2021-22 Texas Academic Performance Report (TAPR)

District Name: DALLAS ISD

Campus Name: ORAN M ROBERTS EL

Campus Number: 057905202

2022 Accountability Rating: Not Rated: Senate Bill 1365
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### Grade 3 Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>At Approaches Grade Level or Above</th>
<th>At Meets Grade Level or Above</th>
<th>At Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>76% 67% 55% 67% 56%</td>
<td>51% 41% 33% 50% 33%</td>
<td>30% 24% 14% 0% 11%</td>
</tr>
<tr>
<td>2021</td>
<td>67% 61% 33% 18% 34%</td>
<td>39% 34% 18% 9% 19%</td>
<td>19% 18% 10% 0% 11%</td>
</tr>
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</table>

### Grade 3 Mathematics

<table>
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<th>At Meets Grade Level or Above</th>
<th>At Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>71% 67% 61% 50% 65%</td>
<td>43% 40% 35% 17% 40%</td>
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</tr>
<tr>
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<td>62% 59% 42% 8% 50%</td>
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<td>14% 12% 3% 0% 4%</td>
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### Grade 4 Reading

<table>
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<tbody>
<tr>
<td>2022</td>
<td>77% 67% 47% 43% 45%</td>
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<td>63% 58% 32% 11% 35%</td>
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### Grade 4 Mathematics

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<th>At Meets Grade Level or Above</th>
<th>At Masters Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
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<td>70% 68% 47% 14% 49%</td>
<td>43% 39% 23% 0% 24%</td>
<td>23% 19% 5% 0% 4%</td>
</tr>
<tr>
<td>2021</td>
<td>59% 57% 35% 11% 40%</td>
<td>36% 32% 12% 0% 15%</td>
<td>21% 17% 5% 0% 6%</td>
</tr>
<tr>
<td>School Year</td>
<td>State</td>
<td>District</td>
<td>Campus</td>
</tr>
<tr>
<td>-------------</td>
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<td>74%</td>
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<tr>
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<td>51%</td>
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<tr>
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<td>2021</td>
<td>46%</td>
<td>49%</td>
</tr>
<tr>
<td><strong>At Masters Grade Level</strong></td>
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<td>36%</td>
<td>30%</td>
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<tr>
<td></td>
<td>2021</td>
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<td>29%</td>
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### Grade 5 Mathematics

<table>
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<tr>
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<th>Campus</th>
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<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At Approaches Grade Level or Above</strong></td>
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<td>76%</td>
<td>53%</td>
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<tr>
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<td>2021</td>
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<td>71%</td>
<td>48%</td>
<td>27%</td>
<td>52%</td>
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### Grade 5 Science

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<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
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<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
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### All Grades All Subjects

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<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
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### All Grades ELA/Reading

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<th>Hispanic</th>
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<th>Asian</th>
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<th>Two or More Races</th>
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<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
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<td>58%</td>
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## Texas Education Agency

### 2021-22 STAAR Performance (TAPR)

**ORAN M ROBERTS EL (057905202) - DALLAS ISD - DALLAS COUNTY**

<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
<th>Econ Disadv</th>
<th>EB/EL (Current &amp; Monitored)</th>
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</thead>
<tbody>
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<td>At Meets Grade Level or Above</td>
<td>2022</td>
<td>53%</td>
<td>43%</td>
<td>35%</td>
<td>47%</td>
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<td>34%</td>
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<td>32%</td>
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<td>14%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### All Grades Mathematics

| At Approaches Grade Level or Above | 2022 | 72% | 68% | 53% | 32% | 56% | * | - | - | - | 50% | 8% | * | 55% | 38% | 52% | 51% |
| At Meets Grade Level or Above | 2021 | 66% | 61% | 41% | 16% | 47% | * | - | - | - | 29% | 3% | * | 41% | 42% | 42% | 45% |
| At Meets Grade Level or Above | 2022 | 42% | 39% | 22% | 5% | 24% | * | - | - | - | 33% | 4% | * | 22% | 23% | 22% | 20% |
| At Masters Grade Level | 2021 | 37% | 32% | 14% | 3% | 17% | * | - | - | - | 0% | 0% | * | 16% | 6% | 15% | 18% |
| At Masters Grade Level | 2022 | 20% | 18% | 10% | 0% | 11% | * | - | - | - | 17% | 0% | * | 10% | 8% | 10% | 10% |
| All Grades Science | 2021 | 18% | 14% | 5% | 0% | 6% | * | - | - | - | 0% | 0% | * | 6% | 0% | 5% | 5% |

### 3rd Graders

| Reading and Mathematics | 2022 | 36% | 29% | 26% | 17% | 28% | - | - | - | - | * | 14% | - | 26% | * | 23% | 26% |
| Reading and Mathematics Including EOC | 2021 | 24% | 20% | 12% | 0% | 15% | * | - | - | - | * | 0% | - | 14% | 0% | 13% | 14% |
| Reading Including EOC | 2022 | 36% | 29% | 26% | 17% | 28% | - | - | - | - | * | 14% | - | 26% | * | 23% | 26% |
| Reading Including EOC | 2021 | 24% | 20% | 12% | 0% | 15% | * | - | - | - | * | 0% | - | 14% | 0% | 13% | 14% |
| Math Including EOC | 2022 | 43% | 40% | 36% | 17% | 40% | - | - | - | - | * | 14% | - | 37% | * | 34% | 35% |
| Math Including EOC | 2021 | 31% | 27% | 14% | 0% | 19% | * | - | - | - | * | 0% | - | 15% | 10% | 16% | 19% |

### 4th Graders

| Reading and Mathematics | 2022 | 36% | 30% | 21% | 0% | 22% | * | - | - | - | * | 0% | - | 18% | 33% | 22% | 16% |
| Reading and Mathematics | 2021 | 26% | 22% | 7% | 0% | 9% | * | - | - | - | * | 0% | - | 8% | 6% | 8% | 8% |
## 2021-22 STAAR Performance (TAPR)

### ORAN M ROBERTS EL (057905202) - DALLAS ISD - DALLAS COUNTY

<table>
<thead>
<tr>
<th>School Year</th>
<th>State</th>
<th>District</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
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<th>Non-Continuously Enrolled</th>
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<th>EB / EL (Current &amp; Monitored)</th>
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### 5th Graders

| **Reading and Mathematics** | 41% | 38% | 12% | 0% | 12% | * | - | - | - | * | 0% | * | 12% | 11% | 13% | 9% |
| **Reading and Mathematics Including EOC** | 41% | 38% | 12% | 0% | 12% | * | - | - | - | * | 0% | * | 12% | 11% | 13% | 9% |
| **Reading Including EOC** | 58% | 51% | 32% | 50% | 30% | * | - | - | - | * | 0% | * | 13% | 0% | 12% | 10% |
| **Math Including EOC** | 46% | 49% | 28% | 27% | 29% | * | - | - | - | * | 0% | * | 14% | 11% | 14% | 11% |

### 3rd - 8th Graders

| **Reading and Mathematics** | 34% | 29% | 19% | 5% | 19% | * | - | - | - | 40% | 4% | * | 18% | 24% | 18% | 16% |
| **Reading and Mathematics Including EOC** | 36% | 32% | 19% | 5% | 19% | * | - | - | - | 40% | 4% | * | 18% | 24% | 18% | 16% |
| **Reading Including EOC** | 28% | 24% | 10% | 3% | 12% | * | - | - | - | 0% | 0% | * | 11% | 3% | 10% | 11% |
| **Math Including EOC** | 53% | 46% | 35% | 47% | 33% | * | - | - | - | 60% | 12% | * | 34% | 44% | 32% | 27% |

* 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, 2022 and 2019 progress data are shown.

