	85%	58%	89%
	2019	81%	83%	**78%**	92%	92%	-	-	-	-	62%	*	62%		*		73%	
At Meets Grade Level or Above	2021	44%	33%	**30%**	34%	-	34%	-	-	-	14%	-	14%	-	-	58%	21%	53%
	2019	54%	54%	**49%**	72%	72%	-	-	-	-	24%	*	23%		*		41%	
At Masters Grade Level	2021	20%	11%	**6%**	5%	-	5%	-	-	-	2%	-	2%	-	-	11%	3%	17%
	2019	25%	23%	**18%**	32%	32%	-	-	-	-	4%	*	4%		*		14%	
All Grades Social Studies																		

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ROMA ISD (214903) - STARR COUNTY

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	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	67%	73%	-	-	-	-	-	-	63%	-	63%	-	-	90%	63%	88%
	2019	81%	81%	78%	-	-	-	-	-		60%	*	60%		*		60%	
At Meets Grade Level or Above	2021	49%	41%	43%	-	-	-	-	-	-	25%	-	25%	-	-	70%	25%	71%
	2019	55%	52%	50%	-	-	-	-	-		27%	*	27%		*		27%	
At Masters Grade Level	2021	29%	20%	19%	-	-	-	-	-	-	8%	-	8%	-	-	35%	8%	37%
	2019	33%	28%	25%	-	-	-	-	-		9%	*	9%		*		9%	

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

\- Indicates there are no students in the group.

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

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						2021 STAAR Participation (All Grades)										
All Tests																
Assessment Participant	88%	74%	**40%**	-	40%	85%	-	-	-	*	35%	33%	40%	35%	38%	38%
Included in Accountability	83%	69%	**37%**	-	37%	85%	-	-	-	*	30%	31%	38%	30%	36%	35%
Not Included in Accountability: Mobile	3%	2%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	0%	-	-	-	*	5%	2%	2%	3%	2%	2%
Not Tested	12%	26%	**60%**	-	60%	15%	-	-	-	*	65%	67%	60%	65%	62%	62%
Absent	2%	1%	**0%**	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	10%	25%	**60%**	-	60%	15%	-	-	-	*	65%	67%	60%	65%	62%	62%
						2019 STAAR Participation (All Grades)										
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	-	-	-	99%	100%	100%	99%	99%	100%
Included in Accountability	94%	95%	**96%**	-	96%	100%	-	-	-	-	95%	100%	98%	78%	96%	95%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	0%	-	-	-	-	2%	0%	0%	11%	1%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	0%	-	-	-	-	2%	0%	1%	10%	2%	3%
Not Tested	1%	0%	**0%**	-	0%	0%	-	-	-	-	1%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	**98.8%**	*	98.8%	97.9%	-	-	-	-	98.6%	98.8%	98.8%
2018-19	95.4%	95.5%	**95.8%**	-	95.8%	96.7%	-	-	-	-	94.7%	95.7%	95.9%
Chronic Absenteeism													
2019-20	6.7%	6.9%	**7.0%**	*	7.0%	7.1%	-	-	-	-	8.6%	7.0%	7.0%
2018-19	11.4%	12.1%	**10.9%**	-	10.9%	11.8%	-	-	-	-	16.6%	11.4%	11.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	**0.3%**	-	0.3%	*	-	-	-	-	3.1%	0.4%	0.4%
2018-19	0.4%	0.2%	**0.1%**	-	0.1%	*	-	-	-	-	0.0%	0.1%	0.2%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.9%	**1.7%**	-	1.7%	*	-	-	-	-	3.1%	1.9%	2.8%
2018-19	1.9%	1.4%	**2.1%**	-	2.1%	*	-	-	-	-	4.5%	2.3%	3.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.1%	**90.8%**	-	90.8%	*	-	-	-	-	80.8%	89.4%	80.8%
Received TxCHSE	0.4%	0.2%	**0.5%**	-	0.5%	*	-	-	-	-	0.0%	0.6%	0.8%
Continued HS	3.9%	3.4%	**1.9%**	-	1.9%	*	-	-	-	-	11.5%	2.3%	3.1%
Dropped Out	5.4%	4.3%	**6.8%**	-	6.8%	*	-	-	-	-	7.7%	7.7%	15.4%
Graduates and TxCHSE	90.7%	92.3%	**91.3%**	-	91.2%	*	-	-	-	-	80.8%	90.0%	81.5%
Graduates, TxCHSE, and Continuers	94.6%	95.7%	**93.2%**	-	93.2%	*	-	-	-	-	92.3%	92.3%	84.6%
Class of 2019													
Graduated	90.0%	90.7%	**87.7%**	-	87.7%	*	-	-	-	-	66.7%	85.9%	77.6%
Received TxCHSE	0.5%	0.2%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.7%	3.5%	**2.1%**	-	2.1%	*	-	-	-	-	6.7%	1.9%	2.6%
Dropped Out	5.9%	5.6%	**10.2%**	-	10.2%	*	-	-	-	-	26.7%	12.2%	19.9%
Graduates and TxCHSE	90.4%	90.9%	**87.7%**	-	87.7%	*	-	-	-	-	66.7%	85.9%	77.6%
Graduates, TxCHSE, and Continuers	94.1%	94.4%	**89.8%**	-	89.8%	*	-	-	-	-	73.3%	87.8%	80.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	92.7%	**89.1%**	-	89.1%	*	-	-	-	-	62.5%	87.3%	78.6%
Received TxCHSE	0.5%	0.2%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.3%	1.6%	**0.2%**	-	0.2%	*	-	-	-	-	6.3%	0.3%	0.6%
Dropped Out	6.1%	5.6%	**10.6%**	-	10.7%	*	-	-	-	-	31.3%	12.5%	20.8%
Graduates and TxCHSE	92.6%	92.9%	**89.1%**	-	89.1%	*	-	-	-	-	62.5%	87.3%	78.6%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	94.4%	**89.4%**	-	89.3%	*	-	-	-	-	68.8%	87.5%	79.2%
Class of 2018													
Graduated	92.2%	93.1%	**89.8%**	*	89.8%	-	-	-	-	-	74.1%	88.9%	75.6%
Received TxCHSE	0.6%	0.3%	**0.2%**	*	0.2%	-	-	-	-	-	0.0%	0.3%	0.8%
Continued HS	1.1%	1.3%	**0.5%**	*	0.5%	-	-	-	-	-	7.4%	0.3%	0.0%
Dropped Out	6.1%	5.3%	**9.5%**	*	9.5%	-	-	-	-	-	18.5%	10.5%	23.5%
Graduates and TxCHSE	92.8%	93.4%	**90.0%**	*	90.0%	-	-	-	-	-	74.1%	89.2%	76.5%
Graduates, TxCHSE, and Continuers	93.9%	94.7%	**90.5%**	*	90.5%	-	-	-	-	-	81.5%	89.5%	76.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	93.6%	**90.0%**	*	90.0%	-	-	-	-	-	74.1%	89.2%	75.6%
Received TxCHSE	0.7%	0.4%	**0.5%**	*	0.5%	-	-	-	-	-	0.0%	0.5%	1.7%
Continued HS	0.6%	0.9%	**0.2%**	*	0.2%	-	-	-	-	-	3.7%	0.0%	0.0%
Dropped Out	6.1%	5.1%	**9.3%**	*	9.3%	-	-	-	-	-	22.2%	10.3%	22.7%
Graduates and TxCHSE	93.3%	94.0%	**90.5%**	*	90.4%	-	-	-	-	-	74.1%	89.7%	77.3%
Graduates, TxCHSE, and Continuers	93.9%	94.9%	**90.7%**	*	90.7%	-	-	-	-	-	77.8%	89.7%	77.3%
Class of 2017													
Graduated	92.4%	93.1%	**92.8%**	-	92.8%	-	-	-	-	-	75.0%	92.6%	79.1%
Received TxCHSE	0.7%	0.3%	**0.2%**	-	0.2%	-	-	-	-	-	0.0%	0.3%	0.0%
Continued HS	0.6%	0.7%	**0.2%**	-	0.2%	-	-	-	-	-	6.3%	0.3%	0.0%
Dropped Out	6.3%	5.9%	**6.7%**	-	6.7%	-	-	-	-	-	18.8%	6.8%	20.9%
Graduates and TxCHSE	93.2%	93.4%	**93.1%**	-	93.1%	-	-	-	-	-	75.0%	92.9%	79.1%
Graduates, TxCHSE, and Continuers	93.7%	94.1%	**93.3%**	-	93.3%	-	-	-	-	-	81.3%	93.2%	79.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.1%	**88.6%**	-	88.6%	*	-	-	-	-	72.4%	86.9%	77.2%
Class of 2019	90.0%	90.7%	**85.2%**	-	85.2%	*	-	-	-	-	62.5%	82.9%	73.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	71.4%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	65.0%	*****	-	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.7%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Class of 2019	4.2%	4.6%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	90.7%	**94.7%**	-	94.9%	*	-	-	-	-	38.1%	93.9%	86.7%
Class of 2019	83.5%	89.5%	**97.3%**	-	97.3%	*	-	-	-	-	30.0%	97.2%	95.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.4%	**94.7%**	-	94.9%	*	-	-	-	-	38.1%	93.9%	86.7%
Class of 2019	87.6%	94.0%	**97.3%**	-	97.3%	*	-	-	-	-	30.0%	97.2%	95.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	29.9%	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	40.3%	*	-	*	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2018-19	4.4%	4.6%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	89.6%	**94.7%**	-	94.7%	-	-	-	-	-	40.0%	94.3%	87.2%
2018-19	82.1%	88.5%	**97.1%**	-	97.3%	*	-	-	-	-	27.3%	96.9%	95.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	93.0%	**94.7%**	-	94.7%	-	-	-	-	-	40.0%	94.3%	87.2%
2018-19	85.9%	92.4%	**96.7%**	-	96.9%	*	-	-	-	-	23.1%	96.3%	95.0%

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	379	100.0%	360,220	100.0%
By Ethnicity:				
African American	0	0.0%	44,729	12.4%
Hispanic	379	100.0%	184,060	51.1%
White	0	0.0%	105,215	29.2%
American Indian	0	0.0%	1,226	0.3%
Asian	0	0.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	0	0.0%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	20	5.3%	49,535	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	15,689	4.4%
Foundation H.S. Program (DLA)	359	94.7%	292,532	81.2%
Special Education Graduates	20	5.3%	29,018	8.1%
Economically Disadvantaged Graduates	280	73.9%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	109	28.8%	29,639	8.2%
At-Risk Graduates	187	49.3%	148,836	41.3%

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
					College, Career, and Military Ready Graduates (Student Achievement)								
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	75.9%	**65.4%**	-	65.4%	-	-	-	-	-	100.0%	62.9%	44.0%
2018-19	72.9%	83.4%	**79.7%**	-	79.7%	*	-	-	-	-	88.5%	77.0%	55.0%
					College Ready Graduates								
College Ready (Annual Graduates)													
2019-20	53.4%	60.9%	**57.5%**	-	57.5%	-	-	-	-	-	0.0%	54.3%	24.8%
2018-19	53.0%	58.8%	**61.5%**	-	61.8%	*	-	-	-	-	7.7%	57.4%	20.8%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.8%	**57.0%**	-	57.0%	-	-	-	-	-	0.0%	54.3%	16.5%
2018-19	60.7%	61.2%	**63.6%**	-	63.7%	*	-	-	-	-	15.4%	59.0%	20.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	53.0%	**51.7%**	-	51.7%	-	-	-	-	-	0.0%	49.3%	18.3%
2018-19	48.6%	50.8%	**58.4%**	-	58.7%	*	-	-	-	-	7.7%	54.0%	25.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	47.2%	**45.6%**	-	45.6%	-	-	-	-	-	0.0%	42.5%	11.9%
2018-19	44.2%	45.9%	**53.6%**	-	53.8%	*	-	-	-	-	7.7%	48.1%	14.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	23.4%	**37.7%**	-	37.7%	-	-	-	-	-	0.0%	36.4%	18.3%
2018-19	21.1%	24.0%	**35.4%**	-	35.6%	*	-	-	-	-	0.0%	33.3%	10.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	5.8%	**3.2%**	-	3.2%	-	-	-	-	-	0.0%	2.5%	0.0%
2018-19	1.9%	5.0%	**2.2%**	-	2.2%	*	-	-	-	-	0.0%	1.9%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	33.3%	**17.9%**	-	17.9%	-	-	-	-	-	0.0%	15.0%	0.0%
2018-19	23.1%	31.6%	**11.2%**	-	11.3%	*	-	-	-	-	0.0%	11.1%	1.7%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	2.5%	**1.6%**	-	1.6%	-	-	-	-	-	0.0%	0.7%	0.0%
2018-19	2.3%	1.8%	**5.3%**	-	5.3%	*	-	-	-	-	0.0%	6.2%	2.5%
					Career / Military Ready Graduates								
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	36.4%	**19.3%**	-	19.3%	-	-	-	-	-	100.0%	18.9%	24.8%
2018-19	40.4%	58.9%	**50.2%**	-	50.1%	*	-	-	-	-	88.5%	49.5%	44.2%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	30.3%	**14.0%**	-	14.0%	-	-	-	-	-	0.0%	12.5%	9.2%

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	26.4%	**15.1%**	-	15.1%	*	-	-	-	-	7.7%	14.2%	7.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	2.4%	**0.3%**	-	0.3%	-	-	-	-	-	0.0%	0.4%	0.0%
2018-19	0.6%	2.1%	**0.2%**	-	0.2%	*	-	-	-	-	0.0%	0.0%	0.8%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.4%	**4.0%**	-	4.0%	-	-	-	-	-	75.0%	4.6%	11.9%
2018-19	2.3%	1.9%	**1.9%**	-	1.7%	*	-	-	-	-	61.5%	1.9%	4.2%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.4%	**2.1%**	-	2.1%	-	-	-	-	-	40.0%	2.9%	6.4%
2018-19	2.7%	2.8%	**0.7%**	-	0.7%	*	-	-	-	-	23.1%	0.6%	0.8%

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	46.1%	**52.5%**	-	52.5%	-	-	-	-	-	0.0%	48.6%	8.3%
	2018-19	33.4%	49.4%	**59.8%**	-	59.9%	*	-	-	-	-	15.4%	54.6%	16.7%
Mathematics	2019-20	21.2%	38.2%	**45.9%**	-	45.9%	-	-	-	-	-	0.0%	42.9%	14.7%
	2018-19	24.7%	39.9%	**51.9%**	-	52.2%	*	-	-	-	-	7.7%	46.6%	15.0%
Both Subjects	2019-20	16.4%	32.1%	**39.3%**	-	39.3%	-	-	-	-	-	0.0%	35.4%	5.5%
	2018-19	18.8%	33.6%	**48.6%**	-	48.8%	*	-	-	-	-	7.7%	42.3%	10.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	10.5%	**6.6%**	-	6.6%	-	-	-	-	-	0.0%	7.9%	9.2%
	2018-19	5.1%	7.7%	**5.5%**	-	5.5%	*	-	-	-	-	0.0%	6.5%	5.8%
Mathematics	2019-20	9.7%	12.9%	**7.9%**	-	7.9%	-	-	-	-	-	0.0%	8.6%	7.3%
	2018-19	7.3%	8.6%	**8.6%**	-	8.7%	*	-	-	-	-	0.0%	9.9%	11.7%
Both Subjects	2019-20	4.2%	7.5%	**4.0%**	-	4.0%	-	-	-	-	-	0.0%	4.6%	5.5%
	2018-19	2.6%	4.9%	**2.9%**	-	2.9%	*	-	-	-	-	0.0%	3.7%	3.3%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	23.7%	**12.2%**	-	12.2%	-	-	-	-	-	0.0%	10.5%	6.3%
	2019	25.2%	29.7%	**16.0%**	-	16.0%	-	-	-	-	-	0.0%	13.2%	7.1%
English Language Arts	2020	12.7%	13.9%	**2.8%**	-	2.8%	-	-	-	-	-	0.0%	2.2%	0.0%
	2019	14.5%	17.8%	**5.4%**	-	5.4%	-	-	-	-	-	0.0%	3.3%	0.0%
Mathematics	2020	6.4%	5.4%	**0.4%**	-	0.4%	-	-	-	-	-	0.0%	0.2%	0.0%
	2019	7.4%	6.6%	**0.2%**	-	0.2%	-	-	-	-	-	0.0%	0.2%	0.0%
Science	2020	9.4%	8.6%	**3.8%**	-	3.8%	-	-	-	-	-	0.0%	2.9%	0.0%
	2019	10.4%	12.3%	**5.2%**	-	5.2%	-	-	-	-	-	0.0%	3.0%	0.0%
Social Studies	2020	12.4%	15.0%	**6.1%**	-	6.1%	-	-	-	-	-	0.0%	5.3%	0.3%
	2019	13.9%	17.7%	**7.7%**	-	7.7%	-	-	-	-	-	0.0%	5.5%	0.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	44.6%	**63.3%**	-	63.3%	-	-	-	-	-	-	62.1%	61.1%
	2019	51.0%	36.2%	**54.6%**	-	54.6%	-	-	-	-	-	-	56.0%	82.4%
English Language Arts	2020	50.1%	28.5%	**47.6%**	-	47.6%	-	-	-	-	-	-	66.7%	-
	2019	41.2%	14.9%	**25.0%**	-	25.0%	-	-	-	-	-	-	23.8%	-
Mathematics	2020	56.5%	29.6%	*****	-	*	-	-	-	-	-	-	*	-
	2019	52.2%	24.8%	*****	-	*	-	-	-	-	-	-	*	-
Science	2020	47.6%	22.6%	**46.4%**	-	46.4%	-	-	-	-	-	-	37.5%	-
	2019	40.6%	14.1%	**33.3%**	-	33.3%	-	-	-	-	-	-	36.8%	-

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	24.5%	**37.8%**	-	37.8%	-	-	-	-	-	-	37.9%	*
	2019	46.3%	17.6%	**39.7%**	-	39.7%	-	-	-	-	-	-	40.0%	*
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	76.2%	**61.7%**	-	61.7%	-	-	-	-	-	5.0%	59.3%	25.7%
	2018-19	75.0%	72.5%	**78.0%**	?	78.1%	*	-	-	-	-	23.1%	74.4%	53.8%
At/Above Criterion for All Examinees	2019-20	35.7%	20.9%	**17.1%**	-	17.1%	-	-	-	-	-	*	14.5%	0.0%
	2018-19	36.1%	20.1%	**13.2%**	*	13.2%	-	-	-	-	-	*	8.7%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	964	**1046**	-	1046	-	-	-	-	-	-	*	-
	2018-19	1027	979	**1143**	-	1143	-	-	-	-	-	-	1151	-
English Language Arts and Writing	2019-20	513	489	**510**	-	510	-	-	-	-	-	-	*	-
	2018-19	517	496	**591**	-	591	-	-	-	-	-	-	600	-
Mathematics	2019-20	506	475	**536**	-	536	-	-	-	-	-	-	*	-
	2018-19	510	483	**552**	-	552	-	-	-	-	-	-	551	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	18	**18**	-	18	-	-	-	-	-	*	18	14
	2018-19	21	18	**18**	*	18	-	-	-	-	-	*	17	14
English Language Arts	2019-20	20	17	**18**	-	18	-	-	-	-	-	*	17	13
	2018-19	20	17	**17**	*	18	-	-	-	-	-	*	17	12
Mathematics	2019-20	20	18	**18**	-	18	-	-	-	-	-	*	18	15
	2018-19	20	18	**18**	*	18	-	-	-	-	-	*	18	16
Science	2019-20	21	18	**18**	-	18	-	-	-	-	-	*	18	16
	2018-19	21	19	**19**	*	19	-	-	-	-	-	*	18	14

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	57.4%	**30.3%**	-	30.3%	*	-	-	-	-	8.9%	27.6%	16.7%
	2018-19	44.6%	55.0%	**34.6%**	-	34.6%	*	-	-	-	-	21.7%	31.3%	16.9%
English Language Arts	2019-20	18.2%	25.2%	**8.8%**	-	8.8%	*	-	-	-	-	0.0%	6.8%	1.0%
	2018-19	17.8%	25.0%	**10.0%**	-	10.0%	*	-	-	-	-	0.0%	8.2%	0.4%
Mathematics	2019-20	20.7%	26.8%	**11.5%**	-	11.5%	*	-	-	-	-	4.0%	10.0%	5.5%
	2018-19	20.4%	25.3%	**12.6%**	-	12.6%	*	-	-	-	-	14.9%	10.5%	4.1%
Science	2019-20	22.4%	25.7%	**9.0%**	-	9.0%	*	-	-	-	-	0.0%	7.1%	2.5%
	2018-19	21.7%	25.8%	**12.5%**	-	12.5%	*	-	-	-	-	1.2%	10.0%	3.2%
Social Studies	2019-20	24.6%	31.3%	**9.8%**	-	9.8%	*	-	-	-	-	0.0%	7.8%	2.5%
	2018-19	23.6%	30.0%	**10.1%**	-	10.1%	*	-	-	-	-	0.0%	8.0%	1.2%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	78.9%	**97.9%**	-	97.9%	-	-	-	-	-	100.0%	97.5%	99.1%
	2018-19	59.0%	77.6%	**99.5%**	-	99.8%	*	-	-	-	-	84.6%	99.4%	100.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	57.6%	**64.1%**	-	64.4%	*	-	-	-	-	23.1%	62.7%	46.2%
	2017-18	53.4%	57.3%	**68.3%**	*	68.2%	-	-	-	-	-	21.7%	67.0%	48.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	44.6%	**55.9%**	-	55.9%	-	-	-	-	-	-	53.8%	6.7%
	2017-18	60.7%	60.2%	**60.3%**	*	60.5%	-	-	-	-	-	0.0%	60.1%	24.4%

| | ----------- Membership ----------- | | | | ------------ Enrollment ------------ | | | |
| | ---- District ---- | | -------- State -------- | | ---- District ---- | | -------- State -------- | |
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	6,049	100.0%	5,359,040	100.0%	6,060	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	4	0.1%	13,855	0.3%	15	0.2%	20,991	0.4%
Pre-Kindergarten	281	4.6%	196,560	3.7%	281	4.6%	197,093	3.7%
Kindergarten	416	6.9%	360,865	6.7%	416	6.9%	361,349	6.7%
Grade 1	452	7.5%	380,973	7.1%	452	7.5%	381,403	7.1%
Grade 2	423	7.0%	379,725	7.1%	423	7.0%	380,122	7.1%
Grade 3	413	6.8%	380,802	7.1%	413	6.8%	381,135	7.1%
Grade 4	476	7.9%	385,090	7.2%	476	7.9%	385,364	7.2%
Grade 5	446	7.4%	395,436	7.4%	446	7.4%	395,649	7.4%
Grade 6	434	7.2%	414,197	7.7%	434	7.2%	414,357	7.7%
Grade 7	415	6.9%	421,222	7.9%	415	6.8%	421,347	7.8%
Grade 8	437	7.2%	422,386	7.9%	437	7.2%	422,505	7.9%
Grade 9	565	9.3%	436,396	8.1%	565	9.3%	436,523	8.1%
Grade 10	517	8.5%	420,502	7.8%	517	8.5%	420,705	7.8%
Grade 11	394	6.5%	388,143	7.2%	394	6.5%	388,443	7.2%
Grade 12	376	6.2%	362,888	6.8%	376	6.2%	364,600	6.8%
Ethnic Distribution:								
African American	0	0.0%	680,285	12.7%	0	0.0%	681,401	12.7%
Hispanic	6,030	99.7%	2,835,771	52.9%	6,041	99.7%	2,840,982	52.9%
White	17	0.3%	1,418,789	26.5%	17	0.3%	1,424,251	26.5%
American Indian	0	0.0%	18,712	0.3%	0	0.0%	18,755	0.3%
Asian	0	0.0%	253,856	4.7%	0	0.0%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	2	0.0%	143,368	2.7%	2	0.0%	143,763	2.7%
Sex:								
Female	3,005	49.7%	2,620,239	48.9%	3,007	49.6%	2,624,722	48.9%
Male	3,044	50.3%	2,738,801	51.1%	3,053	50.4%	2,746,864	51.1%
Economically Disadvantaged	5,168	85.4%	3,229,178	60.3%	5,178	85.4%	3,233,417	60.2%
Non-Educationally Disadvantaged	881	14.6%	2,129,862	39.7%	882	14.6%	2,138,169	39.8%
Section 504 Students	599	9.9%	387,490	7.2%	599	9.9%	387,622	7.2%
EB Students/EL	4,827	79.8%	1,108,207	20.7%	4,834	79.8%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	24	0.4%	66,833	1.2%				
Students w/ Dyslexia	50	0.8%	241,070	4.5%	50	0.8%	241,197	4.5%
Foster Care	1	0.0%	17,033	0.3%	1	0.0%	17,090	0.3%

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Homeless	0	0.0%	57,709	1.1%	0	0.0%	57,811	1.1%
Immigrant	36	0.6%	108,025	2.0%	36	0.6%	108,092	2.0%
Migrant	94	1.6%	16,657	0.3%	95	1.6%	16,733	0.3%
Title I	6,049	100.0%	3,457,855	64.5%	6,060	100.0%	3,464,887	64.5%
Military Connected	0	0.0%	144,596	2.7%	0	0.0%	144,683	2.7%
At-Risk	5,092	84.2%	2,634,284	49.2%	5,099	84.1%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	4,822	79.7%	1,123,936	21.0%	4,825	79.6%	1,124,413	20.9%
Gifted and Talented Education	587	9.7%	443,781	8.3%	587	9.7%	443,849	8.3%
Special Education	508	8.4%	595,885	11.1%	518	8.5%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	508		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	211	41.5%	253,352	42.5%				
Students with Physical Disabilities	120	23.6%	127,106	21.3%				
Students with Autism	85	16.7%	83,737	14.1%				
Students with Behavioral Disabilities	81	15.9%	122,624	20.6%				
Students with Non-Categorical Early Childhood	11	2.2%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	523	9.3%	726,083	13.8%				
By Ethnicity:								
African American	2	0.0%	148,832	2.8%				
Hispanic	515	9.2%	372,491	7.1%				
White	6	0.1%	160,748	3.1%				
American Indian	0	0.0%	2,944	0.1%				
Asian	0	0.0%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	0	0.0%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	58	12.1%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	389	9.2%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	442	9.3%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	331	6.8%	700,130	16.6%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.8%	1.4%	2.3%	4.8%
Grade 1	4.2%	1.9%	4.3%	3.2%
Grade 2	0.5%	1.0%	0.0%	1.4%
Grade 3	0.0%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	11.2%	4.7%	21.4%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	0.1%	6,039	0.2%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	18.7	17.7
Grade 1	19.3	18.0
Grade 2	18.3	18.0
Grade 3	17.4	18.2
Grade 4	18.7	18.3
Grade 5	19.7	19.8
Grade 6	17.9	19.4
Secondary:		
English/Language Arts	15.6	15.7
Foreign Languages	23.0	17.8
Mathematics	16.7	16.9
Science	18.0	17.9
Social Studies	19.4	18.3

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	1,000.5	100.0%	745,316.3	100.0%
Professional Staff:	536.6	53.6%	479,219.1	64.3%
Teachers	426.4	42.6%	369,395.4	49.6%
Professional Support	69.2	6.9%	78,787.8	10.6%
Campus Administration (School Leadership)	31.0	3.1%	22,378.5	3.0%
Central Administration	10.0	1.0%	8,657.4	1.2%
Educational Aides:	108.9	10.9%	79,348.7	10.6%
Auxiliary Staff:	355.0	35.5%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	10.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	22.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	990.5	99.0%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	2.0	0.5%	41,186.3	11.1%
Hispanic	419.4	98.4%	104,985.0	28.4%
White	4.0	0.9%	210,367.3	56.9%
American Indian	0.0	0.0%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	1.0	0.2%	4,320.9	1.2%
Teachers by Sex:				
Males	149.1	35.0%	88,006.1	23.8%
Females	277.3	65.0%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	342.8	80.4%	269,818.0	73.0%
Masters	83.6	19.6%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.6	1.3%	24,880.4	6.7%
1-5 Years Experience	79.2	18.6%	102,753.7	27.8%
6-10 Years Experience	78.0	18.3%	74,854.8	20.3%
11-20 Years Experience	168.0	39.4%	107,653.1	29.1%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	85.6	20.1%	47,975.4	13.0%
Over 30 Years Experience	10.0	2.3%	11,278.0	3.1%
Number of Students per Teacher	14.2	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.2	6.4
Average Years Experience of Principals with District	8.2	5.5
Average Years Experience of Assistant Principals	8.8	5.5
Average Years Experience of Assistant Principals with District	8.7	4.8
Average Years Experience of Teachers:	13.7	11.2
Average Years Experience of Teachers with District:	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$35,821	$50,849
1-5 Years Experience	$48,466	$53,288
6-10 Years Experience	$52,297	$56,282
11-20 Years Experience	$57,551	$59,900
21-30 Years Experience	$63,127	$64,637
Over 30 Years Experience	$73,475	$69,974
Average Actual Salaries (regular duties only):		
Teachers	$56,109	$57,641
Professional Support	$71,709	$68,030
Campus Administration (School Leadership)	$80,243	$83,424
Central Administration	$116,649	$109,662
Instructional Staff Percent:	56.4%	64.6%
Turnover Rate for Teachers:	4.3%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Program Information	------ District -----		------- State -------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	9.1	2.1%	22,870.6	6.2%
Career and Technical Education	23.5	5.5%	18,987.7	5.1%
Compensatory Education	19.2	4.5%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	354.5	83.1%	262,447.1	71.0%
Special Education	20.0	4.7%	34,862.5	9.4%
Other	0.0	0.0%	13,442.2	3.6%

-   Indicates there are no students in the group.

