# Texas Education Agency 2014-15 Federal Report Card for Texas Public Schools

Campus Name: YNES B ESCOBAR EL Campus ID: 214903101 District Name: ROMA ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

	<u> </u>									Two						
				A 6			<b>.</b>		D 'C' -	or	<b></b>					
	State	Dietrict	Campus	African Americar	Hienanio		Americar					l Econ	/FII	Fomal	مادMم	Miara
TAAR Percen					ппэраті	, v v i i i i c	maian	Asiaii	isianae	rtaces		Disaut	LLL	Cilian	Civiaic	viigi
Grade 3		0		, 1,50 1 0												
Reading	2015 74%	85%	85%	-	85%	-	-	-	-	-	*	84%	84%	94%	76%	*
J	2014 75%	81%	80%	-	80%	-	-	-	-	-	*	78%	79%	74%	87%	*
Mathematic		86%	72%	-	72%	-	-	-	-	-	*			84%	59%	*
	2014 69%	84%	82%	-	82%	-	-	-	-	-	*	82%	83%	85%	79%	*
Grade 4	0045 740/	000/	040/		040/						*	040/	040/	040/	700/	*
Reading	2015 71% 2014 73%		81% 74%	-	81% 74%	-	-	-	-	-	*			91% 81%		*
	2014 / 3%	03%	7470	-	7470	-	-	-	-	-		7470	1070	0170	70%	
Mathematic	s2015 71%	75%	68%	_	68%	_	_	_	_	_	*	67%	70%	79%	57%	*
Matromatio	2014 70%	81%	55%	_	55%	_	_	_	_	_	*			49%	60%	*
		0.70	0070		0070							0.70	.0,0	.0 /0	0070	
Writing	2015 67%	83%	89%	-	89%	-	-	-	-	-	*	90%	89%	94%	83%	*
ū	2014 72%	84%	72%	-	72%	-	-	-	-	-	*	72%	66%	76%	70%	839
Grade 5																
Reading	2015 83%		86%	-	86%	-	-	-	-	-	*			92%		*
	2014 86%	87%	85%	-	85%	-	-	-	-	-	71%	85%	79%	93%	76%	100
N 4 = 41= = = 41 =	-0045 750/	700/	==0/		<b>57</b> 0/						*	000/	<b>500</b> /	<b>500</b> /	<b>500</b> /	*
Mathematic		73%	57%	-	57% 87%	-	-	-	-	-				58% 89%	56%	*
	2014 87%	93%	87%	-	01%	-	-	-	-	-	86%	00%	02%	09%	85%	
Science	2015 69%	73%	66%	_	66%	_	_	_	_	_	*	64%	50%	63%	69%	*
Ociciicc	2014 73%		80%	_	80%	_	_	_	_	_	*			80%		100
	20111070	0170	0070		0070							0070	/0	0070	0070	.00
All Grades																
All Subjects	2015 73%	73%	76%	-	76%	-	-	-	-	-	47%	76%	74%	83%	69%	719
-	2014 75%	75%	77%	-	77%	-	-	-	-	-	71%	76%	72%	79%	75%	739
Reading	2015 74%	70%	84%	-	84%	-	-	-	-	-	*			92%	76%	789
	2014 75%	70%	80%	-	80%	-	-	-	-	-	67%	79%	76%	83%	77%	719
Mathanatia	-0045 700/	750/	000/		000/						*	C70/	050/	750/	<b>53</b> 0/	070
Mathematic		75%	66%	-	66%	-	-	-	-	-				75%	57%	679
	2014 76%	02%	74%	-	74%	-	-	-	-	-	92%	74%	70%	76%	13%	659
Writing	2015 68%	75%	89%	_	89%	_	_	_	_	_	*	90%	89%	94%	83%	*
**iidiig	2013 00 %	71%	72%	-	72%	_	_	_	_	_	*			76%		839
		, 0	. = /0		/0							/0	23,0	. 3 / 3	. 5 / 0	55
Science	2015 75%	73%	66%	-	66%	-	-	-	_	-	*	64%	59%	63%	69%	*
	2014 77%		80%	-	80%	-	-	-	-	-	*	80%	72%	80%		100
TAAR Percen	it at Final L	evel II (	or Above	e												
All Grades																
All Subjects			36%	-	36%	-	-	-	-	-	40%			43%		
	2014 39%	38%	34%	-	34%	-	-	-	-	-	41%	33%	27%	31%	36%	369
D 2"	0045 4001	070/	460/		400/						_	4.40/	0001	400/	0.407	
Reading	2015 40%	37%	42%	-	42%	-	-	-	-	-	* 400/			49%		
	2014 42%	35%	34%	-	34%	-	-	-	-	-	42%	33%	2/%	34%	34%	24
Mathamatic	c2015 260/	/110/	2/10/		2/10/						*	220/	300/	400/	200/	110
Mathematic	2015 36%		34% 35%	-	34% 35%	-	-	-	-	-	50%			40% 31%		119
	20143170	4370	33%	-	3370	-	-	-	-	-	5070	3370	J 170	J 170	J970	419