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<th>Grade 4 Mathematics</th>
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<th>BE-Trans Late Exit</th>
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* 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.
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#### All Tests

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**Texas Education Agency**

**2021-22 STAAR Participation (TAPR)**

ORAN M ROBERTS EL (057905202) - DALLAS ISD - DALLAS COUNTY
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**Science**

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* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
## Texas Education Agency
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**ORAN M ROBERTS EL (057905202) - DALLAS ISD - DALLAS COUNTY**

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Graduates (2020-21 Annual Graduates)

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By Ethnicity:

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By Graduation Type:

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Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
ORAN M ROBERTS EL (057905202) - DALLAS ISD - DALLAS COUNTY

There is no data for this campus.
There is no data for this campus.
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<th>Enrollment</th>
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<td>Pre-Kindergarten: 4-year Old</td>
<td>34</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>54</td>
</tr>
<tr>
<td>Grade 1</td>
<td>60</td>
</tr>
<tr>
<td>Grade 2</td>
<td>65</td>
</tr>
<tr>
<td>Grade 3</td>
<td>55</td>
</tr>
<tr>
<td>Grade 4</td>
<td>65</td>
</tr>
<tr>
<td>Grade 5</td>
<td>80</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>0</td>
</tr>
<tr>
<td>Grade 9</td>
<td>0</td>
</tr>
<tr>
<td>Grade 10</td>
<td>0</td>
</tr>
<tr>
<td>Grade 11</td>
<td>0</td>
</tr>
<tr>
<td>Grade 12</td>
<td>0</td>
</tr>
<tr>
<td><strong>Ethnic Distribution:</strong></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>58</td>
</tr>
<tr>
<td>Hispanic</td>
<td>334</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>9</td>
</tr>
<tr>
<td><strong>Sex:</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>193</td>
</tr>
<tr>
<td>Male</td>
<td>220</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>387</td>
</tr>
<tr>
<td><strong>Non-Educationally Disadvantaged</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>Section 504 Students</strong></td>
<td>11</td>
</tr>
<tr>
<td><strong>EB Students/EL</strong></td>
<td>221</td>
</tr>
<tr>
<td>Student Information</td>
<td>Membership</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Campus</td>
</tr>
<tr>
<td>Students w/ Disciplinary Placements (2020-21)</td>
<td>0</td>
</tr>
<tr>
<td>Students w/ Dyslexia</td>
<td>20</td>
</tr>
<tr>
<td>Foster Care</td>
<td>3</td>
</tr>
<tr>
<td>Homeless</td>
<td>6</td>
</tr>
<tr>
<td>Immigrant</td>
<td>29</td>
</tr>
<tr>
<td>Migrant</td>
<td>0</td>
</tr>
<tr>
<td>Title I</td>
<td>413</td>
</tr>
<tr>
<td>Military Connected</td>
<td>7</td>
</tr>
<tr>
<td>At-Risk</td>
<td>271</td>
</tr>
</tbody>
</table>

**Students by Instructional Program:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
<td>231</td>
<td>55.9%</td>
<td>46.0%</td>
<td>21.9%</td>
<td>231</td>
<td>55.9%</td>
<td>46.0%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Gifted and Talented Education</td>
<td>40</td>
<td>9.7%</td>
<td>17.2%</td>
<td>8.0%</td>
<td>40</td>
<td>9.7%</td>
<td>17.2%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>32</td>
<td>7.7%</td>
<td>10.0%</td>
<td>11.6%</td>
<td>32</td>
<td>7.7%</td>
<td>10.0%</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

**Students with Disabilities by Type of Primary Disability:**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students with Disabilities</td>
<td>32</td>
<td>40.6%</td>
<td>41.0%</td>
<td>43.0%</td>
<td>32</td>
<td>7.7%</td>
<td>10.0%</td>
<td>11.6%</td>
</tr>
</tbody>
</table>

**By Type of Primary Disability**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Count</th>
<th>Percent withdrawn</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Intellectual Disabilities</td>
<td>13</td>
<td>40.6%</td>
<td>41.0%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Students with Physical Disabilities</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Students with Autism</td>
<td>*</td>
<td>*</td>
<td>25.2%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Students with Behavioral Disabilities</td>
<td>9</td>
<td>28.1%</td>
<td>17.6%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Students with Non-Categorical Early Childhood</td>
<td>0</td>
<td>0.0%</td>
<td>0.5%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

**Mobility (2020-21):**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Mobile Students</td>
<td>47</td>
<td>11.8%</td>
<td>13.5%</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