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

**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

Roma High School

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: ROMA H S

Campus Number: 214903001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	54%	**54%**	-	54%	-	-	-	-	-	21%	*	55%	49%	51%	46%
	2019	68%	51%	**51%**	-	51%	*	-	-	-	-	11%	*	53%	40%	50%	44%
At Meets Grade Level or Above	2021	50%	41%	**41%**	-	41%	-	-	-	-	-	15%	*	42%	34%	38%	31%
	2019	50%	32%	**32%**	-	33%	*	-	-	-	-	8%	*	34%	21%	31%	22%
At Masters Grade Level	2021	12%	7%	**7%**	-	7%	-	-	-	-	-	0%	*	7%	5%	5%	3%
	2019	11%	4%	**4%**	-	4%	*	-	-	-	-	3%	*	5%	1%	4%	1%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	57%	**57%**	-	57%	*	-	-	-	-	13%	*	58%	43%	53%	41%
	2019	68%	59%	**59%**	-	59%	-	-	-	-	-	16%	*	60%	50%	56%	48%
At Meets Grade Level or Above	2021	57%	45%	**45%**	-	45%	*	-	-	-	-	8%	*	46%	32%	40%	28%
	2019	49%	36%	**36%**	-	36%	-	-	-	-	-	14%	*	37%	27%	32%	23%
At Masters Grade Level	2021	11%	4%	**4%**	-	5%	*	-	-	-	-	0%	*	4%	5%	4%	2%
	2019	8%	4%	**4%**	-	4%	-	-	-	-	-	2%	*	4%	3%	3%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	52%	**52%**	-	52%	-	-	-	-	-	28%	*	54%	30%	48%	45%
	2019	85%	77%	**77%**	-	77%	*	-	-	-	-	43%	*	79%	64%	75%	72%
At Meets Grade Level or Above	2021	41%	20%	**20%**	-	20%	-	-	-	-	-	11%	*	22%	3%	17%	13%
	2019	61%	42%	**42%**	-	42%	*	-	-	-	-	13%	*	44%	29%	39%	34%
At Masters Grade Level	2021	23%	10%	**10%**	-	10%	-	-	-	-	-	6%	*	12%	0%	8%	6%
	2019	37%	21%	**21%**	-	21%	*	-	-	-	-	0%	*	22%	14%	19%	14%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	68%	**68%**	-	68%	*	-	-	-	-	37%	*	68%	66%	64%	60%
	2019	88%	73%	**73%**	-	73%	*	-	-	-	-	42%	*	76%	57%	72%	68%
At Meets Grade Level or Above	2021	55%	29%	**29%**	-	29%	*	-	-	-	-	11%	*	30%	18%	26%	18%
	2019	62%	38%	**38%**	-	38%	*	-	-	-	-	9%	*	39%	33%	36%	29%
At Masters Grade Level	2021	22%	6%	**6%**	-	6%	*	-	-	-	-	5%	*	6%	3%	3%	3%
	2019	25%	9%	**9%**	-	9%	*	-	-	-	-	0%	*	9%	10%	8%	4%
End of Course U.S. History																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	81%	**81%**	-	80%	*	-	-	-	-	64%	-	82%	63%	79%	72%
	2019	93%	87%	**87%**	-	87%	-	-	-	-	-	41%	-	87%	86%	86%	78%
At Meets Grade Level or Above	2021	69%	49%	**49%**	-	49%	*	-	-	-	-	0%	-	50%	33%	45%	32%
	2019	73%	57%	**57%**	-	57%	-	-	-	-	-	18%	-	58%	46%	55%	38%
At Masters Grade Level	2021	43%	22%	**22%**	-	22%	*	-	-	-	-	0%	-	24%	7%	22%	11%
	2019	45%	27%	**27%**	-	27%	-	-	-	-	-	0%	-	28%	17%	27%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**61%**	-	61%	*	-	-	-	-	29%	100%	62%	49%	58%	51%
	2019	78%	79%	**67%**	-	67%	*	-	-	-	-	29%	36%	69%	56%	65%	59%
At Meets Grade Level or Above	2021	41%	37%	**37%**	-	37%	*	-	-	-	-	10%	43%	39%	24%	34%	25%
	2019	50%	52%	**40%**	-	40%	*	-	-	-	-	11%	36%	41%	29%	37%	28%
At Masters Grade Level	2021	18%	13%	**9%**	-	9%	*	-	-	-	-	2%	0%	10%	4%	8%	4%
	2019	24%	25%	**12%**	-	12%	*	-	-	-	-	1%	0%	12%	8%	11%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**56%**	-	56%	*	-	-	-	-	18%	*	57%	46%	52%	44%
	2019	75%	72%	**55%**	-	55%	*	-	-	-	-	13%	20%	56%	44%	53%	45%
At Meets Grade Level or Above	2021	45%	43%	**43%**	-	43%	*	-	-	-	-	12%	*	44%	33%	39%	30%
	2019	48%	46%	**34%**	-	34%	*	-	-	-	-	10%	20%	36%	23%	31%	23%
At Masters Grade Level	2021	18%	13%	**6%**	-	6%	*	-	-	-	-	0%	*	6%	5%	5%	3%
	2019	21%	20%	**4%**	-	4%	*	-	-	-	-	3%	0%	4%	2%	4%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**52%**	-	52%	-	-	-	-	-	28%	*	54%	30%	48%	45%
	2019	82%	88%	**77%**	-	77%	*	-	-	-	-	43%	*	79%	64%	75%	72%
At Meets Grade Level or Above	2021	37%	30%	**20%**	-	20%	-	-	-	-	-	11%	*	22%	3%	17%	13%
	2019	52%	62%	**42%**	-	42%	*	-	-	-	-	13%	*	44%	29%	39%	34%
At Masters Grade Level	2021	18%	15%	**10%**	-	10%	-	-	-	-	-	6%	*	12%	0%	8%	6%
	2019	26%	33%	**21%**	-	21%	*	-	-	-	-	0%	*	22%	14%	19%	14%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	**68%**	-	68%	*	-	-	-	-	37%	*	68%	66%	64%	60%
	2019	81%	78%	**73%**	-	73%	*	-	-	-	-	42%	*	76%	57%	72%	68%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	44%	30%	**29%**	-	29%	*	-	-	-	-	11%	*	30%	18%	26%	18%
	2019	54%	49%	**38%**	-	38%	*	-	-	-	-	9%	*	39%	33%	36%	29%
At Masters Grade Level	2021	20%	6%	**6%**	-	6%	*	-	-	-	-	5%	*	6%	3%	3%	3%
	2019	25%	18%	**9%**	-	9%	*	-	-	-	-	0%	*	9%	10%	8%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	73%	**81%**	-	80%	*	-	-	-	-	64%	-	82%	63%	79%	72%
	2019	81%	78%	**87%**	-	87%	-	-	-	-	-	41%	-	87%	86%	86%	78%
At Meets Grade Level or Above	2021	49%	43%	**49%**	-	49%	*	-	-	-	-	0%	-	50%	33%	45%	32%
	2019	55%	50%	**57%**	-	57%	-	-	-	-	-	18%	-	58%	46%	55%	38%
At Masters Grade Level	2021	29%	19%	**22%**	-	22%	*	-	-	-	-	0%	-	24%	7%	22%	11%
	2019	33%	25%	**27%**	-	27%	-	-	-	-	-	0%	-	28%	17%	27%	14%

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

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject
End of Course English II	2019	69	65	**65**	-	65	-	-	-	-	-	59	*	64	76	64	63
	2018	67	66	**66**	-	66	-	-	-	-	-	58	*	67	59	64	62
End of Course Algebra I	2019	75	56	**56**	-	56	*	-	-	-	-	36	*	56	50	53	50
	2018	72	55	**55**	-	55	-	-	-	-	-	17	-	54	57	53	48
All Grades Both Subjects	2019	69	66	**60**	-	60	*	-	-	-	-	48	*	60	62	58	56
	2018	69	66	**60**	-	60	-	-	-	-	-	36	*	60	58	59	55
All Grades ELA/Reading	2019	68	64	**65**	-	65	-	-	-	-	-	59	*	64	76	64	63
	2018	69	65	**66**	-	66	-	-	-	-	-	58	*	67	59	64	62
All Grades Mathematics	2019	70	68	**56**	-	56	*	-	-	-	-	36	*	56	50	53	50
	2018	70	68	**55**	-	55	-	-	-	-	-	17	-	54	57	53	48

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

\- Indicates there are no students in the group.

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ROMA H S (214903001) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	63%	**61%**	-	-	-	-	-	-	47%	-	47%	-	-	87%	47%	87%
	2019	78%	79%	**67%**	-	-	-	-	-		53%	78%	53%	20%			53%	
At Meets Grade Level or Above	2021	41%	37%	**37%**	-	-	-	-	-	-	20%	-	20%	-	-	69%	20%	66%
	2019	50%	52%	**40%**	-	-	-	-	-		21%	67%	21%	20%			21%	
At Masters Grade Level	2021	18%	13%	**9%**	-	-	-	-	-	-	3%	-	3%	-	-	23%	3%	20%
	2019	24%	25%	**12%**	-	-	-	-	-		3%	0%	3%	20%			3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	**56%**	-	-	-	-	-	-	38%	-	38%	-	-	87%	38%	92%
	2019	75%	72%	**55%**	-	-	-	-	-		40%	*	40%	*			40%	
At Meets Grade Level or Above	2021	45%	43%	**43%**	-	-	-	-	-	-	24%	-	24%	-	-	78%	24%	80%
	2019	48%	46%	**34%**	-	-	-	-	-		17%	*	16%	*			17%	
At Masters Grade Level	2021	18%	13%	**6%**	-	-	-	-	-	-	1%	-	1%	-	-	16%	1%	14%
	2019	21%	20%	**4%**	-	-	-	-	-		0%	*	0%	*			0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	60%	**52%**	-	-	-	-	-	-	41%	-	41%	-	-	72%	41%	70%
	2019	82%	88%	**77%**	-	-	-	-	-		70%	*	70%	*			70%	
At Meets Grade Level or Above	2021	37%	30%	**20%**	-	-	-	-	-	-	10%	-	10%	-	-	35%	10%	41%
	2019	52%	62%	**42%**	-	-	-	-	-		30%	*	30%	*			30%	
At Masters Grade Level	2021	18%	15%	**10%**	-	-	-	-	-	-	4%	-	4%	-	-	26%	4%	22%
	2019	26%	33%	**21%**	-	-	-	-	-		11%	*	11%	*			11%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	**68%**	-	-	-	-	-	-	55%	-	55%	-	-	95%	55%	90%
	2019	81%	78%	**73%**	-	-	-	-	-		64%	*	64%	*			64%	
At Meets Grade Level or Above	2021	44%	30%	**29%**	-	-	-	-	-	-	13%	-	13%	-	-	67%	13%	54%
	2019	54%	49%	**38%**	-	-	-	-	-		24%	*	23%	*			24%	
At Masters Grade Level	2021	20%	6%	**6%**	-	-	-	-	-	-	1%	-	1%	-	-	10%	1%	17%
	2019	25%	18%	**9%**	-	-	-	-	-		2%	*	2%	*			2%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	73%	**81%**	-	-	-	-	-	-	72%	-	72%	-	-	91%	72%	95%
	2019	81%	78%	**87%**	-	-	-	-	-		66%	-	66%	-			66%	
At Meets Grade Level or Above	2021	49%	43%	**49%**	-	-	-	-	-	-	30%	-	30%	-	-	73%	30%	75%
	2019	55%	50%	**57%**	-	-	-	-	-		22%	-	22%	-			22%	
At Masters Grade Level	2021	29%	19%	**22%**	-	-	-	-	-	-	9%	-	9%	-	-	37%	9%	45%
	2019	33%	25%	**27%**	-	-	-	-	-		6%	-	6%	-			6%	

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
  Blank cell indicates there are no data available in the group.

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	40%	**68%**	-	68%	*	-	-	-	-	55%	70%	70%	53%	67%	63%
Included in Accountability	83%	37%	**65%**	-	65%	*	-	-	-	-	46%	70%	67%	47%	64%	59%
Not Included in Accountability: Mobile	3%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	3%	*	-	-	-	-	9%	0%	3%	4%	3%	4%
Not Tested	12%	60%	**32%**	-	32%	*	-	-	-	-	45%	30%	30%	47%	33%	37%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	60%	**32%**	-	32%	*	-	-	-	-	45%	30%	30%	47%	33%	37%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	-	99%	*	-	-	-	-	99%	100%	99%	97%	99%	99%
Included in Accountability	94%	96%	**92%**	-	92%	*	-	-	-	-	90%	100%	95%	74%	92%	91%
Not Included in Accountability: Mobile	4%	2%	**2%**	-	2%	*	-	-	-	-	3%	0%	1%	11%	2%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	-	5%	*	-	-	-	-	5%	0%	3%	12%	4%	6%
Not Tested	1%	0%	**1%**	-	1%	*	-	-	-	-	1%	0%	1%	3%	1%	1%
Absent	1%	0%	**1%**	-	1%	*	-	-	-	-	1%	0%	1%	3%	1%	1%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**97.9%**	-	97.9%	*	-	-	-	-	98.3%	97.8%	97.3%
2018-19	95.4%	95.8%	**93.2%**	-	93.2%	*	-	-	-	-	92.2%	92.8%	91.4%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**13.7%**	-	13.7%	*	-	-	-	-	14.2%	14.1%	17.9%
2018-19	11.4%	10.9%	**20.7%**	-	20.6%	*	-	-	-	-	28.7%	22.0%	28.4%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	**1.7%**	-	1.7%	*	-	-	-	-	3.1%	1.9%	2.8%
2018-19	1.9%	2.1%	**2.1%**	-	2.1%	*	-	-	-	-	4.5%	2.3%	3.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	**90.8%**	-	90.8%	*	-	-	-	-	80.8%	89.4%	80.8%
Received TxCHSE	0.4%	0.5%	**0.5%**	-	0.5%	*	-	-	-	-	0.0%	0.6%	0.8%
Continued HS	3.9%	1.9%	**1.9%**	-	1.9%	*	-	-	-	-	11.5%	2.3%	3.1%
Dropped Out	5.4%	6.8%	**6.8%**	-	6.8%	*	-	-	-	-	7.7%	7.7%	15.4%
Graduates and TxCHSE	90.7%	91.3%	**91.3%**	-	91.2%	*	-	-	-	-	80.8%	90.0%	81.5%
Graduates, TxCHSE, and Continuers	94.6%	93.2%	**93.2%**	-	93.2%	*	-	-	-	-	92.3%	92.3%	84.6%
Class of 2019													
Graduated	90.0%	87.7%	**87.9%**	-	87.8%	*	-	-	-	-	66.7%	85.9%	77.6%
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.7%	2.1%	**1.9%**	-	1.9%	*	-	-	-	-	6.7%	1.9%	2.6%
Dropped Out	5.9%	10.2%	**10.2%**	-	10.2%	*	-	-	-	-	26.7%	12.2%	19.9%
Graduates and TxCHSE	90.4%	87.7%	**87.9%**	-	87.8%	*	-	-	-	-	66.7%	85.9%	77.6%
Graduates, TxCHSE, and Continuers	94.1%	89.8%	**89.8%**	-	89.8%	*	-	-	-	-	73.3%	87.8%	80.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	**89.1%**	-	89.1%	*	-	-	-	-	62.5%	87.3%	78.6%
Received TxCHSE	0.5%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.3%	0.2%	**0.2%**	-	0.2%	*	-	-	-	-	6.3%	0.3%	0.6%
Dropped Out	6.1%	10.6%	**10.6%**	-	10.7%	*	-	-	-	-	31.3%	12.5%	20.8%
Graduates and TxCHSE	92.6%	89.1%	**89.1%**	-	89.1%	*	-	-	-	-	62.5%	87.3%	78.6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	**89.4%**	-	89.3%	*	-	-	-	-	68.8%	87.5%	79.2%
Class of 2018													
Graduated	92.2%	89.8%	**89.8%**	*	89.8%	-	-	-	-	-	74.1%	88.9%	75.6%
Received TxCHSE	0.6%	0.2%	**0.2%**	*	0.2%	-	-	-	-	-	0.0%	0.3%	0.8%
Continued HS	1.1%	0.5%	**0.5%**	*	0.5%	-	-	-	-	-	7.4%	0.3%	0.0%
Dropped Out	6.1%	9.5%	**9.5%**	*	9.5%	-	-	-	-	-	18.5%	10.5%	23.5%
Graduates and TxCHSE	92.8%	90.0%	**90.0%**	*	90.0%	-	-	-	-	-	74.1%	89.2%	76.5%
Graduates, TxCHSE, and Continuers	93.9%	90.5%	**90.5%**	*	90.5%	-	-	-	-	-	81.5%	89.5%	76.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	**90.0%**	*	90.0%	-	-	-	-	-	74.1%	89.2%	75.6%
Received TxCHSE	0.7%	0.5%	**0.5%**	*	0.5%	-	-	-	-	-	0.0%	0.5%	1.7%
Continued HS	0.6%	0.2%	**0.2%**	*	0.2%	-	-	-	-	-	3.7%	0.0%	0.0%
Dropped Out	6.1%	9.3%	**9.3%**	*	9.3%	-	-	-	-	-	22.2%	10.3%	22.7%
Graduates and TxCHSE	93.3%	90.5%	**90.5%**	*	90.4%	-	-	-	-	-	74.1%	89.7%	77.3%
Graduates, TxCHSE, and Continuers	93.9%	90.7%	**90.7%**	*	90.7%	-	-	-	-	-	77.8%	89.7%	77.3%
Class of 2017													
Graduated	92.4%	92.8%	**92.8%**	-	92.8%	-	-	-	-	-	75.0%	92.6%	79.1%
Received TxCHSE	0.7%	0.2%	**0.2%**	-	0.2%	-	-	-	-	-	0.0%	0.3%	0.0%
Continued HS	0.6%	0.2%	**0.2%**	-	0.2%	-	-	-	-	-	6.3%	0.3%	0.0%
Dropped Out	6.3%	6.7%	**6.7%**	-	6.7%	-	-	-	-	-	18.8%	6.8%	20.9%
Graduates and TxCHSE	93.2%	93.1%	**93.1%**	-	93.1%	-	-	-	-	-	75.0%	92.9%	79.1%
Graduates, TxCHSE, and Continuers	93.7%	93.3%	**93.3%**	-	93.3%	-	-	-	-	-	81.3%	93.2%	79.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	**88.6%**	-	88.6%	*	-	-	-	-	72.4%	86.9%	77.2%
Class of 2019	90.0%	85.2%	**85.4%**	-	85.4%	*	-	-	-	-	62.5%	82.9%	73.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	*****	-	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Class of 2019	4.2%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	**94.7%**	-	94.9%	*	-	-	-	-	38.1%	93.9%	86.7%
Class of 2019	83.5%	97.3%	**97.3%**	-	97.3%	*	-	-	-	-	30.0%	97.2%	95.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	**94.7%**	-	94.9%	*	-	-	-	-	38.1%	93.9%	86.7%
Class of 2019	87.6%	97.3%	**97.3%**	-	97.3%	*	-	-	-	-	30.0%	97.2%	95.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	*****	-	*	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2018-19	4.4%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	**94.7%**	-	94.7%	-	-	-	-	-	40.0%	94.3%	87.2%
2018-19	82.1%	97.1%	**97.1%**	-	97.3%	*	-	-	-	-	27.3%	96.9%	95.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	**94.7%**	-	94.7%	-	-	-	-	-	40.0%	94.3%	87.2%
2018-19	85.9%	96.7%	**96.7%**	-	96.9%	*	-	-	-	-	23.1%	96.3%	95.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	379	100.0%	379	360,220
By Ethnicity:				
African American	0	0.0%	0	44,729
Hispanic	379	100.0%	379	184,060
White	0	0.0%	0	105,215
American Indian	0	0.0%	0	1,226
Asian	0	0.0%	0	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	0	0.0%	0	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	20	5.3%	20	49,535
Foundation H.S. Program (Endorsement)	0	0.0%	0	15,689
Foundation H.S. Program (DLA)	359	94.7%	359	292,532
Special Education Graduates	20	5.3%	20	29,018
Economically Disadvantaged Graduates	280	73.9%	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	109	28.8%	109	29,639
At-Risk Graduates	187	49.3%	187	148,836

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
					College, Career, and Military Ready Graduates (Student Achievement)								
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	65.4%	**65.4%**	-	65.4%	-	-	-	-	-	100.0%	62.9%	44.0%
2018-19	72.9%	79.7%	**79.7%**	-	79.7%	*	-	-	-	-	88.5%	77.0%	55.0%
					College Ready Graduates								
College Ready (Annual Graduates)													
2019-20	53.4%	57.5%	**57.5%**	-	57.5%	-	-	-	-	-	0.0%	54.3%	24.8%
2018-19	53.0%	61.5%	**61.5%**	-	61.8%	*	-	-	-	-	7.7%	57.4%	20.8%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	57.0%	**57.0%**	-	57.0%	-	-	-	-	-	0.0%	54.3%	16.5%
2018-19	60.7%	63.6%	**63.6%**	-	63.7%	*	-	-	-	-	15.4%	59.0%	20.8%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	51.7%	**51.7%**	-	51.7%	-	-	-	-	-	0.0%	49.3%	18.3%
2018-19	48.6%	58.4%	**58.4%**	-	58.7%	*	-	-	-	-	7.7%	54.0%	25.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	45.6%	**45.6%**	-	45.6%	-	-	-	-	-	0.0%	42.5%	11.9%
2018-19	44.2%	53.6%	**53.6%**	-	53.8%	*	-	-	-	-	7.7%	48.1%	14.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	37.7%	**37.7%**	-	37.7%	-	-	-	-	-	0.0%	36.4%	18.3%
2018-19	21.1%	35.4%	**35.4%**	-	35.6%	*	-	-	-	-	0.0%	33.3%	10.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	3.2%	**3.2%**	-	3.2%	-	-	-	-	-	0.0%	2.5%	0.0%
2018-19	1.9%	2.2%	**2.2%**	-	2.2%	*	-	-	-	-	0.0%	1.9%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	17.9%	**17.9%**	-	17.9%	-	-	-	-	-	0.0%	15.0%	0.0%
2018-19	23.1%	11.2%	**11.2%**	-	11.3%	*	-	-	-	-	0.0%	11.1%	1.7%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.6%	**1.6%**	-	1.6%	-	-	-	-	-	0.0%	0.7%	0.0%
2018-19	2.3%	5.3%	**5.3%**	-	5.3%	*	-	-	-	-	0.0%	6.2%	2.5%
					Career / Military Ready Graduates								
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	19.3%	**19.3%**	-	19.3%	-	-	-	-	-	100.0%	18.9%	24.8%
2018-19	40.4%	50.2%	**50.2%**	-	50.1%	*	-	-	-	-	88.5%	49.5%	44.2%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	14.0%	**14.0%**	-	14.0%	-	-	-	-	-	0.0%	12.5%	9.2%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	15.1%	**15.1%**	-	15.1%	*	-	-	-	-	7.7%	14.2%	7.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.3%	**0.3%**	-	0.3%	-	-	-	-	-	0.0%	0.4%	0.0%
2018-19	0.6%	0.2%	**0.2%**	-	0.2%	*	-	-	-	-	0.0%	0.0%	0.8%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	4.0%	**4.0%**	-	4.0%	-	-	-	-	-	75.0%	4.6%	11.9%
2018-19	2.3%	1.9%	**1.9%**	-	1.7%	*	-	-	-	-	61.5%	1.9%	4.2%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	2.1%	**2.1%**	-	2.1%	-	-	-	-	-	40.0%	2.9%	6.4%
2018-19	2.7%	0.7%	**0.7%**	-	0.7%	*	-	-	-	-	23.1%	0.6%	0.8%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	52.5%	**52.5%**	-	52.5%	-	-	-	-	-	0.0%	48.6%	8.3%
	2018-19	33.4%	59.8%	**59.8%**	-	59.9%	*	-	-	-	-	15.4%	54.6%	16.7%
Mathematics	2019-20	21.2%	45.9%	**45.9%**	-	45.9%	-	-	-	-	-	0.0%	42.9%	14.7%
	2018-19	24.7%	51.9%	**51.9%**	-	52.2%	*	-	-	-	-	7.7%	46.6%	15.0%
Both Subjects	2019-20	16.4%	39.3%	**39.3%**	-	39.3%	-	-	-	-	-	0.0%	35.4%	5.5%
	2018-19	18.8%	48.6%	**48.6%**	-	48.8%	*	-	-	-	-	7.7%	42.3%	10.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	6.6%	**6.6%**	-	6.6%	-	-	-	-	-	0.0%	7.9%	9.2%
	2018-19	5.1%	5.5%	**5.5%**	-	5.5%	*	-	-	-	-	0.0%	6.5%	5.8%
Mathematics	2019-20	9.7%	7.9%	**7.9%**	-	7.9%	-	-	-	-	-	0.0%	8.6%	7.3%
	2018-19	7.3%	8.6%	**8.6%**	-	8.7%	*	-	-	-	-	0.0%	9.9%	11.7%
Both Subjects	2019-20	4.2%	4.0%	**4.0%**	-	4.0%	-	-	-	-	-	0.0%	4.6%	5.5%
	2018-19	2.6%	2.9%	**2.9%**	-	2.9%	*	-	-	-	-	0.0%	3.7%	3.3%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	12.2%	**12.2%**	-	12.2%	-	-	-	-	-	0.0%	10.5%	6.3%
	2019	25.2%	16.0%	**16.0%**	-	16.0%	-	-	-	-	-	0.0%	13.2%	7.1%
English Language Arts	2020	12.7%	2.8%	**2.8%**	-	2.8%	-	-	-	-	-	0.0%	2.2%	0.0%
	2019	14.5%	5.4%	**5.4%**	-	5.4%	-	-	-	-	-	0.0%	3.3%	0.0%
Mathematics	2020	6.4%	0.4%	**0.4%**	-	0.4%	-	-	-	-	-	0.0%	0.2%	0.0%
	2019	7.4%	0.2%	**0.2%**	-	0.2%	-	-	-	-	-	0.0%	0.2%	0.0%
Science	2020	9.4%	3.8%	**3.8%**	-	3.8%	-	-	-	-	-	0.0%	2.9%	0.0%
	2019	10.4%	5.2%	**5.2%**	-	5.2%	-	-	-	-	-	0.0%	3.0%	0.0%
Social Studies	2020	12.4%	6.1%	**6.1%**	-	6.1%	-	-	-	-	-	0.0%	5.3%	0.3%
	2019	13.9%	7.7%	**7.7%**	-	7.7%	-	-	-	-	-	0.0%	5.5%	0.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	63.3%	**63.3%**	-	63.3%	-	-	-	-	-	-	62.1%	61.1%
	2019	51.0%	54.6%	**54.6%**	-	54.6%	-	-	-	-	-	-	56.0%	82.4%
English Language Arts	2020	50.1%	47.6%	**47.6%**	-	47.6%	-	-	-	-	-	-	66.7%	-
	2019	41.2%	25.0%	**25.0%**	-	25.0%	-	-	-	-	-	-	23.8%	-
Mathematics	2020	56.5%	*	*	-	*	-	-	-	-	-	-	*	-
	2019	52.2%	*	*	-	*	-	-	-	-	-	-	*	-
Science	2020	47.6%	46.4%	**46.4%**	-	46.4%	-	-	-	-	-	-	37.5%	-
	2019	40.6%	33.3%	**33.3%**	-	33.3%	-	-	-	-	-	-	36.8%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	37.8%	**37.8%**	-	37.8%	-	-	-	-	-	-	37.9%	*
	2019	46.3%	39.7%	**39.7%**	-	39.7%	-	-	-	-	-	-	40.0%	*
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	61.7%	**61.7%**	-	61.7%	-	-	-	-	-	5.0%	59.3%	25.7%
	2018-19	75.0%	78.0%	**78.0%**	?	78.1%	*	-	-	-	-	23.1%	74.4%	53.8%
At/Above Criterion for All Examinees	2019-20	35.7%	17.1%	**17.1%**	-	17.1%	-	-	-	-	-	*	14.5%	0.0%
	2018-19	36.1%	13.2%	**13.2%**	*	13.2%	-	-	-	-	-	*	8.7%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1046	**1046**	-	1046	-	-	-	-	-	-	*	-
	2018-19	1027	1143	**1143**	-	1143	-	-	-	-	-	-	1151	-
English Language Arts and Writing	2019-20	513	510	**510**	-	510	-	-	-	-	-	-	*	-
	2018-19	517	591	**591**	-	591	-	-	-	-	-	-	600	-
Mathematics	2019-20	506	536	**536**	-	536	-	-	-	-	-	-	*	-
	2018-19	510	552	**552**	-	552	-	-	-	-	-	-	551	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	18	**18**	-	18	-	-	-	-	-	*	18	14
	2018-19	21	18	**18**	*	18	-	-	-	-	-	*	17	14
English Language Arts	2019-20	20	18	**18**	-	18	-	-	-	-	-	*	17	13
	2018-19	20	17	**17**	*	18	-	-	-	-	-	*	17	12
Mathematics	2019-20	20	18	**18**	-	18	-	-	-	-	-	*	18	15
	2018-19	20	18	**18**	*	18	-	-	-	-	-	*	18	16
Science	2019-20	21	18	**18**	-	18	-	-	-	-	-	*	18	16
	2018-19	21	19	**19**	*	19	-	-	-	-	-	*	18	14

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	30.3%	**30.6%**	-	30.7%	*	-	-	-	-	8.9%	27.9%	17.0%
	2018-19	44.6%	34.6%	**34.8%**	-	34.8%	*	-	-	-	-	21.0%	31.4%	16.9%
English Language Arts	2019-20	18.2%	8.8%	**8.9%**	-	9.0%	*	-	-	-	-	0.0%	6.9%	1.0%
	2018-19	17.8%	10.0%	**10.1%**	-	10.1%	*	-	-	-	-	0.0%	8.3%	0.4%
Mathematics	2019-20	20.7%	11.5%	**11.6%**	-	11.6%	*	-	-	-	-	4.0%	10.1%	5.5%
	2018-19	20.4%	12.6%	**12.6%**	-	12.7%	*	-	-	-	-	14.0%	10.5%	4.0%
Science	2019-20	22.4%	9.0%	**9.1%**	-	9.1%	*	-	-	-	-	0.0%	7.1%	2.6%
	2018-19	21.7%	12.5%	**12.6%**	-	12.6%	*	-	-	-	-	1.2%	10.1%	3.2%
Social Studies	2019-20	24.6%	9.8%	**9.9%**	-	9.9%	*	-	-	-	-	0.0%	7.9%	2.6%
	2018-19	23.6%	10.1%	**10.2%**	-	10.2%	*	-	-	-	-	0.0%	8.0%	1.2%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	97.9%	**97.9%**	-	97.9%	-	-	-	-	-	100.0%	97.5%	99.1%
	2018-19	59.0%	99.5%	**99.5%**	-	99.8%	*	-	-	-	-	84.6%	99.4%	100.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	64.1%	**64.1%**	-	64.4%	*	-	-	-	-	23.1%	62.7%	46.2%
	2017-18	53.4%	68.3%	**68.3%**	*	68.2%	-	-	-	-	-	21.7%	67.0%	48.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	55.9%	**55.9%**	-	55.9%	-	-	-	-	-	-	53.8%	6.7%
	2017-18	60.7%	60.3%	**60.3%**	*	60.5%	-	-	-	-	-	0.0%	60.1%	24.4%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,849	100.0%	6,049	5,359,040	1,849	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.6%	3.7%	0	0.0%	4.6%	3.7%
Kindergarten	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 5	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	6.9%	7.9%	0	0.0%	6.8%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	563	30.4%	9.3%	8.1%	563	30.4%	9.3%	8.1%
Grade 10	516	27.9%	8.5%	7.8%	516	27.9%	8.5%	7.8%
Grade 11	394	21.3%	6.5%	7.2%	394	21.3%	6.5%	7.2%
Grade 12	376	20.3%	6.2%	6.8%	376	20.3%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	1,846	99.8%	99.7%	52.9%	1,846	99.8%	99.7%	52.9%
White	3	0.2%	0.3%	26.5%	3	0.2%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	950	51.4%	49.7%	48.9%	950	51.4%	49.6%	48.9%
Male	899	48.6%	50.3%	51.1%	899	48.6%	50.4%	51.1%
Economically Disadvantaged	1,425	77.1%	85.4%	60.3%	1,425	77.1%	85.4%	60.2%
Non-Educationally Disadvantaged	424	22.9%	14.6%	39.7%	424	22.9%	14.6%	39.8%
Section 504 Students	184	10.0%	9.9%	7.2%	184	10.0%	9.9%	7.2%
EB Students/EL	1,133	61.3%	79.8%	20.7%	1,133	61.3%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	3	0.2%	0.4%	1.2%				
Students w/ Dyslexia	0	0.0%	0.8%	4.5%	0	0.0%	0.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

Student Information	Membership Campus				Enrollment Campus			
	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	3	0.2%	0.6%	2.0%	3	0.2%	0.6%	2.0%
Migrant	39	2.1%	1.6%	0.3%	39	2.1%	1.6%	0.3%
Title I	1,849	100.0%	100.0%	64.5%	1,849	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	1,335	72.2%	84.2%	49.2%	1,335	72.2%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	1,133	61.3%	79.7%	21.0%	1,133	61.3%	79.6%	20.9%
Gifted and Talented Education	212	11.5%	9.7%	8.3%	212	11.5%	9.7%	8.3%
Special Education	133	7.2%	8.4%	11.1%	133	7.2%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	133							
By Type of Primary Disability								
Students with Intellectual Disabilities	85	63.9%	41.5%	42.5%				
Students with Physical Disabilities	6	4.5%	23.6%	21.3%				
Students with Autism	18	13.5%	16.7%	14.1%				
Students with Behavioral Disabilities	24	18.0%	15.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	176	9.7%	9.3%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	174	9.6%	9.2%	7.1%				
White	2	0.1%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	15	11.7%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	125	12.8%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	138	9.8%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	105	7.4%	6.8%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.4%	-	2.3%	4.8%
Grade 1	-	4.2%	1.9%	-	4.3%	3.2%
Grade 2	-	0.5%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	9.4%	11.2%	4.7%	21.4%	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.7	17.7
Grade 1	-	19.3	18.0
Grade 2	-	18.3	18.0
Grade 3	-	17.4	18.2
Grade 4	-	18.7	18.3
Grade 5	-	19.7	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	15.4	15.6	15.7
Foreign Languages	25.3	23.0	17.8
Mathematics	17.8	16.7	16.9
Science	18.5	18.0	17.9
Social Studies	20.1	19.4	18.3

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	156.7	100.0%	100.0%	100.0%
Professional Staff:	143.7	91.7%	53.6%	64.3%
Teachers	120.1	76.6%	42.6%	49.6%
Professional Support	13.7	8.7%	6.9%	10.6%
Campus Administration (School Leadership)	10.0	6.4%	3.1%	3.0%
Educational Aides:	12.9	8.3%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	6.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	152.7	97.4%	99.0%	51.5%
Teachers by Ethnicity:				
African American	1.0	0.8%	0.5%	11.1%
Hispanic	115.1	95.8%	98.4%	28.4%
White	3.0	2.5%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.8%	0.2%	1.2%
Teachers by Sex:				
Males	70.5	58.7%	35.0%	23.8%
Females	49.6	41.3%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	97.8	81.4%	80.4%	73.0%
Masters	22.3	18.6%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	1.7%	1.3%	6.7%
1-5 Years Experience	32.7	27.3%	18.6%	27.8%
6-10 Years Experience	27.6	23.0%	18.3%	20.3%
11-20 Years Experience	39.9	33.2%	39.4%	29.1%
21-30 Years Experience	16.4	13.7%	20.1%	13.0%
Over 30 Years Experience	1.4	1.2%	2.3%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	15.4	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	8.2	6.4
Average Years Experience of Principals with District	3.0	8.2	5.5
Average Years Experience of Assistant Principals	4.3	8.8	5.5
Average Years Experience of Assistant Principals with District	4.3	8.7	4.8
Average Years Experience of Teachers:	11.3	13.7	11.2
Average Years Experience of Teachers with District:	10.6	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$39,582	$35,821	$50,849
1-5 Years Experience	$48,464	$48,466	$53,288
6-10 Years Experience	$53,704	$52,297	$56,282
11-20 Years Experience	$57,569	$57,551	$59,900
21-30 Years Experience	$63,510	$63,127	$64,637
Over 30 Years Experience	$76,534	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$54,932	$56,109	$57,641
Professional Support	$67,288	$71,709	$68,030
Campus Administration (School Leadership)	$79,078	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.3%	2.1%	6.2%
Career and Technical Education	20.5	17.1%	5.5%	5.1%
Compensatory Education	1.0	0.8%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	91.7	76.4%	83.1%	71.0%
Special Education	6.5	5.4%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

- Indicates there are no students in the group.