										Two					
	StateD	DistrictC	ampus	Africa America	n anHispan	icWhite	Americ Indiar			or c More s erRaces			/ELLFe	maleMale	Migrant
Writing	2015 31% 2014 34%	42% 40%	37% 36%	-	37% 36%	-	-	-	-	-	*	34% 35%		8% 23% 5% 37%	
Science	2015 40% 2014 40%	37% 40%	21% 28%	-	21% 28%	-	- -	-	-	-	*	24% 28%	11% 1 16% 2	7% 25% 22% 34%	
AAR Percent	t at Level III	Advanc	ed												
All Grades All Subjects	2015 14% 2014 14%	14% 13%	14% 12%	-	14% 12%	-	-	-	-	-	0% 6%	13% 11%		5% 12% 2% 12%	
	2015 15% 2014 14%	13% 11%	17% 12%	-	17% 12%	-	-	-	-	-	* 0%	17% 12%		9% 15% 3% 12%	
Mathematics	2015 14% 2014 15%	16% 18%	16% 16%	-	16% 16%	-	- -	-	-	- -	* 8%			5% 16% 6% 16%	
Writing	2015 8% 2014 6%	14% 10%	8% 4%	-	8% 4%	-	-	-	-	-	*	7% 4%		5% 0% 0% 7%	* 17%
Science	2015 14% 2014 13%	12% 12%	2% 3%	-	2% 3%	-	- -	-	-	-	*	2% 4%		0% 3% 4% 2%	* 0%
TAAR Particip All Tests Reading	oation (All G	2015 2014 2015	99% 99% 99%	99% 97%	100% - 100% -	1009 1009	% - % -		-	- 100% - 100% - 100%	100%	1009	% 100 % 100	% 100% % 100%	100%
Mathematics	;	2014 2015 2014	99% 99% 99%	99%	100% - 100% - 100% -	1009 1009 1009	% -		-	- 100% - 100% - 100%	100%	1009	% 100	% 100%	100% 100% 100%
Writing		2015 2014	99% 99%	100%	100% - 100% -	1009	% -	 	-	- 100% - 100% - *		1009	% 100	% 100%	100% 100% 100%
Science		2015 2014	99% 99%		100% - 100% -	100°			-	- 100% - 100%					100% 100%
TAAR Particip	ation Resu	its by A	ssessn	nent Ty <sub>l</sub>	oe for Stu	dents \$	Served i	n Spec	ial Educ	cation Se	ttings (	All Gra	ades)		
eading Tests % of Participar % STAAR/E		201	5 98%	% 91%	6 <b>100%</b>	-	100%		. <u>-</u>		100%	6 *	100%	*	* *
commodation: STAAR/E	S	201	5 179	% 4%	0%	-	0%	-	· -		0%	*	0%	* :	* *
commodation: % STAAR Al % of Non-Parti	s Iternate2	201 201 201	5 109	% 11%	6 <b>50%</b>	-	50% 50% 0%	- :	. <u>-</u>		50% 50% 0%	*	40% 60% 0%	* :	* * * *
athematics Te	sts								-	-				*	* *
% of Participar % STAAR/E commodation	OC With No s	201				-	100% 0%		. <u>-</u>		100% 0%	⁄o ^	100% 0%	*	* *
% STAAR/E commodation: % STAAR Al	S	201 201				-	50% 50%		. <u>-</u>		50% 50%		40% 60%	* :	* * * *
% of Non-Parti		201				-	0%	-			0%	,	0%	*	* *

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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

'-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.

Part II: Student Achievement and State Academic Annual Measureable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	ELL+
Performance Status	‡											
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	Υ		Υ		n/a	n/a	n/a	n/a	Υ		Υ	n/a
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a
Participation Status	<b>‡</b>											
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ		Υ		n/a	n/a	n/a	n/a	Υ		n/a	Υ
Mathematics	Υ		Υ		n/a	n/a	n/a	n/a	Υ		n/a	Υ
Federal Graduation S	Status (Tar	get: See Re	eason Cod	es)								
Graduation Target Met	•			•	n/a	n/a	n/a	n/a			n/a	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	

### District: Met Federal Limits on Alternative Assessments

Reading

Alternate 1%

**Number Proficient** 

Total Federal Cap

Limit

Mathematics

Alternate 1%

Number Proficient

Total Federal Cap

Limit

- ‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
- '+' Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate
- \*\*\*' Federal Graduation Rate Reason Codes:
  - a = Graduation Rate Goal of 90%
  - b = Four-year Graduation Rate Target of 83%
  - c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal
  - d = Five-year Graduation Rate Target of 88%

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

n/a' Indicates data are not applicable to this report.

