

Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools

Campus Name: ALONSO S PERALES EL

Campus ID: 015905106

District Name: EDGEWOOD ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

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

** Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	61%	66%	*	68%	-	-	-	-	-	65%	*	*	67%	86%	59%	73%	-	*	*	-
	CWD	49%	32%	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	79%	65%	67%	*	68%	-	-	-	-	-	66%	*	*	67%	86%	63%	71%	-	*	*	-
	EL	69%	65%	86%	*	86%	-	-	-	-	-	86%	*	*	86%	86%	*	*	-	-	-	-
	Male	73%	61%	59%	*	62%	-	-	-	-	-	58%	*	*	63%	*	59%	-	-	-	-	-
	Female	78%	62%	73%	*	73%	-	-	-	-	-	72%	*	*	71%	*	-	73%	-	-	-	-
Mathematics	All Students	78%	64%	74%	*	75%	-	-	-	-	-	73%	*	*	79%	71%	69%	80%	-	*	*	-
	CWD	52%	27%	*	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	81%	68%	79%	*	79%	-	-	-	-	-	79%	*	*	79%	71%	73%	86%	-	*	*	-
	EL	75%	71%	71%	*	71%	-	-	-	-	-	71%	*	*	71%	71%	*	*	-	-	-	-
	Male	78%	68%	69%	*	69%	-	-	-	-	-	68%	*	*	73%	*	69%	-	-	-	-	-
	Female	78%	60%	80%	-	80%	-	-	-	-	-	79%	*	*	86%	*	-	80%	-	*	*	-
Grade 4																						
Reading	All Students	74%	50%	50%	-	50%	-	-	-	-	-	50%	-	0%	54%	57%	60%	41%	-	*	-	-
	CWD	44%	29%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	*	*	-	-	-	-

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWOD	38%	14%	8%	-	19%	-	-	-	-	-	17%	33%	-	-	18%	19%	18%	-	-	-	-
EL	24%	21%	13%	-	13%	-	-	-	-	-	13%	*	14%	13%	17%	19%	-	-	*	-	-
Male	36%	14%	19%	-	19%	-	-	-	-	-	16%	40%	20%	19%	17%	19%	-	-	*	-	-
Female	35%	14%	17%	*	18%	-	-	-	-	-	18%	*	*	18%	*	-	17%	-	*	-	-
Science																					
All Students	23%	7%	4%	*	4%	-	-	-	-	-	3%	20%	14%	3%	0%	5%	3%	-	0%	-	-
CWD	11%	10%	14%	*	14%	-	-	-	-	-	14%	-	-	-	20%	*	-	-	*	-	-
CWOD	25%	6%	3%	-	3%	-	-	-	-	-	2%	20%	-	3%	0%	3%	3%	-	*	-	-
EL	11%	6%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	-	-	*	-	-
Male	25%	8%	5%	-	5%	-	-	-	-	-	3%	*	20%	3%	0%	5%	-	-	*	-	-
Female	21%	6%	3%	*	3%	-	-	-	-	-	3%	*	*	3%	*	-	3%	-	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades	All Subjects	All Students	CWD	CWOD	EL	Male	Female
	All Students	77%	60%	60%	67%	60%	-
	CWD	46%	31%	26%	*	27%	-
	CWOD	81%	64%	63%	86%	62%	-
	EL	62%	57%	56%	-	56%	-
	Male	74%	56%	61%	50%	61%	-
	Female	80%	64%	59%	*	58%	-
Reading	All Students	73%	56%	60%	*	61%	-
	CWD	39%	25%	31%	*	33%	-
	CWOD	76%	61%	63%	*	63%	-
	EL	54%	50%	57%	-	57%	-
	Male	69%	51%	60%	*	61%	-
	Female	78%	62%	61%	*	60%	-
Mathematics	All Students	81%	63%	64%	*	64%	-
	CWD	53%	37%	19%	*	20%	-
	CWOD	84%	67%	68%	*	67%	-
	EL	72%	65%	62%	-	62%	-
	Male	79%	61%	67%	*	67%	-
	Female	82%	66%	61%	*	60%	-
Science	All Students	80%	62%	47%	*	46%	-
	CWD	51%	36%	29%	*	29%	-
	CWOD	84%	66%	48%	*	48%	-
	EL	61%	55%	33%	-	33%	-
	Male	79%	60%	47%	-	47%	-
	Female	81%	64%	46%	*	44%	-