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

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

Instructional & Guidance Center

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: INSTRUCTIONAL & GUIDANCE CENTER

Campus Number: 214903003

2021 Accountability Rating: Not Rated

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**87.7%**	*	87.7%	-	-	-	-	-	*	87.6%	88.0%
2018-19	95.4%	95.8%	**78.5%**	-	78.5%	*	-	-	-	-	*	78.1%	78.9%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**31.3%**	*	30.7%	-	-	-	-	-	41.7%	30.8%	30.6%
2018-19	11.4%	10.9%	**51.5%**	-	51.5%	-	-	-	-	-	66.7%	54.9%	52.2%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2018-19	0.4%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2018-19	1.9%	2.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.7%	*	-	*	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	*	-	*	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.1%	*	-	*	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	*	-	*	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	*	-	*	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	*	-	*	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	*	-	*	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	379	360,220
By Ethnicity:				
African American	-	-	0	44,729
Hispanic	-	-	379	184,060
White	-	-	0	105,215
American Indian	-	-	0	1,226
Asian	-	-	0	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	20	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	359	292,532
Special Education Graduates	-	-	20	29,018
Economically Disadvantaged Graduates	-	-	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	109	29,639
At-Risk Graduates	-	-	187	148,836

There is no data for this campus.

There is no data for this campus.

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	30.3%	**2.9%**	-	2.9%	-	-	-	-	-	*	0.0%	3.7%
	2018-19	44.6%	34.6%	**4.3%**	-	4.3%	-	-	-	-	-	*	5.6%	8.3%
English Language Arts	2019-20	18.2%	8.8%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2018-19	17.8%	10.0%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Mathematics	2019-20	20.7%	11.5%	**3.8%**	-	3.8%	-	-	-	-	-	-	0.0%	4.5%
	2018-19	20.4%	12.6%	**5.6%**	-	5.6%	-	-	-	-	-	*	7.1%	10.0%
Science	2019-20	22.4%	9.0%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	0.0%
	2018-19	21.7%	12.5%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Social Studies	2019-20	24.6%	9.8%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2018-19	23.6%	10.1%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	97.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2018-19	59.0%	99.5%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	64.1%	**-**	-	-	-	-	-	-	-	-	-	-
	2017-18	53.4%	68.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	55.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2017-18	60.7%	60.3%	**-**	-	-	-	-	-	-	-	-	-	-

	Membership			Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	3	100.0%	6,049	5,359,040	3	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.6%	3.7%	0	0.0%	4.6%	3.7%
Kindergarten	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 5	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	6.9%	7.9%	0	0.0%	6.8%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	2	66.7%	9.3%	8.1%	2	66.7%	9.3%	8.1%
Grade 10	1	33.3%	8.5%	7.8%	1	33.3%	8.5%	7.8%
Grade 11	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 12	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	3	100.0%	99.7%	52.9%	3	100.0%	99.7%	52.9%
White	0	0.0%	0.3%	26.5%	0	0.0%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	3	100.0%	49.7%	48.9%	3	100.0%	49.6%	48.9%
Male	0	0.0%	50.3%	51.1%	0	0.0%	50.4%	51.1%
Economically Disadvantaged	3	100.0%	85.4%	60.3%	3	100.0%	85.4%	60.2%
Non-Educationally Disadvantaged	0	0.0%	14.6%	39.7%	0	0.0%	14.6%	39.8%
Section 504 Students	0	0.0%	9.9%	7.2%	0	0.0%	9.9%	7.2%
EB Students/EL	2	66.7%	79.8%	20.7%	2	66.7%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	1	0.8%	0.4%	1.2%				
Students w/ Dyslexia	0	0.0%	0.8%	4.5%	0	0.0%	0.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

		Membership				Enrollment		
		Campus				Campus		
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.6%	2.0%	0	0.0%	0.6%	2.0%
Migrant	2	66.7%	1.6%	0.3%	2	66.7%	1.6%	0.3%
Title I	3	100.0%	100.0%	64.5%	3	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	3	100.0%	84.2%	49.2%	3	100.0%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	2	66.7%	79.7%	21.0%	2	66.7%	79.6%	20.9%
Gifted and Talented Education	0	0.0%	9.7%	8.3%	0	0.0%	9.7%	8.3%
Special Education	0	0.0%	8.4%	11.1%	0	0.0%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	0							
By Type of Primary Disability								
Students with Intellectual Disabilities	0	0.0%	41.5%	42.5%				
Students with Physical Disabilities	0	0.0%	23.6%	21.3%				
Students with Autism	0	0.0%	16.7%	14.1%				
Students with Behavioral Disabilities	0	0.0%	15.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	129	98.5%	9.3%	13.8%				
By Ethnicity:								
African American	1	0.8%	0.0%	2.8%				
Hispanic	128	97.7%	9.2%	7.1%				
White	0	0.0%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	17	100.0%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	100	99.0%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	114	100.0%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	-	-	6.8%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.4%	-	2.3%	4.8%
Grade 1	-	4.2%	1.9%	-	4.3%	3.2%
Grade 2	-	0.5%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	-	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	61.9%	11.2%	4.7%	-	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.7	17.7
Grade 1	-	19.3	18.0
Grade 2	-	18.3	18.0
Grade 3	-	17.4	18.2
Grade 4	-	18.7	18.3
Grade 5	-	19.7	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	1.3	15.6	15.7
Foreign Languages	-	23.0	17.8
Mathematics	1.5	16.7	16.9
Science	1.3	18.0	17.9
Social Studies	1.0	19.4	18.3

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	10.0	100.0%	100.0%	100.0%
Professional Staff:	8.0	80.7%	53.6%	64.3%
Teachers	6.0	60.3%	42.6%	49.6%
Professional Support	1.0	10.3%	6.9%	10.6%
Campus Administration (School Leadership)	1.0	10.0%	3.1%	3.0%
Educational Aides:	1.9	19.3%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	10.0	100.0%	99.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.1%
Hispanic	6.0	100.0%	98.4%	28.4%
White	0.0	0.0%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	5.0	83.3%	35.0%	23.8%
Females	1.0	16.7%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	4.0	66.7%	80.4%	73.0%
Masters	2.0	33.3%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	16.7%	1.3%	6.7%
1-5 Years Experience	1.0	16.7%	18.6%	27.8%
6-10 Years Experience	1.0	16.7%	18.3%	20.3%
11-20 Years Experience	2.0	33.3%	39.4%	29.1%
21-30 Years Experience	1.0	16.7%	20.1%	13.0%
Over 30 Years Experience	0.0	0.0%	2.3%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	0.5	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	8.2	6.4
Average Years Experience of Principals with District	11.0	8.2	5.5
Average Years Experience of Assistant Principals	0.0	8.8	5.5
Average Years Experience of Assistant Principals with District	0.0	8.7	4.8
Average Years Experience of Teachers:	13.2	13.7	11.2
Average Years Experience of Teachers with District:	13.2	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$24,900	$35,821	$50,849
1-5 Years Experience	$48,564	$48,466	$53,288
6-10 Years Experience	$54,313	$52,297	$56,282
11-20 Years Experience	$59,611	$57,551	$59,900
21-30 Years Experience	$69,172	$63,127	$64,637
Over 30 Years Experience	-	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$52,696	$56,109	$57,641
Professional Support	$64,139	$71,709	$68,030
Campus Administration (School Leadership)	$96,024	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.1%	6.2%
Career and Technical Education	1.0	16.7%	5.5%	5.1%
Compensatory Education	0.0	0.0%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	4.0	66.7%	83.1%	71.0%
Special Education	1.0	16.7%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

-    Indicates there are no students in the group.
*   Indicates results are masked due to small numbers to protect student confidentiality.
**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

Roma Middle School

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: ROMA MIDDLE

Campus Number: 214903041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	50%	**49%**	-	47%	-	-	-	-	*	-	*	44%	80%	44%	47%
	2019	68%	56%	**61%**	-	61%	-	-	-	-	-	23%	*	63%	48%	60%	59%
At Meets Grade Level or Above	2021	32%	20%	**18%**	-	16%	-	-	-	-	*	-	*	18%	20%	12%	17%
	2019	37%	24%	**29%**	-	29%	-	-	-	-	-	18%	*	30%	20%	28%	27%
At Masters Grade Level	2021	15%	6%	**5%**	-	3%	-	-	-	-	*	-	*	3%	20%	0%	3%
	2019	18%	10%	**12%**	-	12%	-	-	-	-	-	0%	*	13%	4%	11%	12%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	53%	**59%**	-	58%	-	-	-	-	*	-	*	58%	60%	56%	57%
	2019	81%	83%	**86%**	-	86%	-	-	-	-	-	50%	*	87%	80%	85%	85%
At Meets Grade Level or Above	2021	36%	14%	**20%**	-	18%	-	-	-	-	*	-	*	19%	20%	14%	19%
	2019	47%	50%	**61%**	-	61%	-	-	-	-	-	23%	*	63%	44%	59%	60%
At Masters Grade Level	2021	15%	7%	**7%**	-	5%	-	-	-	-	*	-	*	6%	20%	3%	5%
	2019	21%	19%	**25%**	-	25%	-	-	-	-	-	9%	*	26%	12%	23%	24%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	47%	**53%**	-	55%	*	-	-	-	-	*	-	56%	40%	42%	50%
	2019	76%	69%	**73%**	-	73%	-	-	-	-	-	38%	*	74%	61%	69%	72%
At Meets Grade Level or Above	2021	45%	25%	**33%**	-	34%	*	-	-	-	-	*	-	36%	20%	21%	29%
	2019	49%	42%	**44%**	-	44%	-	-	-	-	-	19%	*	44%	39%	40%	42%
At Masters Grade Level	2021	25%	12%	**23%**	-	24%	*	-	-	-	-	*	-	24%	20%	13%	18%
	2019	29%	23%	**24%**	-	24%	-	-	-	-	-	5%	*	24%	26%	22%	23%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	28%	**43%**	-	45%	*	-	-	-	-	*	-	44%	40%	32%	37%
	2019	75%	80%	**88%**	-	88%	-	-	-	-	-	57%	*	88%	83%	86%	87%
At Meets Grade Level or Above	2021	27%	7%	**13%**	-	14%	*	-	-	-	-	*	-	16%	0%	0%	11%
	2019	43%	51%	**61%**	-	61%	-	-	-	-	-	29%	*	60%	61%	57%	60%
At Masters Grade Level	2021	12%	2%	**7%**	-	7%	*	-	-	-	-	*	-	8%	0%	0%	7%
	2019	17%	25%	**32%**	-	32%	-	-	-	-	-	14%	*	33%	26%	29%	30%
Grade 7 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	40%	**50%**	-	48%	*	-	-	-	-	*	-	56%	20%	42%	46%
	2019	70%	70%	**71%**	-	71%	-	-	-	-	-	29%	*	73%	48%	66%	71%
At Meets Grade Level or Above	2021	33%	18%	**30%**	-	31%	*	-	-	-	-	*	-	36%	0%	21%	25%
	2019	42%	40%	**40%**	-	40%	-	-	-	-	-	14%	*	40%	39%	38%	39%
At Masters Grade Level	2021	10%	3%	**3%**	-	3%	*	-	-	-	-	*	-	4%	0%	0%	4%
	2019	18%	16%	**18%**	-	18%	-	-	-	-	-	5%	*	18%	17%	16%	16%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	62%	**50%**	-	50%	-	-	-	-	-	*	*	59%	20%	53%	50%
	2019	86%	77%	**81%**	-	81%	*	-	-	-	-	33%	-	82%	71%	79%	78%
At Meets Grade Level or Above	2021	46%	32%	**23%**	-	23%	-	-	-	-	-	*	*	29%	0%	24%	17%
	2019	55%	43%	**47%**	-	47%	*	-	-	-	-	11%	-	50%	21%	43%	41%
At Masters Grade Level	2021	21%	10%	**9%**	-	9%	-	-	-	-	-	*	*	12%	0%	12%	6%
	2019	28%	18%	**19%**	-	19%	*	-	-	-	-	0%	-	21%	8%	18%	14%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	52%	**52%**	-	52%	-	-	-	-	-	*	*	59%	33%	50%	47%
	2019	88%	93%	**93%**	-	93%	*	-	-	-	-	72%	-	94%	83%	92%	92%
At Meets Grade Level or Above	2021	36%	27%	**13%**	-	13%	-	-	-	-	-	*	*	18%	0%	11%	5%
	2019	57%	70%	**70%**	-	70%	*	-	-	-	-	22%	-	71%	54%	67%	64%
At Masters Grade Level	2021	11%	16%	**13%**	-	13%	-	-	-	-	-	*	*	18%	0%	11%	5%
	2019	17%	31%	**34%**	-	34%	*	-	-	-	-	6%	-	36%	13%	29%	27%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	53%	**50%**	-	50%	-	-	-	-	-	*	*	56%	33%	47%	45%
	2019	81%	72%	**72%**	-	73%	*	-	-	-	-	22%	-	75%	43%	70%	69%
At Meets Grade Level or Above	2021	43%	28%	**21%**	-	21%	-	-	-	-	-	*	*	22%	17%	16%	10%
	2019	51%	42%	**44%**	-	44%	*	-	-	-	-	11%	-	46%	26%	39%	38%
At Masters Grade Level	2021	24%	9%	**8%**	-	8%	-	-	-	-	-	*	*	11%	0%	5%	5%
	2019	25%	16%	**17%**	-	17%	*	-	-	-	-	0%	-	17%	13%	15%	13%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	37%	**35%**	-	35%	-	-	-	-	-	*	*	29%	50%	33%	26%
	2019	69%	70%	**72%**	-	71%	*	-	-	-	-	22%	-	73%	57%	69%	67%

2020-21 STAAR Performance (TAPR)
ROMA MIDDLE (214903041) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	14%	**17%**	-	17%	-	-	-	-	-	*	*	18%	17%	17%	11%
	2019	37%	44%	**48%**	-	48%	*	-	-	-	-	17%	-	50%	26%	44%	44%
At Masters Grade Level	2021	14%	3%	**9%**	-	9%	-	-	-	-	-	*	*	12%	0%	6%	5%
	2019	21%	23%	**27%**	-	27%	*	-	-	-	-	6%	-	27%	22%	24%	22%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**50%**	-	49%	*	-	-	-	*	5%	0%	51%	42%	45%	46%
	2019	78%	79%	**77%**	-	77%	*	-	-	-	-	39%	100%	79%	64%	75%	75%
At Meets Grade Level or Above	2021	41%	37%	**21%**	-	21%	*	-	-	-	*	0%	0%	23%	10%	14%	17%
	2019	50%	52%	**49%**	-	49%	*	-	-	-	-	18%	75%	51%	37%	46%	46%
At Masters Grade Level	2021	18%	13%	**9%**	-	9%	*	-	-	-	*	0%	0%	10%	6%	5%	6%
	2019	24%	25%	**23%**	-	23%	*	-	-	-	-	5%	38%	24%	15%	21%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**51%**	-	51%	*	-	-	-	*	0%	*	51%	47%	45%	49%
	2019	75%	72%	**72%**	-	72%	*	-	-	-	-	31%	*	73%	60%	69%	70%
At Meets Grade Level or Above	2021	45%	43%	**24%**	-	24%	*	-	-	-	*	0%	*	26%	13%	17%	21%
	2019	48%	46%	**40%**	-	40%	*	-	-	-	-	16%	*	42%	26%	37%	37%
At Masters Grade Level	2021	18%	13%	**12%**	-	11%	*	-	-	-	*	0%	*	12%	13%	7%	9%
	2019	21%	20%	**19%**	-	19%	*	-	-	-	-	2%	*	20%	13%	17%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**52%**	-	52%	*	-	-	-	*	17%	*	54%	44%	47%	48%
	2019	82%	88%	**89%**	-	89%	*	-	-	-	-	59%	*	89%	82%	88%	88%
At Meets Grade Level or Above	2021	37%	30%	**16%**	-	15%	*	-	-	-	*	0%	*	18%	6%	9%	13%
	2019	52%	62%	**64%**	-	64%	*	-	-	-	-	25%	*	65%	53%	61%	62%
At Masters Grade Level	2021	18%	15%	**9%**	-	8%	*	-	-	-	*	0%	*	9%	6%	4%	6%
	2019	26%	33%	**30%**	-	30%	*	-	-	-	-	10%	*	32%	17%	27%	27%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	69%	**50%**	-	48%	*	-	-	-	-	*	-	56%	20%	42%	46%
	2019	68%	79%	**71%**	-	71%	-	-	-	-	-	29%	*	73%	48%	66%	71%
At Meets Grade Level or Above	2021	30%	38%	**30%**	-	31%	*	-	-	-	-	*	-	36%	0%	21%	25%
	2019	38%	52%	**40%**	-	40%	-	-	-	-	-	14%	*	40%	39%	38%	39%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	9%	12%	**3%**	-	3%	*	-	-	-	-	*	-	4%	0%	0%	4%
	2019	14%	22%	**18%**	-	18%	-	-	-	-	-	5%	*	18%	17%	16%	16%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	**50%**	-	50%	-	-	-	-	-	*	*	56%	33%	47%	45%
	2019	81%	78%	**72%**	-	73%	*	-	-	-	-	22%	-	75%	43%	70%	69%
At Meets Grade Level or Above	2021	44%	30%	**21%**	-	21%	-	-	-	-	-	*	*	22%	17%	16%	10%
	2019	54%	49%	**44%**	-	44%	*	-	-	-	-	11%	-	46%	26%	39%	38%
At Masters Grade Level	2021	20%	6%	**8%**	-	8%	-	-	-	-	-	*	*	11%	0%	5%	5%
	2019	25%	18%	**17%**	-	17%	*	-	-	-	-	0%	-	17%	13%	15%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	73%	**35%**	-	35%	-	-	-	-	-	*	*	29%	50%	33%	26%
	2019	81%	78%	**72%**	-	71%	*	-	-	-	-	22%	-	73%	57%	69%	67%
At Meets Grade Level or Above	2021	49%	43%	**17%**	-	17%	-	-	-	-	-	*	*	18%	17%	17%	11%
	2019	55%	50%	**48%**	-	48%	*	-	-	-	-	17%	-	50%	26%	44%	44%
At Masters Grade Level	2021	29%	19%	**9%**	-	9%	-	-	-	-	-	*	*	12%	0%	6%	5%
	2019	33%	25%	**27%**	-	27%	*	-	-	-	-	6%	-	27%	22%	24%	22%

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

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
								School Progress Domain - Academic Growth Score by Grade and Subject									
Grade 6 ELA/Reading	2019	42	18	**19**	-	19	-	-	-	-	-	14	*	19	27	18	18
	2018	47	28	**28**	-	28	-	-	-	-	-	14	*	28	29	25	27
Grade 6 Mathematics	2019	54	33	**39**	-	39	-	-	-	-	-	26	*	40	33	39	38
	2018	56	47	**46**	-	46	-	-	-	-	-	32	*	45	58	42	45
Grade 7 ELA/Reading	2019	77	77	**76**	-	76	-	-	-	-	-	71	*	75	85	76	75
	2018	76	74	**76**	-	76	-	-	-	-	-	59	*	76	76	74	76
Grade 7 Mathematics	2019	62	69	**76**	-	76	-	-	-	-	-	71	*	77	67	76	75
	2018	67	70	**72**	-	72	-	-	-	-	-	70	*	71	84	69	70
Grade 8 ELA/Reading	2019	77	74	**73**	-	73	*	-	-	-	-	61	-	72	77	73	70
	2018	79	78	**75**	-	75	*	-	-	-	-	57	*	74	80	75	74
Grade 8 Mathematics	2019	82	88	**85**	-	85	*	-	-	-	-	64	-	85	80	84	84
	2018	81	85	**79**	-	79	*	-	-	-	-	81	*	80	79	79	79
All Grades Both Subjects	2019	69	66	**63**	-	63	*	-	-	-	-	51	83	62	63	62	61
	2018	69	66	**62**	-	61	*	-	-	-	-	51	63	61	71	61	60
All Grades ELA/Reading	2019	68	64	**58**	-	58	*	-	-	-	-	48	*	57	68	57	56
	2018	69	65	**58**	-	58	*	-	-	-	-	42	*	57	68	58	57
All Grades Mathematics	2019	70	68	**67**	-	67	*	-	-	-	-	53	*	68	60	67	66
	2018	70	68	**65**	-	65	*	-	-	-	-	59	*	64	73	63	63

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

- Indicates there are no students in the group.

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ROMA MIDDLE (214903041) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	63%	**50%**	-	-	-	-	-	-	44%	-	44%	-	-	68%	44%	100%
	2019	78%	79%	**77%**	*	*	-	-	-		70%	71%	70%		*		70%	
At Meets Grade Level or Above	2021	41%	37%	**21%**	-	-	-	-	-	-	13%	-	13%	-	-	36%	13%	100%
	2019	50%	52%	**49%**	*	*	-	-	-		37%	59%	36%		*		37%	
At Masters Grade Level	2021	18%	13%	**9%**	-	-	-	-	-	-	5%	-	5%	-	-	18%	5%	53%
	2019	24%	25%	**23%**	*	*	-	-	-		11%	12%	11%		*		11%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	**51%**	-	-	-	-	-	-	47%	-	47%	-	-	57%	47%	100%
	2019	75%	72%	**72%**	*	*	-	-	-		64%	57%	64%		*		63%	
At Meets Grade Level or Above	2021	45%	43%	**24%**	-	-	-	-	-	-	18%	-	18%	-	-	43%	18%	100%
	2019	48%	46%	**40%**	*	*	-	-	-		26%	29%	26%		*		26%	
At Masters Grade Level	2021	18%	13%	**12%**	-	-	-	-	-	-	8%	-	8%	-	-	43%	8%	40%
	2019	21%	20%	**19%**	*	*	-	-	-		8%	14%	7%		*		8%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	60%	**52%**	-	-	-	-	-	-	46%	-	46%	-	-	78%	46%	100%
	2019	82%	88%	**89%**	*	*	-	-	-		86%	86%	86%		*		85%	
At Meets Grade Level or Above	2021	37%	30%	**16%**	-	-	-	-	-	-	10%	-	10%	-	-	22%	10%	100%
	2019	52%	62%	**64%**	*	*	-	-	-		54%	86%	54%		*		54%	
At Masters Grade Level	2021	18%	15%	**9%**	-	-	-	-	-	-	4%	-	4%	-	-	11%	4%	80%
	2019	26%	33%	**30%**	*	*	-	-	-		18%	14%	18%		*		18%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	69%	**50%**	-	-	-	-	-	-	40%	-	40%	-	-	*	40%	*
	2019	68%	79%	**71%**	-	-	-	-	-		62%	*	63%		-		62%	
At Meets Grade Level or Above	2021	30%	38%	**30%**	-	-	-	-	-	-	16%	-	16%	-	-	*	16%	*
	2019	38%	52%	**40%**	-	-	-	-	-		26%	*	26%		-		26%	
At Masters Grade Level	2021	9%	12%	**3%**	-	-	-	-	-	-	0%	-	0%	-	-	*	0%	*
	2019	14%	22%	**18%**	-	-	-	-	-		6%	*	6%		-		6%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	**50%**	-	-	-	-	-	-	45%	-	45%	-	-	*	45%	*
	2019	81%	78%	**72%**	-	-	-	-	-		61%	*	61%		*		62%	
At Meets Grade Level or Above	2021	44%	30%	**21%**	-	-	-	-	-	-	10%	-	10%	-	-	*	10%	*
	2019	54%	49%	**44%**	-	-	-	-	-		27%	*	26%		*		26%	
At Masters Grade Level	2021	20%	6%	**8%**	-	-	-	-	-	-	5%	-	5%	-	-	*	5%	*
	2019	25%	18%	**17%**	-	-	-	-	-		6%	*	6%		*		6%	
All Grades Social Studies																		

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	73%	**35%**	-	-	-	-	-	-	26%	-	26%	-	-	*	26%	*
	2019	81%	78%	**72%**	-	-	-	-	-		59%	*	59%		*		60%	
At Meets Grade Level or Above	2021	49%	43%	**17%**	-	-	-	-	-	-	11%	-	11%	-	-	*	11%	*
	2019	55%	50%	**48%**	-	-	-	-	-		35%	*	35%		*		36%	
At Masters Grade Level	2021	29%	19%	**9%**	-	-	-	-	-	-	5%	-	5%	-	-	*	5%	*
	2019	33%	25%	**27%**	-	-	-	-	-		13%	*	13%		*		13%	

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

\- Indicates there are no students in the group.

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

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	40%	**13%**	-	13%	*	-	-	-	*	18%	14%	12%	18%	12%	13%
Included in Accountability	83%	37%	**12%**	-	12%	*	-	-	-	*	14%	14%	11%	17%	11%	12%
Not Included in Accountability: Mobile	3%	0%	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	*	4%	0%	1%	1%	1%	1%
Not Tested	12%	60%	**87%**	-	87%	*	-	-	-	*	82%	86%	88%	82%	88%	87%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	10%	60%	**87%**	-	87%	*	-	-	-	*	82%	86%	88%	82%	88%	87%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	-	97%	*	-	-	-	-	98%	100%	100%	76%	97%	97%
Not Included in Accountability: Mobile	4%	2%	**1%**	-	1%	*	-	-	-	-	2%	0%	0%	12%	1%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	-	0%	0%	0%	12%	2%	2%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**99.5%**	-	99.5%	*	-	-	-	-	98.5%	99.4%	99.4%
2018-19	95.4%	95.8%	**97.4%**	-	97.4%	*	-	-	-	-	95.3%	97.2%	97.2%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**2.5%**	-	2.4%	*	-	-	-	-	9.4%	2.7%	2.5%
2018-19	11.4%	10.9%	**4.8%**	-	4.8%	*	-	-	-	-	17.2%	5.6%	5.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	**0.4%**	-	0.4%	*	-	-	-	-	5.4%	0.4%	0.5%
2018-19	0.4%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	379	360,220
By Ethnicity:				
African American	-	-	0	44,729
Hispanic	-	-	379	184,060
White	-	-	0	105,215
American Indian	-	-	0	1,226
Asian	-	-	0	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	20	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	359	292,532
Special Education Graduates	-	-	20	29,018
Economically Disadvantaged Graduates	-	-	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	109	29,639
At-Risk Graduates	-	-	187	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	728	100.0%	6,049	5,359,040	728	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.6%	3.7%	0	0.0%	4.6%	3.7%
Kindergarten	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 5	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 6	240	33.0%	7.2%	7.7%	240	33.0%	7.2%	7.7%
Grade 7	232	31.9%	6.9%	7.9%	232	31.9%	6.8%	7.8%
Grade 8	256	35.2%	7.2%	7.9%	256	35.2%	7.2%	7.9%
Grade 9	0	0.0%	9.3%	8.1%	0	0.0%	9.3%	8.1%
Grade 10	0	0.0%	8.5%	7.8%	0	0.0%	8.5%	7.8%
Grade 11	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 12	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	726	99.7%	99.7%	52.9%	726	99.7%	99.7%	52.9%
White	1	0.1%	0.3%	26.5%	1	0.1%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.1%	0.0%	2.7%	1	0.1%	0.0%	2.7%
Sex:								
Female	372	51.1%	49.7%	48.9%	372	51.1%	49.6%	48.9%
Male	356	48.9%	50.3%	51.1%	356	48.9%	50.4%	51.1%
Economically Disadvantaged	633	87.0%	85.4%	60.3%	633	87.0%	85.4%	60.2%
Non-Educationally Disadvantaged	95	13.0%	14.6%	39.7%	95	13.0%	14.6%	39.8%
Section 504 Students	113	15.5%	9.9%	7.2%	113	15.5%	9.9%	7.2%
EB Students/EL	598	82.1%	79.8%	20.7%	598	82.1%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	6	0.8%	0.4%	1.2%				
Students w/ Dyslexia	2	0.3%	0.8%	4.5%	2	0.3%	0.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

		Membership				Enrollment		
		Campus				Campus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	3	0.4%	0.6%	2.0%	3	0.4%	0.6%	2.0%
Migrant	8	1.1%	1.6%	0.3%	8	1.1%	1.6%	0.3%
Title I	728	100.0%	100.0%	64.5%	728	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	619	85.0%	84.2%	49.2%	619	85.0%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	595	81.7%	79.7%	21.0%	595	81.7%	79.6%	20.9%
Gifted and Talented Education	95	13.0%	9.7%	8.3%	95	13.0%	9.7%	8.3%
Special Education	51	7.0%	8.4%	11.1%	51	7.0%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	51							
By Type of Primary Disability								
Students with Intellectual Disabilities	35	68.6%	41.5%	42.5%				
Students with Physical Disabilities	*	*	23.6%	21.3%				
Students with Autism	10	19.6%	16.7%	14.1%				
Students with Behavioral Disabilities	*	*	15.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	47	6.1%	9.3%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	44	5.7%	9.2%	7.1%				
White	3	0.4%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	4	7.4%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	35	5.8%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	42	6.5%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	11	2.3%	6.8%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.4%	-	2.3%	4.8%
Grade 1	-	4.2%	1.9%	-	4.3%	3.2%
Grade 2	-	0.5%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	11.2%	4.7%	-	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.7	17.7
Grade 1	-	19.3	18.0
Grade 2	-	18.3	18.0
Grade 3	-	17.4	18.2
Grade 4	-	18.7	18.3
Grade 5	-	19.7	19.8
Grade 6	19.0	17.9	19.4
Secondary:			
English/Language Arts	15.9	15.6	15.7
Foreign Languages	18.3	23.0	17.8
Mathematics	16.8	16.7	16.9
Science	20.1	18.0	17.9
Social Studies	20.1	19.4	18.3