**By Ethnicity:**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>10</td>
<td>2.5%</td>
<td>4.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>36</td>
<td>9.1%</td>
<td>7.3%</td>
<td>6.6%</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0.0%</td>
<td>0.8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0.3%</td>
<td>0.1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0.0%</td>
<td>0.3%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**Count and Percent of Special Ed Students who are Mobile**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>9.8%</td>
<td>16.0%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

**Count and Percent of EB Students/EL who are Mobile**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>8.8%</td>
<td>10.2%</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

**Count and Percent of Econ Dis Students who are Mobile**

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>11.8%</td>
<td>13.8%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

**Student Attrition (2020-21):**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Count</th>
<th>Percent withdrew</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Attrition</td>
<td>77</td>
<td>20.8%</td>
<td>21.7%</td>
<td>18.9%</td>
</tr>
</tbody>
</table>
### Retention Rates by Grade:

<table>
<thead>
<tr>
<th>Student Information</th>
<th>--Non-Special Education Rates--</th>
<th>---Special Education Rates---</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Campus</td>
<td>District</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>1.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>1.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>3.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>1.4%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td>1.5%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>-</td>
<td>1.5%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>-</td>
<td>1.6%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>-</td>
<td>19.6%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Class Size Information</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>14.0</td>
<td>17.1</td>
<td>18.7</td>
</tr>
<tr>
<td>Grade 1</td>
<td>14.0</td>
<td>16.6</td>
<td>18.7</td>
</tr>
<tr>
<td>Grade 2</td>
<td>14.8</td>
<td>16.8</td>
<td>18.6</td>
</tr>
<tr>
<td>Grade 3</td>
<td>13.6</td>
<td>16.3</td>
<td>18.7</td>
</tr>
<tr>
<td>Grade 4</td>
<td>17.3</td>
<td>16.8</td>
<td>18.8</td>
</tr>
<tr>
<td>Grade 5</td>
<td>23.4</td>
<td>17.1</td>
<td>20.2</td>
</tr>
<tr>
<td>Grade 6</td>
<td>-</td>
<td>16.5</td>
<td>19.2</td>
</tr>
<tr>
<td><strong>Secondary:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>-</td>
<td>17.4</td>
<td>16.3</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>-</td>
<td>18.5</td>
<td>18.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>18.8</td>
<td>17.5</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>18.1</td>
<td>18.5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>-</td>
<td>19.4</td>
<td>19.1</td>
</tr>
</tbody>
</table>
### -- Campus --

<table>
<thead>
<tr>
<th>Staff Information</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff</td>
<td>39.3</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Professional Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>27.4</td>
<td>69.7%</td>
<td>48.2%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>2.0</td>
<td>5.1%</td>
<td>11.3%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>3.0</td>
<td>7.6%</td>
<td>3.6%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Educational Aides:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarians and Counselors (Headcount):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Librarians</td>
<td>0.0</td>
<td>n/a</td>
<td>108.0</td>
<td>4,194.0</td>
</tr>
<tr>
<td>Part-time Librarians</td>
<td>0.0</td>
<td>n/a</td>
<td>5.0</td>
<td>607.0</td>
</tr>
<tr>
<td>Full-time Counselors</td>
<td>1.0</td>
<td>n/a</td>
<td>429.0</td>
<td>13,550.0</td>
</tr>
<tr>
<td>Part-time Counselors</td>
<td>0.0</td>
<td>n/a</td>
<td>0.0</td>
<td>1,176.0</td>
</tr>
<tr>
<td>Total Minority Staff:</td>
<td>36.2</td>
<td>92.0%</td>
<td>79.6%</td>
<td>52.1%</td>
</tr>
</tbody>
</table>

### Teachers by Ethnicity:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.2</td>
<td>26.2%</td>
<td>34.3%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.1</td>
<td>47.8%</td>
<td>33.1%</td>
<td>28.9%</td>
</tr>
<tr>
<td>White</td>
<td>4.1</td>
<td>14.8%</td>
<td>26.8%</td>
<td>56.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.0</td>
<td>7.3%</td>
<td>3.3%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.1</td>
<td>3.9%</td>
<td>1.7%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