								Two				-
								or			ELL	
	All	African			American		Pacific			Special	(Current &	ELL
	Students	<u>American</u>	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Performance Rates ‡												
Reading												
# at Phase-in	145		- 145			-			122	,	133	n/a
Satisfactory Standard												
Total Tests	171		- 171			-			147	,	157	145
% at Phase-in	85%		- 85%			-			83%	,	85%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	114		- 114						99	,	106	n/a
Satisfactory Standard												
Total Tests	171		- 171			-			147	,	157	145
% at Phase-in	67%		- 67%			-			67%	,	68%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	52		- 52			-			48	,	45	n/a
Satisfactory Standard												
Total Tests	59					-	-		54		31	
	88%		- 88%			-			89%	,	88%	n/a

								Two				
					_			or	_		ELL	
	All Students	African	Hisnanic	White	American Indian	Asian	Pacific Islander	More	Econ Disady	Special Ed	(Current & Monitored)	(Current)
% at Phase-in	Otauciito	American	тпоратно	vviiito	maian	AJIUII	ioiaiiaci	rtuoco	Disaut		morntorea)	(Odiron)
Satisfactory Standard												
Science												
# at Phase-in	36	_	36				_		27	*	35	n/a
Satisfactory Standard			-									
Total Tests	53	_	53				_		40	*	51	4
% at Phase-in	68%		68%						68%		69%	n/a
Satisfactory Standard	33,0		00,0						0070		0070	
Social Studies												
# at Phase-in	_	_	_						_	_	_	n/a
Satisfactory Standard												
Total Tests	_	_	_						_	_	_	
% at Phase-in	_	_	_						_	_	_	n/a
Satisfactory Standard												
saustastery startaura												
Participation Rates ‡												
Reading: 2014-2015 As	sessments	<b>.</b>										
Number Participating	180		180						155	6	n/a	154
Total Students	180		180						155			
Participation Rate	100%	_	100%						100%			
Mathematics: 2014-201												
Number Participating	180		180						155	6	n/a	154
Total Students	180		180						155			
Participation Rate	100%		100%						100%	100%		100%
p									70	70		,

n/a' Indicates data are not applicable to this report

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Federal Graduation Ra	tes											
4-year Longitudinal Co	hort Grad	uation Rate	e (Gr 9-12)	: Class	of 2014							
Number Graduated	-	-	_					-	-	. <u>-</u>		- n/a
Total in Class	-	-	-					-	-	. <u>-</u>		
Graduation Rate	-		-					-	-	. <u>-</u>		- n/a
4-year Longitudinal Co	hort Grad	uation Rate	e (Gr 9-12)	: Class	of 2013							
Number Graduated	-	-	_					-	-	. <u>-</u>		- n/a
Total in Class	-	-	-					-	-	. <u>-</u>		
Graduation Rate	-		-					-	-	. <u>-</u>		- n/a
5-year Extended Gradu	uation Rate	e (Gr 9-12):	Class of 2	2013								
Number Graduated	-	. · -	-					-	-	. <u>-</u>		- n/a
Total in Class			-						-	-		-
Graduation Rate	-	-	-					-	-	-		- n/a

### District: Met Federal Limits on Alternative Assessments

Reading

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

Mathematics

**Number Proficient** n/a Total Federal Cap n/a

Limit

Source: 2015 Accountability Federal System Safeguards Report

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

Indicates there are no students in the group.

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

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

Indicates there are no students in the group.

n/a' Indicates data are not applicable to this report.

Part III: Priority and Focus Schools

**Priority schools** are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

Priority School Identification: Priority School Reason: N/A
No Focus School Reason: N/A

**Focus School Identification:** 

No

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

#### Part IV A: Percent of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.4%	0.9%
Bachelors	30.5	91.0%	79.9%	75.1%
Masters	3.0	9.0%	19.3%	23.4%
Doctorate	0.0	0.0%	0.4%	0.6%

## Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

# High Poverty Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		26	2	28
Total Number of Classes Number of Classes Taught by Highly Qualified Teachers	Number	26 26	2	28 28

		General	Special	Total
		Education	Education	
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	d
	Percent	0.00%	0.00%	0.00%
				ĺ

#### Number of Core Academic Teachers Who Are Teaching on the Following Permits

	Number of	Teachers
	Elem	secondary
	(PK-6)	(7-12)
Emergency (for certified personnel)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	General Education	O ! - I E 4!
	General Education	Special Education
Highly Qualified	0	C
Not Highly Qualified	0	C

Source: TEA Division of Federal and State Education Policy

Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
	_	American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3

			%	% At or Above	% At or Above	% At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2 2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
	· ·	American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
	Hispanic	35	65	19	1	
		White	14 86 43	43	4	
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75 32	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
	_	Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
	-	Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment