Realizing Our Students' Individual Dreams

Texas Academic Performance Report (TAPR)

and

Annual Report

2024-2025

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2024-25 District Annual Report Public Hearing

Red Oak ISD

February 23, 2026

8 Sections to the 2024-25 District Annual Report

1. 2024-25 Texas Academic Performance Report (PDF TAPR)
   - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2023-24 Financial Actual Report)
   - ❑ For the District and each Campus in the District
3. District Accreditation Status (2023-24 School Year)
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
   - ❑ For each High School Campus in the District
7. Progress Toward Board-adopted HB 3 Goals
   - ❑ For the District and each Campus in the District
8. 2024-25 TAPR Glossary

The 2024-25 District Annual Report is posted on the district's website at: ***www.redoakisd.org***

Section 1
2024-25 Texas Academic Performance Report (TAPR)

- ➢ Compiled by TEA for every district and campus using
  - ❑ PEIMS
  - ❑ Student Assessment Data
- ➢ 2024-25 TAPR is published as a PDF
  - ❑ Includes a wide range of information on the performance of students in each district and campus in the state
  - ❑ Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
  - ❑ Provides extensive information on school and district staff, programs, and student demographics

Section 1
2024-25 Texas Academic Performance Report (TAPR)

- ➢ **Cover Page**
  - ❑ 2025 Accountability Rating
    - A, B, C, D or F
    - Reported for the District and for each Campus
  - ❑ 2025 Special Education Determination Status
    - Only reported on the District's TAPR
  - ❑ 2025 Armed Services Vocational Aptitude Battery (ASVAB) Test
    - Only reported on the District's TAPR and only reported if the District did not offer the ASVAB Test or offered an ASVAB Alternative Test
  - ❑ 2025 Distinction Designations
    - Reported for the District and for each Campus

Section 1
2024-25 Texas Academic Performance Report (TAPR)

- **STAAR Performance – reported for 2025 and 2024**
  - All 3 performance rates
    - ***Approaches Grade Level or Above***
    - ***Meets Grade Level or Above***
    - ***Masters Grade Level***
  - Reported for
    - **Each Assessment** (including SAT/ACT for Accelerated Testers)
    - **All Grades All Subjects**
    - **All Grades by Subject**
    - **By Enrolled Grade** (3rd Graders through 8th Graders) at ***Meets Grade Level or Above***
      - Reading and Math
        - » Grade 3-8 assessments only and
        - » Grade 3-8 assessments and EOCs)
      - Reading (Grade 3-8 assessments and EOCs)
      - Math (Grade 3-8 assessments and EOCs)

Section 1
2024-25 Texas Academic Performance Report (TAPR)

- **School Progress – Reported for 2025 and 2024**
  - **Annual Growth**
    - Reported by Grade and Subject of assessment
      - RLA
      - Math
  - **Accelerated Learning (1416 Performance)**
    - Reported by Grade and Subject of assessment
      - RLA
      - Math
  - ***Academic Growth (Domain 2A in Accountability) which is a combination of Annual Growth and Accelerated Learning is NOT reported***

Section 1
2024-25 Texas Academic Performance Report (TAPR)

- **Bilingual Education (BE) / English as a Second Language (ESL)**
  - Disaggregated data for various BE/ESL program instructional models and groups:
    1. Total BE
    2. BE Trans Early Exit
    3. BE Trans Late Exit
    4. BE Dual Two-Way
    5. BE Dual One-Way
    6. Alternative Language Program (ALP) Bilingual (Exception)
    7. ALP ESL (Waiver)
    8. Total ESL
    9. ESL Content Based
    10. ESL Pull-Out
    11. EB/ESL with Parental Denial
    12. Never Emergent Bilingual (EB)/English Learner (EL)
    13. Total EB/EL
    14. Monitored and Former EB/EL
  - **STAAR Performance – reported for 2025 and 2024**
    - All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)
  - **Annual Growth - reported for 2025 and 2024**
    - All Grades – Both Subjects, All Grades – RLA, All Grades – Math
  - **Accelerated Learning - reported for 2025 and 2024**
    - All Grades – Both Subjects, All Grades – RLA, All Grades – Math

Section 1
2024-25 Texas Academic Performance Report (TAPR)

- **STAAR Participation – reported for 2025 and 2024**
  - Data reported
    - Assessment Participant
      - Included in Accountability
      - Not Included in Accountability: Mobile
      - Not Included in Accountability: Other
      - Exclusions
    - Not Tested
      - Absent
      - Other
  - Reported for All Tests, by Subject Area, and for Accelerated Testers

Section 1
2024-25 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2023-24 and 2022-23***
  - Attendance Rate
  - Chronic Absenteeism
  - Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
  - 4-year Longitudinal Graduation Rate
  - 5-year Extended Longitudinal Graduation Rate
  - 6-year Extended Longitudinal Graduation Rate
  - 4-Year Federal Graduation Rate without Exclusions
  - Graduation Plan Rates (Longitudinal and Annual)
    - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates
- **Graduation Profile – 2023-24 Graduates***
  - Total Graduates
  - By Ethnicity
  - By Graduation Type
  - By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

** Attendance, Graduation and Dropout Data for 2024-25 are not be reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2023-24 and 2022-23.*

Section 1
2024-25 Texas Academic Performance Report (TAPR)

- **College, Career and Military Readiness (CCMR) – 2023-24 and 2022-23 graduates***
  - CCMR Graduates
  - College Ready Graduates (overall and by specific college ready indicator)
  - Career/Military Ready Graduates (overall and by specific career/military ready indicator)
- **CCMR-Related Indicators – 2023-24 and 2022-23 graduates***
  - TSIA Results
  - Completed and Received Credit for College Prep Courses
  - AP/IB Results
  - SAT/ACT Results
- **Other Postsecondary Indicators**
  - Advanced Dual-Credit Course Completion – 2023-24 and 2022-23 school years
  - Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2022-23 and 2021-22 school years
  - Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2022-23 and 2021-22 school years

** CCMR data for 2024-25 graduates was not complete until January 2026 (as part of Fall 2025 PEIMS/TSDS Submission 1). The most recent years for which CCMR data are available are 2023-24 and 2022-23.*

Section 1
2024-25 Texas Academic Performance Report (TAPR)

- **Student Information**
  - Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)
- **Staff Information**
  - Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)
- **Program Information**
  - Student Enrollment by Program
  - Teachers by Program (population served)

Section 2
PEIMS Financial Standard Reports (2023-24 Financial Actual Reports)

2023-24 Actual Financial Data (District)
- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2023-24 Actual Financial Data (Campus)
- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2023-24 is the most recent year for which these data are available.

Link to 2023-24 District Financial Actual Reports

Link to 2023-24 Campus Financial Actual Reports

Section 3
District Accreditation Status (2023-24 School Year)

- Each year TEA assigns one of four accreditation statuses to each district in the state:
  1. *Accredited*
  2. *Accredited-Warned*
  3. *Accredited-Probation*
  4. *Not Accredited-Revoked*
- In assigning an accreditation status to a district, TEA considers
  - Academic accountability ratings
  - Financial accountability ratings
  - Data integrity
  - Program-area deficiencies identified through Results Driven Accountability (RDA)
- TEA assigned accreditation statuses for the 2023-24 school year on September 25, 2025
- The release of the 2023-24 accreditation statuses was delayed due to the litigation relating to the issuance of 2023 A-F Accountability ratings
- Districts can expect the 2024-25 accreditation statuses to be issued in the spring of 2026
- The 2024-25 District Annual Report must include the District's 2023-24 accreditation status

The District's 2023-24 Accreditation Status is:

Accredited

Section 4
Campus Performance Objectives

- Campus Improvement Plans (CIPs)
  - Each campus has developed and is implementing a CIP, as required by TEC §11.253
  - Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
  - Each campus **periodically measures progress** toward its performance objectives
  - Updated CIPs for the 2024-25 school year (which show both the **objectives of each campus** and each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus.

Section 5
Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
  - **Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)**
  - **Descriptions of school violence prevention and violence intervention policies and procedures used to protect students**
  - **Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act**
- The district's report for the 2024-25 school year is available for review at the district's central office and at each campus in the district

Section 6
Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- **The most current report is for 2022-23 High School Graduates**
  - Student performance is measured by the Grade Point Average (GPA) earned by 2022-23 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2024
  - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2023**, **Spring 2024**, and **Summer 2024** are added together and averaged to determine the GPA

NOTE: ***The THECB anticipates releasing an updated report for 2023-24 High School Graduates in mid-January 2026. That report, when available, will be posted at: THECB Website***

Section 7

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:
  - early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
  - CCMR plans adopted under TEC §11.186
- The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board as part of this report.

HB3 - Early Childhood Literacy Learning

The percentage of 3rd grade students that score Meets on the STAAR Reading will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.

2023-2024	2024-2025
46%	49%

HB3 - Early Childhood Math

The percentage of 3rd grade math students that score Meets on the STAAR Math will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.

2023-2024	2024-2025
40%	37%

HB3 - College Career and Military Readiness (CCMR):

The percentage of graduates that take and pass AP Exams will increase according to targets for each student group established of 2 percent per year with the overall goal of 10 percent after 5 years. Targets will be revised as appropriate.

TAPR	2023-2024	2024-2025
Participation	11.5%	13.3%
Passing	50.0%	55.0%

Section 8
TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *2024-25 TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is available as well

Resources and Availability of Annual Report

- The District's 2024-25 TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

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2024-25 Texas Academic Performance Report (TAPR)

District Name: RED OAK ISD

District Number: 070911

2025 District Accountability Score: C

2025 Special Education Determination Status:

Meets Requirements

	School Year	State	Region 10	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	77%	**76%**	74%	79%	74%	-	*	-	73%	50%	91%	78%	74%	70%	74%
	2024	74%	74%	**76%**	71%	78%	81%	-	*	*	81%	46%	50%	78%	72%	72%	71%
At Meets Grade Level or Above	2025	52%	52%	**49%**	47%	49%	48%	-	*	-	73%	25%	18%	45%	57%	41%	46%
	2024	48%	49%	**46%**	40%	45%	59%	-	*	*	56%	22%	0%	47%	44%	39%	39%
At Masters Grade Level	2025	23%	25%	**18%**	18%	16%	22%	-	*	-	45%	5%	0%	16%	24%	15%	19%
	2024	21%	22%	**17%**	15%	13%	24%	-	*	*	38%	3%	0%	17%	15%	14%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	72%	**68%**	62%	71%	70%	-	*	-	73%	41%	91%	68%	67%	61%	70%
	2024	70%	71%	**70%**	63%	72%	80%	-	*	*	56%	41%	67%	71%	67%	65%	71%
At Meets Grade Level or Above	2025	46%	48%	**37%**	30%	39%	42%	-	*	-	55%	20%	55%	37%	37%	31%	44%
	2024	42%	45%	**40%**	36%	38%	54%	-	*	*	38%	25%	33%	41%	38%	34%	35%
At Masters Grade Level	2025	19%	22%	**12%**	10%	11%	19%	-	*	-	18%	5%	18%	12%	12%	9%	12%
	2024	15%	18%	**10%**	6%	11%	18%	-	*	*	13%	3%	0%	12%	7%	8%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	**80%**	75%	84%	85%	-	*	*	68%	54%	89%	83%	76%	76%	73%
	2024	81%	80%	**84%**	81%	84%	88%	*	*	-	80%	48%	100%	85%	82%	80%	82%
At Meets Grade Level or Above	2025	54%	55%	**51%**	48%	52%	58%	-	*	*	47%	20%	56%	50%	52%	45%	48%
	2024	51%	53%	**48%**	41%	48%	55%	*	*	-	60%	14%	60%	50%	47%	43%	46%
At Masters Grade Level	2025	24%	26%	**21%**	16%	19%	33%	-	*	*	26%	3%	22%	23%	17%	17%	19%
	2024	23%	26%	**19%**	16%	15%	29%	*	*	-	27%	5%	10%	21%	16%	14%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	70%	**68%**	63%	70%	76%	-	*	*	53%	40%	67%	69%	66%	62%	75%
	2024	69%	70%	**71%**	64%	71%	81%	*	*	-	77%	40%	100%	73%	68%	67%	73%
At Meets Grade Level or Above	2025	47%	49%	**43%**	35%	44%	56%	-	*	*	42%	19%	56%	43%	42%	36%	40%
	2024	46%	49%	**46%**	37%	43%	60%	*	*	-	62%	19%	70%	48%	43%	38%	42%
At Masters Grade Level	2025	24%	26%	**17%**	10%	19%	31%	-	*	*	21%	5%	22%	18%	16%	12%	19%
	2024	21%	23%	**16%**	8%	17%	24%	*	*	-	23%	4%	10%	18%	14%	12%	15%
Grade 5 Reading																	

	School Year	State	Region 10	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	2025	77%	78%	**79%**	76%	79%	84%	*	*	*	76%	43%	76%	82%	75%	75%	78%
	2024	79%	80%	**79%**	78%	77%	82%	*	100%	-	93%	35%	93%	82%	75%	76%	78%
At Meets Grade Level or Above	2025	58%	60%	**55%**	51%	57%	59%	*	*	*	47%	23%	59%	58%	50%	50%	59%
	2024	55%	57%	**53%**	52%	48%	59%	*	86%	-	60%	17%	60%	53%	52%	49%	53%
At Masters Grade Level	2025	30%	33%	**27%**	21%	30%	30%	*	*	*	24%	4%	24%	31%	21%	24%	30%
	2024	29%	32%	**23%**	25%	21%	20%	*	57%	-	40%	4%	13%	22%	26%	21%	21%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**75%**	67%	78%	84%	*	*	*	69%	45%	82%	78%	70%	73%	80%
	2024	77%	78%	**82%**	77%	81%	91%	*	86%	-	87%	50%	87%	85%	77%	77%	83%
At Meets Grade Level or Above	2025	47%	50%	**43%**	32%	47%	49%	*	*	*	44%	15%	59%	47%	37%	39%	49%
	2024	50%	54%	**57%**	46%	56%	77%	*	71%	-	60%	18%	80%	65%	44%	51%	60%
At Masters Grade Level	2025	22%	25%	**21%**	13%	26%	21%	*	*	*	19%	5%	29%	23%	18%	17%	22%
	2024	19%	23%	**21%**	18%	19%	32%	*	29%	-	7%	4%	40%	23%	18%	16%	14%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	65%	**65%**	62%	66%	65%	*	*	*	65%	37%	65%	68%	61%	60%	67%
	2024	58%	58%	**67%**	63%	63%	82%	*	86%	-	73%	29%	80%	70%	63%	63%	60%
At Meets Grade Level or Above	2025	31%	31%	**27%**	22%	26%	38%	*	*	*	24%	13%	12%	30%	23%	25%	21%
	2024	28%	28%	**29%**	27%	23%	40%	*	43%	-	40%	12%	47%	31%	25%	25%	18%
At Masters Grade Level	2025	12%	13%	**9%**	4%	8%	15%	*	*	*	12%	3%	6%	9%	8%	7%	5%
	2024	11%	12%	**9%**	10%	5%	16%	*	29%	-	20%	4%	13%	8%	11%	7%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	**69%**	66%	66%	82%	*	83%	-	69%	24%	74%	74%	60%	63%	64%
	2024	77%	78%	**74%**	74%	74%	79%	*	40%	-	79%	38%	70%	77%	71%	68%	65%
At Meets Grade Level or Above	2025	56%	59%	**43%**	47%	37%	50%	*	67%	-	38%	13%	42%	45%	41%	39%	40%
	2024	57%	59%	**53%**	51%	51%	58%	*	20%	-	71%	15%	40%	55%	51%	47%	44%
At Masters Grade Level	2025	29%	33%	**17%**	17%	15%	23%	*	17%	-	13%	8%	26%	18%	15%	14%	14%
	2024	26%	30%	**22%**	19%	20%	29%	*	20%	-	32%	4%	30%	25%	18%	17%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	76%	**67%**	63%	63%	84%	*	83%	-	69%	34%	89%	72%	58%	62%	64%
	2024	72%	75%	**65%**	57%	69%	73%	*	40%	-	75%	38%	70%	67%	63%	58%	63%

	School Year	State	Region 10	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	2025	40%	43%	**27%**	24%	21%	49%	*	67%	-	25%	7%	42%	32%	18%	22%	24%
	2024	39%	43%	**34%**	27%	33%	45%	*	20%	-	39%	6%	30%	37%	29%	28%	28%
At Masters Grade Level	2025	16%	19%	**7%**	8%	3%	15%	*	17%	-	0%	4%	16%	8%	5%	4%	3%
	2024	14%	17%	**10%**	6%	9%	19%	*	20%	-	4%	1%	20%	12%	7%	8%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**76%**	75%	76%	79%	*	60%	*	76%	31%	78%	78%	72%	70%	77%
	2024	74%	76%	**69%**	65%	67%	81%	*	67%	-	69%	36%	56%	69%	68%	64%	61%
At Meets Grade Level or Above	2025	54%	57%	**51%**	50%	51%	54%	*	20%	*	56%	11%	44%	53%	46%	42%	42%
	2024	54%	57%	**45%**	41%	41%	58%	*	67%	-	46%	16%	22%	45%	44%	40%	33%
At Masters Grade Level	2025	27%	31%	**21%**	18%	20%	31%	*	20%	*	24%	3%	11%	25%	15%	16%	15%
	2024	29%	33%	**21%**	19%	17%	30%	*	67%	-	31%	11%	11%	23%	19%	18%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	60%	**35%**	30%	35%	46%	*	*	*	38%	20%	14%	37%	32%	31%	36%
	2024	56%	61%	**43%**	36%	44%	61%	*	*	-	44%	25%	33%	48%	37%	40%	38%
At Meets Grade Level or Above	2025	33%	41%	**15%**	10%	15%	29%	*	*	*	19%	7%	14%	14%	17%	15%	14%
	2024	34%	40%	**19%**	16%	17%	31%	*	*	-	11%	10%	22%	19%	18%	19%	11%
At Masters Grade Level	2025	11%	19%	**1%**	0%	1%	5%	*	*	*	0%	1%	0%	1%	1%	0%	0%
	2024	11%	17%	**3%**	3%	3%	7%	*	*	-	0%	6%	0%	3%	4%	3%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	83%	**75%**	76%	71%	80%	*	100%	*	86%	36%	67%	76%	74%	71%	65%
	2024	81%	83%	**78%**	77%	75%	88%	*	*	*	88%	44%	86%	81%	75%	74%	67%
At Meets Grade Level or Above	2025	58%	61%	**44%**	38%	44%	57%	*	80%	*	57%	12%	33%	47%	40%	41%	36%
	2024	56%	60%	**49%**	47%	44%	64%	*	*	*	56%	21%	43%	51%	47%	41%	33%
At Masters Grade Level	2025	32%	36%	**18%**	15%	16%	26%	*	80%	*	29%	7%	11%	21%	14%	17%	13%
	2024	29%	34%	**23%**	21%	19%	35%	*	*	*	38%	11%	14%	25%	21%	18%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	71%	**69%**	65%	68%	78%	*	*	*	85%	23%	91%	71%	66%	64%	60%
	2024	72%	73%	**67%**	67%	64%	76%	*	83%	*	64%	40%	67%	70%	64%	63%	58%
At Meets Grade Level or Above	2025	47%	46%	**45%**	42%	42%	56%	*	*	*	50%	11%	45%	47%	41%	41%	29%
	2024	43%	43%	**33%**	31%	31%	42%	*	67%	*	36%	17%	33%	37%	28%	32%	24%

	School Year	State	Region 10	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	2025	18%	18%	**13%**	9%	13%	18%	*	*	*	25%	0%	18%	15%	9%	11%	11%
	2024	16%	16%	**6%**	3%	6%	12%	*	17%	*	9%	7%	0%	7%	4%	4%	1%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	75%	**66%**	63%	65%	78%	*	80%	*	71%	31%	56%	70%	60%	63%	59%
	2024	70%	73%	**58%**	49%	56%	80%	*	*	*	75%	31%	57%	61%	54%	51%	47%
At Meets Grade Level or Above	2025	48%	51%	**40%**	35%	35%	58%	*	80%	*	57%	16%	22%	43%	34%	39%	31%
	2024	44%	47%	**32%**	26%	29%	48%	*	*	*	44%	11%	43%	38%	23%	25%	20%
At Masters Grade Level	2025	19%	22%	**14%**	10%	12%	20%	*	60%	*	29%	2%	0%	17%	8%	14%	7%
	2024	17%	20%	**8%**	3%	6%	23%	*	*	*	13%	3%	14%	10%	6%	5%	3%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	61%	**50%**	46%	44%	72%	*	80%	*	57%	26%	33%	53%	45%	46%	36%
	2024	60%	63%	**51%**	45%	49%	67%	*	*	*	63%	31%	43%	56%	44%	44%	41%
At Meets Grade Level or Above	2025	32%	35%	**25%**	22%	18%	47%	*	60%	*	50%	15%	33%	28%	20%	23%	14%
	2024	33%	36%	**27%**	20%	27%	43%	*	*	*	38%	15%	14%	33%	19%	19%	19%
At Masters Grade Level	2025	17%	20%	**13%**	10%	10%	23%	*	40%	*	43%	10%	0%	15%	9%	13%	5%
	2024	17%	19%	**15%**	12%	11%	31%	*	*	*	19%	11%	14%	17%	13%	10%	10%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	70%	**65%**	64%	60%	77%	*	83%	*	76%	32%	81%	70%	57%	59%	54%
	2024	70%	71%	**67%**	66%	63%	77%	*	75%	-	78%	35%	89%	68%	66%	64%	57%
At Meets Grade Level or Above	2025	49%	52%	**43%**	40%	41%	58%	*	83%	*	52%	17%	44%	50%	34%	35%	32%
	2024	52%	53%	**41%**	33%	39%	58%	*	50%	-	70%	11%	44%	43%	38%	36%	31%
At Masters Grade Level	2025	15%	17%	**9%**	6%	6%	21%	*	17%	*	20%	1%	6%	11%	5%	6%	2%
	2024	16%	19%	**11%**	6%	10%	19%	*	13%	-	22%	1%	0%	11%	10%	8%	3%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	73%	**63%**	57%	61%	80%	80%	63%	-	79%	26%	35%	66%	59%	57%	50%
	2024	75%	76%	**71%**	68%	69%	77%	*	57%	-	91%	39%	40%	73%	67%	65%	52%
At Meets Grade Level or Above	2025	55%	56%	**42%**	34%	40%	65%	60%	38%	-	62%	8%	24%	46%	37%	36%	32%
	2024	58%	59%	**52%**	45%	49%	67%	*	57%	-	78%	22%	20%	55%	46%	44%	33%

	School Year	State	Region 10	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	2025	8%	10%	**4%**	3%	3%	6%	0%	0%	-	14%	0%	6%	3%	5%	2%	1%
	2024	9%	10%	**6%**	5%	4%	10%	*	29%	-	6%	0%	0%	7%	4%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	79%	**79%**	80%	75%	84%	*	88%	*	78%	55%	82%	83%	72%	76%	72%
	2024	81%	81%	**80%**	77%	79%	89%	*	75%	-	88%	44%	100%	81%	79%	77%	74%
At Meets Grade Level or Above	2025	45%	47%	**43%**	41%	40%	54%	*	63%	*	44%	14%	55%	49%	34%	41%	37%
	2024	43%	45%	**44%**	35%	44%	60%	*	50%	-	58%	7%	75%	50%	36%	36%	41%
At Masters Grade Level	2025	27%	30%	**22%**	18%	19%	38%	*	50%	*	22%	9%	45%	27%	15%	20%	15%
	2024	24%	26%	**22%**	13%	22%	37%	*	38%	-	33%	1%	38%	25%	18%	16%	18%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	92%	**88%**	88%	87%	92%	*	*	*	91%	67%	91%	91%	84%	85%	86%
	2024	91%	92%	**90%**	86%	89%	95%	*	100%	-	95%	72%	100%	93%	86%	87%	86%
At Meets Grade Level or Above	2025	61%	62%	**55%**	52%	50%	69%	*	*	*	65%	23%	64%	60%	47%	47%	40%
	2024	56%	58%	**47%**	37%	45%	67%	*	57%	-	62%	18%	67%	52%	40%	41%	37%
At Masters Grade Level	2025	21%	23%	**11%**	8%	8%	22%	*	*	*	30%	3%	18%	13%	8%	6%	5%
	2024	19%	21%	**13%**	9%	12%	21%	*	14%	-	29%	2%	17%	14%	11%	10%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	**93%**	90%	93%	99%	*	100%	-	96%	79%	100%	93%	92%	90%	94%
	2024	96%	96%	**96%**	96%	97%	95%	*	80%	-	100%	80%	100%	96%	96%	95%	95%
At Meets Grade Level or Above	2025	68%	69%	**55%**	46%	53%	75%	*	43%	-	84%	32%	33%	54%	56%	48%	46%
	2024	69%	70%	**63%**	58%	63%	73%	*	60%	-	71%	33%	88%	66%	58%	52%	47%
At Masters Grade Level	2025	37%	40%	**26%**	20%	23%	44%	*	29%	-	44%	5%	0%	29%	17%	21%	14%
	2024	37%	39%	**31%**	22%	29%	43%	*	50%	-	54%	15%	50%	36%	22%	23%	19%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	90%	**87%**	79%	91%	100%	*	*	-	86%	*	*	94%	60%	71%	86%
	2024	88%	91%	**85%**	82%	84%	86%	-	-	-	*	*	-	86%	75%	83%	*
At Meets Grade Level or Above	2025	59%	64%	**52%**	41%	64%	50%	*	*	-	43%	*	*	60%	20%	48%	29%
	2024	59%	66%	**49%**	36%	47%	64%	-	-	-	*	*	-	53%	25%	53%	*

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At Masters Grade Level	2025	13%	18%	**3%**	0%	5%	7%	*	*	-	0%	*	*	3%	0%	0%	0%
	2024	12%	18%	**4%**	5%	3%	5%	-	-	-	*	*	-	5%	0%	6%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	76%	**71%**	68%	70%	79%	79%	82%	71%	74%	40%	73%	74%	66%	66%	66%
	2024	75%	76%	**73%**	69%	72%	82%	64%	76%	67%	80%	41%	77%	75%	69%	68%	66%
At Meets Grade Level or Above	2025	50%	52%	**42%**	38%	41%	54%	53%	64%	29%	51%	16%	41%	45%	38%	37%	36%
	2024	48%	51%	**43%**	37%	41%	57%	39%	58%	0%	56%	16%	48%	47%	38%	37%	35%
At Masters Grade Level	2025	21%	24%	**15%**	11%	14%	23%	26%	30%	0%	22%	4%	15%	17%	12%	12%	11%
	2024	20%	23%	**15%**	12%	13%	24%	17%	32%	0%	23%	4%	16%	17%	13%	11%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	76%	**72%**	69%	70%	80%	73%	80%	80%	76%	38%	72%	75%	67%	66%	64%
	2024	76%	77%	**74%**	71%	73%	81%	69%	76%	*	83%	40%	77%	76%	71%	70%	65%
At Meets Grade Level or Above	2025	54%	56%	**47%**	43%	45%	56%	53%	60%	20%	54%	17%	40%	49%	43%	40%	40%
	2024	54%	56%	**48%**	43%	45%	60%	54%	64%	*	65%	17%	41%	50%	45%	42%	38%
At Masters Grade Level	2025	23%	25%	**15%**	13%	14%	23%	13%	23%	0%	22%	4%	14%	17%	13%	13%	12%
	2024	22%	25%	**17%**	14%	14%	24%	15%	38%	*	27%	4%	11%	18%	15%	13%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	74%	**68%**	64%	68%	77%	70%	78%	60%	67%	39%	79%	71%	63%	63%	67%
	2024	72%	74%	**70%**	65%	70%	80%	60%	73%	*	74%	40%	77%	73%	67%	66%	67%
At Meets Grade Level or Above	2025	45%	48%	**38%**	33%	37%	49%	50%	67%	20%	40%	14%	49%	41%	33%	33%	34%
	2024	43%	47%	**40%**	33%	39%	55%	20%	57%	*	46%	16%	53%	44%	34%	35%	35%
At Masters Grade Level	2025	20%	23%	**14%**	10%	14%	22%	30%	31%	0%	15%	5%	22%	16%	12%	11%	12%
	2024	17%	21%	**13%**	8%	13%	22%	0%	27%	*	14%	4%	19%	15%	11%	10%	9%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	78%	**75%**	73%	74%	79%	100%	92%	*	78%	46%	70%	77%	70%	71%	72%
	2024	75%	75%	**73%**	67%	71%	86%	57%	83%	*	83%	45%	79%	76%	69%	69%	65%
At Meets Grade Level or Above	2025	47%	49%	**42%**	38%	38%	56%	67%	85%	*	50%	17%	30%	46%	37%	38%	32%
	2024	43%	45%	**37%**	31%	33%	53%	29%	50%	*	50%	14%	50%	41%	30%	32%	26%

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At Masters Grade Level	2025	17%	19%	**11%**	7%	9%	19%	50%	46%	*	24%	3%	8%	13%	8%	9%	5%
	2024	16%	18%	**11%**	7%	8%	20%	14%	22%	*	21%	3%	14%	11%	10%	8%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	78%	**73%**	70%	69%	86%	*	92%	*	82%	48%	60%	75%	67%	68%	62%
	2024	78%	80%	**73%**	70%	72%	81%	67%	79%	*	85%	48%	73%	77%	67%	68%	64%
At Meets Grade Level or Above	2025	50%	53%	**41%**	35%	36%	62%	*	50%	*	72%	22%	33%	42%	38%	36%	28%
	2024	51%	53%	**45%**	39%	44%	58%	50%	50%	*	58%	21%	53%	50%	37%	34%	31%
At Masters Grade Level	2025	27%	30%	**20%**	15%	16%	34%	*	33%	*	44%	8%	0%	23%	13%	17%	9%
	2024	27%	30%	**23%**	17%	20%	37%	50%	43%	*	40%	13%	33%	27%	17%	16%	14%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	40%	**29%**	25%	29%	31%	-	*	-	55%	14%	18%	28%	32%	23%	29%
	2024	35%	37%	**34%**	31%	30%	46%	-	*	*	38%	18%	0%	35%	32%	28%	27%
Reading and Mathematics Including EOC	2025	39%	40%	**29%**	25%	29%	31%	-	*	-	55%	14%	18%	28%	32%	23%	29%
	2024	35%	37%	**34%**	31%	30%	46%	-	*	*	38%	18%	0%	35%	32%	28%	27%
Reading Including EOC	2025	52%	52%	**49%**	47%	49%	48%	-	*	-	73%	25%	18%	45%	57%	41%	46%
	2024	48%	49%	**46%**	40%	45%	59%	-	*	*	56%	22%	0%	47%	44%	39%	39%
Math Including EOC	2025	46%	48%	**37%**	30%	39%	42%	-	*	-	55%	20%	55%	37%	37%	31%	44%
	2024	42%	45%	**40%**	36%	38%	54%	-	*	*	38%	25%	33%	41%	38%	34%	35%
4th Graders																	
Reading and Mathematics	2025	40%	41%	**36%**	28%	39%	49%	-	*	*	42%	13%	44%	37%	35%	29%	36%
	2024	38%	41%	**38%**	32%	36%	46%	*	*	-	54%	12%	50%	38%	37%	33%	31%
Reading and Mathematics Including EOC	2025	40%	41%	**36%**	28%	39%	49%	-	*	*	42%	13%	44%	37%	35%	29%	36%
	2024	38%	41%	**38%**	32%	36%	46%	*	*	-	54%	12%	50%	38%	37%	33%	31%
Reading Including EOC	2025	54%	55%	**51%**	48%	52%	58%	-	*	*	47%	20%	56%	50%	52%	45%	48%
	2024	51%	53%	**48%**	41%	48%	55%	*	*	-	60%	14%	60%	50%	47%	43%	46%
Math Including EOC	2025	47%	49%	**43%**	35%	44%	56%	-	*	*	42%	19%	56%	43%	42%	36%	40%
	2024	46%	49%	**46%**	37%	43%	60%	*	*	-	62%	19%	70%	48%	43%	38%	42%
5th Graders																	
Reading and Mathematics	2025	42%	45%	**39%**	30%	42%	42%	*	*	*	44%	12%	53%	42%	33%	34%	41%
	2024	42%	45%	**43%**	38%	40%	57%	*	71%	-	47%	11%	60%	47%	37%	38%	42%

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Reading and Mathematics Including EOC	2025	42%	45%	**39%**	30%	42%	42%	*	*	*	44%	12%	53%	42%	33%	34%	41%
	2024	42%	45%	**43%**	38%	40%	57%	*	71%	-	47%	11%	60%	47%	37%	38%	42%
Reading Including EOC	2025	58%	60%	**55%**	51%	57%	59%	*	*	*	47%	23%	59%	58%	50%	50%	59%
	2024	55%	57%	**53%**	52%	48%	59%	*	86%	-	60%	17%	60%	53%	52%	49%	53%
Math Including EOC	2025	48%	50%	**43%**	32%	47%	49%	*	*	*	44%	15%	59%	47%	37%	39%	49%
	2024	51%	54%	**57%**	46%	56%	77%	*	71%	-	60%	18%	80%	65%	44%	51%	60%
6th Graders																	
Reading and Mathematics	2025	37%	40%	**23%**	23%	17%	35%	*	67%	-	19%	6%	21%	26%	17%	18%	19%
	2024	36%	41%	**31%**	26%	29%	42%	*	20%	-	36%	6%	20%	34%	26%	26%	23%
Reading and Mathematics Including EOC	2025	37%	40%	**23%**	23%	17%	35%	*	67%	-	19%	6%	21%	26%	17%	18%	19%
	2024	36%	41%	**31%**	26%	29%	42%	*	20%	-	36%	6%	20%	34%	26%	26%	23%
Reading Including EOC	2025	56%	59%	**43%**	47%	37%	50%	*	67%	-	38%	13%	42%	45%	41%	39%	40%
	2024	57%	59%	**53%**	51%	51%	58%	*	20%	-	71%	15%	40%	55%	51%	47%	44%
Math Including EOC	2025	41%	45%	**27%**	24%	21%	49%	*	67%	-	25%	7%	42%	32%	18%	22%	24%
	2024	40%	44%	**34%**	27%	33%	45%	*	20%	-	39%	6%	30%	37%	29%	28%	28%
7th Graders																	
Reading and Mathematics	2025	36%	41%	**29%**	21%	31%	42%	*	20%	*	32%	6%	33%	31%	24%	23%	24%
	2024	35%	39%	**24%**	20%	21%	38%	*	67%	-	23%	10%	22%	26%	21%	22%	16%
Reading and Mathematics Including EOC	2025	38%	42%	**29%**	21%	31%	42%	*	20%	*	32%	6%	33%	31%	24%	23%	24%
	2024	36%	40%	**24%**	20%	21%	38%	*	67%	-	23%	10%	22%	26%	21%	22%	16%
Reading Including EOC	2025	54%	57%	**51%**	50%	51%	54%	*	20%	*	56%	11%	44%	53%	46%	42%	42%
	2024	54%	57%	**45%**	41%	41%	58%	*	67%	-	46%	16%	22%	45%	44%	40%	33%
Math Including EOC	2025	43%	47%	**31%**	22%	32%	44%	*	20%	*	40%	7%	33%	33%	26%	24%	24%
	2024	40%	44%	**28%**	24%	25%	43%	*	67%	-	23%	12%	22%	32%	23%	27%	17%
8th Graders																	
Reading and Mathematics	2025	30%	31%	**24%**	24%	23%	27%	*	*	*	27%	6%	22%	24%	25%	23%	15%
	2024	28%	29%	**21%**	21%	21%	24%	*	*	*	14%	15%	33%	24%	18%	21%	17%
Reading and Mathematics Including EOC	2025	44%	48%	**34%**	30%	31%	45%	*	80%	*	43%	9%	22%	37%	29%	31%	21%
	2024	41%	45%	**35%**	30%	33%	50%	*	*	*	53%	15%	43%	39%	30%	30%	23%
Reading Including EOC	2025	59%	62%	**44%**	38%	44%	57%	*	80%	*	57%	12%	33%	47%	40%	41%	36%
	2024	57%	60%	**49%**	47%	44%	64%	*	*	*	56%	21%	43%	51%	47%	41%	33%

	School Year	State	Region 10	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)
Math Including EOC	2025	51%	54%	**45%**	43%	40%	59%	*	80%	*	43%	13%	33%	47%	41%	43%	29%
	2024	49%	52%	**40%**	35%	37%	54%	*	*	*	60%	15%	43%	43%	36%	35%	28%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	40%	**30%**	25%	30%	38%	40%	57%	*	36%	10%	32%	31%	28%	25%	28%
	2024	36%	39%	**32%**	28%	30%	43%	22%	59%	*	37%	12%	36%	34%	28%	28%	26%
Reading and Mathematics Including EOC	2025	40%	43%	**32%**	26%	32%	41%	50%	62%	*	38%	10%	32%	33%	28%	27%	28%
	2024	38%	42%	**34%**	29%	32%	47%	22%	60%	*	41%	12%	37%	37%	30%	29%	27%
Reading Including EOC	2025	55%	57%	**49%**	46%	48%	54%	50%	62%	*	52%	18%	43%	50%	47%	43%	45%
	2024	54%	56%	**49%**	45%	46%	59%	44%	70%	*	60%	18%	42%	50%	47%	43%	41%
Math Including EOC	2025	46%	49%	**38%**	31%	37%	50%	50%	70%	*	41%	14%	47%	40%	34%	33%	35%
	2024	45%	48%	**41%**	34%	39%	56%	22%	60%	*	46%	17%	51%	44%	35%	35%	34%

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

\- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
RED OAK ISD (070911) - ELLIS COUNTY

	School Year	State	Region 10	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	71%	**70%**	69%	69%	77%	-	*	*	67%	56%	72%	70%	70%	66%	74%	89%
	2024	67%	67%	**71%**	70%	67%	77%	*	*	-	81%	62%	65%	70%	72%	67%	56%	---
Grade 4 Mathematics	2025	65%	66%	**64%**	56%	65%	74%	-	*	*	81%	52%	56%	64%	64%	59%	66%	86%
	2024	60%	61%	**65%**	67%	62%	70%	*	*	-	55%	42%	65%	65%	66%	61%	62%	---
Grade 5 ELA/Reading	2025	69%	71%	**70%**	64%	73%	74%	*	*	*	71%	52%	79%	72%	68%	71%	76%	92%
	2024	70%	72%	**70%**	70%	68%	72%	*	92%	-	79%	44%	77%	72%	67%	67%	72%	---
Grade 5 Mathematics	2025	67%	69%	**67%**	60%	72%	61%	*	*	*	67%	50%	76%	67%	65%	67%	73%	91%
	2024	65%	66%	**76%**	71%	79%	86%	*	67%	-	64%	60%	90%	78%	73%	75%	81%	---
Grade 6 ELA/Reading	2025	64%	66%	**47%**	50%	45%	49%	*	33%	-	34%	32%	45%	46%	50%	42%	46%	80%
	2024	61%	64%	**54%**	57%	48%	60%	*	40%	-	71%	40%	33%	57%	51%	50%	44%	---
Grade 6 Mathematics	2025	56%	58%	**33%**	38%	25%	34%	*	83%	-	50%	34%	37%	30%	39%	31%	32%	50%
	2024	48%	50%	**36%**	34%	36%	45%	*	20%	-	29%	32%	50%	36%	36%	33%	29%	---
Grade 7 ELA/Reading	2025	64%	66%	**64%**	65%	60%	66%	*	60%	*	67%	38%	56%	64%	62%	60%	62%	92%
	2024	66%	69%	**66%**	65%	63%	74%	*	67%	-	62%	40%	50%	65%	66%	62%	57%	---
Grade 7 Mathematics	2025	50%	55%	**34%**	30%	32%	44%	*	*	*	41%	33%	14%	35%	33%	33%	34%	50%
	2024	49%	53%	**43%**	39%	41%	59%	*	*	-	33%	36%	39%	46%	40%	43%	39%	---
Grade 8 ELA/Reading	2025	72%	74%	**61%**	58%	61%	61%	*	100%	*	75%	37%	50%	64%	56%	58%	57%	83%
	2024	69%	71%	**67%**	63%	65%	79%	*	*	*	72%	46%	64%	70%	62%	62%	65%	---
Grade 8 Mathematics	2025	68%	67%	**66%**	68%	62%	69%	*	*	*	68%	32%	77%	64%	69%	62%	55%	82%
	2024	66%	64%	**64%**	67%	63%	61%	*	80%	*	59%	51%	75%	66%	62%	65%	59%	---
End of Course English I	2025	63%	64%	**64%**	60%	65%	67%	*	*	*	79%	35%	89%	67%	59%	64%	62%	90%
	2024	64%	65%	**61%**	59%	58%	67%	*	70%	-	78%	34%	80%	61%	59%	57%	56%	---
End of Course English II	2025	65%	64%	**63%**	61%	62%	66%	*	50%	-	60%	46%	50%	64%	59%	62%	63%	50%
	2024	69%	70%	**68%**	68%	66%	70%	*	90%	-	68%	59%	*	67%	69%	65%	56%	---
End of Course Algebra I	2025	74%	74%	**81%**	82%	81%	79%	*	92%	*	89%	70%	88%	84%	76%	80%	82%	97%
	2024	72%	72%	**80%**	81%	78%	83%	*	83%	-	83%	62%	100%	80%	82%	78%	77%	---
All Grades Both Subjects	2025	65%	67%	**61%**	59%	61%	64%	75%	72%	75%	65%	45%	60%	62%	60%	59%	61%	82%
	2024	64%	65%	**64%**	63%	62%	70%	54%	74%	*	64%	47%	65%	65%	63%	61%	58%	---
All Grades ELA/Reading	2025	67%	68%	**63%**	61%	63%	66%	77%	67%	70%	65%	43%	62%	64%	61%	60%	62%	84%
	2024	67%	68%	**65%**	64%	62%	71%	46%	77%	*	72%	46%	61%	66%	64%	61%	58%	---
All Grades Mathematics	2025	64%	65%	**59%**	58%	58%	61%	72%	79%	80%	66%	46%	58%	59%	59%	57%	58%	79%
	2024	60%	62%	**62%**	61%	61%	69%	65%	71%	*	53%	48%	69%	64%	61%	60%	58%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	39%	**35%**	34%	38%	36%	-	*	-	20%	28%	*	34%	35%	31%	20%	-
	2024	38%	37%	**50%**	43%	51%	63%	-	-	-	*	37%	*	50%	50%	46%	35%	---
Grade 4 Mathematics	2025	27%	27%	**23%**	24%	23%	31%	-	*	-	13%	16%	-	21%	27%	20%	35%	-
	2024	26%	24%	**30%**	29%	31%	27%	-	-	-	*	19%	-	30%	30%	31%	27%	---

Texas Education Agency
2024-25 STAAR Progress (TAPR)
RED OAK ISD (070911) - ELLIS COUNTY

	School Year	State	Region 10	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)	G/T
Grade 5 ELA/Reading	2025	25%	28%	**25%**	23%	24%	33%	-	-	-	*	19%	*	18%	33%	25%	29%	-
	2024	35%	35%	**30%**	25%	37%	25%	-	-	-	*	17%	*	35%	24%	28%	39%	---
Grade 5 Mathematics	2025	35%	35%	**36%**	33%	33%	53%	-	-	*	43%	20%	*	39%	32%	38%	42%	-
	2024	41%	39%	**53%**	52%	54%	56%	*	-	-	*	32%	*	53%	54%	50%	55%	---
Grade 6 ELA/Reading	2025	27%	26%	**10%**	4%	10%	33%	-	-	-	*	3%	*	10%	10%	6%	7%	-
	2024	24%	24%	**18%**	23%	15%	17%	-	*	-	*	15%	*	24%	10%	12%	5%	---
Grade 6 Mathematics	2025	33%	33%	**19%**	21%	12%	29%	-	*	-	40%	17%	*	17%	20%	18%	12%	-
	2024	27%	27%	**20%**	14%	22%	44%	*	*	-	*	18%	-	20%	19%	14%	20%	---
Grade 7 ELA/Reading	2025	25%	25%	**31%**	29%	34%	14%	*	*	*	29%	15%	*	35%	26%	28%	38%	-
	2024	23%	23%	**26%**	24%	25%	33%	-	*	-	40%	10%	*	22%	31%	23%	22%	---
Grade 7 Mathematics	2025	16%	16%	**9%**	11%	10%	5%	*	*	*	0%	7%	*	8%	10%	9%	7%	-
	2024	14%	14%	**11%**	9%	11%	27%	-	*	-	*	8%	*	14%	8%	9%	11%	---
Grade 8 ELA/Reading	2025	40%	40%	**36%**	39%	29%	33%	-	*	-	80%	19%	*	36%	35%	33%	31%	-
	2024	34%	35%	**36%**	33%	33%	56%	*	-	-	*	18%	*	39%	31%	36%	34%	---
Grade 8 Mathematics	2025	42%	40%	**39%**	41%	37%	32%	-	*	-	*	12%	*	38%	40%	35%	37%	-
	2024	44%	42%	**43%**	50%	40%	44%	*	*	-	*	27%	*	41%	46%	40%	38%	---
End of Course English I	2025	23%	24%	**31%**	33%	31%	22%	*	-	*	*	8%	*	36%	25%	29%	19%	-
	2024	20%	20%	**22%**	30%	14%	20%	*	*	-	*	11%	*	24%	20%	24%	18%	---
End of Course English II	2025	29%	28%	**28%**	25%	26%	41%	*	*	-	40%	15%	0%	31%	23%	26%	22%	-
	2024	29%	29%	**31%**	39%	24%	20%	-	*	-	*	23%	*	24%	39%	32%	15%	---
End of Course Algebra I	2025	54%	54%	**61%**	65%	60%	40%	*	*	-	60%	47%	*	68%	51%	58%	56%	-
	2024	55%	55%	**50%**	51%	49%	53%	-	*	-	*	30%	*	48%	54%	50%	50%	---
All Grades Both Subjects	2025	33%	33%	**31%**	31%	30%	31%	33%	31%	*	31%	17%	38%	33%	29%	29%	29%	-
	2024	32%	32%	**34%**	34%	33%	39%	43%	8%	-	26%	21%	33%	33%	34%	32%	29%	---
All Grades ELA/Reading	2025	31%	31%	**29%**	28%	28%	31%	40%	50%	*	32%	16%	30%	30%	27%	26%	25%	-
	2024	30%	30%	**31%**	31%	29%	35%	*	0%	-	33%	19%	38%	30%	31%	29%	25%	---
All Grades Mathematics	2025	35%	35%	**33%**	35%	32%	31%	*	14%	*	31%	19%	50%	35%	31%	31%	34%	-
	2024	35%	35%	**37%**	37%	37%	42%	40%	17%	-	18%	23%	27%	37%	37%	35%	35%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	School Year	State	Region 10	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	2025	75%	76%	**71%**	83%	-	-	-	83%	-	59%	68%	58%	46%	64%	72%	63%	95%
	2024	75%	76%	**73%**	81%	-	-	-	81%	-	62%	69%	62%	59%	66%	74%	65%	100%
At Meets Grade Level or Above	2025	50%	52%	**42%**	49%	-	-	-	49%	-	28%	46%	27%	19%	28%	43%	31%	77%
	2024	48%	51%	**43%**	45%	-	-	-	45%	-	32%	43%	31%	33%	36%	45%	34%	73%
At Masters Grade Level	2025	21%	24%	**15%**	21%	-	-	-	21%	-	5%	13%	4%	3%	8%	15%	8%	36%
	2024	20%	23%	**15%**	13%	-	-	-	13%	-	8%	8%	8%	10%	11%	16%	9%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	76%	**72%**	83%	-	-	-	83%	-	57%	68%	56%	51%	61%	73%	61%	94%
	2024	76%	77%	**74%**	85%	-	-	-	85%	-	62%	74%	61%	65%	60%	76%	65%	*
At Meets Grade Level or Above	2025	54%	56%	**47%**	57%	-	-	-	57%	-	32%	55%	30%	25%	30%	48%	35%	87%
	2024	54%	56%	**48%**	49%	-	-	-	49%	-	35%	44%	35%	41%	40%	50%	38%	*
At Masters Grade Level	2025	23%	25%	**15%**	30%	-	-	-	30%	-	6%	16%	5%	4%	5%	16%	9%	39%
	2024	22%	25%	**17%**	14%	-	-	-	14%	-	9%	12%	9%	17%	14%	18%	10%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	74%	**68%**	88%	-	-	-	88%	-	58%	66%	57%	45%	59%	68%	63%	96%
	2024	72%	74%	**70%**	85%	-	-	-	85%	-	61%	61%	61%	56%	68%	71%	66%	100%
At Meets Grade Level or Above	2025	45%	48%	**38%**	54%	-	-	-	54%	-	25%	42%	23%	14%	24%	38%	31%	68%
	2024	43%	47%	**40%**	51%	-	-	-	51%	-	31%	45%	29%	25%	30%	41%	35%	67%
At Masters Grade Level	2025	20%	23%	**14%**	19%	-	-	-	19%	-	5%	11%	5%	1%	15%	14%	8%	38%
	2024	17%	21%	**13%**	15%	-	-	-	15%	-	8%	6%	8%	3%	8%	14%	9%	0%
All Grades Science																		

	School Year	State	Region 10	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	2025	78%	78%	**75%**	70%	-	-	-	70%	-	68%	*	68%	39%	71%	75%	69%	100%
	2024	75%	75%	**73%**	57%	-	-	-	57%	-	66%	80%	65%	*	72%	74%	65%	*
At Meets Grade Level or Above	2025	47%	49%	**42%**	18%	-	-	-	18%	-	28%	*	28%	10%	29%	44%	26%	83%
	2024	43%	45%	**37%**	17%	-	-	-	17%	-	28%	30%	28%	*	22%	39%	26%	*
At Masters Grade Level	2025	17%	19%	**11%**	3%	-	-	-	3%	-	3%	*	3%	2%	6%	12%	3%	26%
	2024	16%	18%	**11%**	3%	-	-	-	3%	-	5%	0%	6%	*	0%	12%	5%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	78%	**73%**	-	-	-	-	-	-	55%	-	55%	41%	77%	74%	57%	89%
	2024	78%	80%	**73%**	-	-	-	-	-	-	62%	-	61%	*	74%	75%	64%	*
At Meets Grade Level or Above	2025	50%	53%	**41%**	-	-	-	-	-	-	22%	-	22%	17%	31%	42%	23%	63%
	2024	51%	53%	**45%**	-	-	-	-	-	-	28%	-	27%	*	48%	47%	31%	*
At Masters Grade Level	2025	27%	30%	**20%**	-	-	-	-	-	-	4%	-	4%	5%	8%	21%	5%	37%
	2024	27%	30%	**23%**	-	-	-	-	-	-	13%	-	12%	*	17%	25%	13%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	67%	**61%**	76%	-	-	-	76%	-	56%	60%	56%	44%	59%	61%	59%	75%
	2024	64%	65%	**64%**	65%	-	-	-	65%	-	57%	75%	56%	44%	55%	65%	58%	*
All Grades ELA/Reading	2025	67%	68%	**63%**	77%	-	-	-	77%	-	58%	57%	58%	49%	64%	62%	61%	78%
	2024	67%	68%	**65%**	59%	-	-	-	59%	-	58%	80%	57%	54%	53%	66%	58%	*
All Grades Mathematics	2025	64%	65%	**59%**	75%	-	-	-	75%	-	53%	63%	52%	37%	52%	59%	56%	71%
	2024	60%	62%	**62%**	71%	-	-	-	71%	-	55%	70%	55%	34%	56%	63%	58%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	33%	**31%**	46%	-	-	-	46%	-	28%	13%	29%	22%	24%	31%	29%	57%
	2024	32%	32%	**34%**	46%	-	-	-	46%	-	27%	*	27%	10%	25%	35%	29%	-

	School Year	State	Region 10	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
All Grades ELA/Reading	2025	31%	31%	**29%**	30%	-	-	-	30%	-	25%	0%	26%	25%	23%	30%	25%	*
	2024	30%	30%	**31%**	45%	-	-	-	45%	-	23%	*	23%	14%	0%	32%	25%	-
All Grades Mathematics	2025	35%	35%	**33%**	57%	-	-	-	57%	-	32%	22%	32%	18%	25%	33%	34%	*
	2024	35%	35%	**37%**	48%	-	-	-	48%	-	31%	*	31%	4%	43%	37%	35%	-

* 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.

	State	Region 10	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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	100%	100%	100%	99%	99%	100%	99%	99%	99%	99%
Included in Accountability	93%	93%	**94%**	92%	94%	96%	100%	98%	93%	92%	94%	90%	97%	88%	93%	91%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	3%	3%	0%	0%	0%	7%	5%	10%	2%	10%	5%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	2%	0%	0%	2%	7%	0%	0%	0%	1%	1%	1%	6%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	1%	1%	0%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	1%	1%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	100%	98%	99%	99%	100%	99%	100%	100%
Included in Accountability	91%	91%	**93%**	92%	93%	96%	100%	95%	83%	91%	94%	91%	96%	88%	92%	86%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	2%	3%	0%	0%	0%	7%	5%	8%	2%	9%	5%	3%
Not Included in Accountability: Other Exclusions	4%	4%	**2%**	0%	5%	0%	0%	5%	17%	0%	0%	0%	2%	2%	3%	11%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	2%	1%	1%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	0%	0%	0%	1%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	100%	100%	100%	99%	99%	100%	99%	99%	99%	99%
Included in Accountability	94%	94%	**94%**	92%	96%	96%	100%	100%	100%	90%	95%	92%	98%	89%	94%	95%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	2%	3%	0%	0%	0%	9%	4%	8%	1%	10%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	1%	1%	0%	1%	1%	1%	1%
Absent	1%	0%	**1%**	0%	1%	1%	0%	0%	0%	1%	1%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	100%	100%	*	98%	99%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	**94%**	92%	95%	97%	100%	100%	*	95%	94%	88%	98%	89%	93%	96%
Not Included in Accountability: Mobile	4%	4%	**5%**	8%	3%	3%	0%	0%	*	4%	4%	12%	2%	10%	6%	1%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	**1%**	0%	1%	0%	0%	0%	*	2%	1%	0%	1%	1%	1%	0%

	State	Region 10	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)
Absent	1%	1%	**1%**	0%	1%	0%	0%	0%	*	0%	1%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	2%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**98%**	99%	97%	98%	*	100%	*	100%	97%	100%	99%	97%	98%	96%
Included in Accountability	94%	95%	**94%**	93%	94%	95%	*	100%	*	98%	93%	79%	98%	87%	93%	93%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	3%	2%	*	0%	*	3%	5%	21%	1%	9%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**2%**	1%	3%	2%	*	0%	*	0%	3%	0%	1%	3%	2%	4%
Absent	1%	1%	**1%**	1%	2%	1%	*	0%	*	0%	1%	0%	1%	2%	2%	3%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	*	0%	1%	0%	0%	1%	0%	1%
Accelerated Testers																
SAT/ACT Participant	94%	96%	**99%**	100%	100%	100%	*	*	-	88%	*	*	100%	94%	97%	100%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	98%	99%	99%	99%	99%	99%	100%
Included in Accountability	92%	92%	**93%**	93%	93%	96%	88%	99%	50%	87%	93%	90%	96%	89%	93%	89%
Not Included in Accountability: Mobile	4%	5%	**5%**	6%	4%	3%	12%	0%	50%	11%	6%	10%	2%	9%	5%	4%
Not Included in Accountability: Other Exclusions	2%	3%	**1%**	0%	2%	0%	0%	1%	0%	0%	0%	0%	1%	1%	1%	6%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	2%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	1%	1%	1%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	100%	99%	100%	100%	100%	98%	99%	100%	99%	99%	99%	100%
Included in Accountability	91%	90%	**92%**	93%	91%	96%	87%	98%	40%	87%	93%	90%	95%	89%	92%	84%
Not Included in Accountability: Mobile	4%	5%	**5%**	6%	4%	3%	13%	0%	60%	11%	5%	10%	2%	9%	5%	4%
Not Included in Accountability: Other Exclusions	4%	4%	**2%**	0%	4%	1%	0%	2%	0%	1%	1%	0%	2%	2%	2%	12%
Not Tested	1%	1%	**1%**	1%	0%	1%	0%	0%	0%	2%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	0%	1%	0%	0%	0%	1%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	97%	99%	99%	99%	99%	99%	99%
Included in Accountability	93%	93%	**94%**	93%	95%	96%	83%	100%	40%	86%	93%	91%	97%	90%	94%	93%

	State	Region 10	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)
Not Included in Accountability: Mobile	5%	5%	**5%**	7%	4%	3%	17%	0%	60%	11%	6%	7%	2%	9%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	0%	3%	1%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	1%	1%	1%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	100%	100%	*	98%	98%	100%	99%	100%	99%	100%
Included in Accountability	93%	93%	**94%**	93%	94%	97%	88%	100%	*	85%	91%	90%	97%	90%	94%	92%
Not Included in Accountability: Mobile	4%	5%	**5%**	6%	5%	2%	13%	0%	*	13%	7%	10%	2%	9%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	0%	*	2%	2%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	*	0%	2%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	2%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	100%	100%	*	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	**95%**	94%	96%	97%	100%	100%	*	89%	91%	83%	98%	90%	94%	97%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	3%	2%	0%	0%	*	11%	8%	17%	2%	8%	5%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	0%	*	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	1%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	96%	**98%**	96%	97%	100%	-	-	-	*	*	-	100%	86%	97%	*

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

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.0%	**94.5%**	94.9%	94.1%	94.5%	96.0%	97.2%	*	94.7%	93.7%	94.1%	94.7%
2022-23	93.3%	93.5%	**94.4%**	94.9%	93.8%	94.3%	95.5%	96.1%	*	94.4%	93.5%	93.9%	94.0%
Chronic Absenteeism													
2023-24	19.0%	17.0%	**14.2%**	13.1%	15.9%	13.1%	5.6%	1.7%	33.3%	15.8%	17.5%	15.6%	12.6%
2022-23	20.3%	18.9%	**15.7%**	13.3%	17.6%	16.7%	5.9%	13.6%	*	13.6%	20.2%	17.8%	18.5%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.7%	**0.5%**	0.4%	0.2%	1.4%	0.0%	0.0%	*	0.0%	0.5%	0.7%	0.6%
2022-23	0.8%	0.7%	**0.3%**	0.5%	0.2%	0.0%	0.0%	0.0%	-	0.0%	0.6%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	2.4%	**1.4%**	0.7%	1.9%	2.0%	0.0%	0.0%	-	2.0%	2.1%	1.7%	2.2%
2022-23	2.0%	2.5%	**0.8%**	0.6%	1.0%	1.3%	0.0%	0.0%	-	0.0%	2.3%	1.1%	1.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	89.5%	**94.3%**	96.3%	95.5%	88.1%	-	*	-	100.0%	80.4%	93.0%	92.7%
Received TxCHSE	0.3%	0.2%	**0.2%**	0.0%	0.0%	1.0%	-	*	-	0.0%	2.2%	0.4%	0.0%
Continued HS	3.1%	3.3%	**1.5%**	1.6%	1.9%	1.0%	-	*	-	0.0%	4.3%	2.0%	2.4%
Dropped Out	5.8%	7.0%	**3.9%**	2.1%	2.6%	9.9%	-	*	-	0.0%	13.0%	4.7%	4.9%
Graduates and TxCHSE	91.1%	89.7%	**94.6%**	96.3%	95.5%	89.1%	-	*	-	100.0%	82.6%	93.4%	92.7%
Graduates, TxCHSE, and Continuers	94.2%	93.0%	**96.1%**	97.9%	97.4%	90.1%	-	100.0%	-	100.0%	87.0%	95.3%	95.1%
Class of 2023													
Graduated	90.3%	88.5%	**94.0%**	96.0%	93.0%	92.1%	80.0%	*	-	100.0%	82.0%	91.9%	87.5%
Received TxCHSE	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	3.5%	**1.3%**	0.5%	2.2%	1.6%	0.0%	*	-	0.0%	6.6%	1.4%	2.1%
Dropped Out	6.3%	7.7%	**4.7%**	3.5%	4.9%	6.3%	20.0%	*	-	0.0%	11.5%	6.7%	10.4%
Graduates and TxCHSE	90.6%	88.7%	**94.0%**	96.0%	93.0%	92.1%	80.0%	*	-	100.0%	82.0%	91.9%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	92.3%	**95.3%**	96.5%	95.1%	93.7%	80.0%	*	-	100.0%	88.5%	93.3%	89.6%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	90.4%	**95.1%**	96.5%	94.6%	93.7%	80.0%	*	-	100.0%	88.3%	92.9%	89.6%
Received TxCHSE	0.4%	0.3%	**0.2%**	0.5%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.0%	**0.2%**	0.0%	0.5%	0.0%	0.0%	*	-	0.0%	0.0%	0.4%	0.0%
Dropped Out	6.5%	8.2%	**4.5%**	3.0%	4.9%	6.3%	20.0%	*	-	0.0%	11.7%	6.7%	10.4%
Graduates and TxCHSE	92.6%	90.7%	**95.3%**	97.0%	94.6%	93.7%	80.0%	*	-	100.0%	88.3%	92.9%	89.6%
Graduates, TxCHSE, and Continuers	93.5%	91.8%	**95.5%**	97.0%	95.1%	93.7%	80.0%	*	-	100.0%	88.3%	93.3%	89.6%

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	89.4%	**92.1%**	95.5%	93.4%	86.3%	*	100.0%	*	92.3%	83.1%	90.4%	95.2%
Received TxCHSE	0.4%	0.3%	**0.8%**	0.0%	0.5%	2.1%	*	0.0%	*	0.0%	0.0%	0.4%	0.0%
Continued HS	1.0%	1.2%	**0.2%**	0.6%	0.0%	0.0%	*	0.0%	*	0.0%	1.5%	0.4%	0.0%
Dropped Out	6.8%	9.1%	**6.9%**	3.8%	6.0%	11.6%	*	0.0%	*	7.7%	15.4%	8.7%	4.8%
Graduates and TxCHSE	92.2%	89.7%	**92.9%**	95.5%	94.0%	88.4%	*	100.0%	*	92.3%	83.1%	90.9%	95.2%
Graduates, TxCHSE, and Continuers	93.2%	90.9%	**93.1%**	96.2%	94.0%	88.4%	*	100.0%	*	92.3%	84.6%	91.3%	95.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	89.8%	**92.3%**	96.2%	93.5%	86.3%	*	100.0%	*	92.3%	84.8%	90.9%	95.2%
Received TxCHSE	0.5%	0.5%	**1.0%**	0.0%	0.5%	2.1%	*	0.0%	*	7.7%	0.0%	0.4%	0.0%
Continued HS	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	9.2%	**6.7%**	3.8%	6.0%	11.6%	*	0.0%	*	0.0%	15.2%	8.7%	4.8%
Graduates and TxCHSE	92.7%	90.3%	**93.3%**	96.2%	94.0%	88.4%	*	100.0%	*	100.0%	84.8%	91.3%	95.2%
Graduates, TxCHSE, and Continuers	93.2%	90.8%	**93.3%**	96.2%	94.0%	88.4%	*	100.0%	*	100.0%	84.8%	91.3%	95.2%
Class of 2021													
Graduated	92.7%	90.5%	**94.7%**	94.5%	93.3%	95.8%	*	*	-	100.0%	80.4%	91.9%	91.9%
Received TxCHSE	0.5%	0.4%	**0.2%**	0.0%	0.6%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.6%	**0.4%**	0.0%	0.6%	0.7%	*	*	-	0.0%	4.3%	1.3%	0.0%
Dropped Out	6.3%	8.5%	**4.7%**	5.5%	5.5%	3.5%	*	*	-	0.0%	15.2%	6.7%	8.1%
Graduates and TxCHSE	93.2%	90.9%	**94.9%**	94.5%	93.9%	95.8%	*	*	-	100.0%	80.4%	91.9%	91.9%
Graduates, TxCHSE, and Continuers	93.7%	91.5%	**95.3%**	94.5%	94.5%	96.5%	*	*	-	100.0%	84.8%	93.3%	91.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	89.5%	**92.8%**	94.8%	94.3%	85.6%	-	*	-	100.0%	71.7%	90.6%	92.7%
Class of 2023	90.3%	88.5%	**93.8%**	96.0%	92.5%	92.1%	80.0%	*	-	100.0%	80.6%	91.5%	87.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	90.4%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	85.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	14.4%	**3.5%**	3.3%	5.4%	1.1%	-	*	-	0.0%	16.2%	4.6%	13.2%
Class of 2023	4.3%	5.3%	**7.8%**	6.7%	11.0%	5.1%	*	*	-	7.7%	34.0%	11.2%	21.4%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	77.2%	**85.5%**	87.3%	82.3%	86.5%	-	*	-	85.7%	37.8%	82.4%	65.8%
Class of 2023	84.3%	84.8%	**80.5%**	83.0%	75.6%	83.8%	*	*	-	69.2%	32.0%	76.2%	64.3%
Texas First-DLA Graduates (Longitudinal Rate)													

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	0.1%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	91.6%	**88.9%**	90.6%	87.8%	87.6%	-	*	-	85.7%	54.1%	87.0%	78.9%
Class of 2023	88.6%	90.1%	**88.3%**	89.7%	86.6%	88.9%	*	*	-	76.9%	66.0%	87.3%	85.7%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	79.8%	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	44.7%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	14.2%	**3.5%**	3.7%	5.0%	1.1%	-	*	-	0.0%	14.6%	4.3%	12.8%
2022-23	4.4%	5.4%	**7.8%**	6.6%	11.0%	5.6%	*	*	-	7.7%	29.5%	11.2%	18.8%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	75.6%	**82.8%**	84.7%	79.4%	84.4%	-	*	-	80.0%	29.2%	79.7%	64.1%
2022-23	82.5%	82.9%	**77.4%**	82.1%	70.3%	80.0%	*	*	-	69.2%	26.2%	71.2%	56.3%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	89.8%	**86.2%**	88.4%	84.4%	85.6%	-	*	-	80.0%	43.8%	84.0%	76.9%
2022-23	86.8%	88.3%	**85.3%**	88.8%	81.3%	85.6%	*	*	-	76.9%	55.7%	82.4%	75.0%

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	458	100.0%	382,023	100.0%
By Ethnicity:				
African American	190	41.5%	48,064	12.6%
Hispanic	160	34.9%	200,942	52.6%
White	90	19.7%	101,714	26.6%
American Indian	0	0.0%	1,231	0.3%
Asian	3	0.7%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	15	3.3%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	63	13.8%	46,183	12.1%
Foundation H.S. Program (Endorsement)	16	3.5%	42,042	11.0%
Foundation H.S. Program (DLA)	379	82.8%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	48	10.5%	35,935	9.4%
Economically Disadvantaged Graduates	256	55.9%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	39	8.5%	56,967	14.9%
At-Risk Graduates	167	36.5%	173,035	45.3%
CTE Completers	196	42.8%	127,800	33.5%

Academic Year	State	Region 10	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)													
2023-24	81.8%	86.1%	**76.4%**	75.3%	74.4%	81.1%	-	*	-	80.0%	54.2%	73.4%	64.1%
2022-23	76.3%	79.4%	**55.1%**	46.2%	53.6%	69.6%	*	*	-	53.8%	68.9%	49.3%	37.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	76.7%	**60.7%**	57.9%	59.4%	66.7%	-	*	-	66.7%	45.8%	53.9%	51.3%
2022-23	61.9%	65.0%	**44.1%**	34.9%	40.9%	60.0%	*	*	-	53.8%	55.7%	36.6%	25.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	76.3%	**64.0%**	60.0%	63.8%	70.0%	-	*	-	73.3%	12.5%	61.3%	43.6%
2022-23	62.8%	65.3%	**42.8%**	34.9%	37.6%	60.8%	*	*	-	38.5%	6.6%	34.1%	12.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	70.4%	**61.8%**	63.7%	55.0%	67.8%	-	*	-	66.7%	12.5%	55.9%	38.5%
2022-23	54.3%	56.5%	**49.7%**	47.7%	42.0%	61.6%	*	*	-	53.8%	13.1%	38.8%	25.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	65.5%	**52.2%**	50.0%	48.8%	58.9%	-	*	-	66.7%	6.3%	46.9%	35.9%
2022-23	48.4%	51.5%	**32.6%**	24.6%	26.5%	50.4%	*	*	-	38.5%	1.6%	23.9%	10.4%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	26.2%	**13.3%**	6.8%	13.8%	22.2%	-	*	-	26.7%	4.2%	10.9%	5.1%
2022-23	20.4%	26.4%	**9.8%**	5.6%	8.8%	16.8%	*	*	-	0.0%	0.0%	5.1%	8.3%
Associate Degree (Annual Graduates)													
2023-24	3.1%	3.9%	**2.8%**	0.0%	3.1%	5.6%	-	*	-	20.0%	0.0%	2.0%	0.0%
2022-23	2.5%	2.0%	**2.3%**	1.0%	0.6%	5.6%	*	*	-	7.7%	0.0%	0.7%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	24.1%	**17.2%**	8.9%	18.1%	30.0%	-	*	-	33.3%	4.2%	10.2%	5.1%
2022-23	23.6%	22.4%	**18.8%**	13.3%	17.1%	28.0%	*	*	-	23.1%	0.0%	12.7%	4.2%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	3.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	4.8%	3.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	5.8%	**4.6%**	3.7%	6.3%	4.4%	-	*	-	0.0%	43.8%	4.7%	10.3%
2022-23	5.6%	5.2%	**6.5%**	6.2%	8.3%	4.8%	*	*	-	7.7%	55.7%	6.9%	12.5%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	35.1%	**37.8%**	38.4%	36.9%	36.7%	-	*	-	33.3%	16.7%	37.1%	23.1%

Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	35.9%	**26.7%**	24.1%	27.1%	29.6%	*	*	-	30.8%	19.7%	27.2%	18.8%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	32.0%	**36.7%**	37.9%	35.6%	34.4%	-	*	-	33.3%	12.5%	35.5%	23.1%
2022-23	33.4%	33.1%	**24.8%**	22.1%	24.9%	28.0%	*	*	-	30.8%	8.2%	25.4%	14.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	1.3%	**0.9%**	0.5%	1.3%	1.1%	-	*	-	0.0%	0.0%	0.8%	0.0%
2022-23	0.8%	1.0%	**0.4%**	0.0%	0.6%	0.8%	*	*	-	0.0%	0.0%	0.4%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	2.5%	**0.4%**	0.0%	1.3%	0.0%	-	*	-	0.0%	4.2%	0.8%	0.0%
2022-23	2.7%	2.5%	**1.3%**	2.1%	0.6%	1.6%	*	*	-	0.0%	11.5%	1.1%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.4%	**0.4%**	0.0%	0.0%	2.2%	-	*	-	0.0%	0.0%	0.4%	0.0%
2022-23	0.6%	0.4%	**0.8%**	0.5%	1.7%	0.0%	*	*	-	0.0%	0.0%	1.1%	4.2%

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

	Academic Year	State	Region 10	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	2023-24	20.1%	16.4%	**13.1%**	8.9%	11.3%	23.3%	-	*	-	26.7%	6.3%	9.8%	0.0%
	2022-23	21.0%	18.2%	**18.2%**	16.3%	14.3%	24.8%	*	*	-	15.4%	1.6%	11.9%	8.3%
Mathematics	2023-24	21.3%	18.9%	**15.1%**	8.4%	16.3%	24.4%	-	*	-	33.3%	2.1%	10.5%	2.6%
	2022-23	19.9%	17.2%	**13.8%**	8.7%	9.9%	24.0%	*	*	-	23.1%	0.0%	7.9%	6.3%
Both Subjects	2023-24	12.7%	10.0%	**7.4%**	1.1%	6.9%	20.0%	-	*	-	20.0%	2.1%	4.3%	0.0%
	2022-23	12.5%	10.4%	**9.8%**	6.6%	6.0%	16.8%	*	*	-	15.4%	0.0%	5.0%	6.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	30.9%	**26.6%**	31.1%	24.4%	23.3%	-	*	-	20.0%	2.1%	28.9%	33.3%
	2022-23	18.2%	17.4%	**0.4%**	1.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.7%	0.0%
Mathematics	2023-24	29.5%	34.1%	**43.0%**	54.7%	34.4%	35.6%	-	*	-	33.3%	6.3%	43.0%	33.3%
	2022-23	20.2%	18.9%	**29.6%**	34.7%	24.7%	29.6%	*	*	-	23.1%	13.1%	26.6%	14.6%
Both Subjects	2023-24	20.2%	25.3%	**21.6%**	26.8%	18.1%	17.8%	-	*	-	20.0%	0.0%	23.0%	25.6%
	2022-23	12.5%	12.4%	**0.2%**	0.5%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.4%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	32.6%	**13.3%**	12.3%	12.0%	13.2%	*	58.3%	-	18.9%	6.2%	9.7%	6.4%
	2023	24.2%	30.0%	**11.5%**	7.5%	10.8%	16.2%	*	60.0%	-	20.7%	0.9%	6.3%	4.7%
English Language Arts	2024	14.6%	19.0%	**8.5%**	7.8%	7.0%	8.2%	*	41.7%	-	18.9%	2.1%	5.9%	1.1%
	2023	13.8%	18.0%	**5.4%**	4.0%	4.7%	8.1%	*	20.0%	-	6.9%	0.9%	2.6%	0.0%
Mathematics	2024	9.6%	13.5%	**2.0%**	1.0%	2.3%	2.2%	*	25.0%	-	0.0%	0.0%	1.6%	0.0%
	2023	7.4%	10.4%	**0.9%**	1.1%	0.6%	0.9%	*	0.0%	-	0.0%	0.0%	0.2%	1.2%
Science	2024	10.9%	15.0%	**5.0%**	3.8%	4.1%	6.0%	*	33.3%	-	10.8%	2.1%	3.3%	2.1%
	2023	10.3%	12.9%	**4.6%**	2.7%	4.4%	6.3%	*	20.0%	-	13.8%	0.9%	2.8%	2.4%
Social Studies	2024	13.7%	17.8%	**8.6%**	7.5%	7.9%	8.8%	*	41.7%	-	13.5%	5.2%	6.9%	3.2%
	2023	13.1%	16.4%	**8.1%**	4.8%	7.6%	12.6%	*	20.0%	-	17.2%	0.9%	3.9%	2.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	59.7%	**55.0%**	49.0%	63.4%	54.2%	*	57.1%	-	42.9%	66.7%	56.6%	66.7%
	2023	53.3%	58.2%	**50.0%**	28.6%	45.9%	69.4%	*	*	-	50.0%	*	38.2%	*
English Language Arts	2024	48.8%	54.4%	**42.2%**	29.0%	50.0%	53.3%	*	60.0%	-	42.9%	*	40.6%	*
	2023	52.3%	59.1%	**47.2%**	26.7%	43.8%	61.1%	*	*	-	*	*	28.6%	-
Mathematics	2024	53.4%	55.3%	**47.4%**	*	37.5%	*	-	*	-	-	-	22.2%	-
	2023	50.1%	55.2%	**44.4%**	*	*	*	*	-	-	-	-	*	*
Science	2024	46.1%	49.0%	**36.7%**	6.7%	64.3%	63.6%	*	*	-	*	*	33.3%	*
	2023	44.8%	50.1%	**40.0%**	20.0%	53.3%	42.9%	*	*	-	*	*	26.7%	*

	Academic Year	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	62.2%	**61.9%**	60.0%	59.3%	68.8%	*	80.0%	-	40.0%	60.0%	63.2%	*
	2023	42.0%	49.6%	**44.3%**	33.3%	42.3%	53.6%	*	*	-	40.0%	*	42.9%	*
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	84.4%	**87.8%**	85.8%	86.3%	93.3%	-	*	-	100.0%	60.4%	83.6%	71.8%
	2022-23	79.3%	86.3%	**90.6%**	93.4%	86.8%	92.8%	*	*	-	84.6%	72.1%	85.3%	75.0%
At/Above Criterion for All Examinees	2023-24	28.8%	32.7%	**15.7%**	9.2%	18.1%	23.8%	-	*	-	13.3%	10.3%	13.1%	7.1%
	2022-23	28.9%	32.9%	**14.3%**	7.1%	13.9%	25.9%	*	*	-	9.1%	0.0%	8.9%	5.6%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	997	**924**	891	930	970	-	*	-	955	804	903	834
	2022-23	978	997	**904**	862	894	975	1095	1165	-	894	786	873	804
English Language Arts and Writing	2023-24	496	506	**476**	459	479	499	-	*	-	499	412	465	428
	2022-23	497	505	**464**	442	458	502	568	615	-	454	395	447	409
Mathematics	2023-24	479	490	**448**	431	451	472	-	*	-	455	392	438	406
	2022-23	482	492	**440**	420	435	474	528	550	-	440	392	426	396
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	20.1	**18.1**	17.5	*	*	-	-	-	-	-	16.3	-
	2022-23	19.2	20.0	**19.1**	18.1	24.0	21.3	-	-	-	-	11.0	17.0	-
English Language Arts	2023-24	19.0	19.9	**18.0**	17.2	*	*	-	-	-	-	-	15.9	-
	2022-23	18.8	19.8	**19.3**	18.6	22.0	20.8	-	-	-	-	11.0	17.8	-
Mathematics	2023-24	19.0	19.8	**18.0**	17.2	*	*	-	-	-	-	-	16.0	-
	2022-23	18.9	19.8	**17.7**	16.2	26.0	21.0	-	-	-	-	12.0	15.5	-
Science	2023-24	19.6	20.3	**18.0**	17.8	*	*	-	-	-	-	-	17.2	-
	2022-23	19.5	20.3	**19.6**	18.6	24.0	22.0	-	-	-	-	11.0	18.0	-

- \- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

	Academic Year	State	Region 10	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	2023-24	45.7%	50.9%	**42.1%**	38.5%	40.6%	50.5%	62.5%	56.5%	-	47.4%	22.9%	36.0%	31.9%
	2022-23	45.4%	49.1%	**40.4%**	38.4%	38.8%	45.6%	87.5%	50.0%	-	41.8%	25.8%	35.9%	26.8%
English Language Arts	2023-24	17.8%	19.7%	**11.5%**	9.5%	10.0%	16.5%	37.5%	30.4%	-	14.0%	1.3%	8.6%	1.7%
	2022-23	17.4%	18.5%	**11.9%**	8.6%	11.5%	18.2%	25.0%	13.6%	-	12.2%	1.0%	8.3%	0.9%
Mathematics	2023-24	19.4%	22.9%	**7.8%**	7.3%	7.7%	6.8%	12.5%	21.7%	-	13.0%	1.4%	6.6%	3.8%
	2022-23	19.5%	22.4%	**8.3%**	6.2%	8.8%	11.9%	14.3%	4.8%	-	8.1%	2.0%	6.5%	4.2%
Science	2023-24	21.9%	24.0%	**27.6%**	27.7%	25.3%	29.9%	37.5%	45.5%	-	31.1%	17.3%	25.1%	20.1%
	2022-23	21.5%	22.3%	**30.9%**	29.8%	29.9%	33.4%	75.0%	31.8%	-	32.9%	24.0%	28.8%	21.4%
Social Studies	2023-24	24.5%	30.5%	**20.5%**	17.3%	18.2%	27.7%	37.5%	47.8%	-	30.5%	2.5%	14.2%	8.0%
	2022-23	24.0%	28.8%	**19.3%**	15.2%	19.2%	23.9%	75.0%	36.4%	-	26.0%	1.9%	14.5%	7.8%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	45.0%	**48.1%**	55.0%	47.3%	38.9%	0.0%	83.3%	0.0%	66.7%	28.1%	41.2%	38.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	55.4%	**49.0%**	39.2%	47.4%	65.2%	-	80.0%	-	42.9%	26.7%	43.6%	28.6%

- Indicates there are no students in the group.
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? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
*** TX IHE data not yet available.

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	**6,675**	**100.0%**	**5,530,499**	**100.0%**	**6,696**	**100.0%**	**5,544,255**	**100.0%**
Students by Grade								
Early Childhood Education	46	0.7%	18,464	0.3%	59	0.9%	26,099	0.5%
Pre-Kindergarten	182	2.7%	249,407	4.5%	182	2.7%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	182	2.7%	205,680	3.7%	182	2.7%	205,961	3.7%
Kindergarten	379	5.7%	359,286	6.5%	380	5.7%	359,871	6.5%
Grade 1	396	5.9%	377,900	6.8%	397	5.9%	378,335	6.8%
Grade 2	456	6.8%	389,823	7.0%	457	6.8%	390,170	7.0%
Grade 3	454	6.8%	406,424	7.3%	454	6.8%	406,747	7.3%
Grade 4	501	7.5%	405,454	7.3%	502	7.5%	405,715	7.3%
Grade 5	478	7.2%	404,900	7.3%	479	7.2%	405,128	7.3%
Grade 6	498	7.5%	404,802	7.3%	499	7.5%	404,988	7.3%
Grade 7	463	6.9%	407,375	7.4%	463	6.9%	407,512	7.4%
Grade 8	526	7.9%	410,722	7.4%	526	7.9%	410,871	7.4%
Grade 9	625	9.4%	459,854	8.3%	625	9.3%	460,045	8.3%
Grade 10	574	8.6%	439,300	7.9%	574	8.6%	439,519	7.9%
Grade 11	588	8.8%	410,245	7.4%	589	8.8%	410,503	7.4%
Grade 12	509	7.6%	386,543	7.0%	510	7.6%	388,877	7.0%
Ethnic Distribution								
African American	2,528	37.9%	706,216	12.8%	2,530	37.8%	707,648	12.8%
Hispanic	2,715	40.7%	2,961,084	53.5%	2,725	40.7%	2,967,187	53.5%
White	1,094	16.4%	1,347,596	24.4%	1,101	16.4%	1,352,852	24.4%
American Indian	18	0.3%	18,175	0.3%	18	0.3%	18,224	0.3%
Asian	61	0.9%	307,983	5.6%	62	0.9%	308,431	5.6%
Pacific Islander	7	0.1%	8,729	0.2%	7	0.1%	8,744	0.2%
Two or More Races	252	3.8%	180,716	3.3%	253	3.8%	181,169	3.3%
Sex								
Female	3,114	46.7%	2,702,798	48.9%	3,122	46.6%	2,707,618	48.8%
Male	3,561	53.3%	2,827,701	51.1%	3,574	53.4%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	4,126	61.8%	3,346,090	60.5%	4,135	61.8%	3,349,612	60.4%
Non-Educationally Disadvantaged	2,549	38.2%	2,184,409	39.5%	2,561	38.2%	2,194,643	39.6%
Section 504 Students	507	7.6%	375,297	6.8%	508	7.6%	375,601	6.8%
EB Students/EL	1,033	15.5%	1,343,669	24.3%	1,035	15.5%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	260	3.6%	122,515	2.1%				
Students w/ Dyslexia	616	9.2%	356,584	6.4%	617	9.2%	356,830	6.4%

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Foster Care	25	0.4%	11,656	0.2%	25	0.4%	11,713	0.2%
Homeless	42	0.6%	77,954	1.4%	42	0.6%	78,060	1.4%
Immigrant	85	1.3%	193,676	3.5%	85	1.3%	193,831	3.5%
Migrant	0	0.0%	13,377	0.2%	0	0.0%	13,426	0.2%
Title I	2,921	43.8%	3,683,060	66.6%	2,939	43.9%	3,689,382	66.5%
Military Connected	53	0.8%	229,259	4.1%	53	0.8%	229,370	4.1%
At-Risk	3,369	50.5%	2,960,262	53.5%	3,373	50.4%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	978	14.7%	1,344,546	24.3%	980	14.6%	1,345,594	24.3%
Career and Technical Education	1,961	29.4%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	1,846	80.4%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	385	5.8%	483,301	8.7%	386	5.8%	483,373	8.7%
Special Education	1,124	16.8%	846,876	15.3%	1,140	17.0%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**1,124**		**843,012**					
Students with Intellectual Disabilities	601	53.5%	407,120	48.3%				
Students with Physical Disabilities	150	13.3%	143,568	17.0%				
Students with Autism	197	17.5%	141,526	16.8%				
Students with Behavioral Disabilities	152	13.5%	137,182	16.3%				
Students with Non-Categorical Early Childhood	24	2.1%	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	**857**	**13.2%**	**882,523**	**16.4%**				
African American	355	5.5%	180,657	3.3%				
Hispanic	309	4.8%	481,794	8.9%				
White	133	2.0%	157,650	2.9%				
American Indian	3	0.0%	3,546	0.1%				
Asian	5	0.1%	27,084	0.5%				
Pacific Islander	4	0.1%	1,905	0.0%				
Two or More Races	48	0.7%	29,887	0.6%				
Special Ed Students who are Mobile	155	13.5%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	127	13.3%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	616	14.7%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**783**	**15.3%**	**765,408**	**18.0%**				

	Non-Special Education Rates		Special Education Rates	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade				
Kindergarten	1.7%	1.3%	0.0%	3.6%
Grade 1	1.1%	1.9%	8.3%	3.0%
Grade 2	0.7%	1.1%	5.5%	1.4%
Grade 3	0.0%	0.6%	0.8%	0.6%
Grade 4	0.0%	0.4%	0.0%	0.4%
Grade 5	0.3%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	1.3%	0.4%
Grade 7	1.2%	0.4%	0.0%	0.5%
Grade 8	0.2%	0.4%	0.0%	0.5%
Grade 9	5.3%	7.3%	17.2%	11.0%

	District		State	
	Count	**Percent**	**Count**	**Percent**
Data Quality				
Underreported Students	2	0.1%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	18.6	18.9
Grade 1	18.9	19.2
Grade 2	19.7	19.4
Grade 3	19.4	20.1
Grade 4	19.7	20.0
Grade 5	19.9	21.3
Grade 6	25.0	19.8
Secondary		
English/Language Arts	18.0	16.4
Foreign Languages	21.4	18.9
Mathematics	20.4	17.8
Science	20.5	18.9
Social Studies	21.0	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
RED OAK ISD (070911) - ELLIS COUNTY

	District		State	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	**961.6**	**100.0%**	**764,857.7**	**100.0%**
Professional Staff	583.7	60.7%	487,682.3	63.8%
Teachers	419.0	43.6%	369,689.2	48.3%
Professional Support	120.0	12.5%	82,751.4	10.8%
Campus Administration (School Leadership)	30.6	3.2%	25,687.5	3.4%
Central Administration	14.0	1.5%	9,554.2	1.2%
Educational Aides	91.7	9.5%	81,972.7	10.7%
Auxiliary Staff	286.2	29.8%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	6.0	n/a	4,125.0	n/a
Part-time Librarians	1.0	n/a	583.0	n/a
Full-time Counselors	17.0	n/a	13,704.0	n/a
Part-time Counselors	0.0	n/a	1,298.0	n/a
Total Minority Staff	**411.0**	**42.7%**	**423,307.3**	**55.3%**
Teachers by Ethnicity				
African American	103.2	24.6%	47,165.6	12.8%
Hispanic	45.9	11.0%	114,597.9	31.0%
White	255.0	60.8%	193,115.3	52.2%
American Indian	3.0	0.7%	1,235.8	0.3%
Asian	1.0	0.2%	8,295.0	2.2%
Pacific Islander	1.0	0.2%	466.9	0.1%
Two or More Races	10.0	2.4%	4,812.6	1.3%
Teachers by Sex				
Males	93.8	22.4%	90,958.2	24.6%
Females	325.3	77.6%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	5.5	1.3%	8,698.9	2.4%
Bachelors	271.5	64.8%	264,052.9	71.4%
Masters	135.0	32.2%	93,864.5	25.4%
Doctorate	7.0	1.7%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	23.7	5.7%	26,999.3	7.3%
1-5 Years Experience	117.9	28.1%	104,446.4	28.3%
6-10 Years Experience	72.4	17.3%	72,857.4	19.7%
11-20 Years Experience	122.9	29.3%	101,940.9	27.6%
21-30 Years Experience	64.3	15.4%	52,207.3	14.1%
Over 30 Years Experience	17.8	4.2%	11,237.9	3.0%
Number of Students per Teacher	15.9	n/a	15.0	n/a

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	3.7	6.0
Average Years Experience of Principals with District	2.6	5.1
Average Years Experience of Assistant Principals	6.5	5.1
Average Years Experience of Assistant Principals with District	3.7	4.3
Average Years Experience of Teachers	12.1	11.2
Average Years Experience of Teachers with District	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	$51,052	$55,689
1-5 Years Experience	$56,831	$59,266
6-10 Years Experience	$61,096	$62,607
11-20 Years Experience	$66,132	$66,353
21-30 Years Experience	$72,860	$70,976
Over 30 Years Experience	$75,112	$75,042
Average Actual Salaries (regular duties only)		
Teachers	$63,205	$63,751
Professional Support	$77,679	$75,909
Campus Administration (School Leadership)	$88,399	$88,786
Central Administration	$137,045	$118,447
Instructional Staff Percent	58.2%	64.8%
Turnover Rate for Teachers	22.5%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff: Professional Staff	0.0	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	0.0	398.6
Contracted Instructional Staff	11.0	1,637.7

	District		State	
Designation	**Headcount**	**Average Payout**	**Headcount**	**Average Payout**
Teacher Incentive Allotment				
Recognized	*	*	12,718	$5,567
Exemplary	-	-	16,951	$11,062
Master	-	-	10,103	$20,910

	District		State	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served)				
Bilingual/ESL Education	19.7	4.7%	23,158.4	6.3%
Career and Technical Education	23.8	5.7%	20,492.0	5.5%
Compensatory Education	15.7	3.8%	9,612.7	2.6%
Gifted and Talented Education	0.0	0.0%	5,840.0	1.6%
Regular Education	281.3	67.1%	255,127.2	69.0%
Special Education	56.3	13.4%	42,195.7	11.4%
Other	22.2	5.3%	13,272.1	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RED OAK ISD

Campus Name: RED OAK H S

Campus Number: 070911001

2025 Campus Accountability Score: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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	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	2025	69%	65%	**65%**	64%	60%	77%	*	83%	*	76%	32%	81%	70%	57%	59%	54%
	2024	70%	67%	**67%**	66%	63%	77%	*	75%	-	78%	35%	89%	68%	66%	64%	57%
At Meets Grade Level or Above	2025	49%	43%	**43%**	40%	41%	58%	*	83%	*	52%	17%	44%	50%	34%	35%	32%
	2024	52%	41%	**41%**	34%	39%	58%	*	50%	-	70%	11%	44%	43%	39%	36%	31%
At Masters Grade Level	2025	15%	9%	**9%**	6%	6%	21%	*	17%	*	20%	1%	6%	11%	5%	6%	2%
	2024	16%	11%	**11%**	6%	11%	19%	*	13%	-	22%	1%	0%	11%	10%	8%	3%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	63%	**63%**	57%	61%	80%	80%	63%	-	79%	26%	35%	66%	59%	57%	50%
	2024	75%	71%	**71%**	68%	69%	77%	*	57%	-	91%	39%	40%	73%	67%	65%	52%
At Meets Grade Level or Above	2025	55%	42%	**42%**	34%	40%	65%	60%	38%	-	62%	8%	24%	46%	37%	36%	32%
	2024	58%	52%	**52%**	45%	49%	67%	*	57%	-	78%	22%	20%	55%	46%	44%	33%
At Masters Grade Level	2025	8%	4%	**4%**	3%	3%	6%	0%	0%	-	14%	0%	6%	3%	5%	2%	1%
	2024	9%	6%	**6%**	5%	4%	10%	*	29%	-	6%	0%	0%	7%	4%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	79%	**75%**	78%	71%	78%	*	80%	*	71%	54%	82%	80%	69%	73%	70%
	2024	81%	80%	**76%**	75%	75%	84%	*	71%	-	81%	44%	100%	76%	77%	75%	71%
At Meets Grade Level or Above	2025	45%	43%	**36%**	36%	35%	41%	*	40%	*	29%	13%	55%	41%	30%	35%	33%
	2024	43%	44%	**35%**	28%	37%	47%	*	43%	-	44%	7%	71%	40%	29%	31%	37%
At Masters Grade Level	2025	27%	22%	**16%**	14%	15%	25%	*	20%	*	0%	8%	45%	18%	12%	15%	12%
	2024	24%	22%	**15%**	9%	17%	22%	*	29%	-	13%	1%	29%	16%	13%	13%	15%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	88%	**88%**	88%	87%	92%	*	*	*	91%	67%	91%	91%	84%	85%	86%
	2024	91%	90%	**90%**	86%	89%	96%	*	100%	-	95%	72%	100%	93%	85%	87%	86%
At Meets Grade Level or Above	2025	61%	55%	**55%**	52%	50%	69%	*	*	*	65%	23%	64%	60%	47%	47%	40%
	2024	56%	47%	**47%**	37%	45%	68%	*	57%	-	62%	18%	67%	52%	40%	41%	37%
At Masters Grade Level	2025	21%	11%	**11%**	8%	8%	22%	*	*	*	30%	3%	18%	13%	8%	6%	5%
	2024	19%	13%	**13%**	9%	12%	21%	*	14%	-	29%	2%	17%	15%	11%	10%	7%
End of Course U.S. History																	

	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	2025	95%	93%	**93%**	90%	93%	99%	*	100%	-	96%	79%	100%	93%	92%	90%	94%
	2024	96%	96%	**96%**	96%	97%	95%	*	80%	-	100%	80%	100%	96%	96%	95%	95%
At Meets Grade Level or Above	2025	68%	55%	**55%**	46%	53%	75%	*	43%	-	84%	32%	33%	54%	56%	48%	46%
	2024	69%	63%	**63%**	58%	63%	73%	*	60%	-	71%	33%	88%	66%	58%	52%	47%
At Masters Grade Level	2025	37%	26%	**26%**	20%	23%	44%	*	29%	-	44%	5%	0%	29%	17%	21%	14%
	2024	37%	31%	**31%**	22%	29%	43%	*	50%	-	54%	15%	50%	36%	22%	23%	19%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	87%	**87%**	79%	91%	100%	*	*	-	86%	*	*	94%	60%	71%	86%
	2024	88%	85%	**85%**	82%	84%	86%	-	-	-	*	*	-	86%	75%	83%	*
At Meets Grade Level or Above	2025	59%	52%	**52%**	41%	64%	50%	*	*	-	43%	*	*	60%	20%	48%	29%
	2024	59%	49%	**49%**	36%	47%	64%	-	-	-	*	*	-	53%	25%	53%	*
At Masters Grade Level	2025	13%	3%	**3%**	0%	5%	7%	*	*	-	0%	*	*	3%	0%	0%	0%
	2024	12%	4%	**4%**	5%	3%	5%	-	-	-	*	*	-	5%	0%	6%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	71%	**76%**	74%	73%	85%	76%	82%	*	84%	48%	73%	80%	70%	71%	67%
	2024	75%	73%	**79%**	77%	77%	86%	100%	77%	-	90%	50%	89%	81%	77%	76%	70%
At Meets Grade Level or Above	2025	50%	42%	**46%**	41%	44%	62%	47%	59%	*	60%	17%	44%	50%	39%	40%	35%
	2024	48%	43%	**47%**	40%	46%	63%	73%	54%	-	67%	16%	60%	51%	41%	40%	36%
At Masters Grade Level	2025	21%	15%	**12%**	9%	10%	22%	0%	15%	*	22%	3%	15%	14%	8%	9%	6%
	2024	20%	15%	**14%**	10%	13%	22%	36%	28%	-	24%	2%	20%	16%	11%	10%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	72%	**64%**	60%	61%	78%	67%	71%	*	78%	29%	58%	68%	58%	58%	52%
	2024	76%	74%	**69%**	67%	66%	77%	*	67%	-	85%	37%	71%	71%	67%	65%	54%
At Meets Grade Level or Above	2025	54%	47%	**43%**	37%	41%	61%	56%	57%	*	57%	13%	33%	48%	36%	36%	32%
	2024	54%	48%	**46%**	39%	44%	62%	*	53%	-	75%	16%	36%	49%	42%	40%	32%
At Masters Grade Level	2025	23%	15%	**6%**	4%	5%	13%	0%	7%	*	17%	1%	6%	7%	5%	4%	1%
	2024	22%	17%	**8%**	6%	8%	15%	*	20%	-	13%	1%	0%	9%	7%	5%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	68%	**76%**	78%	73%	82%	*	78%	*	76%	54%	83%	82%	69%	73%	71%
	2024	72%	70%	**77%**	75%	76%	84%	*	71%	-	83%	45%	100%	78%	77%	75%	72%

	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	2025	45%	38%	**38%**	37%	37%	43%	*	56%	*	33%	13%	58%	44%	29%	36%	33%
	2024	43%	40%	**37%**	29%	38%	50%	*	43%	-	44%	9%	71%	42%	29%	32%	38%
At Masters Grade Level	2025	20%	14%	**14%**	13%	14%	22%	*	11%	*	0%	8%	42%	16%	12%	14%	11%
	2024	17%	13%	**13%**	9%	15%	19%	*	29%	-	11%	1%	29%	14%	12%	12%	15%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	**88%**	88%	87%	92%	*	*	*	91%	67%	91%	91%	84%	85%	86%
	2024	75%	73%	**90%**	86%	89%	96%	*	100%	-	95%	72%	100%	93%	85%	87%	86%
At Meets Grade Level or Above	2025	47%	42%	**55%**	52%	50%	69%	*	*	*	65%	23%	64%	60%	47%	47%	40%
	2024	43%	37%	**47%**	37%	45%	68%	*	57%	-	62%	18%	67%	52%	40%	41%	37%
At Masters Grade Level	2025	17%	11%	**11%**	8%	8%	22%	*	*	*	30%	3%	18%	13%	8%	6%	5%
	2024	16%	11%	**13%**	9%	12%	21%	*	14%	-	29%	2%	17%	15%	11%	10%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	73%	**93%**	90%	93%	99%	*	100%	-	96%	79%	100%	93%	92%	90%	94%
	2024	78%	73%	**96%**	96%	97%	95%	*	80%	-	100%	80%	100%	96%	96%	95%	95%
At Meets Grade Level or Above	2025	50%	41%	**55%**	46%	53%	75%	*	43%	-	84%	32%	33%	54%	56%	48%	46%
	2024	51%	45%	**63%**	58%	63%	73%	*	60%	-	71%	33%	88%	66%	58%	52%	47%
At Masters Grade Level	2025	27%	20%	**26%**	20%	23%	44%	*	29%	-	44%	5%	0%	29%	17%	21%	14%
	2024	27%	23%	**31%**	22%	29%	43%	*	50%	-	54%	15%	50%	36%	22%	23%	19%

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

	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
End of Course English I	2025	63%	64%	**64%**	60%	65%	67%	*	*	*	79%	35%	89%	67%	59%	64%	62%	90%
	2024	64%	61%	**61%**	59%	58%	67%	*	70%	-	78%	34%	80%	61%	60%	57%	56%	---
End of Course English II	2025	65%	63%	**63%**	61%	62%	66%	*	50%	-	60%	46%	50%	64%	59%	62%	63%	50%
	2024	69%	68%	**67%**	67%	66%	70%	*	90%	-	68%	59%	*	67%	69%	65%	56%	---
End of Course Algebra I	2025	74%	81%	**79%**	82%	79%	71%	*	*	*	86%	69%	88%	82%	76%	79%	83%	*
	2024	72%	80%	**77%**	79%	76%	77%	*	80%	-	75%	62%	*	76%	79%	75%	75%	---
All Grades Both Subjects	2025	65%	61%	**68%**	67%	68%	67%	75%	75%	*	73%	50%	72%	70%	64%	68%	69%	71%
	2024	64%	64%	**68%**	68%	66%	71%	60%	80%	-	72%	51%	79%	67%	69%	65%	62%	---
All Grades ELA/Reading	2025	67%	63%	**63%**	61%	64%	66%	79%	72%	*	69%	40%	67%	66%	59%	63%	62%	71%
	2024	67%	65%	**64%**	64%	62%	68%	*	80%	-	72%	46%	69%	64%	64%	61%	56%	---
All Grades Mathematics	2025	64%	59%	**79%**	82%	79%	71%	*	*	*	86%	69%	88%	82%	76%	79%	83%	*
	2024	60%	62%	**77%**	79%	76%	77%	*	80%	-	75%	62%	*	76%	79%	75%	75%	---
School Progress - Accelerated Learning by Grade and Subject																		
End of Course English I	2025	23%	31%	**31%**	33%	31%	22%	*	-	*	*	8%	*	36%	25%	29%	19%	-
	2024	20%	22%	**23%**	30%	15%	20%	*	*	-	*	11%	*	24%	21%	25%	18%	---
End of Course English II	2025	29%	28%	**28%**	25%	26%	41%	*	*	-	40%	15%	0%	31%	23%	26%	22%	-
	2024	29%	31%	**31%**	40%	24%	20%	-	*	-	*	23%	*	24%	39%	32%	15%	---
End of Course Algebra I	2025	54%	61%	**60%**	66%	58%	36%	*	*	-	60%	47%	*	66%	51%	58%	57%	-
	2024	55%	50%	**49%**	51%	47%	50%	-	*	-	*	30%	*	46%	54%	48%	50%	---
All Grades Both Subjects	2025	33%	31%	**41%**	44%	39%	35%	40%	*	*	38%	24%	44%	46%	34%	39%	34%	-
	2024	32%	34%	**35%**	40%	30%	33%	*	*	-	20%	22%	*	32%	39%	35%	26%	---
All Grades ELA/Reading	2025	31%	29%	**29%**	29%	28%	35%	*	*	*	25%	12%	29%	33%	24%	27%	21%	-
	2024	30%	31%	**27%**	36%	20%	20%	*	*	-	*	17%	*	24%	32%	29%	16%	---
All Grades Mathematics	2025	35%	33%	**60%**	66%	58%	36%	*	*	-	60%	47%	*	66%	51%	58%	57%	-
	2024	35%	37%	**49%**	51%	47%	50%	-	*	-	*	30%	*	46%	54%	48%	50%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	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	2025	75%	71%	**76%**	-	-	-	-	-	-	65%	-	65%	52%	73%	77%	66%	94%
	2024	75%	73%	**79%**	-	-	-	-	-	-	70%	*	70%	-	65%	81%	70%	*
At Meets Grade Level or Above	2025	50%	42%	**46%**	-	-	-	-	-	-	33%	-	33%	27%	27%	48%	32%	80%
	2024	48%	43%	**47%**	-	-	-	-	-	-	36%	*	36%	-	37%	49%	36%	*
At Masters Grade Level	2025	21%	15%	**12%**	-	-	-	-	-	-	3%	-	3%	3%	8%	13%	4%	26%
	2024	20%	15%	**14%**	-	-	-	-	-	-	8%	*	8%	-	8%	15%	8%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	72%	**64%**	-	-	-	-	-	-	50%	-	50%	33%	45%	66%	50%	88%
	2024	76%	74%	**69%**	-	-	-	-	-	-	56%	*	55%	-	46%	72%	54%	-
At Meets Grade Level or Above	2025	54%	47%	**43%**	-	-	-	-	-	-	30%	-	30%	27%	18%	44%	29%	81%
	2024	54%	48%	**46%**	-	-	-	-	-	-	32%	*	32%	-	29%	49%	32%	-
At Masters Grade Level	2025	23%	15%	**6%**	-	-	-	-	-	-	1%	-	1%	0%	0%	7%	1%	17%
	2024	22%	17%	**8%**	-	-	-	-	-	-	2%	*	2%	-	0%	9%	2%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	68%	**76%**	-	-	-	-	-	-	67%	-	67%	50%	85%	77%	69%	94%
	2024	72%	70%	**77%**	-	-	-	-	-	-	74%	-	74%	-	43%	78%	72%	*
At Meets Grade Level or Above	2025	45%	38%	**38%**	-	-	-	-	-	-	32%	-	32%	0%	23%	38%	31%	61%
	2024	43%	40%	**37%**	-	-	-	-	-	-	39%	-	39%	-	29%	36%	38%	*
At Masters Grade Level	2025	20%	14%	**14%**	-	-	-	-	-	-	6%	-	6%	0%	23%	15%	8%	22%
	2024	17%	13%	**13%**	-	-	-	-	-	-	15%	-	15%	-	14%	13%	15%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	**88%**	-	-	-	-	-	-	84%	-	84%	80%	100%	89%	85%	100%
	2024	75%	73%	**90%**	-	-	-	-	-	-	86%	-	86%	-	86%	91%	86%	-
At Meets Grade Level or Above	2025	47%	42%	**55%**	-	-	-	-	-	-	36%	-	36%	20%	38%	57%	36%	94%
	2024	43%	37%	**47%**	-	-	-	-	-	-	38%	-	38%	-	29%	49%	37%	-
At Masters Grade Level	2025	17%	11%	**11%**	-	-	-	-	-	-	3%	-	3%	0%	0%	12%	3%	25%
	2024	16%	11%	**13%**	-	-	-	-	-	-	7%	-	7%	-	0%	14%	7%	-
All Grades Social Studies																		

	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	2025	77%	73%	**93%**	-	-	-	-	-	-	92%	-	92%	87%	100%	92%	93%	100%
	2024	78%	73%	**96%**	-	-	-	-	-	-	93%	-	93%	-	100%	96%	95%	-
At Meets Grade Level or Above	2025	50%	41%	**55%**	-	-	-	-	-	-	38%	-	38%	39%	50%	55%	39%	85%
	2024	51%	45%	**63%**	-	-	-	-	-	-	43%	-	43%	-	62%	65%	47%	-
At Masters Grade Level	2025	27%	20%	**26%**	-	-	-	-	-	-	8%	-	8%	13%	13%	27%	8%	50%
	2024	27%	23%	**31%**	-	-	-	-	-	-	17%	-	17%	-	23%	32%	19%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	61%	**68%**	-	-	-	-	-	-	68%	-	68%	60%	76%	68%	69%	76%
	2024	64%	64%	**68%**	-	-	-	-	-	-	64%	-	64%	-	43%	69%	62%	-
All Grades ELA/Reading	2025	67%	63%	**63%**	-	-	-	-	-	-	62%	-	62%	57%	67%	63%	62%	78%
	2024	67%	65%	**64%**	-	-	-	-	-	-	57%	-	57%	-	47%	66%	56%	-
All Grades Mathematics	2025	64%	59%	**79%**	-	-	-	-	-	-	82%	-	82%	*	93%	79%	83%	65%
	2024	60%	62%	**77%**	-	-	-	-	-	-	78%	-	78%	-	*	78%	75%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	**41%**	-	-	-	-	-	-	35%	-	35%	20%	30%	43%	34%	*
	2024	32%	34%	**35%**	-	-	-	-	-	-	28%	-	28%	-	0%	37%	26%	-
All Grades ELA/Reading	2025	31%	29%	**29%**	-	-	-	-	-	-	20%	-	20%	13%	14%	31%	20%	*
	2024	30%	31%	**27%**	-	-	-	-	-	-	17%	-	17%	-	*	30%	16%	-
All Grades Mathematics	2025	35%	33%	**60%**	-	-	-	-	-	-	56%	-	56%	*	*	60%	57%	-
	2024	35%	37%	**49%**	-	-	-	-	-	-	56%	-	56%	-	*	49%	50%	-

* 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.

	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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	98%	99%	100%	100%	*	98%	98%	99%	99%	99%	99%	99%
Included in Accountability	93%	94%	**92%**	92%	91%	95%	100%	97%	*	93%	93%	85%	95%	88%	91%	84%
Not Included in Accountability: Mobile	4%	5%	**4%**	7%	3%	3%	0%	0%	*	5%	5%	14%	1%	9%	4%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	5%	1%	0%	3%	*	0%	0%	0%	3%	2%	3%	13%
Not Tested	1%	1%	**1%**	1%	2%	1%	0%	0%	*	2%	2%	1%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	*	1%	1%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	0%	0%	*	2%	1%	1%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	100%	99%	98%	100%	100%	*	97%	98%	97%	99%	99%	99%	100%
Included in Accountability	91%	93%	**90%**	92%	86%	94%	100%	93%	*	92%	92%	85%	92%	86%	89%	74%
Not Included in Accountability: Mobile	4%	5%	**4%**	7%	2%	3%	0%	0%	*	5%	6%	13%	2%	8%	4%	2%
Not Included in Accountability: Other Exclusions	4%	2%	**5%**	0%	10%	1%	0%	7%	*	0%	0%	0%	6%	4%	6%	23%
Not Tested	1%	0%	**1%**	0%	1%	2%	0%	0%	*	3%	2%	3%	1%	1%	1%	0%
Absent	1%	0%	**1%**	0%	1%	1%	0%	0%	*	2%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	0%	0%	*	2%	0%	3%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	*	100%	99%	100%	99%	100%	99%	100%
Included in Accountability	94%	94%	**94%**	93%	96%	94%	*	100%	*	95%	96%	86%	98%	90%	94%	97%
Not Included in Accountability: Mobile	4%	5%	**5%**	7%	2%	5%	*	0%	*	5%	4%	14%	1%	10%	5%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	*	0%	1%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	*	0%	*	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	98%	100%	*	*	*	96%	97%	100%	99%	99%	98%	99%
Included in Accountability	94%	94%	**93%**	91%	94%	98%	*	*	*	92%	93%	85%	97%	88%	92%	95%
Not Included in Accountability: Mobile	4%	5%	**5%**	8%	3%	2%	*	*	*	4%	5%	15%	2%	10%	5%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	*	*	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**1%**	0%	2%	0%	*	*	*	4%	3%	0%	1%	1%	2%	1%

	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)
Absent	1%	1%	**1%**	0%	2%	0%	*	*	*	0%	2%	0%	1%	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	4%	1%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**97%**	98%	96%	98%	*	100%	-	100%	97%	100%	98%	95%	96%	92%
Included in Accountability	94%	94%	**94%**	94%	93%	98%	*	100%	-	96%	93%	86%	98%	88%	93%	90%
Not Included in Accountability: Mobile	4%	4%	**3%**	4%	2%	0%	*	0%	-	4%	3%	14%	1%	7%	3%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	2%	**3%**	2%	4%	2%	*	0%	-	0%	3%	0%	2%	5%	4%	8%
Absent	1%	1%	**2%**	2%	4%	1%	*	0%	-	0%	3%	0%	2%	4%	3%	6%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	-	0%	0%	0%	0%	1%	0%	1%
Accelerated Testers																
SAT/ACT Participant	94%	99%	**99%**	100%	100%	100%	*	*	-	88%	*	*	100%	94%	97%	100%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	100%	100%	-	97%	97%	98%	99%	99%	99%	99%
Included in Accountability	92%	93%	**91%**	94%	88%	94%	79%	98%	-	82%	89%	81%	94%	88%	91%	79%
Not Included in Accountability: Mobile	4%	5%	**5%**	5%	5%	3%	21%	0%	-	14%	7%	16%	2%	9%	5%	6%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	5%	1%	0%	3%	-	1%	1%	0%	2%	2%	2%	14%
Not Tested	1%	1%	**1%**	0%	1%	2%	0%	0%	-	3%	3%	2%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	2%	0%	0%	-	2%	2%	2%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	1%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	98%	100%	100%	-	96%	98%	100%	99%	99%	99%	100%
Included in Accountability	91%	92%	**89%**	94%	84%	93%	80%	94%	-	81%	90%	74%	91%	86%	89%	68%
Not Included in Accountability: Mobile	4%	5%	**5%**	5%	5%	3%	20%	0%	-	13%	5%	26%	2%	9%	5%	5%
Not Included in Accountability: Other Exclusions	4%	2%	**5%**	0%	11%	3%	0%	6%	-	1%	3%	0%	5%	4%	5%	26%
Not Tested	1%	1%	**1%**	1%	1%	2%	0%	0%	-	4%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	-	3%	1%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	1%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	100%	98%	97%	*	100%	-	96%	96%	90%	98%	98%	98%	97%
Included in Accountability	93%	94%	**92%**	95%	91%	92%	*	100%	-	78%	88%	70%	96%	88%	92%	87%

	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)
Not Included in Accountability: Mobile	5%	5%	**6%**	4%	6%	5%	*	0%	-	17%	9%	20%	3%	10%	6%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**2%**	0%	2%	3%	*	0%	-	4%	4%	10%	2%	2%	2%	3%
Absent	1%	1%	**1%**	0%	2%	3%	*	0%	-	4%	4%	10%	2%	1%	1%	3%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	-	96%	96%	100%	98%	100%	99%	99%
Included in Accountability	93%	94%	**93%**	95%	92%	96%	*	100%	-	81%	90%	100%	96%	89%	93%	90%
Not Included in Accountability: Mobile	4%	5%	**6%**	5%	6%	3%	*	0%	-	15%	6%	0%	2%	10%	6%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	-	4%	4%	0%	2%	0%	1%	1%
Absent	1%	1%	**1%**	0%	1%	2%	*	0%	-	0%	4%	0%	2%	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	4%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	-	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	95%	**95%**	94%	96%	98%	*	100%	-	89%	89%	100%	98%	91%	95%	97%
Not Included in Accountability: Mobile	4%	4%	**4%**	6%	3%	1%	*	0%	-	11%	11%	0%	1%	9%	5%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	-	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	*	0%	-	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	98%	**98%**	96%	97%	100%	-	-	-	*	*	-	100%	86%	97%	*

* 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													
2023-24	93.6%	94.5%	**93.7%**	94.1%	93.3%	93.4%	96.3%	96.2%	-	93.4%	91.3%	93.1%	93.1%
2022-23	93.3%	94.4%	**93.8%**	94.6%	93.0%	93.5%	95.7%	95.1%	-	94.2%	92.7%	93.1%	91.7%
Chronic Absenteeism													
2023-24	19.0%	14.2%	**18.9%**	17.2%	21.2%	18.3%	0.0%	4.3%	-	20.8%	26.7%	21.2%	22.5%
2022-23	20.3%	15.7%	**18.9%**	14.7%	23.1%	20.3%	0.0%	18.2%	-	16.3%	25.8%	21.6%	29.6%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.5%	*	-	*	-	-	-	-	-	-	*	-
2022-23	0.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.4%	**1.4%**	0.7%	1.9%	2.0%	0.0%	0.0%	-	2.0%	2.1%	1.7%	2.2%
2022-23	2.0%	0.8%	**0.8%**	0.6%	1.0%	1.3%	0.0%	0.0%	-	0.0%	2.3%	1.1%	1.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	94.3%	**94.3%**	96.3%	95.5%	88.1%	-	*	-	100.0%	80.4%	93.0%	92.7%
Received TxCHSE	0.3%	0.2%	**0.2%**	0.0%	0.0%	1.0%	-	*	-	0.0%	2.2%	0.4%	0.0%
Continued HS	3.1%	1.5%	**1.5%**	1.6%	1.9%	1.0%	-	*	-	0.0%	4.3%	2.0%	2.4%
Dropped Out	5.8%	3.9%	**3.9%**	2.1%	2.6%	9.9%	-	*	-	0.0%	13.0%	4.7%	4.9%
Graduates and TxCHSE	91.1%	94.6%	**94.6%**	96.3%	95.5%	89.1%	-	*	-	100.0%	82.6%	93.4%	92.7%
Graduates, TxCHSE, and Continuers	94.2%	96.1%	**96.1%**	97.9%	97.4%	90.1%	-	100.0%	-	100.0%	87.0%	95.3%	95.1%
Class of 2023													
Graduated	90.3%	94.0%	**94.0%**	96.0%	93.0%	92.1%	80.0%	*	-	100.0%	82.0%	91.9%	87.5%
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	1.3%	**1.3%**	0.5%	2.2%	1.6%	0.0%	*	-	0.0%	6.6%	1.4%	2.1%
Dropped Out	6.3%	4.7%	**4.7%**	3.5%	4.9%	6.3%	20.0%	*	-	0.0%	11.5%	6.7%	10.4%
Graduates and TxCHSE	90.6%	94.0%	**94.0%**	96.0%	93.0%	92.1%	80.0%	*	-	100.0%	82.0%	91.9%	87.5%
Graduates, TxCHSE, and Continuers	93.7%	95.3%	**95.3%**	96.5%	95.1%	93.7%	80.0%	*	-	100.0%	88.5%	93.3%	89.6%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	95.1%	**95.1%**	96.5%	94.6%	93.7%	80.0%	*	-	100.0%	88.3%	92.9%	89.6%
Received TxCHSE	0.4%	0.2%	**0.2%**	0.5%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.2%	**0.2%**	0.0%	0.5%	0.0%	0.0%	*	-	0.0%	0.0%	0.4%	0.0%
Dropped Out	6.5%	4.5%	**4.5%**	3.0%	4.9%	6.3%	20.0%	*	-	0.0%	11.7%	6.7%	10.4%
Graduates and TxCHSE	92.6%	95.3%	**95.3%**	97.0%	94.6%	93.7%	80.0%	*	-	100.0%	88.3%	92.9%	89.6%
Graduates, TxCHSE, and Continuers	93.5%	95.5%	**95.5%**	97.0%	95.1%	93.7%	80.0%	*	-	100.0%	88.3%	93.3%	89.6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	92.1%	**92.1%**	95.5%	93.4%	86.3%	*	100.0%	*	92.3%	83.1%	90.4%	95.2%
Received TxCHSE	0.4%	0.8%	**0.8%**	0.0%	0.5%	2.1%	*	0.0%	*	0.0%	0.0%	0.4%	0.0%
Continued HS	1.0%	0.2%	**0.2%**	0.6%	0.0%	0.0%	*	0.0%	*	0.0%	1.5%	0.4%	0.0%
Dropped Out	6.8%	6.9%	**6.9%**	3.8%	6.0%	11.6%	*	0.0%	*	7.7%	15.4%	8.7%	4.8%
Graduates and TxCHSE	92.2%	92.9%	**92.9%**	95.5%	94.0%	88.4%	*	100.0%	*	92.3%	83.1%	90.9%	95.2%
Graduates, TxCHSE, and Continuers	93.2%	93.1%	**93.1%**	96.2%	94.0%	88.4%	*	100.0%	*	92.3%	84.6%	91.3%	95.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.3%	**92.3%**	96.2%	93.5%	86.3%	*	100.0%	*	92.3%	84.8%	90.9%	95.2%
Received TxCHSE	0.5%	1.0%	**1.0%**	0.0%	0.5%	2.1%	*	0.0%	*	7.7%	0.0%	0.4%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.8%	6.7%	**6.7%**	3.8%	6.0%	11.6%	*	0.0%	*	0.0%	15.2%	8.7%	4.8%
Graduates and TxCHSE	92.7%	93.3%	**93.3%**	96.2%	94.0%	88.4%	*	100.0%	*	100.0%	84.8%	91.3%	95.2%
Graduates, TxCHSE, and Continuers	93.2%	93.3%	**93.3%**	96.2%	94.0%	88.4%	*	100.0%	*	100.0%	84.8%	91.3%	95.2%
Class of 2021													
Graduated	92.7%	94.7%	**94.7%**	94.5%	93.3%	95.8%	*	*	-	100.0%	80.4%	91.9%	91.9%
Received TxCHSE	0.5%	0.2%	**0.2%**	0.0%	0.6%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.5%	0.4%	**0.4%**	0.0%	0.6%	0.7%	*	*	-	0.0%	4.3%	1.3%	0.0%
Dropped Out	6.3%	4.7%	**4.7%**	5.5%	5.5%	3.5%	*	*	-	0.0%	15.2%	6.7%	8.1%
Graduates and TxCHSE	93.2%	94.9%	**94.9%**	94.5%	93.9%	95.8%	*	*	-	100.0%	80.4%	91.9%	91.9%
Graduates, TxCHSE, and Continuers	93.7%	95.3%	**95.3%**	94.5%	94.5%	96.5%	*	*	-	100.0%	84.8%	93.3%	91.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.8%	**92.8%**	94.8%	94.3%	85.6%	-	*	-	100.0%	71.7%	90.6%	92.7%
Class of 2023	90.3%	93.8%	**93.8%**	96.0%	92.5%	92.1%	80.0%	*	-	100.0%	80.6%	91.5%	87.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.5%	**3.5%**	3.3%	5.4%	1.1%	-	*	-	0.0%	16.2%	4.6%	13.2%
Class of 2023	4.3%	7.8%	**7.8%**	6.7%	11.0%	5.1%	*	*	-	7.7%	34.0%	11.2%	21.4%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	85.5%	**85.5%**	87.3%	82.3%	86.5%	-	*	-	85.7%	37.8%	82.4%	65.8%
Class of 2023	84.3%	80.5%	**80.5%**	83.0%	75.6%	83.8%	*	*	-	69.2%	32.0%	76.2%	64.3%
Texas First-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 2024	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	88.9%	**88.9%**	90.6%	87.8%	87.6%	-	*	-	85.7%	54.1%	87.0%	78.9%
Class of 2023	88.6%	88.3%	**88.3%**	89.7%	86.6%	88.9%	*	*	-	76.9%	66.0%	87.3%	85.7%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.5%	**3.5%**	3.7%	5.0%	1.1%	-	*	-	0.0%	14.6%	4.3%	12.8%
2022-23	4.4%	7.8%	**7.8%**	6.6%	11.0%	5.6%	*	*	-	7.7%	29.5%	11.2%	18.8%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	82.8%	**82.8%**	84.7%	79.4%	84.4%	-	*	-	80.0%	29.2%	79.7%	64.1%
2022-23	82.5%	77.4%	**77.4%**	82.1%	70.3%	80.0%	*	*	-	69.2%	26.2%	71.2%	56.3%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	86.2%	**86.2%**	88.4%	84.4%	85.6%	-	*	-	80.0%	43.8%	84.0%	76.9%
2022-23	86.8%	85.3%	**85.3%**	88.8%	81.3%	85.6%	*	*	-	76.9%	55.7%	82.4%	75.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	458	100.0%	458	382,023
By Ethnicity:				
African American	190	41.5%	190	48,064
Hispanic	160	34.9%	160	200,942
White	90	19.7%	90	101,714
American Indian	0	0.0%	0	1,231
Asian	3	0.7%	3	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	15	3.3%	15	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	63	13.8%	63	46,183
Foundation H.S. Program (Endorsement)	16	3.5%	16	42,042
Foundation H.S. Program (DLA)	379	82.8%	379	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	48	10.5%	48	35,935
Economically Disadvantaged Graduates	256	55.9%	256	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	39	8.5%	39	56,967
At-Risk Graduates	167	36.5%	167	173,035
CTE Completers	196	42.8%	196	127,800

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)													
2023-24	81.8%	76.4%	**76.4%**	75.3%	74.4%	81.1%	-	*	-	80.0%	54.2%	73.4%	64.1%
2022-23	76.3%	55.1%	**55.1%**	46.2%	53.6%	69.6%	*	*	-	53.8%	68.9%	49.3%	37.5%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	60.7%	**60.7%**	57.9%	59.4%	66.7%	-	*	-	66.7%	45.8%	53.9%	51.3%
2022-23	61.9%	44.1%	**44.1%**	34.9%	40.9%	60.0%	*	*	-	53.8%	55.7%	36.6%	25.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	64.0%	**64.0%**	60.0%	63.8%	70.0%	-	*	-	73.3%	12.5%	61.3%	43.6%
2022-23	62.8%	42.8%	**42.8%**	34.9%	37.6%	60.8%	*	*	-	38.5%	6.6%	34.1%	12.5%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	61.8%	**61.8%**	63.7%	55.0%	67.8%	-	*	-	66.7%	12.5%	55.9%	38.5%
2022-23	54.3%	49.7%	**49.7%**	47.7%	42.0%	61.6%	*	*	-	53.8%	13.1%	38.8%	25.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	52.2%	**52.2%**	50.0%	48.8%	58.9%	-	*	-	66.7%	6.3%	46.9%	35.9%
2022-23	48.4%	32.6%	**32.6%**	24.6%	26.5%	50.4%	*	*	-	38.5%	1.6%	23.9%	10.4%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	13.3%	**13.3%**	6.8%	13.8%	22.2%	-	*	-	26.7%	4.2%	10.9%	5.1%
2022-23	20.4%	9.8%	**9.8%**	5.6%	8.8%	16.8%	*	*	-	0.0%	0.0%	5.1%	8.3%
Associate Degree (Annual Graduates)													
2023-24	3.1%	2.8%	**2.8%**	0.0%	3.1%	5.6%	-	*	-	20.0%	0.0%	2.0%	0.0%
2022-23	2.5%	2.3%	**2.3%**	1.0%	0.6%	5.6%	*	*	-	7.7%	0.0%	0.7%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	17.2%	**17.2%**	8.9%	18.1%	30.0%	-	*	-	33.3%	4.2%	10.2%	5.1%
2022-23	23.6%	18.8%	**18.8%**	13.3%	17.1%	28.0%	*	*	-	23.1%	0.0%	12.7%	4.2%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2022-23	4.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	4.6%	**4.6%**	3.7%	6.3%	4.4%	-	*	-	0.0%	43.8%	4.7%	10.3%
2022-23	5.6%	6.5%	**6.5%**	6.2%	8.3%	4.8%	*	*	-	7.7%	55.7%	6.9%	12.5%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	37.8%	**37.8%**	38.4%	36.9%	36.7%	-	*	-	33.3%	16.7%	37.1%	23.1%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	26.7%	**26.7%**	24.1%	27.1%	29.6%	*	*	-	30.8%	19.7%	27.2%	18.8%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	36.7%	**36.7%**	37.9%	35.6%	34.4%	-	*	-	33.3%	12.5%	35.5%	23.1%
2022-23	33.4%	24.8%	**24.8%**	22.1%	24.9%	28.0%	*	*	-	30.8%	8.2%	25.4%	14.6%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.9%	**0.9%**	0.5%	1.3%	1.1%	-	*	-	0.0%	0.0%	0.8%	0.0%
2022-23	0.8%	0.4%	**0.4%**	0.0%	0.6%	0.8%	*	*	-	0.0%	0.0%	0.4%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	0.4%	**0.4%**	0.0%	1.3%	0.0%	-	*	-	0.0%	4.2%	0.8%	0.0%
2022-23	2.7%	1.3%	**1.3%**	2.1%	0.6%	1.6%	*	*	-	0.0%	11.5%	1.1%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.4%	**0.4%**	0.0%	0.0%	2.2%	-	*	-	0.0%	0.0%	0.4%	0.0%
2022-23	0.6%	0.8%	**0.8%**	0.5%	1.7%	0.0%	*	*	-	0.0%	0.0%	1.1%	4.2%

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

	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	2023-24	20.1%	13.1%	**13.1%**	8.9%	11.3%	23.3%	-	*	-	26.7%	6.3%	9.8%	0.0%
	2022-23	21.0%	18.2%	**18.2%**	16.3%	14.3%	24.8%	*	*	-	15.4%	1.6%	11.9%	8.3%
Mathematics	2023-24	21.3%	15.1%	**15.1%**	8.4%	16.3%	24.4%	-	*	-	33.3%	2.1%	10.5%	2.6%
	2022-23	19.9%	13.8%	**13.8%**	8.7%	9.9%	24.0%	*	*	-	23.1%	0.0%	7.9%	6.3%
Both Subjects	2023-24	12.7%	7.4%	**7.4%**	1.1%	6.9%	20.0%	-	*	-	20.0%	2.1%	4.3%	0.0%
	2022-23	12.5%	9.8%	**9.8%**	6.6%	6.0%	16.8%	*	*	-	15.4%	0.0%	5.0%	6.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	26.6%	**26.6%**	31.1%	24.4%	23.3%	-	*	-	20.0%	2.1%	28.9%	33.3%
	2022-23	18.2%	0.4%	**0.4%**	1.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.7%	0.0%
Mathematics	2023-24	29.5%	43.0%	**43.0%**	54.7%	34.4%	35.6%	-	*	-	33.3%	6.3%	43.0%	33.3%
	2022-23	20.2%	29.6%	**29.6%**	34.7%	24.7%	29.6%	*	*	-	23.1%	13.1%	26.6%	14.6%
Both Subjects	2023-24	20.2%	21.6%	**21.6%**	26.8%	18.1%	17.8%	-	*	-	20.0%	0.0%	23.0%	25.6%
	2022-23	12.5%	0.2%	**0.2%**	0.5%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.4%	0.0%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	13.3%	**13.3%**	12.3%	12.0%	13.2%	*	58.3%	-	18.9%	6.2%	9.7%	6.4%
	2023	24.2%	11.5%	**11.5%**	7.5%	10.8%	16.2%	*	60.0%	-	20.7%	0.9%	6.3%	4.7%
English Language Arts	2024	14.6%	8.5%	**8.5%**	7.8%	7.0%	8.2%	*	41.7%	-	18.9%	2.1%	5.9%	1.1%
	2023	13.8%	5.4%	**5.4%**	4.0%	4.7%	8.1%	*	20.0%	-	6.9%	0.9%	2.6%	0.0%
Mathematics	2024	9.6%	2.0%	**2.0%**	1.0%	2.3%	2.2%	*	25.0%	-	0.0%	0.0%	1.6%	0.0%
	2023	7.4%	0.9%	**0.9%**	1.1%	0.6%	0.9%	*	0.0%	-	0.0%	0.0%	0.2%	1.2%
Science	2024	10.9%	5.0%	**5.0%**	3.8%	4.1%	6.0%	*	33.3%	-	10.8%	2.1%	3.3%	2.1%
	2023	10.3%	4.6%	**4.6%**	2.7%	4.4%	6.3%	*	20.0%	-	13.8%	0.9%	2.8%	2.4%
Social Studies	2024	13.7%	8.6%	**8.6%**	7.5%	7.9%	8.8%	*	41.7%	-	13.5%	5.2%	6.9%	3.2%
	2023	13.1%	8.1%	**8.1%**	4.8%	7.6%	12.6%	*	20.0%	-	17.2%	0.9%	3.9%	2.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	55.0%	**55.0%**	49.0%	63.4%	54.2%	*	57.1%	-	42.9%	66.7%	56.6%	66.7%
	2023	53.3%	50.0%	**50.0%**	28.6%	45.9%	69.4%	*	*	-	50.0%	*	38.2%	*
English Language Arts	2024	48.8%	42.2%	**42.2%**	29.0%	50.0%	53.3%	*	60.0%	-	42.9%	*	40.6%	*
	2023	52.3%	47.2%	**47.2%**	26.7%	43.8%	61.1%	*	*	-	*	*	28.6%	-
Mathematics	2024	53.4%	47.4%	**47.4%**	*	37.5%	*	-	*	-	-	-	22.2%	-
	2023	50.1%	44.4%	**44.4%**	*	*	*	*	-	-	-	-	*	*
Science	2024	46.1%	36.7%	**36.7%**	6.7%	64.3%	63.6%	*	*	-	*	*	33.3%	*
	2023	44.8%	40.0%	**40.0%**	20.0%	53.3%	42.9%	*	*	-	*	*	26.7%	*

	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	2024	56.8%	61.9%	**61.9%**	60.0%	59.3%	68.8%	*	80.0%	-	40.0%	60.0%	63.2%	*
	2023	42.0%	44.3%	**44.3%**	33.3%	42.3%	53.6%	*	*	-	40.0%	*	42.9%	*
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	87.8%	**87.8%**	85.8%	86.3%	93.3%	-	*	-	100.0%	60.4%	83.6%	71.8%
	2022-23	79.3%	90.6%	**90.6%**	93.4%	86.8%	92.8%	*	*	-	84.6%	72.1%	85.3%	75.0%
At/Above Criterion for All Examinees	2023-24	28.8%	15.7%	**15.7%**	9.2%	18.1%	23.8%	-	*	-	13.3%	10.3%	13.1%	7.1%
	2022-23	28.9%	14.3%	**14.3%**	7.1%	13.9%	25.9%	*	*	-	9.1%	0.0%	8.9%	5.6%
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	924	**924**	891	930	970	-	*	-	955	804	903	834
	2022-23	978	904	**904**	862	894	975	1095	1165	-	894	786	873	804
English Language Arts and Writing	2023-24	496	476	**476**	459	479	499	-	*	-	499	412	465	428
	2022-23	497	464	**464**	442	458	502	568	615	-	454	395	447	409
Mathematics	2023-24	479	448	**448**	431	451	472	-	*	-	455	392	438	406
	2022-23	482	440	**440**	420	435	474	528	550	-	440	392	426	396
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	18.1	**18.1**	17.5	*	*	-	-	-	-	-	16.3	-
	2022-23	19.2	19.1	**19.1**	18.1	24.0	21.3	-	-	-	-	11.0	17.0	-
English Language Arts	2023-24	19.0	18.0	**18.0**	17.2	*	*	-	-	-	-	-	15.9	-
	2022-23	18.8	19.3	**19.3**	18.6	22.0	20.8	-	-	-	-	11.0	17.8	-
Mathematics	2023-24	19.0	18.0	**18.0**	17.2	*	*	-	-	-	-	-	16.0	-
	2022-23	18.9	17.7	**17.7**	16.2	26.0	21.0	-	-	-	-	12.0	15.5	-
Science	2023-24	19.6	18.0	**18.0**	17.8	*	*	-	-	-	-	-	17.2	-
	2022-23	19.5	19.6	**19.6**	18.6	24.0	22.0	-	-	-	-	11.0	18.0	-