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	75.9	100.0%	100.0%	100.0%
Professional Staff:	66.3	87.2%	53.6%	64.3%
Teachers	54.8	72.2%	42.6%	49.6%
Professional Support	6.5	8.5%	6.9%	10.6%
Campus Administration (School Leadership)	5.0	6.6%	3.1%	3.0%
Educational Aides:	9.7	12.8%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	4.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	75.9	100.0%	99.0%	51.5%
Teachers by Ethnicity:				
African American	1.0	1.8%	0.5%	11.1%
Hispanic	53.8	98.2%	98.4%	28.4%
White	0.0	0.0%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	25.2	45.9%	35.0%	23.8%
Females	29.6	54.1%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	44.3	80.8%	80.4%	73.0%
Masters	10.5	19.2%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.7	3.0%	1.3%	6.7%
1-5 Years Experience	8.3	15.1%	18.6%	27.8%
6-10 Years Experience	14.9	27.3%	18.3%	20.3%
11-20 Years Experience	14.8	27.0%	39.4%	29.1%
21-30 Years Experience	12.7	23.2%	20.1%	13.0%
Over 30 Years Experience	2.4	4.4%	2.3%	3.1%

| Staff Information | --------- Campus --------- | | | |
	Count/Average	Percent	District	State
Number of Students per Teacher	13.3	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	8.2	6.4
Average Years Experience of Principals with District	0.0	8.2	5.5
Average Years Experience of Assistant Principals	6.3	8.8	5.5
Average Years Experience of Assistant Principals with District	5.8	8.7	4.8
Average Years Experience of Teachers:	13.7	13.7	11.2
Average Years Experience of Teachers with District:	13.5	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$29,823	$35,821	$50,849
1-5 Years Experience	$49,463	$48,466	$53,288
6-10 Years Experience	$48,963	$52,297	$56,282
11-20 Years Experience	$57,401	$57,551	$59,900
21-30 Years Experience	$64,696	$63,127	$64,637
Over 30 Years Experience	$73,573	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$55,476	$56,109	$57,641
Professional Support	$71,963	$71,709	$68,030
Campus Administration (School Leadership)	$78,316	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

| Program Information | ----- Campus ----- | | | |
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.1%	6.2%
Career and Technical Education	1.0	1.8%	5.5%	5.1%
Compensatory Education	1.2	2.2%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	50.4	91.9%	83.1%	71.0%
Special Education	2.2	4.1%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

Ramiro Barrera Middle School

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: RAMIRO BARRERA MIDDLE

Campus Number: 214903042

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						STAAR Performance Rates by Tested Grade, Subject, and Performance Level											
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	50%	**51%**	-	51%	-	-	-	-	-	-	*	53%	40%	47%	51%
	2019	68%	56%	**50%**	-	50%	*	-	-	-	-	20%	*	52%	29%	47%	48%
At Meets Grade Level or Above	2021	32%	20%	**22%**	-	22%	-	-	-	-	-	-	*	19%	40%	22%	19%
	2019	37%	24%	**17%**	-	17%	*	-	-	-	-	0%	*	19%	5%	16%	16%
At Masters Grade Level	2021	15%	6%	**7%**	-	7%	-	-	-	-	-	-	*	8%	0%	8%	5%
	2019	18%	10%	**7%**	-	7%	*	-	-	-	-	0%	*	7%	5%	7%	6%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	53%	**48%**	-	49%	*	-	-	-	-	-	*	49%	40%	46%	49%
	2019	81%	83%	**78%**	-	78%	*	-	-	-	-	30%	*	79%	70%	77%	78%
At Meets Grade Level or Above	2021	36%	14%	**10%**	-	10%	*	-	-	-	-	-	*	11%	0%	11%	8%
	2019	47%	50%	**35%**	-	35%	*	-	-	-	-	0%	*	36%	30%	34%	34%
At Masters Grade Level	2021	15%	7%	**7%**	-	7%	*	-	-	-	-	-	*	8%	0%	8%	5%
	2019	21%	19%	**11%**	-	11%	*	-	-	-	-	0%	*	11%	10%	11%	10%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	47%	**43%**	-	43%	-	-	-	-	-	*	*	45%	38%	41%	42%
	2019	76%	69%	**63%**	-	63%	-	-	-	-	-	25%	*	65%	44%	59%	62%
At Meets Grade Level or Above	2021	45%	25%	**20%**	-	20%	-	-	-	-	-	*	*	18%	25%	17%	21%
	2019	49%	42%	**38%**	-	38%	-	-	-	-	-	13%	*	42%	12%	35%	38%
At Masters Grade Level	2021	25%	12%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	5%	5%
	2019	29%	23%	**20%**	-	20%	-	-	-	-	-	6%	*	22%	4%	19%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	28%	**20%**	-	20%	-	-	-	-	-	*	*	17%	30%	20%	21%
	2019	75%	80%	**69%**	-	69%	-	-	-	-	-	25%	*	73%	48%	67%	70%
At Meets Grade Level or Above	2021	27%	7%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	4%	4%
	2019	43%	51%	**38%**	-	38%	-	-	-	-	-	6%	*	42%	16%	36%	37%
At Masters Grade Level	2021	12%	2%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
	2019	17%	25%	**16%**	-	16%	-	-	-	-	-	0%	*	18%	0%	14%	15%
Grade 7 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RAMIRO BARRERA MIDDLE (214903042) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	63%	40%	**32%**	-	32%	-	-	-	-	-	*	*	26%	50%	30%	33%
	2019	70%	70%	**68%**	-	68%	-	-	-	-	-	19%	*	73%	40%	66%	67%
At Meets Grade Level or Above	2021	33%	18%	**8%**	-	8%	-	-	-	-	-	*	*	4%	20%	6%	8%
	2019	42%	40%	**39%**	-	39%	-	-	-	-	-	0%	*	42%	20%	36%	38%
At Masters Grade Level	2021	10%	3%	**3%**	-	3%	-	-	-	-	-	*	*	0%	10%	3%	3%
	2019	18%	16%	**14%**	-	14%	-	-	-	-	-	0%	*	15%	4%	13%	13%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	62%	**68%**	-	69%	*	-	-	-	-	*	-	66%	83%	59%	63%
	2019	86%	77%	**72%**	-	72%	-	-	-	-	-	27%	-	73%	61%	71%	66%
At Meets Grade Level or Above	2021	46%	32%	**37%**	-	36%	*	-	-	-	-	*	-	34%	50%	30%	28%
	2019	55%	43%	**39%**	-	39%	-	-	-	-	-	7%	-	41%	22%	36%	31%
At Masters Grade Level	2021	21%	10%	**11%**	-	8%	*	-	-	-	-	*	-	9%	17%	4%	3%
	2019	28%	18%	**16%**	-	16%	-	-	-	-	-	0%	-	17%	6%	13%	11%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	52%	**51%**	-	49%	*	-	-	-	-	*	-	46%	83%	48%	50%
	2019	88%	93%	**93%**	-	93%	-	-	-	-	-	40%	-	93%	100%	93%	92%
At Meets Grade Level or Above	2021	36%	27%	**34%**	-	33%	*	-	-	-	-	*	-	31%	50%	31%	32%
	2019	57%	70%	**70%**	-	70%	-	-	-	-	-	20%	-	70%	67%	68%	65%
At Masters Grade Level	2021	11%	16%	**17%**	-	18%	*	-	-	-	-	*	-	20%	0%	10%	15%
	2019	17%	31%	**29%**	-	29%	-	-	-	-	-	0%	-	30%	17%	25%	19%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	53%	**55%**	-	53%	*	-	-	-	-	*	-	54%	60%	48%	50%
	2019	81%	72%	**72%**	-	72%	-	-	-	-	-	33%	-	72%	72%	71%	66%
At Meets Grade Level or Above	2021	43%	28%	**33%**	-	32%	*	-	-	-	-	*	-	31%	40%	28%	29%
	2019	51%	42%	**39%**	-	39%	-	-	-	-	-	13%	-	40%	28%	34%	32%
At Masters Grade Level	2021	24%	9%	**10%**	-	11%	*	-	-	-	-	*	-	9%	20%	10%	9%
	2019	25%	16%	**15%**	-	15%	-	-	-	-	-	0%	-	15%	11%	13%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	37%	**38%**	-	34%	*	-	-	-	-	*	-	34%	60%	28%	32%
	2019	69%	70%	**68%**	-	68%	-	-	-	-	-	40%	-	69%	59%	65%	62%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	28%	14%	**13%**	-	13%	*	-	-	-	-	*	-	14%	0%	0%	6%
	2019	37%	44%	**39%**	-	39%	-	-	-	-	-	27%	-	40%	24%	34%	31%
At Masters Grade Level	2021	14%	3%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2019	21%	23%	**19%**	-	19%	-	-	-	-	-	0%	-	20%	6%	16%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**44%**	-	44%	78%	-	-	-	-	0%	71%	43%	52%	40%	42%
	2019	78%	79%	**71%**	-	71%	*	-	-	-	-	29%	75%	72%	56%	69%	68%
At Meets Grade Level or Above	2021	41%	37%	**19%**	-	19%	33%	-	-	-	-	0%	29%	19%	23%	16%	17%
	2019	50%	52%	**40%**	-	40%	*	-	-	-	-	10%	25%	42%	24%	37%	36%
At Masters Grade Level	2021	18%	13%	**6%**	-	6%	11%	-	-	-	-	0%	0%	7%	5%	5%	5%
	2019	24%	25%	**16%**	-	16%	*	-	-	-	-	1%	0%	18%	6%	15%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**54%**	-	54%	*	-	-	-	-	*	*	54%	53%	48%	51%
	2019	75%	72%	**62%**	-	62%	*	-	-	-	-	24%	*	64%	44%	60%	59%
At Meets Grade Level or Above	2021	45%	43%	**26%**	-	25%	*	-	-	-	-	*	*	24%	37%	22%	22%
	2019	48%	46%	**32%**	-	32%	*	-	-	-	-	7%	*	34%	13%	30%	28%
At Masters Grade Level	2021	18%	13%	**7%**	-	7%	*	-	-	-	-	*	*	8%	5%	6%	4%
	2019	21%	20%	**14%**	-	14%	*	-	-	-	-	2%	*	16%	5%	13%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**38%**	-	37%	*	-	-	-	-	0%	*	36%	48%	36%	38%
	2019	82%	88%	**81%**	-	81%	*	-	-	-	-	32%	*	82%	70%	79%	80%
At Meets Grade Level or Above	2021	37%	30%	**15%**	-	15%	*	-	-	-	-	0%	*	15%	14%	13%	13%
	2019	52%	62%	**49%**	-	49%	*	-	-	-	-	10%	*	50%	35%	47%	45%
At Masters Grade Level	2021	18%	15%	**7%**	-	8%	*	-	-	-	-	0%	*	9%	0%	5%	6%
	2019	26%	33%	**19%**	-	19%	*	-	-	-	-	0%	*	20%	8%	17%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	69%	**32%**	-	32%	-	-	-	-	-	*	*	26%	50%	30%	33%
	2019	68%	79%	**68%**	-	68%	-	-	-	-	-	19%	*	73%	40%	66%	67%
At Meets Grade Level or Above	2021	30%	38%	**8%**	-	8%	-	-	-	-	-	*	*	4%	20%	6%	8%
	2019	38%	52%	**39%**	-	39%	-	-	-	-	-	0%	*	42%	20%	36%	38%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	9%	12%	**3%**	-	3%	-	-	-	-	-	*	*	0%	10%	3%	3%
	2019	14%	22%	**14%**	-	14%	-	-	-	-	-	0%	*	15%	4%	13%	13%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	**55%**	-	53%	*	-	-	-	-	*	-	54%	60%	48%	50%
	2019	81%	78%	**72%**	-	72%	-	-	-	-	-	33%	-	72%	72%	71%	66%
At Meets Grade Level or Above	2021	44%	30%	**33%**	-	32%	*	-	-	-	-	*	-	31%	40%	28%	29%
	2019	54%	49%	**39%**	-	39%	-	-	-	-	-	13%	-	40%	28%	34%	32%
At Masters Grade Level	2021	20%	6%	**10%**	-	11%	*	-	-	-	-	*	-	9%	20%	10%	9%
	2019	25%	18%	**15%**	-	15%	-	-	-	-	-	0%	-	15%	11%	13%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	73%	**38%**	-	34%	*	-	-	-	-	*	-	34%	60%	28%	32%
	2019	81%	78%	**68%**	-	68%	-	-	-	-	-	40%	-	69%	59%	65%	62%
At Meets Grade Level or Above	2021	49%	43%	**13%**	-	13%	*	-	-	-	-	*	-	14%	0%	0%	6%
	2019	55%	50%	**39%**	-	39%	-	-	-	-	-	27%	-	40%	24%	34%	31%
At Masters Grade Level	2021	29%	19%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2019	33%	25%	**19%**	-	19%	-	-	-	-	-	0%	-	20%	6%	16%	14%

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

\- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	18	**15**	-	15	-	-	-	-	-	10	*	16	11	15	15
	2018	47	28	**28**	-	28	-	-	-	-	-	8	*	28	38	26	26
Grade 6 Mathematics	2019	54	33	**25**	-	25	*	-	-	-	-	0	*	25	20	26	24
	2018	56	47	**49**	-	49	-	-	-	-	-	0	*	50	47	49	48
Grade 7 ELA/Reading	2019	77	77	**78**	-	78	-	-	-	-	-	78	*	78	79	78	77
	2018	76	74	**71**	-	71	-	-	-	-	-	64	-	71	71	72	71
Grade 7 Mathematics	2019	62	69	**60**	-	60	-	-	-	-	-	53	*	62	48	58	59
	2018	67	70	**67**	-	67	-	-	-	-	-	44	-	68	58	66	67
Grade 8 ELA/Reading	2019	77	74	**76**	-	76	-	-	-	-	-	71	-	76	72	76	78
	2018	79	78	**81**	-	81	-	-	-	-	-	88	-	80	85	80	80
Grade 8 Mathematics	2019	82	88	**92**	-	92	-	-	-	-	-	82	-	92	89	91	91
	2018	81	85	**93**	-	93	-	-	-	-	-	28	-	93	92	92	95
All Grades Both Subjects	2019	69	66	**59**	-	59	*	-	-	-	-	54	67	60	53	60	57
	2018	69	66	**65**	-	65	-	-	-	-	-	35	17	65	66	64	64
All Grades ELA/Reading	2019	68	64	**58**	-	58	-	-	-	-	-	59	*	59	55	59	57
	2018	69	65	**61**	-	61	-	-	-	-	-	49	*	60	67	60	59
All Grades Mathematics	2019	70	68	**61**	-	61	*	-	-	-	-	50	*	62	51	61	58
	2018	70	68	**70**	-	70	-	-	-	-	-	24	*	70	65	69	69

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAMIRO BARRERA MIDDLE (214903042) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	63%	**44%**	-	-	-	-	-	-	40%	-	40%	-	-	52%	40%	73%
	2019	78%	79%	**71%**	*	*	-	-	-		59%	-	59%		-		58%	
At Meets Grade Level or Above	2021	41%	37%	**19%**	-	-	-	-	-	-	15%	-	15%	-	-	28%	15%	43%
	2019	50%	52%	**40%**	*	*	-	-	-		23%	-	23%		-		23%	
At Masters Grade Level	2021	18%	13%	**6%**	-	-	-	-	-	-	5%	-	5%	-	-	12%	5%	16%
	2019	24%	25%	**16%**	*	*	-	-	-		5%	-	5%		-		5%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	**54%**	-	-	-	-	-	-	48%	-	48%	-	-	67%	48%	92%
	2019	75%	72%	**62%**	*	*	-	-	-		47%	-	47%		-		47%	
At Meets Grade Level or Above	2021	45%	43%	**26%**	-	-	-	-	-	-	20%	-	20%	-	-	44%	20%	58%
	2019	48%	46%	**32%**	*	*	-	-	-		15%	-	15%		-		15%	
At Masters Grade Level	2021	18%	13%	**7%**	-	-	-	-	-	-	5%	-	5%	-	-	22%	5%	17%
	2019	21%	20%	**14%**	*	*	-	-	-		4%	-	4%		-		4%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	60%	**38%**	-	-	-	-	-	-	36%	-	36%	-	-	36%	36%	58%
	2019	82%	88%	**81%**	-	-	-	-	-		73%	-	73%		-		73%	
At Meets Grade Level or Above	2021	37%	30%	**15%**	-	-	-	-	-	-	13%	-	13%	-	-	18%	13%	33%
	2019	52%	62%	**49%**	-	-	-	-	-		34%	-	34%		-		34%	
At Masters Grade Level	2021	18%	15%	**7%**	-	-	-	-	-	-	5%	-	5%	-	-	9%	5%	33%
	2019	26%	33%	**19%**	-	-	-	-	-		8%	-	8%		-		8%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	69%	**32%**	-	-	-	-	-	-	29%	-	29%	-	-	*	29%	*
	2019	68%	79%	**68%**	-	-	-	-	-		56%	-	56%		-		56%	
At Meets Grade Level or Above	2021	30%	38%	**8%**	-	-	-	-	-	-	9%	-	9%	-	-	*	9%	*
	2019	38%	52%	**39%**	-	-	-	-	-		21%	-	21%		-		21%	
At Masters Grade Level	2021	9%	12%	**3%**	-	-	-	-	-	-	3%	-	3%	-	-	*	3%	*
	2019	14%	22%	**14%**	-	-	-	-	-		2%	-	2%		-		2%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	**55%**	-	-	-	-	-	-	45%	-	45%	-	-	*	45%	78%
	2019	81%	78%	**72%**	-	-	-	-	-		58%	-	58%		-		58%	
At Meets Grade Level or Above	2021	44%	30%	**33%**	-	-	-	-	-	-	28%	-	28%	-	-	*	28%	44%
	2019	54%	49%	**39%**	-	-	-	-	-		20%	-	20%		-		20%	
At Masters Grade Level	2021	20%	6%	**10%**	-	-	-	-	-	-	10%	-	10%	-	-	*	10%	11%
	2019	25%	18%	**15%**	-	-	-	-	-		6%	-	6%		-		6%	
All Grades Social Studies																		

2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RAMIRO BARRERA MIDDLE (214903042) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	73%	**38%**	-	-	-	-	-	-	31%	-	31%	-	-	*	31%	56%
	2019	81%	78%	**68%**	-	-	-	-	-		52%	-	52%		-		52%	
At Meets Grade Level or Above	2021	49%	43%	**13%**	-	-	-	-	-	-	3%	-	3%	-	-	*	3%	44%
	2019	55%	50%	**39%**	-	-	-	-	-		22%	-	22%		-		22%	
At Masters Grade Level	2021	29%	19%	**0%**	-	-	-	-	-	-	0%	-	0%	-	-	*	0%	0%
	2019	33%	25%	**19%**	-	-	-	-	-		7%	-	7%		-		7%	

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

'-' Indicates there are no students in the group.

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

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	40%	**24%**	-	24%	90%	-	-	-	-	20%	50%	23%	30%	24%	24%
Included in Accountability	83%	37%	**23%**	-	22%	90%	-	-	-	-	18%	50%	22%	27%	22%	22%
Not Included in Accountability: Mobile	3%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	0%	-	-	-	-	2%	0%	1%	1%	1%	1%
Not Tested	12%	60%	**76%**	-	76%	10%	-	-	-	-	80%	50%	77%	70%	76%	76%
Absent	2%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	60%	**76%**	-	76%	10%	-	-	-	-	80%	50%	77%	70%	76%	76%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	96%	**96%**	-	97%	*	-	-	-	-	98%	100%	99%	78%	97%	96%
Not Included in Accountability: Mobile	4%	2%	**2%**	-	2%	*	-	-	-	-	2%	0%	1%	10%	1%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	-	0%	0%	0%	12%	2%	2%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**98.8%**	*	98.8%	*	-	-	-	-	97.3%	98.7%	98.7%
2018-19	95.4%	95.8%	**96.0%**	-	96.0%	*	-	-	-	-	94.2%	95.8%	95.5%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**8.3%**	*	8.1%	*	-	-	-	-	15.4%	9.2%	9.6%
2018-19	11.4%	10.9%	**10.6%**	-	10.7%	*	-	-	-	-	20.0%	11.0%	12.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	**0.2%**	-	0.2%	*	-	-	-	-	0.0%	0.3%	0.4%
2018-19	0.4%	0.1%	**0.2%**	-	0.2%	-	-	-	-	-	0.0%	0.3%	0.4%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RAMIRO BARRERA MIDDLE (214903042) - ROMA ISD - STARR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	379	360,220
By Ethnicity:				
African American	-	-	0	44,729
Hispanic	-	-	379	184,060
White	-	-	0	105,215
American Indian	-	-	0	1,226
Asian	-	-	0	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	20	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	359	292,532
Special Education Graduates	-	-	20	29,018
Economically Disadvantaged Graduates	-	-	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	109	29,639
At-Risk Graduates	-	-	187	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	558	100.0%	6,049	5,359,040	558	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.6%	3.7%	0	0.0%	4.6%	3.7%
Kindergarten	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 5	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 6	194	34.8%	7.2%	7.7%	194	34.8%	7.2%	7.7%
Grade 7	183	32.8%	6.9%	7.9%	183	32.8%	6.8%	7.8%
Grade 8	181	32.4%	7.2%	7.9%	181	32.4%	7.2%	7.9%
Grade 9	0	0.0%	9.3%	8.1%	0	0.0%	9.3%	8.1%
Grade 10	0	0.0%	8.5%	7.8%	0	0.0%	8.5%	7.8%
Grade 11	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 12	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	554	99.3%	99.7%	52.9%	554	99.3%	99.7%	52.9%
White	3	0.5%	0.3%	26.5%	3	0.5%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.0%	2.7%	1	0.2%	0.0%	2.7%
Sex:								
Female	278	49.8%	49.7%	48.9%	278	49.8%	49.6%	48.9%
Male	280	50.2%	50.3%	51.1%	280	50.2%	50.4%	51.1%
Economically Disadvantaged	468	83.9%	85.4%	60.3%	468	83.9%	85.4%	60.2%
Non-Educationally Disadvantaged	90	16.1%	14.6%	39.7%	90	16.1%	14.6%	39.8%
Section 504 Students	83	14.9%	9.9%	7.2%	83	14.9%	9.9%	7.2%
EB Students/EL	462	82.8%	79.8%	20.7%	462	82.8%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	14	2.4%	0.4%	1.2%				
Students w/ Dyslexia	7	1.3%	0.8%	4.5%	7	1.3%	0.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	5	0.9%	0.6%	2.0%	5	0.9%	0.6%	2.0%
Migrant	13	2.3%	1.6%	0.3%	13	2.3%	1.6%	0.3%
Title I	558	100.0%	100.0%	64.5%	558	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	482	86.4%	84.2%	49.2%	482	86.4%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	463	83.0%	79.7%	21.0%	463	83.0%	79.6%	20.9%
Gifted and Talented Education	83	14.9%	9.7%	8.3%	83	14.9%	9.7%	8.3%
Special Education	34	6.1%	8.4%	11.1%	34	6.1%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	34							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	47.1%	41.5%	42.5%				
Students with Physical Disabilities	*	*	23.6%	21.3%				
Students with Autism	**	**	16.7%	14.1%				
Students with Behavioral Disabilities	9	26.5%	15.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	44	7.4%	9.3%	13.8%				
By Ethnicity:								
African American	1	0.2%	0.0%	2.8%				
Hispanic	42	7.1%	9.2%	7.1%				
White	1	0.2%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	6	15.4%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	31	6.9%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	35	7.0%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	17	4.7%	6.8%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
RAMIRO BARRERA MIDDLE (214903042) - ROMA ISD - STARR COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.4%	-	2.3%	4.8%
Grade 1	-	4.2%	1.9%	-	4.3%	3.2%
Grade 2	-	0.5%	1.0%	-	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	11.2%	4.7%	-	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.7	17.7
Grade 1	-	19.3	18.0
Grade 2	-	18.3	18.0
Grade 3	-	17.4	18.2
Grade 4	-	18.7	18.3
Grade 5	-	19.7	19.8
Grade 6	16.5	17.9	19.4
Secondary:			
English/Language Arts	17.8	15.6	15.7
Foreign Languages	12.6	23.0	17.8
Mathematics	13.4	16.7	16.9
Science	15.8	18.0	17.9
Social Studies	19.1	19.4	18.3

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	68.6	100.0%	100.0%	100.0%
Professional Staff:	60.0	87.4%	53.6%	64.3%
Teachers	50.7	73.9%	42.6%	49.6%
Professional Support	6.3	9.1%	6.9%	10.6%
Campus Administration (School Leadership)	3.0	4.4%	3.1%	3.0%
Educational Aides:	8.7	12.6%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	4.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	68.6	100.0%	99.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.1%
Hispanic	50.7	100.0%	98.4%	28.4%
White	0.0	0.0%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	24.5	48.3%	35.0%	23.8%
Females	26.2	51.7%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	46.2	91.1%	80.4%	73.0%
Masters	4.5	8.9%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.3%	6.7%
1-5 Years Experience	15.2	30.1%	18.6%	27.8%
6-10 Years Experience	10.5	20.7%	18.3%	20.3%
11-20 Years Experience	12.1	23.8%	39.4%	29.1%
21-30 Years Experience	12.7	25.0%	20.1%	13.0%
Over 30 Years Experience	?	0.4%	2.3%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	11.0	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	8.2	6.4
Average Years Experience of Principals with District	0.0	8.2	5.5
Average Years Experience of Assistant Principals	14.3	8.8	5.5
Average Years Experience of Assistant Principals with District	14.3	8.7	4.8
Average Years Experience of Teachers:	12.4	13.7	11.2
Average Years Experience of Teachers with District:	11.7	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$35,821	$50,849
1-5 Years Experience	$48,277	$48,466	$53,288
6-10 Years Experience	$51,707	$52,297	$56,282
11-20 Years Experience	$56,727	$57,551	$59,900
21-30 Years Experience	$62,265	$63,127	$64,637
Over 30 Years Experience	$74,573	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$54,602	$56,109	$57,641
Professional Support	$72,544	$71,709	$68,030
Campus Administration (School Leadership)	$75,149	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	3.3%	2.1%	6.2%
Career and Technical Education	1.0	2.0%	5.5%	5.1%
Compensatory Education	2.1	4.1%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	42.4	83.7%	83.1%	71.0%
Special Education	3.5	6.9%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

FJ Scott Elementary

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: FLORENCE J SCOTT EL

Campus Number: 214903103

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
FLORENCE J SCOTT EL (214903103) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	71%	**79%**	-	78%	*	-	-	-	-	*	*	80%	*	78%	79%
	2019	76%	93%	**96%**	-	96%	-	-	-	-	-	50%	*	96%	*	97%	97%
At Meets Grade Level or Above	2021	39%	48%	**64%**	-	66%	*	-	-	-	-	*	*	66%	*	63%	64%
	2019	45%	69%	**80%**	-	80%	-	-	-	-	-	33%	*	80%	*	81%	79%
At Masters Grade Level	2021	19%	21%	**33%**	-	34%	*	-	-	-	-	*	*	34%	*	30%	36%
	2019	27%	45%	**57%**	-	57%	-	-	-	-	-	33%	*	57%	*	57%	58%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	65%	**79%**	-	78%	*	-	-	-	-	*	*	78%	*	78%	79%
	2019	79%	93%	**95%**	-	95%	-	-	-	-	-	50%	*	95%	*	94%	95%
At Meets Grade Level or Above	2021	31%	34%	**45%**	-	44%	*	-	-	-	-	*	*	46%	*	43%	46%
	2019	49%	71%	**81%**	-	81%	-	-	-	-	-	33%	*	80%	*	81%	81%
At Masters Grade Level	2021	14%	16%	**24%**	-	24%	*	-	-	-	-	*	*	24%	*	23%	26%
	2019	25%	38%	**52%**	-	52%	-	-	-	-	-	33%	*	51%	*	50%	54%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	78%	**89%**	-	89%	-	-	-	-	-	20%	*	91%	67%	90%	89%
	2019	75%	91%	**94%**	-	94%	-	-	-	-	-	*	*	96%	80%	93%	93%
At Meets Grade Level or Above	2021	36%	47%	**63%**	-	63%	-	-	-	-	-	0%	*	62%	67%	62%	63%
	2019	44%	69%	**81%**	-	81%	-	-	-	-	-	*	*	84%	60%	78%	79%
At Masters Grade Level	2021	17%	24%	**36%**	-	36%	-	-	-	-	-	0%	*	34%	50%	36%	37%
	2019	22%	38%	**59%**	-	59%	-	-	-	-	-	*	*	59%	60%	57%	56%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	75%	**88%**	-	88%	-	-	-	-	-	*	*	90%	67%	88%	88%
	2019	75%	92%	**93%**	-	93%	-	-	-	-	-	*	*	95%	80%	92%	92%
At Meets Grade Level or Above	2021	36%	46%	**53%**	-	53%	-	-	-	-	-	*	*	52%	67%	53%	52%
	2019	48%	75%	**84%**	-	84%	-	-	-	-	-	*	*	85%	80%	82%	83%
At Masters Grade Level	2021	21%	15%	**23%**	-	23%	-	-	-	-	-	*	*	20%	50%	23%	23%
	2019	28%	48%	**58%**	-	58%	-	-	-	-	-	*	*	59%	50%	54%	54%
Grade 4 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	80%	**88%**	-	88%	-	-	-	-	-	40%	*	90%	67%	87%	89%
	2019	67%	89%	**98%**	-	98%	-	-	-	-	-	*	*	97%	100%	97%	97%
At Meets Grade Level or Above	2021	27%	45%	**59%**	-	59%	-	-	-	-	-	20%	*	60%	50%	58%	61%
	2019	35%	65%	**89%**	-	89%	-	-	-	-	-	*	*	88%	100%	88%	89%
At Masters Grade Level	2021	8%	15%	**22%**	-	22%	-	-	-	-	-	0%	*	21%	33%	21%	23%
	2019	11%	29%	**37%**	-	37%	-	-	-	-	-	*	*	38%	30%	32%	35%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	80%	**81%**	-	81%	-	-	-	-	-	43%	*	80%	*	81%	81%
	2019	86%	97%	**99%**	-	99%	-	-	-	-	-	*	*	98%	100%	98%	99%
At Meets Grade Level or Above	2021	46%	59%	**60%**	-	60%	-	-	-	-	-	14%	*	59%	*	58%	60%
	2019	54%	66%	**81%**	-	81%	-	-	-	-	-	*	*	79%	92%	76%	80%
At Masters Grade Level	2021	30%	40%	**40%**	-	40%	-	-	-	-	-	14%	*	41%	*	37%	40%
	2019	29%	36%	**55%**	-	55%	-	-	-	-	-	*	*	57%	46%	46%	54%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	78%	**87%**	-	87%	-	-	-	-	-	71%	*	86%	*	87%	86%
	2019	90%	99%	**99%**	-	99%	-	-	-	-	-	*	*	98%	100%	98%	99%
At Meets Grade Level or Above	2021	44%	53%	**67%**	-	67%	-	-	-	-	-	14%	*	67%	*	64%	65%
	2019	58%	80%	**93%**	-	93%	-	-	-	-	-	*	*	92%	100%	93%	93%
At Masters Grade Level	2021	25%	34%	**52%**	-	52%	-	-	-	-	-	14%	*	53%	*	47%	55%
	2019	36%	55%	**82%**	-	82%	-	-	-	-	-	*	*	80%	92%	80%	81%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	66%	**72%**	-	72%	-	-	-	-	-	43%	*	71%	*	69%	73%
	2019	75%	92%	**97%**	-	97%	-	-	-	-	-	*	*	97%	100%	96%	97%
At Meets Grade Level or Above	2021	31%	33%	**39%**	-	39%	-	-	-	-	-	14%	*	39%	*	36%	39%
	2019	49%	72%	**91%**	-	91%	-	-	-	-	-	*	*	89%	100%	91%	90%
At Masters Grade Level	2021	13%	6%	**7%**	-	7%	-	-	-	-	-	14%	*	6%	*	7%	4%
	2019	24%	34%	**61%**	-	61%	-	-	-	-	-	*	*	59%	69%	52%	58%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**83%**	-	83%	*	-	-	-	-	44%	100%	84%	76%	83%	84%
	2019	78%	79%	**96%**	-	96%	-	-	-	-	-	50%	100%	96%	95%	96%	96%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	37%	**56%**	-	56%	*	-	-	-	-	15%	63%	56%	55%	55%	57%
	2019	50%	52%	**85%**	-	85%	-	-	-	-	-	21%	91%	84%	89%	84%	84%
At Masters Grade Level	2021	18%	13%	**29%**	-	30%	*	-	-	-	-	12%	25%	29%	38%	28%	30%
	2019	24%	25%	**57%**	-	57%	-	-	-	-	-	17%	45%	57%	61%	53%	56%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**84%**	-	83%	*	-	-	-	-	33%	*	84%	70%	84%	84%
	2019	75%	72%	**96%**	-	96%	-	-	-	-	-	50%	*	97%	92%	96%	96%
At Meets Grade Level or Above	2021	45%	43%	**62%**	-	62%	*	-	-	-	-	13%	*	62%	60%	61%	62%
	2019	48%	46%	**80%**	-	80%	-	-	-	-	-	20%	*	81%	77%	79%	79%
At Masters Grade Level	2021	18%	13%	**37%**	-	37%	*	-	-	-	-	13%	*	36%	40%	35%	38%
	2019	21%	20%	**57%**	-	57%	-	-	-	-	-	20%	*	58%	54%	54%	56%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**85%**	-	85%	*	-	-	-	-	57%	*	86%	80%	85%	85%
	2019	82%	88%	**95%**	-	95%	-	-	-	-	-	50%	*	96%	92%	94%	95%
At Meets Grade Level or Above	2021	37%	30%	**56%**	-	55%	*	-	-	-	-	14%	*	55%	60%	54%	55%
	2019	52%	62%	**86%**	-	86%	-	-	-	-	-	30%	*	85%	92%	85%	85%
At Masters Grade Level	2021	18%	15%	**33%**	-	33%	*	-	-	-	-	14%	*	32%	40%	30%	34%
	2019	26%	33%	**63%**	-	63%	-	-	-	-	-	20%	*	62%	77%	60%	63%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	69%	**88%**	-	88%	-	-	-	-	-	40%	*	90%	67%	87%	89%
	2019	68%	79%	**98%**	-	98%	-	-	-	-	-	*	*	97%	100%	97%	97%
At Meets Grade Level or Above	2021	30%	38%	**59%**	-	59%	-	-	-	-	-	20%	*	60%	50%	58%	61%
	2019	38%	52%	**89%**	-	89%	-	-	-	-	-	*	*	88%	100%	88%	89%
At Masters Grade Level	2021	9%	12%	**22%**	-	22%	-	-	-	-	-	0%	*	21%	33%	21%	23%
	2019	14%	22%	**37%**	-	37%	-	-	-	-	-	*	*	38%	30%	32%	35%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	**72%**	-	72%	-	-	-	-	-	43%	*	71%	*	69%	73%
	2019	81%	78%	**97%**	-	97%	-	-	-	-	-	*	*	97%	100%	96%	97%
At Meets Grade Level or Above	2021	44%	30%	**39%**	-	39%	-	-	-	-	-	14%	*	39%	*	36%	39%
	2019	54%	49%	**91%**	-	91%	-	-	-	-	-	*	*	89%	100%	91%	90%
At Masters Grade Level	2021	20%	6%	**7%**	-	7%	-	-	-	-	-	14%	*	6%	*	7%	4%
	2019	25%	18%	**61%**	-	61%	-	-	-	-	-	*	*	59%	69%	52%	58%

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

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	72	**80**	-	80	-	-	-	-	-	*	*	82	70	79	78
	2018	63	71	**86**	-	86	-	-	-	-	-	*	*	88	73	85	85
Grade 4 Mathematics	2019	65	74	**72**	-	72	-	-	-	-	-	*	*	72	70	68	70
	2018	65	71	**88**	-	88	-	-	-	-	-	*	*	88	91	88	87
Grade 5 ELA/Reading	2019	81	73	**80**	-	80	-	-	-	-	-	*	*	80	78	76	78
	2018	80	74	**86**	-	86	-	-	-	-	-	93	-	85	100	84	85
Grade 5 Mathematics	2019	83	86	**94**	-	94	-	-	-	-	-	*	*	93	100	93	93
	2018	81	81	**87**	-	87	-	-	-	-	-	63	-	87	86	85	88
All Grades Both Subjects	2019	69	66	**81**	-	81	-	-	-	-	-	25	83	81	80	78	80
	2018	69	66	**87**	-	87	-	-	-	-	-	79	*	87	86	85	86
All Grades ELA/Reading	2019	68	64	**80**	-	80	-	-	-	-	-	*	*	81	74	78	78
	2018	69	65	**86**	-	86	-	-	-	-	-	94	*	86	83	85	85
All Grades Mathematics	2019	70	68	**82**	-	82	-	-	-	-	-	*	*	81	86	79	81
	2018	70	68	**87**	-	87	-	-	-	-	-	67	*	87	89	86	88

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

  - Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	63%	**83%**	84%	-	84%	-	-	-	-	-	-	-	-	76%	83%	100%
	2019	78%	79%	**96%**	96%	96%	-	-	-	-	-	-	-	-	-		96%	
At Meets Grade Level or Above	2021	41%	37%	**56%**	56%	-	56%	-	-	-	-	-	-	-	-	52%	56%	89%
	2019	50%	52%	**85%**	84%	84%	-	-	-	-	-	-	-	-	-		84%	
At Masters Grade Level	2021	18%	13%	**29%**	30%	-	30%	-	-	-	-	-	-	-	-	20%	29%	56%
	2019	24%	25%	**57%**	56%	56%	-	-	-	-	-	-	-	-	-		56%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	**84%**	84%	-	84%	-	-	-	-	-	-	-	-	78%	84%	*
	2019	75%	72%	**96%**	96%	96%	-	-	-	-	-	-	-	-	-		96%	
At Meets Grade Level or Above	2021	45%	43%	**62%**	62%	-	62%	-	-	-	-	-	-	-	-	56%	62%	*
	2019	48%	46%	**80%**	79%	79%	-	-	-	-	-	-	-	-	-		79%	
At Masters Grade Level	2021	18%	13%	**37%**	37%	-	37%	-	-	-	-	-	-	-	-	22%	37%	*
	2019	21%	20%	**57%**	56%	56%	-	-	-	-	-	-	-	-	-		56%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	60%	**85%**	85%	-	85%	-	-	-	-	-	-	-	-	89%	85%	*
	2019	82%	88%	**95%**	95%	95%	-	-	-	-	-	-	-	-	-		95%	
At Meets Grade Level or Above	2021	37%	30%	**56%**	55%	-	55%	-	-	-	-	-	-	-	-	67%	54%	*
	2019	52%	62%	**86%**	85%	85%	-	-	-	-	-	-	-	-	-		85%	
At Masters Grade Level	2021	18%	15%	**33%**	34%	-	34%	-	-	-	-	-	-	-	-	11%	33%	*
	2019	26%	33%	**63%**	63%	63%	-	-	-	-	-	-	-	-	-		63%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	69%	**88%**	89%	-	89%	-	-	-	-	-	-	-	-	*	89%	*
	2019	68%	79%	**98%**	97%	97%	-	-	-	-	-	-	-	-	-		97%	
At Meets Grade Level or Above	2021	30%	38%	**59%**	61%	-	61%	-	-	-	-	-	-	-	-	*	61%	*
	2019	38%	52%	**89%**	89%	89%	-	-	-	-	-	-	-	-	-		89%	
At Masters Grade Level	2021	9%	12%	**22%**	23%	-	23%	-	-	-	-	-	-	-	-	*	23%	*
	2019	14%	22%	**37%**	35%	35%	-	-	-	-	-	-	-	-	-		35%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	**72%**	73%	-	73%	-	-	-	-	-	-	-	-	60%	72%	*
	2019	81%	78%	**97%**	97%	97%	-	-	-	-	-	-	-	-	-		97%	
At Meets Grade Level or Above	2021	44%	30%	**39%**	38%	-	38%	-	-	-	-	-	-	-	-	40%	38%	*
	2019	54%	49%	**91%**	90%	90%	-	-	-	-	-	-	-	-	-		90%	
At Masters Grade Level	2021	20%	6%	**7%**	4%	-	4%	-	-	-	-	-	-	-	-	40%	4%	*
	2019	25%	18%	**61%**	58%	58%	-	-	-	-	-	-	-	-	-		58%	

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

\- Indicates there are no students in the group.

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

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	40%	**70%**	-	70%	*	-	-	-	-	73%	60%	70%	67%	69%	70%
Included in Accountability	83%	37%	**65%**	-	65%	*	-	-	-	-	73%	53%	67%	46%	64%	65%
Not Included in Accountability: Mobile	3%	0%	**1%**	-	1%	*	-	-	-	-	0%	0%	0%	11%	1%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	-	4%	*	-	-	-	-	0%	7%	3%	10%	4%	4%
Not Tested	12%	60%	**30%**	-	30%	*	-	-	-	-	27%	40%	30%	33%	31%	30%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	60%	**30%**	-	30%	*	-	-	-	-	27%	40%	30%	33%	31%	30%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	-	97%	-	-	-	-	-	100%	100%	99%	82%	96%	97%
Not Included in Accountability: Mobile	4%	2%	**2%**	-	2%	-	-	-	-	-	0%	0%	0%	13%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	5%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FLORENCE J SCOTT EL (214903103) - ROMA ISD - STARR COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**99.8%**	-	99.8%	*	-	-	-	-	99.8%	99.8%	99.8%
2018-19	95.4%	95.8%	**98.7%**	-	98.7%	*	-	-	-	-	98.7%	98.6%	98.7%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**0.5%**	-	0.5%	*	-	-	-	-	0.0%	0.5%	0.3%
2018-19	11.4%	10.9%	**0.5%**	-	0.5%	*	-	-	-	-	0.0%	0.5%	0.2%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	379	360,220
By Ethnicity:				
African American	-	-	0	44,729
Hispanic	-	-	379	184,060
White	-	-	0	105,215
American Indian	-	-	0	1,226
Asian	-	-	0	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	20	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	359	292,532
Special Education Graduates	-	-	20	29,018
Economically Disadvantaged Graduates	-	-	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	109	29,639
At-Risk Graduates	-	-	187	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	509	100.0%	6,049	5,359,040	510	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.2%	0.2%	0.4%
Pre-Kindergarten	47	9.2%	4.6%	3.7%	47	9.2%	4.6%	3.7%
Kindergarten	72	14.1%	6.9%	6.7%	72	14.1%	6.9%	6.7%
Grade 1	79	15.5%	7.5%	7.1%	79	15.5%	7.5%	7.1%
Grade 2	62	12.2%	7.0%	7.1%	62	12.2%	7.0%	7.1%
Grade 3	72	14.1%	6.8%	7.1%	72	14.1%	6.8%	7.1%
Grade 4	96	18.9%	7.9%	7.2%	96	18.8%	7.9%	7.2%
Grade 5	81	15.9%	7.4%	7.4%	81	15.9%	7.4%	7.4%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	6.9%	7.9%	0	0.0%	6.8%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	9.3%	8.1%	0	0.0%	9.3%	8.1%
Grade 10	0	0.0%	8.5%	7.8%	0	0.0%	8.5%	7.8%
Grade 11	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 12	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	508	99.8%	99.7%	52.9%	509	99.8%	99.7%	52.9%
White	1	0.2%	0.3%	26.5%	1	0.2%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	245	48.1%	49.7%	48.9%	246	48.2%	49.6%	48.9%
Male	264	51.9%	50.3%	51.1%	264	51.8%	50.4%	51.1%
Economically Disadvantaged	471	92.5%	85.4%	60.3%	472	92.5%	85.4%	60.2%
Non-Educationally Disadvantaged	38	7.5%	14.6%	39.7%	38	7.5%	14.6%	39.8%
Section 504 Students	43	8.4%	9.9%	7.2%	43	8.4%	9.9%	7.2%
EB Students/EL	475	93.3%	79.8%	20.7%	475	93.1%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.4%	1.2%				
Students w/ Dyslexia	9	1.8%	0.8%	4.5%	9	1.8%	0.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	6	1.2%	0.6%	2.0%	6	1.2%	0.6%	2.0%
Migrant	1	0.2%	1.6%	0.3%	1	0.2%	1.6%	0.3%
Title I	509	100.0%	100.0%	64.5%	510	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	481	94.5%	84.2%	49.2%	481	94.3%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	474	93.1%	79.7%	21.0%	474	92.9%	79.6%	20.9%
Gifted and Talented Education	36	7.1%	9.7%	8.3%	36	7.1%	9.7%	8.3%
Special Education	38	7.5%	8.4%	11.1%	39	7.6%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	38							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	31.6%	41.5%	42.5%				
Students with Physical Disabilities	16	42.1%	23.6%	21.3%				
Students with Autism	5	13.2%	16.7%	14.1%				
Students with Behavioral Disabilities	*	*	15.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	15	3.6%	9.3%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	15	3.6%	9.2%	7.1%				
White	0	0.0%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	2	6.5%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	11	2.9%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	15	4.0%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	36	7.8%	6.8%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	8.0%	1.8%	1.4%	33.3%	2.3%	4.8%
Grade 1	11.7%	4.2%	1.9%	22.2%	4.3%	3.2%
Grade 2	1.4%	0.5%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	11.2%	4.7%	-	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.0	18.7	17.7
Grade 1	19.8	19.3	18.0
Grade 2	15.4	18.3	18.0
Grade 3	17.9	17.4	18.2
Grade 4	18.7	18.7	18.3
Grade 5	19.9	19.7	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	-	15.6	15.7
Foreign Languages	-	23.0	17.8
Mathematics	-	16.7	16.9
Science	-	18.0	17.9
Social Studies	-	19.4	18.3

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	51.3	100.0%	100.0%	100.0%
Professional Staff:	40.7	79.3%	53.6%	64.3%
Teachers	35.2	68.6%	42.6%	49.6%
Professional Support	3.5	6.7%	6.9%	10.6%
Campus Administration (School Leadership)	2.0	3.9%	3.1%	3.0%
Educational Aides:	10.6	20.7%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	51.3	100.0%	99.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.1%
Hispanic	35.2	100.0%	98.4%	28.4%
White	0.0	0.0%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	5.0	14.2%	35.0%	23.8%
Females	30.2	85.8%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	27.0	76.7%	80.4%	73.0%
Masters	8.2	23.3%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.3%	6.7%
1-5 Years Experience	2.0	5.7%	18.6%	27.8%
6-10 Years Experience	3.0	8.5%	18.3%	20.3%
11-20 Years Experience	22.0	62.6%	39.4%	29.1%
21-30 Years Experience	6.2	17.5%	20.1%	13.0%
Over 30 Years Experience	2.0	5.7%	2.3%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	14.5	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	8.2	6.4
Average Years Experience of Principals with District	16.0	8.2	5.5
Average Years Experience of Assistant Principals	16.0	8.8	5.5
Average Years Experience of Assistant Principals with District	16.0	8.7	4.8
Average Years Experience of Teachers:	16.4	13.7	11.2
Average Years Experience of Teachers with District:	15.5	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$35,821	$50,849
1-5 Years Experience	$49,677	$48,466	$53,288
6-10 Years Experience	$52,138	$52,297	$56,282
11-20 Years Experience	$57,627	$57,551	$59,900
21-30 Years Experience	$61,687	$63,127	$64,637
Over 30 Years Experience	$73,368	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$58,313	$56,109	$57,641
Professional Support	$67,604	$71,709	$68,030
Campus Administration (School Leadership)	$86,987	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.2	6.3%	2.1%	6.2%
Career and Technical Education	0.0	0.0%	5.5%	5.1%
Compensatory Education	1.7	4.9%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	31.0	88.1%	83.1%	71.0%
Special Education	0.3	0.7%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

-    Indicates there are no students in the group.
- *   Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

RT Barrera Elementary

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: RT BARRERA EL

Campus Number: 214903105

2021 Accountability Rating: Not Rated: Declared State of Disaster

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2020-21 STAAR Performance (TAPR)
RT BARRERA EL (214903105) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
					STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	71%	**57%**	-	57%	-	-	-	-	-	*	-	57%	-	57%	*
	2019	76%	93%	**87%**	-	87%	-	-	-	-	-	*	-	85%	100%	85%	85%
At Meets Grade Level or Above	2021	39%	48%	**14%**	-	14%	-	-	-	-	-	*	-	14%	-	14%	*
	2019	45%	69%	**77%**	-	77%	-	-	-	-	-	*	-	76%	83%	76%	76%
At Masters Grade Level	2021	19%	21%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	*
	2019	27%	45%	**38%**	-	38%	-	-	-	-	-	*	-	39%	33%	36%	39%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	65%	**14%**	-	14%	-	-	-	-	-	*	-	14%	-	14%	*
	2019	79%	93%	**90%**	-	90%	-	-	-	-	-	*	-	89%	100%	89%	89%
At Meets Grade Level or Above	2021	31%	34%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	*
	2019	49%	71%	**83%**	-	83%	-	-	-	-	-	*	-	83%	83%	82%	83%
At Masters Grade Level	2021	14%	16%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	*
	2019	25%	38%	**47%**	-	47%	-	-	-	-	-	*	-	44%	67%	45%	44%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	78%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	75%	91%	**90%**	-	90%	*	-	-	-	-	*	*	90%	92%	89%	89%
At Meets Grade Level or Above	2021	36%	47%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	44%	69%	**72%**	-	73%	*	-	-	-	-	*	*	69%	85%	69%	70%
At Masters Grade Level	2021	17%	24%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	22%	38%	**38%**	-	38%	*	-	-	-	-	*	*	35%	46%	33%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	75%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	75%	92%	**92%**	-	92%	*	-	-	-	-	*	*	92%	92%	91%	91%
At Meets Grade Level or Above	2021	36%	46%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	48%	75%	**89%**	-	88%	*	-	-	-	-	*	*	88%	92%	87%	87%
At Masters Grade Level	2021	21%	15%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	28%	48%	**69%**	-	68%	*	-	-	-	-	*	*	69%	69%	65%	67%
Grade 4 Writing																	

2020-21 STAAR Performance (TAPR)
RT BARRERA EL (214903105) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	80%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	67%	89%	**93%**	-	93%	*	-	-	-	-	*	*	94%	92%	93%	93%
At Meets Grade Level or Above	2021	27%	45%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	35%	65%	**92%**	-	92%	*	-	-	-	-	*	*	92%	92%	91%	91%
At Masters Grade Level	2021	8%	15%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	11%	29%	**67%**	-	68%	*	-	-	-	-	*	*	67%	69%	64%	67%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2019	86%	97%	**96%**	-	96%	-	-	-	-	-	*	*	98%	90%	96%	95%
At Meets Grade Level or Above	2019	54%	66%	**62%**	-	62%	-	-	-	-	-	*	*	63%	60%	59%	59%
At Masters Grade Level	2019	29%	36%	**28%**	-	28%	-	-	-	-	-	*	*	33%	10%	26%	27%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2019	90%	99%	**98%**	-	98%	-	-	-	-	-	*	*	100%	90%	98%	98%
At Meets Grade Level or Above	2019	58%	80%	**82%**	-	82%	-	-	-	-	-	*	*	80%	90%	80%	82%
At Masters Grade Level	2019	36%	55%	**52%**	-	52%	-	-	-	-	-	*	*	58%	30%	50%	50%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	92%	**92%**	-	92%	-	-	-	-	-	*	*	93%	90%	91%	91%
At Meets Grade Level or Above	2019	49%	72%	**72%**	-	72%	-	-	-	-	-	*	*	73%	70%	70%	68%
At Masters Grade Level	2019	24%	34%	**42%**	-	42%	-	-	-	-	-	*	*	45%	30%	39%	39%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**35%**	-	35%	-	-	-	-	-	*	-	35%	-	35%	27%
	2019	78%	79%	**92%**	-	92%	*	-	-	-	-	65%	100%	92%	93%	91%	91%
At Meets Grade Level or Above	2021	41%	37%	**12%**	-	12%	-	-	-	-	-	*	-	12%	-	12%	9%
	2019	50%	52%	**79%**	-	79%	*	-	-	-	-	45%	92%	78%	83%	77%	78%
At Masters Grade Level	2021	18%	13%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	0%
	2019	24%	25%	**48%**	-	48%	*	-	-	-	-	15%	58%	49%	46%	45%	46%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**50%**	-	50%	-	-	-	-	-	*	-	50%	-	50%	40%
	2019	75%	72%	**91%**	-	91%	*	-	-	-	-	63%	*	90%	93%	90%	89%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RT BARRERA EL (214903105) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	45%	43%	**13%**	-	13%	-	-	-	-	-	*	-	13%	-	13%	0%
	2019	48%	46%	**71%**	-	71%	*	-	-	-	-	38%	*	70%	76%	69%	69%
At Masters Grade Level	2021	18%	13%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	0%
	2019	21%	20%	**35%**	-	35%	*	-	-	-	-	0%	*	36%	31%	32%	34%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**25%**	-	25%	-	-	-	-	-	*	-	25%	-	25%	20%
	2019	82%	88%	**93%**	-	93%	*	-	-	-	-	75%	*	93%	93%	92%	92%
At Meets Grade Level or Above	2021	37%	30%	**13%**	-	13%	-	-	-	-	-	*	-	13%	-	13%	20%
	2019	52%	62%	**85%**	-	85%	*	-	-	-	-	63%	*	84%	90%	83%	84%
At Masters Grade Level	2021	18%	15%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	0%
	2019	26%	33%	**56%**	-	56%	*	-	-	-	-	38%	*	56%	55%	54%	54%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	69%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	68%	79%	**93%**	-	93%	*	-	-	-	-	*	*	94%	92%	93%	93%
At Meets Grade Level or Above	2021	30%	38%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	38%	52%	**92%**	-	92%	*	-	-	-	-	*	*	92%	92%	91%	91%
At Masters Grade Level	2021	9%	12%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	14%	22%	**67%**	-	68%	*	-	-	-	-	*	*	67%	69%	64%	67%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	**92%**	-	92%	-	-	-	-	-	*	*	93%	90%	91%	91%
At Meets Grade Level or Above	2019	54%	49%	**72%**	-	72%	-	-	-	-	-	*	*	73%	70%	70%	68%
At Masters Grade Level	2019	25%	18%	**42%**	-	42%	-	-	-	-	-	*	*	45%	30%	39%	39%

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

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						School Progress Domain - Academic Growth Score by Grade and Subject											
Grade 4 ELA/Reading	2019	61	72	**75**	-	76	*	-	-	-	-	*	*	72	83	74	73
	2018	63	71	**89**	-	89	-	-	-	-	-	60	*	88	93	86	88
Grade 4 Mathematics	2019	65	74	**89**	-	89	*	-	-	-	-	*	*	88	92	88	88
	2018	65	71	**93**	-	93	-	-	-	-	-	100	*	94	86	91	92
Grade 5 ELA/Reading	2019	81	73	**73**	-	73	-	-	-	-	-	*	*	74	72	73	73
	2018	80	74	**60**	-	60	-	-	-	-	-	*	*	57	77	66	62
Grade 5 Mathematics	2019	83	86	**81**	-	81	-	-	-	-	-	*	*	79	89	79	83
	2018	81	81	**73**	-	73	-	-	-	-	-	*	*	70	85	71	72
All Grades Both Subjects	2019	69	66	**80**	-	80	*	-	-	-	-	94	69	78	85	79	79
	2018	69	66	**77**	-	77	-	-	-	-	-	72	83	76	84	78	76
All Grades ELA/Reading	2019	68	64	**74**	-	75	*	-	-	-	-	*	*	73	79	73	73
	2018	69	65	**73**	-	73	-	-	-	-	-	44	*	71	83	75	73
All Grades Mathematics	2019	70	68	**85**	-	85	*	-	-	-	-	*	*	84	90	84	85
	2018	70	68	**82**	-	82	-	-	-	-	-	100	*	81	85	80	80

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

\- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RT BARRERA EL (214903105) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																	
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**35%**	27%	-	27%	-	-	-	-	-	-	-	-	50%	27%	-
	2019	78%	79%	**92%**	91%	91%	-	-	-	-	-	-	-	-	-		91%	
At Meets Grade Level or Above	2021	41%	37%	**12%**	9%	-	9%	-	-	-	-	-	-	-	-	17%	9%	-
	2019	50%	52%	**79%**	77%	77%	-	-	-	-	-	-	-	-	-		77%	
At Masters Grade Level	2021	18%	13%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	0%	0%	-
	2019	24%	25%	**48%**	46%	46%	-	-	-	-	-	-	-	-	-		46%	
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**50%**	40%	-	40%	-	-	-	-	-	-	-	-	*	40%	-
	2019	75%	72%	**91%**	89%	89%	-	-	-	-	-	-	-	-	-		89%	
At Meets Grade Level or Above	2021	45%	43%	**13%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	48%	46%	**71%**	69%	69%	-	-	-	-	-	-	-	-	-		69%	
At Masters Grade Level	2021	18%	13%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	21%	20%	**35%**	33%	33%	-	-	-	-	-	-	-	-	-		33%	
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**25%**	20%	-	20%	-	-	-	-	-	-	-	-	*	20%	-
	2019	82%	88%	**93%**	92%	92%	-	-	-	-	-	-	-	-	-		92%	
At Meets Grade Level or Above	2021	37%	30%	**13%**	20%	-	20%	-	-	-	-	-	-	-	-	*	20%	-
	2019	52%	62%	**85%**	84%	84%	-	-	-	-	-	-	-	-	-		84%	
At Masters Grade Level	2021	18%	15%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	26%	33%	**56%**	53%	53%	-	-	-	-	-	-	-	-	-		53%	
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	69%	*****	*	-	*	-	-	-	-	-	-	-	-	-	*	-
	2019	68%	79%	**93%**	93%	93%	-	-	-	-	-	-	-	-	-		93%	
At Meets Grade Level or Above	2021	30%	38%	*****	*	-	*	-	-	-	-	-	-	-	-	-	*	-
	2019	38%	52%	**92%**	91%	91%	-	-	-	-	-	-	-	-	-		91%	
At Masters Grade Level	2021	9%	12%	*****	*	-	*	-	-	-	-	-	-	-	-	-	*	-
	2019	14%	22%	**67%**	67%	67%	-	-	-	-	-	-	-	-	-		67%	
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	81%	78%	**92%**	90%	90%	-	-	-	-	-	-	-	-	-		90%	
At Meets Grade Level or Above	2021	44%	30%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	54%	49%	**72%**	67%	67%	-	-	-	-	-	-	-	-	-		67%	
At Masters Grade Level	2021	20%	6%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	25%	18%	**42%**	38%	38%	-	-	-	-	-	-	-	-	-		38%	

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

\- Indicates there are no students in the group.