STAAR Percent at Meets Grade Level or Above

All Grades	All Subjects	All Students	CWD	CWOD	EL	Male	Female
	All Students	49%	28%	24%	22%	24%	-
	CWD	24%	18%	8%	*	8%	-
	CWOD	52%	29%	26%	29%	25%	-
	EL	29%	24%	25%	-	25%	-
	Male	47%	26%	25%	17%	26%	-
	Female	52%	30%	23%	*	23%	-
Reading	All Students	47%	26%	26%	*	26%	-
	CWD	21%	16%	6%	*	7%	-
	CWOD	50%	27%	28%	*	28%	-
	EL	23%	19%	20%	-	20%	-
	Male	43%	23%	24%	*	24%	-
	Female	51%	29%	29%	*	28%	-
Mathematics	All Students	51%	30%	23%	*	24%	-
	CWD	26%	22%	6%	*	7%	-
	CWOD	54%	31%	25%	*	25%	-
	EL	37%	30%	28%	-	28%	-
	Male	50%	28%	28%	*	29%	-
	Female	51%	31%	19%	*	19%	-
Science	All Students	53%	29%	19%	*	19%	-
	CWD	25%	16%	14%	-	14%	-
	CWOD	56%	30%	20%	-	20%	-
	EL	26%	22%	33%	-	33%	-
	Male	53%	29%	21%	*	21%	-
	Female	53%	28%	17%	*	18%	-

STAAR Percent at Masters Grade Level

All Grades	All Subjects	All Students	CWD	CWOD	EL	Male	Female
	All Students	23%	9%	8%	0%	8%	-
	CWD	8%	6%	8%	*	8%	-
	CWOD	25%	9%	8%	0%	8%	-
	EL	11%	8%	4%	-	4%	-
	Male	22%	9%	9%	0%	9%	-
	Female	24%	9%	7%	*	8%	-
Reading	All Students	20%	7%	7%	*	7%	-
	CWD	7%	5%	6%	*	6%	-
	CWOD	22%	7%	7%	*	7%	-
	EL	8%	5%	3%	-	3%	-
	Male	17%	6%	6%	*	6%	-
	Female	23%	7%	7%	*	7%	-
Mathematics	All Students	26%	13%	11%	*	11%	-
	CWD	11%	8%	6%	*	7%	-
	CWOD	28%	13%	12%	*	12%	-
	EL	16%	12%	7%	-	7%	-
	Male	25%	12%	13%	*	14%	-
	Female	26%	13%	9%	*	9%	-
Science	All Students	24%	7%	4%	*	4%	-
	CWD	8%	7%	14%	-	14%	-
	CWOD	26%	7%	3%	*	3%	-
	EL	7%	5%	0%	-	0%	-
	Male	25%	9%	5%	-	5%	-
	Female	23%	6%	3%	*	3%	-

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

..* Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											
All Students	62	*	62	-	-	-	-	-	61	73	37
CWD	73	-	73	-	-	-	-	-	73	73	*
CWOD	61	*	61	-	-	-	-	-	60	-	39
EL	37	-	37	-	-	-	-	-	37	*	37
Male	70	-	70	-	-	-	-	-	69	75	50
Female	55	*	55	-	-	-	-	-	54	*	25
Mathematics											
All Students	52	*	53	-	-	-	-	-	52	33	43

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWD	33	-	33	-	-	-	-	-	33	33	*
CWOD	54	*	55	-	-	-	-	-	54	-	48
EL	43	-	43	-	-	-	-	-	43	*	43
Male	59	-	59	-	-	-	-	-	58	38	58
Female	45	*	46	-	-	-	-	-	45	*	25

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
55	1	2%

** Indicates data reporting does not meet for Minimum Size.
 ** Indicates results are masked due to small numbers to protect student confidentiality.
 ^ Indicates zero observations reported for this group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	31	30	31	-	-	-	-	-	29	14	28
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

^+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 ** Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or More	EL	Students	Students
		students	American			Alaska		Islander	Races		with	with
						Native					Disabilities	Disabilities
											(Section 504)	(Section 504)
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
All Students												
Chronic Absenteeism	Male	43	2	41	0	0	0	0	0	2	8	5
	Female	37	2	35	0	0	0	0	0	2	0	8
	Total	80	4	76	0	0	0	0	0	4	8	13

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	17
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0