### Teachers by Sex:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>9.1</td>
<td>33.2%</td>
<td>30.4%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Females</td>
<td>18.3</td>
<td>66.8%</td>
<td>69.6%</td>
<td>75.9%</td>
</tr>
</tbody>
</table>

### Teachers by Highest Degree Held:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Degree</td>
<td>1.0</td>
<td>3.7%</td>
<td>2.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>20.4</td>
<td>74.4%</td>
<td>69.7%</td>
<td>72.6%</td>
</tr>
<tr>
<td>Masters</td>
<td>6.0</td>
<td>22.0%</td>
<td>26.2%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0.0</td>
<td>0.0%</td>
<td>1.5%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

### Teachers by Years of Experience:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count/Average</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>3.0</td>
<td>11.0%</td>
<td>6.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>1-5 Years</td>
<td>11.2</td>
<td>40.8%</td>
<td>31.5%</td>
<td>26.7%</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>6.0</td>
<td>22.0%</td>
<td>23.4%</td>
<td>20.6%</td>
</tr>
<tr>
<td>11-20 Years</td>
<td>5.2</td>
<td>18.9%</td>
<td>24.6%</td>
<td>28.6%</td>
</tr>
<tr>
<td>21-30 Years</td>
<td>0.0</td>
<td>0.0%</td>
<td>10.0%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>
### Staff Information

<table>
<thead>
<tr>
<th>Experience of Campus Leadership:</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Years Experience of Principals</td>
<td>4.0</td>
<td>6.2</td>
<td>6.3</td>
</tr>
<tr>
<td>Average Years Experience of Principals with District</td>
<td>4.0</td>
<td>6.0</td>
<td>5.4</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals</td>
<td>2.0</td>
<td>4.7</td>
<td>5.5</td>
</tr>
<tr>
<td>Average Years Experience of Assistant Principals with District</td>
<td>2.0</td>
<td>4.3</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Average Years Experience of Teachers:
- 9.1
- 10.4
- 11.1

Average Years Experience of Teachers with District:
- 7.2
- 8.2
- 7.2

### Average Teacher Salary by Years of Experience (regular duties only):

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>$56,500</td>
<td>$53,484</td>
<td>$51,054</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>$58,724</td>
<td>$59,293</td>
<td>$54,577</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>$62,377</td>
<td>$65,777</td>
<td>$57,746</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>$67,900</td>
<td>$68,130</td>
<td>$61,377</td>
</tr>
<tr>
<td>21-30 Years Experience</td>
<td>$65,414</td>
<td>$69,071</td>
<td>$65,949</td>
</tr>
<tr>
<td>Over 30 Years Experience</td>
<td>$71,132</td>
<td>$72,138</td>
<td>$71,111</td>
</tr>
</tbody>
</table>

### Average Actual Salaries (regular duties only):

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>$61,928</td>
<td>$64,020</td>
<td>$58,887</td>
</tr>
<tr>
<td>Professional Support</td>
<td>$72,451</td>
<td>$78,383</td>
<td>$69,505</td>
</tr>
<tr>
<td>Campus Administration (School Leadership)</td>
<td>$82,667</td>
<td>$90,129</td>
<td>$84,990</td>
</tr>
</tbody>
</table>

### Instructional Staff Percent:

| Instructional Staff Percent | n/a | 63.1% | 64.9% |

### Contracted Instructional Staff (not incl. above):

| Contracted Instructional Staff (not incl. above) | 0.0 | 0.0 | 2,113.6 |

### Program Information

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers by Program (population served):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual/ESL Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>4.1%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Gifted and Talented Education</td>
<td>0.0</td>
<td>0.0%</td>
<td>3.1%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>25.4</td>
<td>92.7%</td>
<td>74.0%</td>
<td>70.8%</td>
</tr>
</tbody>
</table>
Texas Education Agency
2021-22 Staff Information (TAPR)
ORAN M ROBERTS EL (057905202) - DALLAS ISD - DALLAS COUNTY

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Count</th>
<th>Percent</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>2.0</td>
<td>7.3%</td>
<td>9.3%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>0.0%</td>
<td>5.8%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

- 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 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)