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

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	40%	**4%**	-	4%	-	-	-	-	-	8%	-	4%	0%	4%	3%
Included in Accountability	83%	37%	**4%**	-	4%	-	-	-	-	-	8%	-	4%	0%	4%	3%
Not Included in Accountability: Mobile	3%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	12%	60%	**96%**	-	96%	-	-	-	-	-	92%	-	96%	100%	96%	97%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	10%	60%	**96%**	-	96%	-	-	-	-	-	92%	-	96%	100%	96%	97%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	91%	100%	99%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	-	96%	*	-	-	-	-	91%	100%	98%	89%	96%	96%
Not Included in Accountability: Mobile	4%	2%	**3%**	-	3%	*	-	-	-	-	0%	0%	2%	7%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	0%	0%	4%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	9%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	9%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**99.3%**	-	99.3%	*	-	-	-	-	99.4%	99.4%	99.3%
2018-19	95.4%	95.8%	**97.1%**	-	97.1%	*	-	-	-	-	92.3%	97.0%	97.0%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**4.6%**	-	4.6%	*	-	-	-	-	3.6%	4.6%	5.0%
2018-19	11.4%	10.9%	**4.8%**	-	4.8%	*	-	-	-	-	5.6%	5.4%	4.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	379	360,220
By Ethnicity:				
African American	-	-	0	44,729
Hispanic	-	-	379	184,060
White	-	-	0	105,215
American Indian	-	-	0	1,226
Asian	-	-	0	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	20	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	359	292,532
Special Education Graduates	-	-	20	29,018
Economically Disadvantaged Graduates	-	-	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	109	29,639
At-Risk Graduates	-	-	187	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	365	100.0%	6,049	5,359,040	369	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	4	1.1%	0.2%	0.4%
Pre-Kindergarten	43	11.8%	4.6%	3.7%	43	11.7%	4.6%	3.7%
Kindergarten	41	11.2%	6.9%	6.7%	41	11.1%	6.9%	6.7%
Grade 1	51	14.0%	7.5%	7.1%	51	13.8%	7.5%	7.1%
Grade 2	56	15.3%	7.0%	7.1%	56	15.2%	7.0%	7.1%
Grade 3	56	15.3%	6.8%	7.1%	56	15.2%	6.8%	7.1%
Grade 4	61	16.7%	7.9%	7.2%	61	16.5%	7.9%	7.2%
Grade 5	57	15.6%	7.4%	7.4%	57	15.4%	7.4%	7.4%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	6.9%	7.9%	0	0.0%	6.8%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	9.3%	8.1%	0	0.0%	9.3%	8.1%
Grade 10	0	0.0%	8.5%	7.8%	0	0.0%	8.5%	7.8%
Grade 11	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 12	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	362	99.2%	99.7%	52.9%	366	99.2%	99.7%	52.9%
White	3	0.8%	0.3%	26.5%	3	0.8%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	160	43.8%	49.7%	48.9%	160	43.4%	49.6%	48.9%
Male	205	56.2%	50.3%	51.1%	209	56.6%	50.4%	51.1%
Economically Disadvantaged	330	90.4%	85.4%	60.3%	334	90.5%	85.4%	60.2%
Non-Educationally Disadvantaged	35	9.6%	14.6%	39.7%	35	9.5%	14.6%	39.8%
Section 504 Students	24	6.6%	9.9%	7.2%	24	6.5%	9.9%	7.2%
EB Students/EL	294	80.5%	79.8%	20.7%	296	80.2%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.4%	1.2%				
Students w/ Dyslexia	3	0.8%	0.8%	4.5%	3	0.8%	0.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	1	0.3%	0.6%	2.0%	1	0.3%	0.6%	2.0%
Migrant	3	0.8%	1.6%	0.3%	3	0.8%	1.6%	0.3%
Title I	365	100.0%	100.0%	64.5%	369	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	297	81.4%	84.2%	49.2%	299	81.0%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	294	80.5%	79.7%	21.0%	296	80.2%	79.6%	20.9%
Gifted and Talented Education	29	7.9%	9.7%	8.3%	29	7.9%	9.7%	8.3%
Special Education	28	7.7%	8.4%	11.1%	32	8.7%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	28							
By Type of Primary Disability								
Students with Intellectual Disabilities	6	21.4%	41.5%	42.5%				
Students with Physical Disabilities	14	50.0%	23.6%	21.3%				
Students with Autism	*	*	16.7%	14.1%				
Students with Behavioral Disabilities	*	*	15.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	28	9.0%	9.3%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	28	9.0%	9.2%	7.1%				
White	0	0.0%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	5	17.2%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	23	8.8%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	16	6.1%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	34	10.4%	6.8%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.4%	0.0%	2.3%	4.8%
Grade 1	0.0%	4.2%	1.9%	0.0%	4.3%	3.2%
Grade 2	0.0%	0.5%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	11.2%	4.7%	-	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	13.4	18.7	17.7
Grade 1	17.0	19.3	18.0
Grade 2	18.5	18.3	18.0
Grade 3	18.8	17.4	18.2
Grade 4	19.9	18.7	18.3
Grade 5	18.5	19.7	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	-	15.6	15.7
Foreign Languages	-	23.0	17.8
Mathematics	-	16.7	16.9
Science	-	18.0	17.9
Social Studies	-	19.4	18.3

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	40.1	100.0%	100.0%	100.0%
Professional Staff:	28.5	71.2%	53.6%	64.3%
Teachers	24.0	59.9%	42.6%	49.6%
Professional Support	3.5	8.8%	6.9%	10.6%
Campus Administration (School Leadership)	1.0	2.5%	3.1%	3.0%
Educational Aides:	11.6	28.8%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	40.1	100.0%	99.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.1%
Hispanic	24.0	100.0%	98.4%	28.4%
White	0.0	0.0%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	3.0	12.5%	35.0%	23.8%
Females	21.0	87.5%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	19.0	79.2%	80.4%	73.0%
Masters	5.0	20.8%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.3%	6.7%
1-5 Years Experience	0.0	0.0%	18.6%	27.8%
6-10 Years Experience	1.0	4.2%	18.3%	20.3%
11-20 Years Experience	15.0	62.5%	39.4%	29.1%
21-30 Years Experience	6.0	25.0%	20.1%	13.0%
Over 30 Years Experience	2.0	8.3%	2.3%	3.1%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	15.2	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	8.2	6.4
Average Years Experience of Principals with District	0.0	8.2	5.5
Average Years Experience of Assistant Principals	17.0	8.8	5.5
Average Years Experience of Assistant Principals with District	17.0	8.7	4.8
Average Years Experience of Teachers:	18.3	13.7	11.2
Average Years Experience of Teachers with District:	17.9	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$35,821	$50,849
1-5 Years Experience	-	$48,466	$53,288
6-10 Years Experience	$50,822	$52,297	$56,282
11-20 Years Experience	$57,561	$57,551	$59,900
21-30 Years Experience	$62,190	$63,127	$64,637
Over 30 Years Experience	$70,995	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$59,557	$56,109	$57,641
Professional Support	$68,990	$71,709	$68,030
Campus Administration (School Leadership)	$87,370	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.1%	6.2%
Career and Technical Education	0.0	0.0%	5.5%	5.1%
Compensatory Education	2.6	10.7%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	20.4	85.1%	83.1%	71.0%
Special Education	1.0	4.2%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

Emma Vera Elementary

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: EMMA VERA EL

Campus Number: 214903106

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2021	67%	71%	**91%**	-	91%	-	-	-	-	-	80%	-	92%	86%	89%	92%
	2019	76%	93%	**98%**	-	98%	*	-	-	-	-	80%	-	98%	*	98%	98%
At Meets Grade Level or Above	2021	39%	48%	**66%**	-	66%	-	-	-	-	-	40%	-	63%	86%	58%	68%
	2019	45%	69%	**90%**	-	90%	*	-	-	-	-	40%	-	89%	*	90%	90%
At Masters Grade Level	2021	19%	21%	**30%**	-	30%	-	-	-	-	-	20%	-	31%	29%	21%	32%
	2019	27%	45%	**65%**	-	64%	*	-	-	-	-	20%	-	65%	*	62%	64%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2021	62%	65%	**82%**	-	82%	-	-	-	-	-	80%	-	82%	86%	76%	83%
	2019	79%	93%	**98%**	-	98%	*	-	-	-	-	80%	-	98%	*	98%	98%
At Meets Grade Level or Above	2021	31%	34%	**45%**	-	45%	-	-	-	-	-	40%	-	43%	57%	32%	43%
	2019	49%	71%	**88%**	-	88%	*	-	-	-	-	40%	-	88%	*	87%	88%
At Masters Grade Level	2021	14%	16%	**25%**	-	25%	-	-	-	-	-	20%	-	22%	43%	13%	26%
	2019	25%	38%	**55%**	-	54%	*	-	-	-	-	20%	-	53%	*	50%	54%
Grade 4 Reading																
At Approaches Grade Level or Above	2021	63%	78%	**87%**	-	87%	-	-	-	-	-	*	-	89%	75%	84%	88%
	2019	75%	91%	**95%**	-	95%	-	-	-	-	-	*	-	96%	90%	95%	98%
At Meets Grade Level or Above	2021	36%	47%	**54%**	-	54%	-	-	-	-	-	*	-	53%	63%	51%	57%
	2019	44%	69%	**71%**	-	71%	-	-	-	-	-	*	-	70%	80%	69%	73%
At Masters Grade Level	2021	17%	24%	**25%**	-	25%	-	-	-	-	-	*	-	25%	25%	25%	26%
	2019	22%	38%	**32%**	-	32%	-	-	-	-	-	*	-	34%	20%	29%	32%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2021	59%	75%	**89%**	-	89%	-	-	-	-	-	*	-	89%	88%	86%	88%
	2019	75%	92%	**97%**	-	97%	-	-	-	-	-	*	-	96%	100%	97%	98%
At Meets Grade Level or Above	2021	36%	46%	**59%**	-	59%	-	-	-	-	-	*	-	58%	63%	55%	59%
	2019	48%	75%	**88%**	-	88%	-	-	-	-	-	*	-	88%	90%	88%	90%
At Masters Grade Level	2021	21%	15%	**13%**	-	13%	-	-	-	-	-	*	-	9%	38%	10%	14%
	2019	28%	48%	**41%**	-	41%	-	-	-	-	-	*	-	45%	20%	41%	44%
Grade 4 Writing																

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	80%	**85%**	-	85%	-	-	-	-	-	*	-	84%	89%	84%	85%
	2019	67%	89%	**95%**	-	95%	-	-	-	-	-	*	-	95%	100%	95%	97%
At Meets Grade Level or Above	2021	27%	45%	**40%**	-	40%	-	-	-	-	-	*	-	39%	44%	36%	42%
	2019	35%	65%	**73%**	-	73%	-	-	-	-	-	*	-	71%	80%	73%	76%
At Masters Grade Level	2021	8%	15%	**15%**	-	15%	-	-	-	-	-	*	-	14%	22%	11%	16%
	2019	11%	29%	**27%**	-	27%	-	-	-	-	-	*	-	25%	40%	29%	25%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	80%	**92%**	-	92%	*	-	-	-	-	*	-	92%	*	90%	92%
	2019	86%	97%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	46%	59%	**76%**	-	76%	*	-	-	-	-	*	-	76%	*	74%	76%
	2019	54%	66%	**92%**	-	92%	-	-	-	-	-	67%	-	92%	91%	88%	93%
At Masters Grade Level	2021	30%	40%	**55%**	-	54%	*	-	-	-	-	*	-	55%	*	52%	54%
	2019	29%	36%	**58%**	-	58%	-	-	-	-	-	33%	-	59%	55%	49%	56%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	78%	**86%**	-	86%	*	-	-	-	-	*	-	86%	*	86%	86%
	2019	90%	99%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	44%	53%	**53%**	-	52%	*	-	-	-	-	*	-	53%	*	50%	52%
	2019	58%	80%	**92%**	-	92%	-	-	-	-	-	67%	-	90%	100%	91%	91%
At Masters Grade Level	2021	25%	34%	**25%**	-	26%	*	-	-	-	-	*	-	24%	*	21%	24%
	2019	36%	55%	**68%**	-	68%	-	-	-	-	-	17%	-	67%	73%	60%	68%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	66%	**81%**	-	80%	*	-	-	-	-	*	-	82%	*	79%	80%
	2019	75%	92%	**98%**	-	98%	-	-	-	-	-	83%	-	98%	100%	98%	98%
At Meets Grade Level or Above	2021	31%	33%	**35%**	-	35%	*	-	-	-	-	*	-	34%	*	33%	35%
	2019	49%	72%	**89%**	-	89%	-	-	-	-	-	50%	-	88%	91%	88%	88%
At Masters Grade Level	2021	13%	6%	**4%**	-	4%	*	-	-	-	-	*	-	4%	*	5%	4%
	2019	24%	34%	**44%**	-	44%	-	-	-	-	-	0%	-	47%	27%	42%	40%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**87%**	-	86%	*	-	-	-	-	83%	-	87%	84%	84%	87%
	2019	78%	79%	**98%**	-	98%	*	-	-	-	-	79%	-	98%	99%	97%	98%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	37%	**53%**	-	53%	*	-	-	-	-	53%	-	52%	62%	48%	54%
	2019	50%	52%	**85%**	-	85%	*	-	-	-	-	44%	-	84%	90%	84%	86%
At Masters Grade Level	2021	18%	13%	**24%**	-	24%	*	-	-	-	-	17%	-	23%	31%	19%	24%
	2019	24%	25%	**48%**	-	48%	*	-	-	-	-	15%	-	49%	43%	44%	48%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**90%**	-	90%	*	-	-	-	-	91%	-	91%	82%	88%	91%
	2019	75%	72%	**98%**	-	98%	*	-	-	-	-	85%	-	98%	96%	97%	99%
At Meets Grade Level or Above	2021	45%	43%	**65%**	-	65%	*	-	-	-	-	55%	-	64%	76%	60%	66%
	2019	48%	46%	**84%**	-	84%	*	-	-	-	-	46%	-	84%	88%	82%	85%
At Masters Grade Level	2021	18%	13%	**36%**	-	35%	*	-	-	-	-	36%	-	36%	29%	33%	37%
	2019	21%	20%	**51%**	-	51%	*	-	-	-	-	23%	-	52%	42%	45%	51%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**86%**	-	86%	*	-	-	-	-	91%	-	85%	88%	83%	86%
	2019	82%	88%	**98%**	-	98%	*	-	-	-	-	85%	-	98%	100%	98%	99%
At Meets Grade Level or Above	2021	37%	30%	**52%**	-	52%	*	-	-	-	-	64%	-	52%	59%	47%	52%
	2019	52%	62%	**89%**	-	89%	*	-	-	-	-	46%	-	88%	96%	88%	90%
At Masters Grade Level	2021	18%	15%	**21%**	-	21%	*	-	-	-	-	9%	-	19%	41%	15%	21%
	2019	26%	33%	**54%**	-	54%	*	-	-	-	-	15%	-	54%	54%	49%	55%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	69%	**85%**	-	85%	-	-	-	-	-	*	-	84%	89%	84%	85%
	2019	68%	79%	**95%**	-	95%	-	-	-	-	-	*	-	95%	100%	95%	97%
At Meets Grade Level or Above	2021	30%	38%	**40%**	-	40%	-	-	-	-	-	*	-	39%	44%	36%	42%
	2019	38%	52%	**73%**	-	73%	-	-	-	-	-	*	-	71%	80%	73%	76%
At Masters Grade Level	2021	9%	12%	**15%**	-	15%	-	-	-	-	-	*	-	14%	22%	11%	16%
	2019	14%	22%	**27%**	-	27%	-	-	-	-	-	*	-	25%	40%	29%	25%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	**81%**	-	80%	*	-	-	-	-	*	-	82%	*	79%	80%
	2019	81%	78%	**98%**	-	98%	-	-	-	-	-	83%	-	98%	100%	98%	98%
At Meets Grade Level or Above	2021	44%	30%	**35%**	-	35%	*	-	-	-	-	*	-	34%	*	33%	35%
	2019	54%	49%	**89%**	-	89%	-	-	-	-	-	50%	-	88%	91%	88%	88%
At Masters Grade Level	2021	20%	6%	**4%**	-	4%	*	-	-	-	-	*	-	4%	*	5%	4%
	2019	25%	18%	**44%**	-	44%	-	-	-	-	-	0%	-	47%	27%	42%	40%

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

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	72	**55**	-	55	-	-	-	-	-	*	-	54	55	51	57
	2018	63	71	**73**	-	73	-	-	-	-	-	80	-	78	54	73	72
Grade 4 Mathematics	2019	65	74	**74**	-	74	-	-	-	-	-	*	-	77	60	75	75
	2018	65	71	**66**	-	66	-	-	-	-	-	50	-	69	57	67	65
Grade 5 ELA/Reading	2019	81	73	**80**	-	80	-	-	-	-	-	83	-	78	89	73	79
	2018	80	74	**85**	-	85	-	-	-	-	-	80	-	84	100	88	86
Grade 5 Mathematics	2019	83	86	**94**	-	94	-	-	-	-	-	100	-	92	100	91	95
	2018	81	81	**87**	-	87	-	-	-	-	-	100	-	91	50	88	86
All Grades Both Subjects	2019	69	66	**75**	-	75	-	-	-	-	-	88	-	75	76	71	76
	2018	69	66	**77**	-	77	-	-	-	-	-	78	-	81	61	78	77
All Grades ELA/Reading	2019	68	64	**66**	-	66	-	-	-	-	-	75	-	66	71	60	67
	2018	69	65	**79**	-	79	-	-	-	-	-	80	-	81	67	80	79
All Grades Mathematics	2019	70	68	**84**	-	84	-	-	-	-	-	100	-	84	81	81	84
	2018	70	68	**76**	-	76	-	-	-	-	-	75	-	81	55	76	75

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

\- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
EMMA VERA EL (214903106) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	63%	**87%**	87%	-	87%	-	-	-	-	-	-	-	-	78%	87%	*
	2019	78%	79%	**98%**	98%	98%	-	-	-	-	-	-	-	-	-		98%	
At Meets Grade Level or Above	2021	41%	37%	**53%**	54%	-	54%	-	-	-	-	-	-	-	-	39%	54%	*
	2019	50%	52%	**85%**	86%	86%	-	-	-	-	-	-	-	-	-		86%	
At Masters Grade Level	2021	18%	13%	**24%**	24%	-	24%	-	-	-	-	-	-	-	-	11%	24%	*
	2019	24%	25%	**48%**	48%	48%	-	-	-	-	-	-	-	-	-		48%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	**90%**	91%	-	91%	-	-	-	-	-	-	-	-	71%	91%	*
	2019	75%	72%	**98%**	99%	99%	-	-	-	-	-	-	-	-	-		99%	
At Meets Grade Level or Above	2021	45%	43%	**65%**	66%	-	66%	-	-	-	-	-	-	-	-	29%	66%	*
	2019	48%	46%	**84%**	85%	85%	-	-	-	-	-	-	-	-	-		85%	
At Masters Grade Level	2021	18%	13%	**36%**	37%	-	37%	-	-	-	-	-	-	-	-	14%	36%	*
	2019	21%	20%	**51%**	51%	51%	-	-	-	-	-	-	-	-	-		51%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	60%	**86%**	86%	-	86%	-	-	-	-	-	-	-	-	86%	86%	*
	2019	82%	88%	**98%**	99%	99%	-	-	-	-	-	-	-	-	-		99%	
At Meets Grade Level or Above	2021	37%	30%	**52%**	52%	-	52%	-	-	-	-	-	-	-	-	71%	51%	*
	2019	52%	62%	**89%**	90%	90%	-	-	-	-	-	-	-	-	-		90%	
At Masters Grade Level	2021	18%	15%	**21%**	21%	-	21%	-	-	-	-	-	-	-	-	14%	21%	*
	2019	26%	33%	**54%**	56%	56%	-	-	-	-	-	-	-	-	-		56%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	69%	**85%**	85%	-	85%	-	-	-	-	-	-	-	-	*	85%	-
	2019	68%	79%	**95%**	97%	97%	-	-	-	-	-	-	-	-	-		97%	
At Meets Grade Level or Above	2021	30%	38%	**40%**	42%	-	42%	-	-	-	-	-	-	-	-	*	42%	-
	2019	38%	52%	**73%**	76%	76%	-	-	-	-	-	-	-	-	-		76%	
At Masters Grade Level	2021	9%	12%	**15%**	16%	-	16%	-	-	-	-	-	-	-	-	*	16%	-
	2019	14%	22%	**27%**	25%	25%	-	-	-	-	-	-	-	-	-		25%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	**81%**	80%	-	80%	-	-	-	-	-	-	-	-	*	80%	-
	2019	81%	78%	**98%**	98%	98%	-	-	-	-	-	-	-	-	-		98%	
At Meets Grade Level or Above	2021	44%	30%	**35%**	35%	-	35%	-	-	-	-	-	-	-	-	*	35%	-
	2019	54%	49%	**89%**	89%	89%	-	-	-	-	-	-	-	-	-		89%	
At Masters Grade Level	2021	20%	6%	**4%**	4%	-	4%	-	-	-	-	-	-	-	-	*	4%	-
	2019	25%	18%	**44%**	41%	41%	-	-	-	-	-	-	-	-	-		41%	

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

\- Indicates there are no students in the group.

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

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	40%	**91%**	-	91%	*	-	-	-	-	94%	-	91%	90%	90%	91%
Included in Accountability	83%	37%	**87%**	-	87%	*	-	-	-	-	88%	-	88%	76%	86%	87%
Not Included in Accountability: Mobile	3%	0%	**1%**	-	1%	*	-	-	-	-	0%	-	0%	5%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	-	3%	*	-	-	-	-	6%	-	3%	8%	4%	3%
Not Tested	12%	60%	**9%**	-	9%	*	-	-	-	-	6%	-	9%	10%	10%	9%
Absent	2%	0%	**1%**	-	1%	*	-	-	-	-	0%	-	1%	0%	1%	1%
Other	10%	60%	**9%**	-	9%	*	-	-	-	-	6%	-	9%	10%	9%	9%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**96%**	-	96%	*	-	-	-	-	100%	-	99%	80%	96%	96%
Not Included in Accountability: Mobile	4%	2%	**3%**	-	3%	*	-	-	-	-	0%	-	1%	13%	3%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	-	0%	7%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**99.2%**	-	99.2%	*	-	-	-	-	99.2%	99.1%	99.1%
2018-19	95.4%	95.8%	**96.7%**	-	96.7%	*	-	-	-	-	95.1%	96.5%	96.7%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**4.2%**	-	4.2%	*	-	-	-	-	0.0%	4.6%	4.4%
2018-19	11.4%	10.9%	**8.7%**	-	8.8%	*	-	-	-	-	12.5%	9.1%	9.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	379	360,220
By Ethnicity:				
African American	-	-	0	44,729
Hispanic	-	-	379	184,060
White	-	-	0	105,215
American Indian	-	-	0	1,226
Asian	-	-	0	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	20	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	359	292,532
Special Education Graduates	-	-	20	29,018
Economically Disadvantaged Graduates	-	-	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	109	29,639
At-Risk Graduates	-	-	187	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				**Campus**			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	436	100.0%	6,049	5,359,040	437	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.2%	0.2%	0.4%
Pre-Kindergarten	48	11.0%	4.6%	3.7%	48	11.0%	4.6%	3.7%
Kindergarten	57	13.1%	6.9%	6.7%	57	13.0%	6.9%	6.7%
Grade 1	77	17.7%	7.5%	7.1%	77	17.6%	7.5%	7.1%
Grade 2	55	12.6%	7.0%	7.1%	55	12.6%	7.0%	7.1%
Grade 3	63	14.4%	6.8%	7.1%	63	14.4%	6.8%	7.1%
Grade 4	73	16.7%	7.9%	7.2%	73	16.7%	7.9%	7.2%
Grade 5	63	14.4%	7.4%	7.4%	63	14.4%	7.4%	7.4%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	6.9%	7.9%	0	0.0%	6.8%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	9.3%	8.1%	0	0.0%	9.3%	8.1%
Grade 10	0	0.0%	8.5%	7.8%	0	0.0%	8.5%	7.8%
Grade 11	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 12	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	435	99.8%	99.7%	52.9%	436	99.8%	99.7%	52.9%
White	1	0.2%	0.3%	26.5%	1	0.2%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	207	47.5%	49.7%	48.9%	207	47.4%	49.6%	48.9%
Male	229	52.5%	50.3%	51.1%	230	52.6%	50.4%	51.1%
Economically Disadvantaged	358	82.1%	85.4%	60.3%	359	82.2%	85.4%	60.2%
Non-Educationally Disadvantaged	78	17.9%	14.6%	39.7%	78	17.8%	14.6%	39.8%
Section 504 Students	48	11.0%	9.9%	7.2%	48	11.0%	9.9%	7.2%
EB Students/EL	412	94.5%	79.8%	20.7%	413	94.5%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.4%	1.2%				
Students w/ Dyslexia	0	0.0%	0.8%	4.5%	0	0.0%	0.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	2	0.5%	0.6%	2.0%	2	0.5%	0.6%	2.0%
Migrant	5	1.1%	1.6%	0.3%	5	1.1%	1.6%	0.3%
Title I	436	100.0%	100.0%	64.5%	437	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	414	95.0%	84.2%	49.2%	415	95.0%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	411	94.3%	79.7%	21.0%	412	94.3%	79.6%	20.9%
Gifted and Talented Education	21	4.8%	9.7%	8.3%	21	4.8%	9.7%	8.3%
Special Education	36	8.3%	8.4%	11.1%	37	8.5%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	36							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	41.5%	42.5%				
Students with Physical Disabilities	22	61.1%	23.6%	21.3%				
Students with Autism	5	13.9%	16.7%	14.1%				
Students with Behavioral Disabilities	5	13.9%	15.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	11	3.3%	9.3%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	11	3.3%	9.2%	7.1%				
White	0	0.0%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	10	3.2%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	10	3.4%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	28	7.3%	6.8%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.4%	0.0%	2.3%	4.8%
Grade 1	1.9%	4.2%	1.9%	0.0%	4.3%	3.2%
Grade 2	0.0%	0.5%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	11.2%	4.7%	-	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.0	18.7	17.7
Grade 1	19.3	19.3	18.0
Grade 2	18.3	18.3	18.0
Grade 3	21.2	17.4	18.2
Grade 4	24.3	18.7	18.3
Grade 5	20.9	19.7	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	-	15.6	15.7
Foreign Languages	-	23.0	17.8
Mathematics	-	16.7	16.9
Science	-	18.0	17.9
Social Studies	-	19.4	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
EMMA VERA EL (214903106) - ROMA ISD - STARR COUNTY

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	37.5	100.0%	100.0%	100.0%
Professional Staff:	32.1	85.5%	53.6%	64.3%
Teachers	26.5	70.7%	42.6%	49.6%
Professional Support	2.5	6.7%	6.9%	10.6%
Campus Administration (School Leadership)	3.0	8.0%	3.1%	3.0%
Educational Aides:	5.5	14.5%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	37.5	100.0%	99.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.1%
Hispanic	26.5	100.0%	98.4%	28.4%
White	0.0	0.0%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	3.0	11.3%	35.0%	23.8%
Females	23.5	88.7%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	22.0	82.7%	80.4%	73.0%
Masters	4.6	17.3%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.6%	1.3%	6.7%
1-5 Years Experience	4.0	15.1%	18.6%	27.8%
6-10 Years Experience	6.0	22.6%	18.3%	20.3%
11-20 Years Experience	8.0	30.1%	39.4%	29.1%
21-30 Years Experience	7.6	28.6%	20.1%	13.0%
Over 30 Years Experience	0.0	0.0%	2.3%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	16.4	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	8.2	6.4
Average Years Experience of Principals with District	16.0	8.2	5.5
Average Years Experience of Assistant Principals	6.5	8.8	5.5
Average Years Experience of Assistant Principals with District	6.5	8.7	4.8
Average Years Experience of Teachers:	14.8	13.7	11.2
Average Years Experience of Teachers with District:	14.1	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,643	$35,821	$50,849
1-5 Years Experience	$49,677	$48,466	$53,288
6-10 Years Experience	$52,644	$52,297	$56,282
11-20 Years Experience	$57,783	$57,551	$59,900
21-30 Years Experience	$63,521	$63,127	$64,637
Over 30 Years Experience	-	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$56,744	$56,109	$57,641
Professional Support	$74,319	$71,709	$68,030
Campus Administration (School Leadership)	$74,989	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.1%	6.2%
Career and Technical Education	0.0	0.0%	5.5%	5.1%
Compensatory Education	3.0	11.2%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	22.6	85.1%	83.1%	71.0%
Special Education	1.0	3.8%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

-    Indicates there are no students in the group.
*   Indicates results are masked due to small numbers to protect student confidentiality.
**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

Roel & Celia Saenz Elementary

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: ROEL A & CELIA R SAENZ EL

Campus Number: 214903108

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	71%	**64%**	-	64%	-	-	-	-	-	*	-	62%	*	60%	64%
	2019	76%	93%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	39%	48%	**36%**	-	36%	-	-	-	-	-	*	-	38%	*	40%	36%
	2019	45%	69%	**57%**	-	57%	-	-	-	-	-	50%	-	56%	67%	58%	57%
At Masters Grade Level	2021	19%	21%	**9%**	-	9%	-	-	-	-	-	*	-	10%	*	10%	9%
	2019	27%	45%	**41%**	-	41%	-	-	-	-	-	30%	-	40%	50%	41%	39%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	65%	**50%**	-	50%	-	-	-	-	-	*	-	52%	*	45%	50%
	2019	79%	93%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	31%	34%	**32%**	-	32%	-	-	-	-	-	*	-	33%	*	35%	32%
	2019	49%	71%	**67%**	-	67%	-	-	-	-	-	30%	-	67%	67%	68%	67%
At Masters Grade Level	2021	14%	16%	**5%**	-	5%	-	-	-	-	-	*	-	5%	*	5%	5%
	2019	25%	38%	**28%**	-	28%	-	-	-	-	-	10%	-	26%	50%	27%	28%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	78%	**79%**	-	79%	-	-	-	-	-	-	*	82%	*	84%	78%
	2019	75%	91%	**92%**	-	92%	-	-	-	-	-	50%	-	91%	100%	92%	91%
At Meets Grade Level or Above	2021	36%	47%	**29%**	-	29%	-	-	-	-	-	-	*	27%	*	32%	30%
	2019	44%	69%	**70%**	-	70%	-	-	-	-	-	30%	-	70%	80%	71%	70%
At Masters Grade Level	2021	17%	24%	**8%**	-	8%	-	-	-	-	-	-	*	5%	*	11%	9%
	2019	22%	38%	**41%**	-	41%	-	-	-	-	-	10%	-	42%	20%	42%	38%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	75%	**67%**	-	67%	-	-	-	-	-	-	*	68%	*	68%	65%
	2019	75%	92%	**96%**	-	96%	-	-	-	-	-	70%	-	95%	100%	97%	97%
At Meets Grade Level or Above	2021	36%	46%	**33%**	-	33%	-	-	-	-	-	-	*	32%	*	37%	35%
	2019	48%	75%	**69%**	-	69%	-	-	-	-	-	40%	-	70%	60%	71%	69%
At Masters Grade Level	2021	21%	15%	**13%**	-	13%	-	-	-	-	-	-	*	14%	*	11%	13%
	2019	28%	48%	**48%**	-	48%	-	-	-	-	-	10%	-	47%	60%	50%	45%
Grade 4 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	80%	**88%**	-	88%	-	-	-	-	-	-	*	87%	*	95%	92%
	2019	67%	89%	**96%**	-	96%	-	-	-	-	-	80%	-	95%	100%	97%	95%
At Meets Grade Level or Above	2021	27%	45%	**56%**	-	56%	-	-	-	-	-	-	*	61%	*	58%	58%
	2019	35%	65%	**63%**	-	63%	-	-	-	-	-	30%	-	64%	60%	65%	61%
At Masters Grade Level	2021	8%	15%	**12%**	-	12%	-	-	-	-	-	-	*	13%	*	11%	13%
	2019	11%	29%	**34%**	-	34%	-	-	-	-	-	10%	-	33%	40%	33%	34%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	80%	**73%**	-	73%	-	-	-	-	-	*	-	74%	*	73%	76%
	2019	86%	97%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	*	100%	100%
At Meets Grade Level or Above	2021	46%	59%	**50%**	-	50%	-	-	-	-	-	*	-	52%	*	50%	52%
	2019	54%	66%	**62%**	-	62%	-	-	-	-	-	56%	-	62%	*	61%	61%
At Masters Grade Level	2021	30%	40%	**30%**	-	30%	-	-	-	-	-	*	-	30%	*	30%	31%
	2019	29%	36%	**34%**	-	34%	-	-	-	-	-	0%	-	35%	*	31%	34%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	78%	**81%**	-	81%	-	-	-	-	-	*	-	79%	*	81%	83%
	2019	90%	99%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	*	100%	100%
At Meets Grade Level or Above	2021	44%	53%	**52%**	-	52%	-	-	-	-	-	*	-	50%	*	52%	53%
	2019	58%	80%	**88%**	-	88%	-	-	-	-	-	78%	-	88%	*	90%	87%
At Masters Grade Level	2021	25%	34%	**32%**	-	32%	-	-	-	-	-	*	-	32%	*	32%	33%
	2019	36%	55%	**66%**	-	66%	-	-	-	-	-	33%	-	67%	*	66%	66%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	66%	**57%**	-	57%	-	-	-	-	-	*	-	56%	*	57%	59%
	2019	75%	92%	**93%**	-	93%	-	-	-	-	-	89%	-	94%	*	93%	93%
At Meets Grade Level or Above	2021	31%	33%	**33%**	-	33%	-	-	-	-	-	*	-	33%	*	33%	34%
	2019	49%	72%	**60%**	-	60%	-	-	-	-	-	33%	-	61%	*	60%	61%
At Masters Grade Level	2021	13%	6%	**10%**	-	10%	-	-	-	-	-	*	-	7%	*	10%	10%
	2019	24%	34%	**27%**	-	27%	-	-	-	-	-	11%	-	28%	*	27%	27%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**70%**	-	70%	-	-	-	-	-	40%	*	70%	71%	70%	71%
	2019	78%	79%	**97%**	-	97%	-	-	-	-	-	86%	-	97%	97%	97%	97%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	37%	**41%**	-	41%	-	-	-	-	-	30%	*	41%	35%	43%	42%
	2019	50%	52%	**67%**	-	67%	-	-	-	-	-	43%	-	67%	64%	68%	66%
At Masters Grade Level	2021	18%	13%	**16%**	-	16%	-	-	-	-	-	10%	*	15%	24%	16%	16%
	2019	24%	25%	**40%**	-	40%	-	-	-	-	-	14%	-	40%	41%	40%	39%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**72%**	-	72%	-	-	-	-	-	38%	*	73%	67%	72%	73%
	2019	75%	72%	**97%**	-	97%	-	-	-	-	-	83%	-	97%	100%	98%	97%
At Meets Grade Level or Above	2021	45%	43%	**39%**	-	39%	-	-	-	-	-	38%	*	40%	33%	42%	41%
	2019	48%	46%	**63%**	-	63%	-	-	-	-	-	45%	-	63%	67%	63%	62%
At Masters Grade Level	2021	18%	13%	**17%**	-	17%	-	-	-	-	-	0%	*	16%	33%	19%	18%
	2019	21%	20%	**39%**	-	39%	-	-	-	-	-	14%	-	39%	33%	38%	37%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**68%**	-	68%	-	-	-	-	-	38%	*	68%	67%	67%	68%
	2019	82%	88%	**99%**	-	99%	-	-	-	-	-	90%	-	99%	100%	99%	99%
At Meets Grade Level or Above	2021	37%	30%	**40%**	-	40%	-	-	-	-	-	25%	*	39%	50%	43%	41%
	2019	52%	62%	**74%**	-	74%	-	-	-	-	-	48%	-	75%	67%	76%	74%
At Masters Grade Level	2021	18%	15%	**18%**	-	18%	-	-	-	-	-	13%	*	18%	17%	19%	19%
	2019	26%	33%	**47%**	-	47%	-	-	-	-	-	17%	-	46%	53%	47%	46%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	69%	**88%**	-	88%	-	-	-	-	-	-	*	87%	*	95%	92%
	2019	68%	79%	**96%**	-	96%	-	-	-	-	-	80%	-	95%	100%	97%	95%
At Meets Grade Level or Above	2021	30%	38%	**56%**	-	56%	-	-	-	-	-	-	*	61%	*	58%	58%
	2019	38%	52%	**63%**	-	63%	-	-	-	-	-	30%	-	64%	60%	65%	61%
At Masters Grade Level	2021	9%	12%	**12%**	-	12%	-	-	-	-	-	-	*	13%	*	11%	13%
	2019	14%	22%	**34%**	-	34%	-	-	-	-	-	10%	-	33%	40%	33%	34%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	**57%**	-	57%	-	-	-	-	-	*	-	56%	*	57%	59%
	2019	81%	78%	**93%**	-	93%	-	-	-	-	-	89%	-	94%	*	93%	93%
At Meets Grade Level or Above	2021	44%	30%	**33%**	-	33%	-	-	-	-	-	*	-	33%	*	33%	34%
	2019	54%	49%	**60%**	-	60%	-	-	-	-	-	33%	-	61%	*	60%	61%
At Masters Grade Level	2021	20%	6%	**10%**	-	10%	-	-	-	-	-	*	-	7%	*	10%	10%
	2019	25%	18%	**27%**	-	27%	-	-	-	-	-	11%	-	28%	*	27%	27%

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

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																
Grade 4 ELA/Reading	2019	61	72	**84**	-	84	-	-	-	-	-	60	-	83	90	85	82
	2018	63	71	**62**	-	62	-	-	-	-	-	44	-	62	60	63	61
Grade 4 Mathematics	2019	65	74	**80**	-	80	-	-	-	-	-	80	-	80	70	80	80
	2018	65	71	**64**	-	64	-	-	-	-	-	56	-	63	80	65	66
Grade 5 ELA/Reading	2019	81	73	**79**	-	79	-	-	-	-	-	100	-	78	*	81	79
	2018	80	74	**71**	-	71	-	-	-	-	*	93	*	72	64	73	72
Grade 5 Mathematics	2019	83	86	**93**	-	93	-	-	-	-	-	89	-	93	*	94	93
	2018	81	81	**90**	-	90	-	-	-	-	*	100	*	91	83	90	89
All Grades Both Subjects	2019	69	66	**84**	-	84	-	-	-	-	-	82	-	84	86	85	84
	2018	69	66	**73**	-	72	-	-	-	-	*	70	*	73	73	73	73
All Grades ELA/Reading	2019	68	64	**82**	-	82	-	-	-	-	-	79	-	81	94	83	80
	2018	69	65	**67**	-	67	-	-	-	-	*	66	*	68	63	68	67
All Grades Mathematics	2019	70	68	**86**	-	86	-	-	-	-	-	84	-	87	78	87	87
	2018	70	68	**78**	-	78	-	-	-	-	*	75	*	78	82	79	78

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

\- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ROEL A & CELIA R SAENZ EL (214903108) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	63%	**70%**	71%	-	71%	-	-	-	-	-	-	-	-	33%	71%	*
	2019	78%	79%	**97%**	97%	97%	-	-	-	-	-	-	-	-	-		97%	
At Meets Grade Level or Above	2021	41%	37%	**41%**	42%	-	42%	-	-	-	-	-	-	-	-	0%	42%	*
	2019	50%	52%	**67%**	66%	66%	-	-	-	-	-	-	-	-	-		66%	
At Masters Grade Level	2021	18%	13%	**16%**	17%	-	17%	-	-	-	-	-	-	-	-	0%	17%	*
	2019	24%	25%	**40%**	39%	39%	-	-	-	-	-	-	-	-	-		39%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	**72%**	73%	-	73%	-	-	-	-	-	-	-	-	*	73%	*
	2019	75%	72%	**97%**	97%	97%	-	-	-	-	-	-	-	-	-		97%	
At Meets Grade Level or Above	2021	45%	43%	**39%**	41%	-	41%	-	-	-	-	-	-	-	-	*	41%	*
	2019	48%	46%	**63%**	62%	62%	-	-	-	-	-	-	-	-	-		62%	
At Masters Grade Level	2021	18%	13%	**17%**	18%	-	18%	-	-	-	-	-	-	-	-	*	18%	*
	2019	21%	20%	**39%**	37%	37%	-	-	-	-	-	-	-	-	-		37%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	60%	**68%**	68%	-	68%	-	-	-	-	-	-	-	-	*	68%	*
	2019	82%	88%	**99%**	99%	99%	-	-	-	-	-	-	-	-	-		99%	
At Meets Grade Level or Above	2021	37%	30%	**40%**	41%	-	41%	-	-	-	-	-	-	-	-	*	41%	*
	2019	52%	62%	**74%**	74%	74%	-	-	-	-	-	-	-	-	-		74%	
At Masters Grade Level	2021	18%	15%	**18%**	19%	-	19%	-	-	-	-	-	-	-	-	*	19%	*
	2019	26%	33%	**47%**	46%	46%	-	-	-	-	-	-	-	-	-		46%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	69%	**88%**	91%	-	91%	-	-	-	-	-	-	-	-	*	91%	*
	2019	68%	79%	**96%**	95%	95%	-	-	-	-	-	-	-	-	-		95%	
At Meets Grade Level or Above	2021	30%	38%	**56%**	57%	-	57%	-	-	-	-	-	-	-	-	*	57%	*
	2019	38%	52%	**63%**	61%	61%	-	-	-	-	-	-	-	-	-		61%	
At Masters Grade Level	2021	9%	12%	**12%**	13%	-	13%	-	-	-	-	-	-	-	-	*	13%	*
	2019	14%	22%	**34%**	34%	34%	-	-	-	-	-	-	-	-	-		34%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	**57%**	57%	-	57%	-	-	-	-	-	-	-	-	*	57%	*
	2019	81%	78%	**93%**	93%	93%	-	-	-	-	-	-	-	-	-		93%	
At Meets Grade Level or Above	2021	44%	30%	**33%**	36%	-	36%	-	-	-	-	-	-	-	-	*	36%	*
	2019	54%	49%	**60%**	61%	61%	-	-	-	-	-	-	-	-	-		61%	
At Masters Grade Level	2021	20%	6%	**10%**	11%	-	11%	-	-	-	-	-	-	-	-	*	11%	*
	2019	25%	18%	**27%**	27%	27%	-	-	-	-	-	-	-	-	-		27%	

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
  Blank cell indicates there are no data available in the group.

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	40%	**33%**	-	33%	-	-	-	-	-	22%	50%	35%	24%	34%	34%
Included in Accountability	83%	37%	**29%**	-	29%	-	-	-	-	-	16%	50%	32%	14%	30%	30%
Not Included in Accountability: Mobile	3%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	2%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**4%**	-	4%	-	-	-	-	-	6%	0%	3%	7%	4%	4%
Not Tested	12%	60%	**67%**	-	67%	-	-	-	-	-	78%	50%	65%	76%	66%	66%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	60%	**67%**	-	67%	-	-	-	-	-	78%	50%	65%	76%	66%	66%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	98%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**95%**	-	95%	-	-	-	-	-	91%	-	99%	59%	95%	95%
Not Included in Accountability: Mobile	4%	2%	**3%**	-	3%	-	-	-	-	-	6%	-	0%	27%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	-	-	-	-	-	1%	-	0%	14%	2%	2%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	2%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	2%	-	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**99.7%**	-	99.7%	-	-	-	-	-	99.4%	99.7%	99.7%
2018-19	95.4%	95.8%	**98.4%**	-	98.4%	-	-	-	-	-	97.2%	98.3%	98.5%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**1.8%**	-	1.8%	-	-	-	-	-	4.5%	2.1%	2.0%
2018-19	11.4%	10.9%	**2.8%**	-	2.8%	-	-	-	-	-	5.5%	3.1%	2.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	379	360,220
By Ethnicity:				
African American	-	-	0	44,729
Hispanic	-	-	379	184,060
White	-	-	0	105,215
American Indian	-	-	0	1,226
Asian	-	-	0	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	20	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	359	292,532
Special Education Graduates	-	-	20	29,018
Economically Disadvantaged Graduates	-	-	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	109	29,639
At-Risk Graduates	-	-	187	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	573	100.0%	6,049	5,359,040	574	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.2%	0.2%	0.4%
Pre-Kindergarten	41	7.2%	4.6%	3.7%	41	7.1%	4.6%	3.7%
Kindergarten	90	15.7%	6.9%	6.7%	90	15.7%	6.9%	6.7%
Grade 1	87	15.2%	7.5%	7.1%	87	15.2%	7.5%	7.1%
Grade 2	86	15.0%	7.0%	7.1%	86	15.0%	7.0%	7.1%
Grade 3	90	15.7%	6.8%	7.1%	90	15.7%	6.8%	7.1%
Grade 4	86	15.0%	7.9%	7.2%	86	15.0%	7.9%	7.2%
Grade 5	93	16.2%	7.4%	7.4%	93	16.2%	7.4%	7.4%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	6.9%	7.9%	0	0.0%	6.8%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	9.3%	8.1%	0	0.0%	9.3%	8.1%
Grade 10	0	0.0%	8.5%	7.8%	0	0.0%	8.5%	7.8%
Grade 11	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 12	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	571	99.7%	99.7%	52.9%	572	99.7%	99.7%	52.9%
White	2	0.3%	0.3%	26.5%	2	0.3%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	276	48.2%	49.7%	48.9%	276	48.1%	49.6%	48.9%
Male	297	51.8%	50.3%	51.1%	298	51.9%	50.4%	51.1%
Economically Disadvantaged	529	92.3%	85.4%	60.3%	529	92.2%	85.4%	60.2%
Non-Educationally Disadvantaged	44	7.7%	14.6%	39.7%	45	7.8%	14.6%	39.8%
Section 504 Students	62	10.8%	9.9%	7.2%	62	10.8%	9.9%	7.2%
EB Students/EL	539	94.1%	79.8%	20.7%	540	94.1%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.4%	1.2%				
Students w/ Dyslexia	7	1.2%	0.8%	4.5%	7	1.2%	0.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	9	1.6%	0.6%	2.0%	9	1.6%	0.6%	2.0%
Migrant	1	0.2%	1.6%	0.3%	1	0.2%	1.6%	0.3%
Title I	573	100.0%	100.0%	64.5%	574	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	542	94.6%	84.2%	49.2%	543	94.6%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	539	94.1%	79.7%	21.0%	539	93.9%	79.6%	20.9%
Gifted and Talented Education	32	5.6%	9.7%	8.3%	32	5.6%	9.7%	8.3%
Special Education	63	11.0%	8.4%	11.1%	64	11.1%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	63							
By Type of Primary Disability								
Students with Intellectual Disabilities	23	36.5%	41.5%	42.5%				
Students with Physical Disabilities	18	28.6%	23.6%	21.3%				
Students with Autism	**	**	16.7%	14.1%				
Students with Behavioral Disabilities	12	19.0%	15.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	26	5.9%	9.3%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	26	5.9%	9.2%	7.1%				
White	0	0.0%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	4	6.0%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	19	4.6%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	26	6.4%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	34	6.6%	6.8%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.4%	0.0%	2.3%	4.8%
Grade 1	1.3%	4.2%	1.9%	0.0%	4.3%	3.2%
Grade 2	0.0%	0.5%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	11.2%	4.7%	-	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	22.4	18.7	17.7
Grade 1	21.8	19.3	18.0
Grade 2	16.8	18.3	18.0
Grade 3	17.1	17.4	18.2
Grade 4	20.2	18.7	18.3
Grade 5	20.9	19.7	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	-	15.6	15.7
Foreign Languages	-	23.0	17.8
Mathematics	-	16.7	16.9
Science	-	18.0	17.9
Social Studies	-	19.4	18.3

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	57.4	100.0%	100.0%	100.0%
Professional Staff:	41.0	71.3%	53.6%	64.3%
Teachers	35.5	61.8%	42.6%	49.6%
Professional Support	3.5	6.0%	6.9%	10.6%
Campus Administration (School Leadership)	2.0	3.5%	3.1%	3.0%
Educational Aides:	16.5	28.7%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	57.4	100.0%	99.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.1%
Hispanic	35.5	100.0%	98.4%	28.4%
White	0.0	0.0%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	3.0	8.5%	35.0%	23.8%
Females	32.5	91.5%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	26.0	73.2%	80.4%	73.0%
Masters	9.5	26.8%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.3%	6.7%
1-5 Years Experience	5.0	14.1%	18.6%	27.8%
6-10 Years Experience	6.0	16.9%	18.3%	20.3%
11-20 Years Experience	16.5	46.5%	39.4%	29.1%
21-30 Years Experience	8.0	22.5%	20.1%	13.0%
Over 30 Years Experience	0.0	0.0%	2.3%	3.1%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	16.1	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.2	6.4
Average Years Experience of Principals with District	7.0	8.2	5.5
Average Years Experience of Assistant Principals	13.0	8.8	5.5
Average Years Experience of Assistant Principals with District	13.0	8.7	4.8
Average Years Experience of Teachers:	14.1	13.7	11.2
Average Years Experience of Teachers with District:	13.2	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$35,821	$50,849
1-5 Years Experience	$50,839	$48,466	$53,288
6-10 Years Experience	$52,471	$52,297	$56,282
11-20 Years Experience	$57,525	$57,551	$59,900
21-30 Years Experience	$63,929	$63,127	$64,637
Over 30 Years Experience	-	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$57,172	$56,109	$57,641
Professional Support	$75,019	$71,709	$68,030
Campus Administration (School Leadership)	$84,736	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.1%	6.2%
Career and Technical Education	0.0	0.0%	5.5%	5.1%
Compensatory Education	3.0	8.5%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	29.1	81.9%	83.1%	71.0%
Special Education	3.4	9.6%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

-    Indicates there are no students in the group.
*   Indicates results are masked due to small numbers to protect student confidentiality.
**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

Veterans Memorial Elementary

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: VETERANS MEMORIAL EL

Campus Number: 214903109

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						STAAR Performance Rates by Tested Grade, Subject, and Performance Level											
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	71%	**14%**	-	14%	-	-	-	-	-	*	-	14%	-	14%	0%
	2019	76%	93%	**88%**	-	88%	-	-	-	-	-	86%	*	88%	100%	88%	89%
At Meets Grade Level or Above	2021	39%	48%	**14%**	-	14%	-	-	-	-	-	*	-	14%	-	14%	0%
	2019	45%	69%	**42%**	-	42%	-	-	-	-	-	57%	*	43%	20%	39%	41%
At Masters Grade Level	2021	19%	21%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	0%
	2019	27%	45%	**22%**	-	22%	-	-	-	-	-	43%	*	22%	20%	19%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	65%	**13%**	-	13%	-	-	-	-	-	*	-	13%	-	13%	14%
	2019	79%	93%	**87%**	-	87%	-	-	-	-	-	86%	*	88%	80%	85%	86%
At Meets Grade Level or Above	2021	31%	34%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	0%
	2019	49%	71%	**47%**	-	47%	-	-	-	-	-	43%	*	48%	20%	47%	44%
At Masters Grade Level	2021	14%	16%	**0%**	-	0%	-	-	-	-	-	*	-	0%	-	0%	0%
	2019	25%	38%	**22%**	-	22%	-	-	-	-	-	29%	*	22%	20%	21%	21%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	78%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	75%	91%	**82%**	-	83%	*	-	-	-	-	60%	-	82%	83%	81%	81%
At Meets Grade Level or Above	2021	36%	47%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	44%	69%	**48%**	-	49%	*	-	-	-	-	20%	-	47%	67%	45%	48%
At Masters Grade Level	2021	17%	24%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	22%	38%	**22%**	-	22%	*	-	-	-	-	0%	-	21%	33%	21%	21%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	75%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	75%	92%	**86%**	-	87%	*	-	-	-	-	60%	-	86%	83%	84%	85%
At Meets Grade Level or Above	2021	36%	46%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	48%	75%	**52%**	-	52%	*	-	-	-	-	40%	-	51%	67%	48%	50%
At Masters Grade Level	2021	21%	15%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	28%	48%	**27%**	-	27%	*	-	-	-	-	0%	-	23%	67%	23%	25%
Grade 4 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	80%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	67%	89%	**72%**	-	73%	*	-	-	-	-	20%	-	71%	83%	70%	71%
At Meets Grade Level or Above	2021	27%	45%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	35%	65%	**33%**	-	33%	*	-	-	-	-	0%	-	31%	50%	29%	30%
At Masters Grade Level	2021	8%	15%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	11%	29%	**4%**	-	4%	*	-	-	-	-	0%	-	3%	17%	1%	4%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	80%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	86%	97%	**95%**	-	95%	-	-	-	-	-	100%	*	95%	*	95%	94%
At Meets Grade Level or Above	2021	46%	59%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	54%	66%	**47%**	-	47%	-	-	-	-	-	20%	*	46%	*	47%	48%
At Masters Grade Level	2021	30%	40%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	29%	36%	**10%**	-	10%	-	-	-	-	-	0%	*	11%	*	11%	12%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	78%	*	-	*	-	-	-	-	-	*	-	*	-	*	*
	2019	90%	99%	**99%**	-	99%	-	-	-	-	-	100%	*	99%	*	99%	99%
At Meets Grade Level or Above	2021	44%	53%	*	-	*	-	-	-	-	-	*	-	*	-	*	*
	2019	58%	80%	**58%**	-	58%	-	-	-	-	-	100%	*	58%	*	58%	62%
At Masters Grade Level	2021	25%	34%	*	-	*	-	-	-	-	-	*	-	*	-	*	*
	2019	36%	55%	**22%**	-	22%	-	-	-	-	-	20%	*	22%	*	21%	22%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	66%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	75%	92%	**86%**	-	86%	-	-	-	-	-	40%	*	86%	*	85%	86%
At Meets Grade Level or Above	2021	31%	33%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	49%	72%	**48%**	-	48%	-	-	-	-	-	20%	*	47%	*	45%	48%
At Masters Grade Level	2021	13%	6%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	24%	34%	**12%**	-	12%	-	-	-	-	-	20%	*	12%	*	11%	12%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**23%**	-	23%	-	-	-	-	-	0%	-	16%	*	23%	20%
	2019	78%	79%	**87%**	-	87%	*	-	-	-	-	70%	100%	87%	86%	86%	86%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	37%	**5%**	-	5%	-	-	-	-	-	0%	-	5%	*	5%	0%
	2019	50%	52%	**47%**	-	47%	*	-	-	-	-	39%	80%	46%	51%	45%	46%
At Masters Grade Level	2021	18%	13%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	*	0%	0%
	2019	24%	25%	**18%**	-	18%	*	-	-	-	-	16%	60%	17%	27%	16%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**22%**	-	22%	-	-	-	-	-	*	-	13%	*	22%	13%
	2019	75%	72%	**88%**	-	89%	*	-	-	-	-	82%	*	88%	93%	88%	88%
At Meets Grade Level or Above	2021	45%	43%	**11%**	-	11%	-	-	-	-	-	*	-	13%	*	11%	0%
	2019	48%	46%	**46%**	-	46%	*	-	-	-	-	35%	*	45%	50%	44%	45%
At Masters Grade Level	2021	18%	13%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	21%	20%	**18%**	-	18%	*	-	-	-	-	18%	*	18%	21%	17%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**18%**	-	18%	-	-	-	-	-	*	-	20%	*	18%	20%
	2019	82%	88%	**90%**	-	91%	*	-	-	-	-	82%	*	91%	86%	89%	90%
At Meets Grade Level or Above	2021	37%	30%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	52%	62%	**52%**	-	52%	*	-	-	-	-	59%	*	52%	50%	51%	52%
At Masters Grade Level	2021	18%	15%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	26%	33%	**24%**	-	24%	*	-	-	-	-	18%	*	22%	43%	22%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	69%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	68%	79%	**72%**	-	73%	*	-	-	-	-	20%	-	71%	83%	70%	71%
At Meets Grade Level or Above	2021	30%	38%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	38%	52%	**33%**	-	33%	*	-	-	-	-	0%	-	31%	50%	29%	30%
At Masters Grade Level	2021	9%	12%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
	2019	14%	22%	**4%**	-	4%	*	-	-	-	-	0%	-	3%	17%	1%	4%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	81%	78%	**86%**	-	86%	-	-	-	-	-	40%	*	86%	*	85%	86%
At Meets Grade Level or Above	2021	44%	30%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	54%	49%	**48%**	-	48%	-	-	-	-	-	20%	*	47%	*	45%	48%
At Masters Grade Level	2021	20%	6%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	25%	18%	**12%**	-	12%	-	-	-	-	-	20%	*	12%	*	11%	12%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						School Progress Domain - Academic Growth Score by Grade and Subject											
Grade 4 ELA/Reading	2019	61	72	**65**	-	65	*	-	-	-	-	70	-	63	100	66	65
	2018	63	71	**72**	-	72	-	-	-	-	-	80	*	71	88	72	72
Grade 4 Mathematics	2019	65	74	**62**	-	63	*	-	-	-	-	50	-	62	60	61	60
	2018	65	71	**59**	-	59	-	-	-	-	-	90	*	56	88	57	57
Grade 5 ELA/Reading	2019	81	73	**68**	-	68	-	-	-	-	-	60	*	68	*	72	70
	2018	80	74	**79**	-	79	-	-	-	-	-	*	*	82	56	78	82
Grade 5 Mathematics	2019	83	86	**79**	-	79	-	-	-	-	-	100	*	78	*	80	81
	2018	81	81	**79**	-	79	-	-	-	-	-	*	*	81	60	79	80
All Grades Both Subjects	2019	69	66	**68**	-	68	*	-	-	-	-	70	*	68	82	70	69
	2018	69	66	**72**	-	72	-	-	-	-	-	75	*	72	71	72	73
All Grades ELA/Reading	2019	68	64	**67**	-	66	*	-	-	-	-	65	*	65	93	69	68
	2018	69	65	**76**	-	76	-	-	-	-	-	63	*	76	71	75	77
All Grades Mathematics	2019	70	68	**70**	-	71	*	-	-	-	-	75	*	70	71	70	70
	2018	70	68	**69**	-	69	-	-	-	-	-	88	*	69	72	68	69

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
VETERANS MEMORIAL EL (214903109) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	63%	**23%**	20%	-	20%	-	-	-	-	-	-	-	-	*	20%	-
	2019	78%	79%	**87%**	86%	86%	-	-	-	-	-	-	-	-	-		86%	
At Meets Grade Level or Above	2021	41%	37%	**5%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	50%	52%	**47%**	45%	45%	-	-	-	-	-	-	-	-	-		45%	
At Masters Grade Level	2021	18%	13%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	24%	25%	**18%**	16%	16%	-	-	-	-	-	-	-	-	-		16%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	**22%**	13%	-	13%	-	-	-	-	-	-	-	-	*	13%	-
	2019	75%	72%	**88%**	88%	88%	-	-	-	-	-	-	-	-	-		88%	
At Meets Grade Level or Above	2021	45%	43%	**11%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	48%	46%	**46%**	44%	44%	-	-	-	-	-	-	-	-	-		44%	
At Masters Grade Level	2021	18%	13%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	21%	20%	**18%**	17%	17%	-	-	-	-	-	-	-	-	-		17%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	60%	**18%**	20%	-	20%	-	-	-	-	-	-	-	-	*	20%	-
	2019	82%	88%	**90%**	89%	89%	-	-	-	-	-	-	-	-	-		89%	
At Meets Grade Level or Above	2021	37%	30%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	52%	62%	**52%**	51%	51%	-	-	-	-	-	-	-	-	-		51%	
At Masters Grade Level	2021	18%	15%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	26%	33%	**24%**	22%	22%	-	-	-	-	-	-	-	-	-		22%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	69%	*	*	-	*	-	-	-	-	-	-	-	-	-	*	-
	2019	68%	79%	**72%**	71%	71%	-	-	-	-	-	-	-	-	-		71%	
At Meets Grade Level or Above	2021	30%	38%	*	*	-	*	-	-	-	-	-	-	-	-	-	*	-
	2019	38%	52%	**33%**	29%	29%	-	-	-	-	-	-	-	-	-		29%	
At Masters Grade Level	2021	9%	12%	*	*	-	*	-	-	-	-	-	-	-	-	-	*	-
	2019	14%	22%	**4%**	3%	3%	-	-	-	-	-	-	-	-	-		3%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	*	*	-	*	-	-	-	-	-	-	-	-	-	*	-
	2019	81%	78%	**86%**	85%	85%	-	-	-	-	-	-	-	-	-		85%	
At Meets Grade Level or Above	2021	44%	30%	*	*	-	*	-	-	-	-	-	-	-	-	-	*	-
	2019	54%	49%	**48%**	45%	45%	-	-	-	-	-	-	-	-	-		45%	
At Masters Grade Level	2021	20%	6%	*	*	-	*	-	-	-	-	-	-	-	-	-	*	-
	2019	25%	18%	**12%**	11%	11%	-	-	-	-	-	-	-	-	-		11%	

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

\- Indicates there are no students in the group.

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

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	40%	**5%**	-	5%	-	-	-	-	-	14%	8%	5%	6%	5%	5%
Included in Accountability	83%	37%	**4%**	-	4%	-	-	-	-	-	14%	0%	4%	6%	4%	4%
Not Included in Accountability: Mobile	3%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	8%	1%	0%	1%	1%
Not Tested	12%	60%	**95%**	-	95%	-	-	-	-	-	86%	92%	95%	94%	95%	95%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	60%	**95%**	-	95%	-	-	-	-	-	86%	92%	95%	94%	95%	95%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	-	97%	*	-	-	-	-	100%	100%	100%	63%	97%	97%
Not Included in Accountability: Mobile	4%	2%	**2%**	-	2%	*	-	-	-	-	0%	0%	0%	24%	1%	2%
Not Included in Accountability: Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	0%	0%	14%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**99.3%**	-	99.3%	*	-	-	-	-	99.0%	99.3%	99.3%
2018-19	95.4%	95.8%	**97.0%**	-	97.0%	*	-	-	-	-	97.4%	97.0%	97.0%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**2.2%**	-	2.2%	*	-	-	-	-	2.3%	2.4%	2.1%
2018-19	11.4%	10.9%	**5.4%**	-	5.4%	*	-	-	-	-	9.1%	4.9%	5.6%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	379	360,220
By Ethnicity:				
African American	-	-	0	44,729
Hispanic	-	-	379	184,060
White	-	-	0	105,215
American Indian	-	-	0	1,226
Asian	-	-	0	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	20	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	359	292,532
Special Education Graduates	-	-	20	29,018
Economically Disadvantaged Graduates	-	-	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	109	29,639
At-Risk Graduates	-	-	187	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	501	100.0%	6,049	5,359,040	505	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	4	0.8%	0.1%	0.3%	8	1.6%	0.2%	0.4%
Pre-Kindergarten	57	11.4%	4.6%	3.7%	57	11.3%	4.6%	3.7%
Kindergarten	68	13.6%	6.9%	6.7%	68	13.5%	6.9%	6.7%
Grade 1	75	15.0%	7.5%	7.1%	75	14.9%	7.5%	7.1%
Grade 2	85	17.0%	7.0%	7.1%	85	16.8%	7.0%	7.1%
Grade 3	60	12.0%	6.8%	7.1%	60	11.9%	6.8%	7.1%
Grade 4	70	14.0%	7.9%	7.2%	70	13.9%	7.9%	7.2%
Grade 5	82	16.4%	7.4%	7.4%	82	16.2%	7.4%	7.4%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	6.9%	7.9%	0	0.0%	6.8%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	9.3%	8.1%	0	0.0%	9.3%	8.1%
Grade 10	0	0.0%	8.5%	7.8%	0	0.0%	8.5%	7.8%
Grade 11	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 12	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	500	99.8%	99.7%	52.9%	504	99.8%	99.7%	52.9%
White	1	0.2%	0.3%	26.5%	1	0.2%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	264	52.7%	49.7%	48.9%	265	52.5%	49.6%	48.9%
Male	237	47.3%	50.3%	51.1%	240	47.5%	50.4%	51.1%
Economically Disadvantaged	461	92.0%	85.4%	60.3%	465	92.1%	85.4%	60.2%
Non-Educationally Disadvantaged	40	8.0%	14.6%	39.7%	40	7.9%	14.6%	39.8%
Section 504 Students	21	4.2%	9.9%	7.2%	21	4.2%	9.9%	7.2%
EB Students/EL	447	89.2%	79.8%	20.7%	450	89.1%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.4%	1.2%				
Students w/ Dyslexia	18	3.6%	0.8%	4.5%	18	3.6%	0.8%	4.5%
Foster Care	1	0.2%	0.0%	0.3%	1	0.2%	0.0%	0.3%

| | Membership | | | | Enrollment | | | |
| | Campus | | | | Campus | | | |
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	4	0.8%	0.6%	2.0%	4	0.8%	0.6%	2.0%
Migrant	13	2.6%	1.6%	0.3%	14	2.8%	1.6%	0.3%
Title I	501	100.0%	100.0%	64.5%	505	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	449	89.6%	84.2%	49.2%	452	89.5%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	447	89.2%	79.7%	21.0%	447	88.5%	79.6%	20.9%
Gifted and Talented Education	32	6.4%	9.7%	8.3%	32	6.3%	9.7%	8.3%
Special Education	61	12.2%	8.4%	11.1%	64	12.7%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	61							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	27.9%	41.5%	42.5%				
Students with Physical Disabilities	19	31.1%	23.6%	21.3%				
Students with Autism	**	**	16.7%	14.1%				
Students with Behavioral Disabilities	12	19.7%	15.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	18	4.4%	9.3%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	18	4.4%	9.2%	7.1%				
White	0	0.0%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	2	4.5%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	15	3.9%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	18	4.7%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	36	7.9%	6.8%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.4%	0.0%	2.3%	4.8%
Grade 1	7.8%	4.2%	1.9%	0.0%	4.3%	3.2%
Grade 2	1.9%	0.5%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	11.2%	4.7%	-	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.0	18.7	17.7
Grade 1	18.8	19.3	18.0
Grade 2	21.2	18.3	18.0
Grade 3	15.0	17.4	18.2
Grade 4	14.0	18.7	18.3
Grade 5	20.5	19.7	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	-	15.6	15.7
Foreign Languages	-	23.0	17.8
Mathematics	-	16.7	16.9
Science	-	18.0	17.9
Social Studies	-	19.4	18.3

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	58.9	100.0%	100.0%	100.0%
Professional Staff:	44.8	76.0%	53.6%	64.3%
Teachers	37.9	64.3%	42.6%	49.6%
Professional Support	4.9	8.3%	6.9%	10.6%
Campus Administration (School Leadership)	2.0	3.4%	3.1%	3.0%
Educational Aides:	14.1	24.0%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	57.0	96.7%	99.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.1%
Hispanic	36.9	97.4%	98.4%	28.4%
White	1.0	2.6%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	3.3	8.8%	35.0%	23.8%
Females	34.6	91.2%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	27.9	73.6%	80.4%	73.0%
Masters	10.0	26.4%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.3%	6.7%
1-5 Years Experience	6.9	18.3%	18.6%	27.8%
6-10 Years Experience	5.0	13.2%	18.3%	20.3%
11-20 Years Experience	18.0	47.4%	39.4%	29.1%
21-30 Years Experience	8.0	21.1%	20.1%	13.0%
Over 30 Years Experience	0.0	0.0%	2.3%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	13.2	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.2	6.4
Average Years Experience of Principals with District	7.0	8.2	5.5
Average Years Experience of Assistant Principals	7.0	8.8	5.5
Average Years Experience of Assistant Principals with District	7.0	8.7	4.8
Average Years Experience of Teachers:	13.8	13.7	11.2
Average Years Experience of Teachers with District:	13.2	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$35,821	$50,849
1-5 Years Experience	$45,149	$48,466	$53,288
6-10 Years Experience	$54,520	$52,297	$56,282
11-20 Years Experience	$57,503	$57,551	$59,900
21-30 Years Experience	$62,189	$63,127	$64,637
Over 30 Years Experience	-	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$55,840	$56,109	$57,641
Professional Support	$67,035	$71,709	$68,030
Campus Administration (School Leadership)	$83,262	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.6%	2.1%	6.2%
Career and Technical Education	0.0	0.0%	5.5%	5.1%
Compensatory Education	2.7	7.0%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	33.2	87.7%	83.1%	71.0%
Special Education	1.0	2.6%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

-    Indicates there are no students in the group.
*   Indicates results are masked due to small numbers to protect student confidentiality.
**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

Delia Gonzalez Garcia Elementary

2020-21 Texas Academic Performance Report (TAPR)

District Name: ROMA ISD

Campus Name: DELIA GONZALEZ GARCIA EL

Campus Number: 214903110

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	71%	**47%**	-	45%	*	-	-	-	-	20%	-	54%	*	50%	39%
	2019	76%	93%	**87%**	-	86%	*	-	-	-	-	55%	-	86%	88%	85%	88%
At Meets Grade Level or Above	2021	39%	48%	**13%**	-	14%	*	-	-	-	-	0%	-	15%	*	13%	9%
	2019	45%	69%	**78%**	-	78%	*	-	-	-	-	36%	-	77%	88%	77%	79%
At Masters Grade Level	2021	19%	21%	**7%**	-	7%	*	-	-	-	-	0%	-	8%	*	8%	4%
	2019	27%	45%	**50%**	-	49%	*	-	-	-	-	0%	-	51%	38%	46%	51%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	65%	**52%**	-	52%	-	-	-	-	-	*	-	60%	*	41%	57%
	2019	79%	93%	**88%**	-	88%	*	-	-	-	-	55%	-	86%	100%	86%	88%
At Meets Grade Level or Above	2021	31%	34%	**14%**	-	14%	-	-	-	-	-	*	-	16%	*	14%	9%
	2019	49%	71%	**66%**	-	65%	*	-	-	-	-	36%	-	64%	88%	65%	67%
At Masters Grade Level	2021	14%	16%	**7%**	-	7%	-	-	-	-	-	*	-	8%	*	5%	0%
	2019	25%	38%	**33%**	-	32%	*	-	-	-	-	9%	-	31%	50%	32%	36%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	78%	**26%**	-	26%	-	-	-	-	-	*	-	26%	*	21%	23%
	2019	75%	91%	**92%**	-	92%	-	-	-	-	-	100%	-	93%	87%	91%	92%
At Meets Grade Level or Above	2021	36%	47%	**9%**	-	9%	-	-	-	-	-	*	-	11%	*	5%	5%
	2019	44%	69%	**76%**	-	76%	-	-	-	-	-	80%	-	80%	60%	72%	78%
At Masters Grade Level	2021	17%	24%	**4%**	-	4%	-	-	-	-	-	*	-	5%	*	5%	0%
	2019	22%	38%	**38%**	-	38%	-	-	-	-	-	40%	-	41%	27%	31%	42%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	75%	**17%**	-	17%	-	-	-	-	-	*	-	15%	*	10%	17%
	2019	75%	92%	**90%**	-	90%	-	-	-	-	-	100%	-	90%	87%	88%	89%
At Meets Grade Level or Above	2021	36%	46%	**4%**	-	4%	-	-	-	-	-	*	-	5%	*	0%	4%
	2019	48%	75%	**78%**	-	78%	-	-	-	-	-	100%	-	81%	67%	74%	85%
At Masters Grade Level	2021	21%	15%	**4%**	-	4%	-	-	-	-	-	*	-	5%	*	0%	4%
	2019	28%	48%	**49%**	-	49%	-	-	-	-	-	40%	-	52%	40%	43%	57%
Grade 4 Writing																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	80%	**33%**	-	33%	-	-	-	-	-	*	-	33%	*	29%	28%
	2019	67%	89%	**82%**	-	82%	-	-	-	-	-	60%	-	82%	80%	78%	80%
At Meets Grade Level or Above	2021	27%	45%	**10%**	-	10%	-	-	-	-	-	*	-	11%	*	12%	6%
	2019	35%	65%	**49%**	-	49%	-	-	-	-	-	40%	-	53%	33%	42%	51%
At Masters Grade Level	2021	8%	15%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	11%	29%	**16%**	-	16%	-	-	-	-	-	0%	-	18%	7%	14%	15%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	80%	**46%**	-	42%	*	-	-	-	-	*	-	42%	*	44%	45%
	2019	86%	97%	**92%**	-	92%	-	-	-	-	-	*	*	91%	100%	91%	91%
At Meets Grade Level or Above	2021	46%	59%	**8%**	-	8%	*	-	-	-	-	*	-	0%	*	0%	0%
	2019	54%	66%	**55%**	-	55%	-	-	-	-	-	*	*	53%	80%	51%	56%
At Masters Grade Level	2021	30%	40%	**8%**	-	8%	*	-	-	-	-	*	-	0%	*	0%	0%
	2019	29%	36%	**29%**	-	29%	-	-	-	-	-	*	*	29%	20%	28%	30%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	78%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	90%	99%	**100%**	-	100%	-	-	-	-	-	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	44%	53%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	58%	80%	**68%**	-	68%	-	-	-	-	-	*	*	68%	80%	66%	67%
At Masters Grade Level	2021	25%	34%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	36%	55%	**44%**	-	44%	-	-	-	-	-	*	*	46%	20%	42%	46%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	66%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	75%	92%	**89%**	-	89%	-	-	-	-	-	*	*	88%	100%	88%	89%
At Meets Grade Level or Above	2021	31%	33%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	49%	72%	**77%**	-	77%	-	-	-	-	-	*	*	79%	40%	75%	80%
At Masters Grade Level	2021	13%	6%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	24%	34%	**21%**	-	21%	-	-	-	-	-	*	*	22%	0%	18%	21%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	63%	**32%**	-	31%	*	-	-	-	-	22%	-	34%	18%	29%	29%
	2019	78%	79%	**90%**	-	90%	*	-	-	-	-	69%	*	90%	89%	88%	90%

2020-21 STAAR Performance (TAPR)
DELIA GONZALEZ GARCIA EL (214903110) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	37%	**9%**	-	9%	*	-	-	-	-	11%	-	9%	5%	7%	5%
	2019	50%	52%	**69%**	-	68%	*	-	-	-	-	51%	*	69%	63%	65%	70%
At Masters Grade Level	2021	18%	13%	**4%**	-	4%	*	-	-	-	-	6%	-	4%	5%	3%	1%
	2019	24%	25%	**35%**	-	35%	*	-	-	-	-	12%	*	36%	26%	32%	37%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	61%	**39%**	-	38%	*	-	-	-	-	25%	-	42%	22%	38%	34%
	2019	75%	72%	**90%**	-	90%	*	-	-	-	-	65%	*	90%	89%	89%	90%
At Meets Grade Level or Above	2021	45%	43%	**11%**	-	11%	*	-	-	-	-	13%	-	11%	11%	8%	5%
	2019	48%	46%	**70%**	-	70%	*	-	-	-	-	45%	*	70%	71%	67%	71%
At Masters Grade Level	2021	18%	13%	**6%**	-	6%	*	-	-	-	-	0%	-	5%	11%	6%	2%
	2019	21%	20%	**39%**	-	39%	*	-	-	-	-	10%	*	41%	29%	36%	41%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	60%	**29%**	-	29%	-	-	-	-	-	14%	-	32%	11%	22%	30%
	2019	82%	88%	**92%**	-	92%	*	-	-	-	-	75%	*	92%	93%	91%	92%
At Meets Grade Level or Above	2021	37%	30%	**8%**	-	8%	*	-	-	-	-	14%	-	9%	0%	6%	5%
	2019	52%	62%	**71%**	-	71%	*	-	-	-	-	55%	*	70%	75%	68%	73%
At Masters Grade Level	2021	18%	15%	**5%**	-	5%	-	-	-	-	-	14%	-	5%	0%	2%	2%
	2019	26%	33%	**42%**	-	42%	*	-	-	-	-	20%	*	42%	39%	39%	45%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	69%	**33%**	-	33%	-	-	-	-	-	*	-	33%	*	29%	28%
	2019	68%	79%	**82%**	-	82%	-	-	-	-	-	60%	-	82%	80%	78%	80%
At Meets Grade Level or Above	2021	30%	38%	**10%**	-	10%	-	-	-	-	-	*	-	11%	*	12%	6%
	2019	38%	52%	**49%**	-	49%	-	-	-	-	-	40%	-	53%	33%	42%	51%
At Masters Grade Level	2021	9%	12%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	14%	22%	**16%**	-	16%	-	-	-	-	-	0%	-	18%	7%	14%	15%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	81%	78%	**89%**	-	89%	-	-	-	-	-	*	*	88%	100%	88%	89%
At Meets Grade Level or Above	2021	44%	30%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	54%	49%	**77%**	-	77%	-	-	-	-	-	*	*	79%	40%	75%	80%
At Masters Grade Level	2021	20%	6%	**0%**	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	25%	18%	**21%**	-	21%	-	-	-	-	-	*	*	22%	0%	18%	21%

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

\- Indicates there are no students in the group.

\+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																
Grade 4 ELA/Reading	2019	61	72	**75**	-	75	-	-	-	-	-	100	-	74	82	72	77
	2018	63	71	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2019	65	74	**73**	-	73	-	-	-	-	-	100	-	74	64	69	80
	2018	65	71	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	73	**58**	-	58	-	-	-	-	-	*	*	60	*	55	59
	2018	80	74	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	86	**74**	-	74	-	-	-	-	-	*	*	73	*	73	74
	2018	81	81	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	66	**70**	-	70	-	-	-	-	-	100	*	70	70	68	72
	2018	69	66	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	64	**67**	-	67	-	-	-	-	-	100	*	66	70	64	68
	2018	69	65	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	68	**73**	-	73	-	-	-	-	-	100	*	73	70	71	77
	2018	70	68	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

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

\- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DELIA GONZALEZ GARCIA EL (214903110) - ROMA ISD - STARR COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	63%	**32%**	28%	-	28%	-	-	-	-	-	-	-	*	46%	29%	-
	2019	78%	79%	**90%**	90%	90%	-	-	-	-	-	-	-	-	-		90%	
At Meets Grade Level or Above	2021	41%	37%	**9%**	5%	-	5%	-	-	-	-	-	-	-	*	29%	5%	-
	2019	50%	52%	**69%**	70%	70%	-	-	-	-	-	-	-	-	-		70%	
At Masters Grade Level	2021	18%	13%	**4%**	1%	-	1%	-	-	-	-	-	-	-	*	21%	1%	-
	2019	24%	25%	**35%**	38%	38%	-	-	-	-	-	-	-	-	-		38%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	61%	**39%**	33%	-	33%	-	-	-	-	-	-	-	*	70%	34%	-
	2019	75%	72%	**90%**	90%	90%	-	-	-	-	-	-	-	-	-		90%	
At Meets Grade Level or Above	2021	45%	43%	**11%**	5%	-	5%	-	-	-	-	-	-	-	*	40%	5%	-
	2019	48%	46%	**70%**	71%	71%	-	-	-	-	-	-	-	-	-		71%	
At Masters Grade Level	2021	18%	13%	**6%**	2%	-	2%	-	-	-	-	-	-	-	*	30%	2%	-
	2019	21%	20%	**39%**	42%	42%	-	-	-	-	-	-	-	-	-		42%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	60%	**29%**	29%	-	29%	-	-	-	-	-	-	-	*	22%	30%	-
	2019	82%	88%	**92%**	92%	92%	-	-	-	-	-	-	-	-	-		92%	
At Meets Grade Level or Above	2021	37%	30%	**8%**	5%	-	5%	-	-	-	-	-	-	-	*	22%	5%	-
	2019	52%	62%	**71%**	72%	72%	-	-	-	-	-	-	-	-	-		72%	
At Masters Grade Level	2021	18%	15%	**5%**	2%	-	2%	-	-	-	-	-	-	-	*	22%	2%	-
	2019	26%	33%	**42%**	46%	46%	-	-	-	-	-	-	-	-	-		46%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	69%	**33%**	24%	-	24%	-	-	-	-	-	-	-	*	*	28%	-
	2019	68%	79%	**82%**	80%	80%	-	-	-	-	-	-	-	-	-		80%	
At Meets Grade Level or Above	2021	30%	38%	**10%**	6%	-	6%	-	-	-	-	-	-	-	*	*	6%	-
	2019	38%	52%	**49%**	51%	51%	-	-	-	-	-	-	-	-	-		51%	
At Masters Grade Level	2021	9%	12%	**0%**	0%	-	0%	-	-	-	-	-	-	-	*	*	0%	-
	2019	14%	22%	**16%**	15%	15%	-	-	-	-	-	-	-	-	-		15%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	81%	78%	**89%**	88%	88%	-	-	-	-	-	-	-	-	-		88%	
At Meets Grade Level or Above	2021	44%	30%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	54%	49%	**77%**	80%	80%	-	-	-	-	-	-	-	-	-		80%	
At Masters Grade Level	2021	20%	6%	**0%**	0%	-	0%	-	-	-	-	-	-	-	-	*	0%	-
	2019	25%	18%	**21%**	22%	22%	-	-	-	-	-	-	-	-	-		22%	

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

\- Indicates there are no students in the group.

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

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	40%	**28%**	-	28%	40%	-	-	-	-	27%	*	30%	19%	24%	27%
Included in Accountability	83%	37%	**26%**	-	26%	40%	-	-	-	-	20%	*	28%	19%	22%	25%
Not Included in Accountability: Mobile	3%	0%	**0%**	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	-	2%	0%	-	-	-	-	7%	*	2%	0%	2%	2%
Not Tested	12%	60%	**72%**	-	72%	60%	-	-	-	-	73%	*	70%	81%	76%	73%
Absent	2%	0%	**0%**	-	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	60%	**72%**	-	72%	60%	-	-	-	-	73%	*	70%	81%	76%	73%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**99%**	-	99%	*	-	-	-	-	96%	*	100%	93%	99%	99%
Not Included in Accountability: Mobile	4%	2%	**1%**	-	1%	*	-	-	-	-	4%	*	0%	5%	1%	1%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	2%	1%	1%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.8%	**99.2%**	-	99.2%	*	-	-	-	-	99.0%	99.2%	99.3%
2018-19	95.4%	95.8%	**96.4%**	-	96.4%	*	-	-	-	-	94.6%	96.0%	96.5%
Chronic Absenteeism													
2019-20	6.7%	7.0%	**4.6%**	-	4.6%	*	-	-	-	-	4.0%	4.7%	4.3%
2018-19	11.4%	10.9%	**11.1%**	-	11.2%	*	-	-	-	-	18.0%	12.5%	10.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	10.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	89.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	89.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	10.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	89.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	85.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	94.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	96.7%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	379	360,220
By Ethnicity:				
African American	-	-	0	44,729
Hispanic	-	-	379	184,060
White	-	-	0	105,215
American Indian	-	-	0	1,226
Asian	-	-	0	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	0	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	20	49,535
Foundation H.S. Program (Endorsement)	-	-	0	15,689
Foundation H.S. Program (DLA)	-	-	359	292,532
Special Education Graduates	-	-	20	29,018
Economically Disadvantaged Graduates	-	-	280	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	109	29,639
At-Risk Graduates	-	-	187	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	527	100.0%	6,049	5,359,040	527	100.0%	6,060	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	45	8.5%	4.6%	3.7%	45	8.5%	4.6%	3.7%
Kindergarten	88	16.7%	6.9%	6.7%	88	16.7%	6.9%	6.7%
Grade 1	83	15.7%	7.5%	7.1%	83	15.7%	7.5%	7.1%
Grade 2	79	15.0%	7.0%	7.1%	79	15.0%	7.0%	7.1%
Grade 3	72	13.7%	6.8%	7.1%	72	13.7%	6.8%	7.1%
Grade 4	90	17.1%	7.9%	7.2%	90	17.1%	7.9%	7.2%
Grade 5	70	13.3%	7.4%	7.4%	70	13.3%	7.4%	7.4%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	6.9%	7.9%	0	0.0%	6.8%	7.8%
Grade 8	0	0.0%	7.2%	7.9%	0	0.0%	7.2%	7.9%
Grade 9	0	0.0%	9.3%	8.1%	0	0.0%	9.3%	8.1%
Grade 10	0	0.0%	8.5%	7.8%	0	0.0%	8.5%	7.8%
Grade 11	0	0.0%	6.5%	7.2%	0	0.0%	6.5%	7.2%
Grade 12	0	0.0%	6.2%	6.8%	0	0.0%	6.2%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.7%	0	0.0%	0.0%	12.7%
Hispanic	525	99.6%	99.7%	52.9%	525	99.6%	99.7%	52.9%
White	2	0.4%	0.3%	26.5%	2	0.4%	0.3%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.7%	0	0.0%	0.0%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	250	47.4%	49.7%	48.9%	250	47.4%	49.6%	48.9%
Male	277	52.6%	50.3%	51.1%	277	52.6%	50.4%	51.1%
Economically Disadvantaged	490	93.0%	85.4%	60.3%	490	93.0%	85.4%	60.2%
Non-Educationally Disadvantaged	37	7.0%	14.6%	39.7%	37	7.0%	14.6%	39.8%
Section 504 Students	21	4.0%	9.9%	7.2%	21	4.0%	9.9%	7.2%
EB Students/EL	465	88.2%	79.8%	20.7%	465	88.2%	79.8%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.4%	1.2%				
Students w/ Dyslexia	4	0.8%	0.8%	4.5%	4	0.8%	0.8%	4.5%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	3	0.6%	0.6%	2.0%	3	0.6%	0.6%	2.0%
Migrant	9	1.7%	1.6%	0.3%	9	1.7%	1.6%	0.3%
Title I	527	100.0%	100.0%	64.5%	527	100.0%	100.0%	64.5%
Military Connected	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
At-Risk	470	89.2%	84.2%	49.2%	470	89.2%	84.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	464	88.0%	79.7%	21.0%	464	88.0%	79.6%	20.9%
Gifted and Talented Education	47	8.9%	9.7%	8.3%	47	8.9%	9.7%	8.3%
Special Education	64	12.1%	8.4%	11.1%	64	12.1%	8.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	64							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	21.9%	41.5%	42.5%				
Students with Physical Disabilities	21	32.8%	23.6%	21.3%				
Students with Autism	19	29.7%	16.7%	14.1%				
Students with Behavioral Disabilities	**	**	15.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	2.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	29	7.3%	9.3%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	29	7.3%	9.2%	7.1%				
White	0	0.0%	0.1%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	3	6.0%	12.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	20	5.8%	9.2%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	28	7.9%	9.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	30	6.5%	6.8%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.4%	1.8%	1.4%	0.0%	2.3%	4.8%
Grade 1	1.4%	4.2%	1.9%	0.0%	4.3%	3.2%
Grade 2	0.0%	0.5%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	11.2%	4.7%	-	21.4%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.0	18.7	17.7
Grade 1	18.8	19.3	18.0
Grade 2	19.8	18.3	18.0
Grade 3	16.2	17.4	18.2
Grade 4	17.6	18.7	18.3
Grade 5	17.3	19.7	19.8
Grade 6	-	17.9	19.4
Secondary:			
English/Language Arts	-	15.6	15.7
Foreign Languages	-	23.0	17.8
Mathematics	-	16.7	16.9
Science	-	18.0	17.9
Social Studies	-	19.4	18.3

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	59.5	100.0%	100.0%	100.0%
Professional Staff:	42.6	71.7%	53.6%	64.3%
Teachers	35.7	60.0%	42.6%	49.6%
Professional Support	4.9	8.3%	6.9%	10.6%
Campus Administration (School Leadership)	2.0	3.4%	3.1%	3.0%
Educational Aides:	16.8	28.3%	10.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	22.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	59.5	100.0%	99.0%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.5%	11.1%
Hispanic	35.7	100.0%	98.4%	28.4%
White	0.0	0.0%	0.9%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	6.7	18.7%	35.0%	23.8%
Females	29.0	81.3%	65.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	28.7	80.4%	80.4%	73.0%
Masters	7.0	19.6%	19.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.3%	6.7%
1-5 Years Experience	4.0	11.2%	18.6%	27.8%
6-10 Years Experience	3.0	8.4%	18.3%	20.3%
11-20 Years Experience	19.7	55.2%	39.4%	29.1%
21-30 Years Experience	7.0	19.6%	20.1%	13.0%
Over 30 Years Experience	2.0	5.6%	2.3%	3.1%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	14.8	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.2	6.4
Average Years Experience of Principals with District	8.0	8.2	5.5
Average Years Experience of Assistant Principals	8.0	8.8	5.5
Average Years Experience of Assistant Principals with District	8.0	8.7	4.8
Average Years Experience of Teachers:	16.4	13.7	11.2
Average Years Experience of Teachers with District:	15.4	13.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$35,821	$50,849
1-5 Years Experience	$48,089	$48,466	$53,288
6-10 Years Experience	$53,262	$52,297	$56,282
11-20 Years Experience	$57,802	$57,551	$59,900
21-30 Years Experience	$61,868	$63,127	$64,637
Over 30 Years Experience	$73,696	$73,475	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$58,021	$56,109	$57,641
Professional Support	$67,562	$71,709	$68,030
Campus Administration (School Leadership)	$80,702	$80,243	$83,424
Instructional Staff Percent:	n/a	56.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	3.9	10.8%	2.1%	6.2%
Career and Technical Education	0.0	0.0%	5.5%	5.1%
Compensatory Education	2.0	5.6%	4.5%	2.8%
Gifted and Talented Education	0.0	0.0%	0.0%	1.8%
Regular Education	29.7	83.2%	83.1%	71.0%
Special Education	0.1	0.4%	4.7%	9.4%
Other	0.0	0.0%	0.0%	3.6%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
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.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Texas Academic Performance Report (TAPR)

2020-21

Guidelines

Guidelines

2020–21 Texas Academic Performance Report

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places. A preliminary and final 2020–21 PDF TAPR will be released. Districts that did not request a Senate Bill 1365 optional alternative evaluation may use the preliminary report to meet these requirements. Districts that requested an alternative evaluation must wait for the final campus report in January 2022.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F* (not applicable for 2021 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded), the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, and information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB). Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

   Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release this winter. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. **PEIMS Financial Standard Reports (2019–20 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at http://tea.texas.gov/financialstandardreports/.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

3. **District Accreditation Status** Each district's annual report must include the 2020–21 accreditation status. Information on accreditation status is available online at http://tea.texas.gov/accredstatus/. The report must also include any campuses that earned a distinction designation or was rated *F* (not applicable for 2021 because *Not Rated: Declared State of Disaster* was assigned to all campuses and no distinction designations were awarded).

4. **Campus Performance Objectives**   TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

5. **Special Education Determination Status** *(district PDF TAPR only)* The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.

6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

   - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act

   - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students

   - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

   For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit https://ocrdata.ed.gov/.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

   The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its website. The report is titled *Report of 2018–2019 High School Grads GPA in Higher Ed Report.* The first page explains the purpose of the report and data calculation methods.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

8. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

9. **Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet) or the TEA public website (https://tea.texas.gov/perfreport/tapr/index.html). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

   TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

10. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.

11. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2020–21 TAPR.

12. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards.* Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

13. **Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

14. **Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

    - **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.

    - **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.

    - **The Accountability Subset** The PDF TAPR includes the 2019 and 2021 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 26, 2018 and October 30, 2020, respectively). See the *TAPR Glossary* for a more complete explanation of the accountability subset criteria.

    - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/masking.html.

15. **Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

Texas Academic Performance Report (TAPR)

2020-21

Glossary

2020–21 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

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2021 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html.

STAAR Performance (2020–21)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

> *STAAR:*
>
> > Grade 3 – reading and mathematics
> >
> > Grade 4 – reading, mathematics, and writing
> >
> > Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science
> >
> > Grade 6 – reading and mathematics
> >
> > Grade 7 – reading, mathematics, and writing

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Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

Bilingual Education/ESL (2020–21)

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.

- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.

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- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.

- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS),

2020–21 Texas Academic Performance Report (TAPR) Glossary

the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as EB students/ELs whose parents have denied all bilingual and ESL program services.

- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB students/non-ELs).

- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.

- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2020–21)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1-5 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents

- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations

  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.

  - *Other Exclusions.* The following answer documents were excluded from performance calculations:

    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.

    - ❖ Answer documents of students who are either EB students/ELs who have been in school in the U.S. for one year.

    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

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- *Absent:* answer documents with score code A

- *Other:* answer documents with score code O

- The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Data source: STAAR and TELPAS File)*

Accelerated Testers: SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school.

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2019–20 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2019–20 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate

- Was previously reported to the state as a dropout

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

2020–21 Texas Academic Performance Report (TAPR) Glossary

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)

- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

number of dropouts in grades 7 and 8 during the 2019–20 school year

---

number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2019–20 school year

---

number of students in grades 9–12 in attendance at any time during the 2019–20 school year

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2019–20* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2021 Accountability Manual (Data source: PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020.

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For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2020 for the 2020 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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number of students in the 2020 cohort*

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

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number of students in the 2020 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020

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number of students in the 2020 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus
number of students from the cohort who received a TxCHSE by August 31, 2020
plus
number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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number of students in the 2020 cohort*

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

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number of students in the 2019 cohort*

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2020}}{\text{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\text{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020}\end{array}}{\text{number of students in the 2019 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\text{number of students from the cohort who received a high school diploma by August 31, 2020}\\ \textbf{plus}\\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020}\\ \textbf{plus}\\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}\end{array}}{\text{number of students in the 2019 cohort*}}$$

2020–21 Texas Academic Performance Report (TAPR) Glossary

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

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number of students in the 2018 cohort*

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

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number of students in the 2018 cohort*

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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number of students in the 2018 cohort*

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

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number of students in the 2018 cohort*

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus
number of students from the cohort who received a TxCHSE by August 31, 2020

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number of students in the 2018 cohort*

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus
number of students from the cohort who received a TxCHSE by August 31, 2020
plus
number of students from the cohort who were enrolled in the fall of the 2020–21 school year

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number of students in the 2018 cohort*

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

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number of students in the 2020 cohort **

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2019–20. (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2020 with reported graduation plans}}$$

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2020 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2020 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2020 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2020 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2019-20 who earn an FHSP-E}}{\text{number of graduates in SY 2019-20 with reported FHSP graduation plans}}$$

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FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2019-20 who earn an FHSP-DLA}}{\text{number of graduates in SY 2019-20 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP}}{\text{or FHSP-E or FHSP-DLA}}$$
$$\frac{}{\text{number of graduates in SY 2019-20 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the class of 2020. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2020–21)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2019-20 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR)*

$$\frac{\text{number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081(d) and (d-1).](#) *(Data source: PEIMS 40100)*

$$\frac{\text{number of students in the 2019-20 school year considered as at risk}}{\text{total number of students}}$$

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in <u>both</u> ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree prior to graduation from high school. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student (*Data source: PEIMS 40203 and 40110*)

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

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TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA <u>and</u> mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2019-20 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2019-20 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}{\text{number of 2019-20 annual graduates}}$$

Either Subject.

$$\frac{\text{number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}{\text{number of 2019-20 annual graduates}}$$

2020–21 Texas Academic Performance Report (TAPR) Glossary

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

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number of 2019-20 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

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number of 2019-20 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

number of 2019-20 annual graduates who earned an associate degree before graduation

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number of 2019-20 annual graduates

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

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number of 2019-20 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

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$$\frac{\text{number of 2019-20 annual graduates who earned an approved industry-based certification}}{\text{number of 2019-20 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2021 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2019-20 annual graduates}}$$

Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\text{number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2019-20 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2019-20 annual graduates who earned a level I or level II certificate}}{\text{number of 2019-20 annual graduates}}$$

CCMR-related Indicators (2020–21)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2019-20 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2019-20 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: PEIMS 43415)

English Language Arts.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2019-20 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2019-20 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2019-20 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. (Data source: College Board and IB)

All Subjects

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts

$$\frac{\text{number of students in grades 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies

$$\frac{\text{number of students in grade 11 \& 12 in the 2019-20 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced

placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

 (1)   *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2019-20 graduates who took either the SAT or the ACT}}{\text{number of 2019-20 graduates reported}}$$

 (2)   *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2019-20 graduating examinees taking either the SAT or the ACT}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

(2) *Average ACT Score (English Language Arts):* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

(3)   *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

(4)   *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2019-20}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20}}$$

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Science

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least}}{\text{one science advanced/dual-credit course}}$$

number of students in grades 9–12 who received credit for at least one science course in 2019-20

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least}}{\text{one social studies advanced/dual-credit course}}$$

number of students in grades 9–12 who received credit for at least one social studies course in 2019-20

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

$$\frac{\text{number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of in 2019-20 annual graduates}}$$

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2018-19 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2018-19 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\begin{array}{c}\text{number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}\\ \textbf{and}\\ \text{met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}\end{array}}{\begin{array}{c}\text{number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}\end{array}}$$

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Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact THECB at (512) 427-6153.

Profile

Student Information (2020–21)

Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

> • scheduled to attend at least two hours of instruction each school day or

> • participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(Data source: PEIMS 40100)

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Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent Bilingual Students (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2020–21, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —
> (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
> (B) includes —
>> (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
>>
>> (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

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(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

Immigrant: The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under ESEA, Title I, Part A. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\text{number of students in the 2020–21 school year considered as at risk}}{\text{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students

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with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile students in 2019–20}}{\text{number of students who were in membership at any time during the 2019–20 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

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Attrition Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

number of students enrolled in fall 2019 − number of students who returned in fall 2020

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number of students enrolled in fall 2019

Retention Rates by Grade*: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

the number of students enrolled in the same grade from one school year to the next

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the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2019–20*, available from TEA*. *(Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

> *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2019–20 the end of the school-start window was September 25, 2020.)

number of underreported students

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number of students in grades 7–12 who were served in the district in the 2019–20 school year

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

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Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.

- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.

- Classes where the number of students served is reported as zero are not included.

- Service codes with the "SR" prefix are not included.

- Teacher roles coded as "teacher" and/or "substitute teacher" are included.

- Only class settings coded as "regular class" are included.

- Missing partial FTE counts are not included.

- Elementary classes in which the number of students exceeds 100 are not included.

- Mixed grade-level class averages are not included.

  (Data source: PEIMS 30090)

Staff Information (2020–21)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

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Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

> *Average Years as Principal:* The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

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Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

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Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE

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03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN

03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM

03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE

I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

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Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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Appendix B
PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004..Assistant/Associate/Deputy Superintendent
027..Superintendent/CAO/CEO/President
061..Asst/Assoc/Deputy Exec Director
062..Component/Department Director
063..Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003..Assistant Principal
020..Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012..Instructional Officer
028..Teacher Supervisor
040..Athletic Director
043..Business Manager
044..Tax Assessor and/or Collector
045..Director - Personnel/Human Resources
055..Registrar
060..Executive Director

PROFESSIONAL SUPPORT STAFF

002 ....Art Therapist
005 ....Psychological Associate
006..Audiologist
007..Corrective Therapist
008..Counselor
011 ....Educational Diagnostician
013..Librarian
015..Music Therapist
016..Occupational Therapist
017..Certified Orientation & Mobility Specialist
018..Physical Therapist
019 ....Physician
021..Recreational Therapist
022..School Nurse
023..LSSP/Psychologist
024..Social Worker
026..Speech Therapist/Speech-Lang Pathologist
030..Visiting Teacher/Truant Officer
032..Work-Based Learning Site Coordinator
041..Teacher Facilitator
042..Teacher Appraiser
054..Department Head
056..Athletic Trainer
058..Other Campus Professional Personnel
064..Specialist/Consultant

065...Field Service Agent
079...Other ESC Professional Personnel
080...Other Non-Campus Professional Personnel
100... Instructional Materials Coordinator
101... Legal Services
102 ....Communications Professional
103 ....Research/Evaluation Professional
104 ....Internal Auditor
105 ....Security
106 ....District/Campus Information Technology Professional
107 ....Food Service Professional
108 ....Transportation
109 ....Athletics
110 ....Custodial
111 ....Maintenance
112 ....Business Services Professional
113 ....Other District Exempt Professional Auxiliary
114 ....Other Campus Exempt Professional Auxiliary
115...Psychiatric Nurse
116...Licensed Clinical Social Worker
117...Licensed Professional Counselor
118...Licensed Marriage & Family Therapist

TEACHERS

087...Teacher
047...Substitute Teacher

EDUCATIONAL AIDES

033...Educational Aide
036...Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.