- \- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

	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	2023-24	45.7%	42.1%	**42.1%**	38.5%	40.6%	50.5%	62.5%	56.5%	-	47.4%	22.9%	36.0%	31.9%
	2022-23	45.4%	40.4%	**40.4%**	38.4%	38.8%	45.6%	87.5%	50.0%	-	41.8%	25.8%	35.9%	26.8%
English Language Arts	2023-24	17.8%	11.5%	**11.5%**	9.5%	10.0%	16.5%	37.5%	30.4%	-	14.0%	1.3%	8.6%	1.7%
	2022-23	17.4%	11.9%	**11.9%**	8.6%	11.5%	18.2%	25.0%	13.6%	-	12.2%	1.0%	8.3%	0.9%
Mathematics	2023-24	19.4%	7.8%	**7.8%**	7.3%	7.7%	6.8%	12.5%	21.7%	-	13.0%	1.4%	6.6%	3.8%
	2022-23	19.5%	8.3%	**8.3%**	6.2%	8.8%	11.9%	14.3%	4.8%	-	8.1%	2.0%	6.5%	4.2%
Science	2023-24	21.9%	27.6%	**27.6%**	27.7%	25.3%	29.9%	37.5%	45.5%	-	31.1%	17.3%	25.1%	20.1%
	2022-23	21.5%	30.9%	**30.9%**	29.8%	29.9%	33.4%	75.0%	31.8%	-	32.9%	24.0%	28.8%	21.4%
Social Studies	2023-24	24.5%	20.5%	**20.5%**	17.3%	18.2%	27.7%	37.5%	47.8%	-	30.5%	2.5%	14.2%	8.0%
	2022-23	24.0%	19.3%	**19.3%**	15.2%	19.2%	23.9%	75.0%	36.4%	-	26.0%	1.9%	14.5%	7.8%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	48.1%	**48.1%**	55.0%	47.3%	38.9%	0.0%	83.3%	0.0%	66.7%	28.1%	41.2%	38.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	49.0%	**49.0%**	39.2%	47.4%	65.2%	-	80.0%	-	42.9%	26.7%	43.6%	28.6%

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? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
*** TX IHE data not yet available.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**2,295**	**100.0%**	**6,675**	**5,530,499**	**2,297**	**100.0%**	**6,696**	**5,544,255**
Students by Grade								
Grade 9	625	27.2%	9.4%	8.3%	625	27.2%	9.3%	8.3%
Grade 10	574	25.0%	8.6%	7.9%	574	25.0%	8.6%	7.9%
Grade 11	587	25.6%	8.8%	7.4%	588	25.6%	8.8%	7.4%
Grade 12	509	22.2%	7.6%	7.0%	510	22.2%	7.6%	7.0%
Ethnic Distribution								
African American	924	40.3%	37.9%	12.8%	924	40.2%	37.8%	12.8%
Hispanic	866	37.7%	40.7%	53.5%	868	37.8%	40.7%	53.5%
White	371	16.2%	16.4%	24.4%	371	16.2%	16.4%	24.4%
American Indian	12	0.5%	0.3%	0.3%	12	0.5%	0.3%	0.3%
Asian	24	1.0%	0.9%	5.6%	24	1.0%	0.9%	5.6%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	96	4.2%	3.8%	3.3%	96	4.2%	3.8%	3.3%
Sex								
Female	1,063	46.3%	46.7%	48.9%	1,064	46.3%	46.6%	48.8%
Male	1,232	53.7%	53.3%	51.1%	1,233	53.7%	53.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	1,322	57.6%	61.8%	60.5%	1,323	57.6%	61.8%	60.4%
Non-Educationally Disadvantaged	973	42.4%	38.2%	39.5%	974	42.4%	38.2%	39.6%
Section 504 Students	237	10.3%	7.6%	6.8%	238	10.4%	7.6%	6.8%
EB Students/EL	293	12.8%	15.5%	24.3%	294	12.8%	15.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	178	7.6%	3.6%	2.1%				
Students w/ Dyslexia	189	8.2%	9.2%	6.4%	190	8.3%	9.2%	6.4%
Foster Care	5	0.2%	0.4%	0.2%	5	0.2%	0.4%	0.2%
Homeless	17	0.7%	0.6%	1.4%	17	0.7%	0.6%	1.4%
Immigrant	28	1.2%	1.3%	3.5%	28	1.2%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	17	0.7%	43.8%	66.6%	17	0.7%	43.9%	66.5%
Military Connected	12	0.5%	0.8%	4.1%	12	0.5%	0.8%	4.1%
At-Risk	1,224	53.3%	50.5%	53.5%	1,226	53.4%	50.4%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	262	11.4%	14.7%	24.3%	263	11.4%	14.6%	24.3%
Career and Technical Education	1,846	80.4%	29.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	1,846	80.4%	80.4%	74.0%	-	-	-	-
Gifted and Talented Education	116	5.1%	5.8%	8.7%	116	5.1%	5.8%	8.7%
Special Education	280	12.2%	16.8%	15.3%	280	12.2%	17.0%	15.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**280**							
Students with Intellectual Disabilities	168	60.0%	53.5%	48.3%				
Students with Physical Disabilities	11	3.9%	13.3%	17.0%				
Students with Autism	34	12.1%	17.5%	16.8%				
Students with Behavioral Disabilities	67	23.9%	13.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**293**	**12.6%**	**13.2%**	**16.4%**				
African American	118	5.1%	5.5%	3.3%				
Hispanic	112	4.8%	4.8%	8.9%				
White	42	1.8%	2.0%	2.9%				
American Indian	1	0.0%	0.0%	0.1%				
Asian	1	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	19	0.8%	0.7%	0.6%				
Special Ed Students who are Mobile	52	18.2%	13.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	42	15.3%	13.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	202	14.4%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**242**	**14.0%**	**15.3%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	5.3%	5.3%	7.3%	17.2%	17.2%	11.0%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	20.5	18.0	16.4
Foreign Languages	25.0	21.4	18.9
Mathematics	22.4	20.4	17.8

Class Size Information	Campus	District	State
Science	22.9	20.5	18.9
Social Studies	22.8	21.0	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
RED OAK H S (070911001) - RED OAK ISD - ELLIS COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**182.7**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	166.8	91.3%	60.7%	63.8%
Teachers	139.3	76.3%	43.6%	48.3%
Professional Support	16.9	9.3%	12.5%	10.8%
Campus Administration (School Leadership)	10.6	5.8%	3.2%	3.4%
Educational Aides	15.8	8.7%	9.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,125.0
Part-time Librarians	0.0	n/a	1.0	583.0
Full-time Counselors	7.0	n/a	17.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**74.5**	**40.8%**	**42.7%**	**55.3%**
Teachers by Ethnicity				
African American	36.7	26.3%	24.6%	12.8%
Hispanic	12.2	8.8%	11.0%	31.0%
White	86.2	61.9%	60.8%	52.2%
American Indian	1.2	0.9%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	2.2%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	3.0	2.2%	2.4%	1.3%
Teachers by Sex				
Males	56.1	40.3%	22.4%	24.6%
Females	83.2	59.7%	77.6%	75.4%
Teachers by Highest Degree Held				
No Degree	5.5	3.9%	1.3%	2.4%
Bachelors	80.4	57.7%	64.8%	71.4%
Masters	49.4	35.5%	32.2%	25.4%
Doctorate	4.0	2.9%	1.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	7.0	5.0%	5.7%	7.3%
1-5 Years Experience	43.4	31.1%	28.1%	28.3%
6-10 Years Experience	27.4	19.6%	17.3%	19.7%
11-20 Years Experience	32.6	23.4%	29.3%	27.6%
21-30 Years Experience	21.2	15.2%	15.4%	14.1%
Over 30 Years Experience	7.8	5.6%	4.2%	3.0%
Number of Students per Teacher	16.5	n/a	15.9	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	3.7	6.0
Average Years Experience of Principals with District	1.0	2.6	5.1
Average Years Experience of Assistant Principals	6.0	6.5	5.1
Average Years Experience of Assistant Principals with District	5.4	3.7	4.3
Average Years Experience of Teachers	11.7	12.1	11.2
Average Years Experience of Teachers with District	5.3	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$49,796	$51,052	$55,689
1-5 Years Experience	$60,275	$56,831	$59,266
6-10 Years Experience	$63,210	$61,096	$62,607
11-20 Years Experience	$67,895	$66,132	$66,353
21-30 Years Experience	$75,484	$72,860	$70,976
Over 30 Years Experience	$82,339	$75,112	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$65,655	$63,205	$63,751
Professional Support	$75,994	$77,679	$75,909
Campus Administration (School Leadership)	$92,652	$88,399	$88,786
Instructional Staff Percent	n/a	58.2%	64.8%
Contracted Instructional Staff (not incl. above)	3.0	11.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	4.7%	6.3%
Career and Technical Education	20.1	14.4%	5.7%	5.5%
Compensatory Education	2.2	1.6%	3.8%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	88.8	63.7%	67.1%	69.0%
Special Education	17.1	12.3%	13.4%	11.4%
Other	11.2	8.0%	5.3%	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RED OAK ISD

Campus Name: ELLIS CO JJAEP

Campus Number: 070911009

2025 Campus Accountability Score: Not Rated

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

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

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

	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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Included in Accountability	92%	93%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Mobile	4%	5%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Other Exclusions	2%	1%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Not Tested	1%	1%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Absent	1%	1%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Other	0%	0%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Reading																
Assessment Participant	99%	99%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Included in Accountability	91%	92%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Mobile	4%	5%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Not Included in Accountability: Other Exclusions	4%	2%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Not Tested	1%	1%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Absent	1%	1%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
Other	0%	0%	*	*	-	-	-	-	-	-	-	-	-	*	*	-

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

There is no data for this campus.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	458	382,023
By Ethnicity:				
African American	-	-	190	48,064
Hispanic	-	-	160	200,942
White	-	-	90	101,714
American Indian	-	-	0	1,231
Asian	-	-	3	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	15	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	63	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	379	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	48	35,935
Economically Disadvantaged Graduates	-	-	256	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	39	56,967
At-Risk Graduates	-	-	167	173,035
CTE Completers	-	-	196	127,800

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	**1**	**100.0%**	**6,675**	**5,530,499**	**1**	**100.0%**	**6,696**	**5,544,255**
Students by Grade								
Grade 11	1	100.0%	8.8%	7.4%	1	100.0%	8.8%	7.4%
Ethnic Distribution								
African American	0	0.0%	37.9%	12.8%	0	0.0%	37.8%	12.8%
Hispanic	1	100.0%	40.7%	53.5%	1	100.0%	40.7%	53.5%
White	0	0.0%	16.4%	24.4%	0	0.0%	16.4%	24.4%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	0	0.0%	0.9%	5.6%	0	0.0%	0.9%	5.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	0	0.0%	3.8%	3.3%	0	0.0%	3.8%	3.3%
Sex								
Female	0	0.0%	46.7%	48.9%	0	0.0%	46.6%	48.8%
Male	1	100.0%	53.3%	51.1%	1	100.0%	53.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	1	100.0%	61.8%	60.5%	1	100.0%	61.8%	60.4%
Non-Educationally Disadvantaged	0	0.0%	38.2%	39.5%	0	0.0%	38.2%	39.6%
Section 504 Students	1	100.0%	7.6%	6.8%	1	100.0%	7.6%	6.8%
EB Students/EL	0	0.0%	15.5%	24.3%	0	0.0%	15.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	2	25.0%	3.6%	2.1%				
Students w/ Dyslexia	1	100.0%	9.2%	6.4%	1	100.0%	9.2%	6.4%
Foster Care	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Homeless	0	0.0%	0.6%	1.4%	0	0.0%	0.6%	1.4%
Immigrant	0	0.0%	1.3%	3.5%	0	0.0%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	43.8%	66.6%	0	0.0%	43.9%	66.5%
Military Connected	0	0.0%	0.8%	4.1%	0	0.0%	0.8%	4.1%
At-Risk	1	100.0%	50.5%	53.5%	1	100.0%	50.4%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	0	0.0%	14.7%	24.3%	0	0.0%	14.6%	24.3%
Career and Technical Education	0	0.0%	29.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	74.0%	-	-	-	-
Gifted and Talented Education	0	0.0%	5.8%	8.7%	0	0.0%	5.8%	8.7%
Special Education	0	0.0%	16.8%	15.3%	0	0.0%	17.0%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**0**							
Students with Intellectual Disabilities	0	0.0%	53.5%	48.3%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students with Physical Disabilities	0	0.0%	13.3%	17.0%				
Students with Autism	0	0.0%	17.5%	16.8%				
Students with Behavioral Disabilities	0	0.0%	13.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**8**	**100.0%**	**13.2%**	**16.4%**				
African American	3	37.5%	5.5%	3.3%				
Hispanic	4	50.0%	4.8%	8.9%				
White	1	12.5%	2.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	0.7%	0.6%				
Special Ed Students who are Mobile	1	100.0%	13.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	0	-	13.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	6	100.0%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**0**	**0.0%**	**15.3%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	0.0%	5.3%	7.3%	-	17.2%	11.0%

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

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**-**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	-	-	60.7%	63.8%
Teachers	-	-	43.6%	48.3%
Professional Support	-	-	12.5%	10.8%
Campus Administration (School Leadership)	-	-	3.2%	3.4%
Educational Aides	-	-	9.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	-	n/a	6.0	4,125.0
Part-time Librarians	-	n/a	1.0	583.0
Full-time Counselors	-	n/a	17.0	13,704.0
Part-time Counselors	-	n/a	0.0	1,298.0
Total Minority Staff	**-**	**-**	**42.7%**	**55.3%**
Teachers by Ethnicity				
African American	-	-	24.6%	12.8%
Hispanic	-	-	11.0%	31.0%
White	-	-	60.8%	52.2%
American Indian	-	-	0.7%	0.3%
Asian	-	-	0.2%	2.2%
Pacific Islander	-	-	0.2%	0.1%
Two or More Races	-	-	2.4%	1.3%
Teachers by Sex				
Males	-	-	22.4%	24.6%
Females	-	-	77.6%	75.4%
Teachers by Highest Degree Held				
No Degree	-	-	1.3%	2.4%
Bachelors	-	-	64.8%	71.4%
Masters	-	-	32.2%	25.4%
Doctorate	-	-	1.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	-	-	5.7%	7.3%
1-5 Years Experience	-	-	28.1%	28.3%
6-10 Years Experience	-	-	17.3%	19.7%
11-20 Years Experience	-	-	29.3%	27.6%
21-30 Years Experience	-	-	15.4%	14.1%
Over 30 Years Experience	-	-	4.2%	3.0%
Number of Students per Teacher	-	n/a	15.9	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	-	3.7	6.0
Average Years Experience of Principals with District	-	2.6	5.1
Average Years Experience of Assistant Principals	-	6.5	5.1
Average Years Experience of Assistant Principals with District	-	3.7	4.3
Average Years Experience of Teachers	-	12.1	11.2
Average Years Experience of Teachers with District	-	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$51,052	$55,689
1-5 Years Experience	-	$56,831	$59,266
6-10 Years Experience	-	$61,096	$62,607
11-20 Years Experience	-	$66,132	$66,353
21-30 Years Experience	-	$72,860	$70,976
Over 30 Years Experience	-	$75,112	$75,042
Average Actual Salaries (regular duties only)			
Teachers	-	$63,205	$63,751
Professional Support	-	$77,679	$75,909
Campus Administration (School Leadership)	-	$88,399	$88,786
Instructional Staff Percent	n/a	58.2%	64.8%
Contracted Instructional Staff (not incl. above)	-	11.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	-	-	4.7%	6.3%
Career and Technical Education	-	-	5.7%	5.5%
Compensatory Education	-	-	3.8%	2.6%
Gifted and Talented Education	-	-	0.0%	1.6%
Regular Education	-	-	67.1%	69.0%
Special Education	-	-	13.4%	11.4%
Other	-	-	5.3%	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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.
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Link to: PEIMS Financial Standard Reports 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RED OAK ISD

Campus Name: RED OAK MIDDLE

Campus Number: 070911041

2025 Campus Accountability Score: D

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	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	2025	77%	69%	**69%**	66%	66%	82%	*	83%	-	69%	24%	74%	74%	60%	63%	64%
	2024	77%	74%	**74%**	74%	74%	79%	*	40%	-	79%	38%	70%	77%	71%	68%	65%
At Meets Grade Level or Above	2025	56%	43%	**43%**	47%	37%	50%	*	67%	-	38%	13%	42%	45%	41%	39%	40%
	2024	57%	53%	**53%**	51%	51%	58%	*	20%	-	71%	15%	40%	55%	51%	47%	44%
At Masters Grade Level	2025	29%	17%	**17%**	17%	15%	23%	*	17%	-	13%	8%	26%	18%	15%	14%	14%
	2024	26%	22%	**22%**	19%	20%	29%	*	20%	-	32%	4%	30%	25%	18%	17%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	67%	**67%**	63%	63%	84%	*	83%	-	69%	34%	89%	72%	58%	62%	64%
	2024	72%	65%	**65%**	57%	69%	73%	*	40%	-	75%	38%	70%	67%	63%	58%	63%
At Meets Grade Level or Above	2025	40%	27%	**27%**	24%	21%	49%	*	67%	-	25%	7%	42%	32%	18%	22%	24%
	2024	39%	34%	**34%**	27%	33%	45%	*	20%	-	39%	6%	30%	37%	29%	28%	28%
At Masters Grade Level	2025	16%	7%	**7%**	8%	3%	15%	*	17%	-	0%	4%	16%	8%	5%	4%	3%
	2024	14%	10%	**10%**	6%	9%	19%	*	20%	-	4%	1%	20%	12%	7%	8%	8%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	76%	**76%**	75%	76%	79%	*	60%	*	76%	31%	78%	78%	72%	70%	77%
	2024	74%	69%	**69%**	65%	67%	81%	*	67%	-	69%	36%	56%	69%	68%	64%	61%
At Meets Grade Level or Above	2025	54%	51%	**51%**	50%	51%	54%	*	20%	*	56%	11%	44%	53%	46%	42%	42%
	2024	54%	45%	**45%**	41%	41%	58%	*	67%	-	46%	16%	22%	45%	44%	40%	33%
At Masters Grade Level	2025	27%	21%	**21%**	18%	20%	31%	*	20%	*	24%	3%	11%	25%	15%	16%	15%
	2024	29%	21%	**21%**	19%	17%	30%	*	67%	-	31%	11%	11%	23%	19%	18%	18%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	35%	**35%**	30%	35%	46%	*	*	*	38%	20%	14%	37%	32%	31%	36%
	2024	56%	43%	**43%**	36%	44%	61%	*	*	-	44%	25%	33%	48%	37%	40%	38%
At Meets Grade Level or Above	2025	33%	15%	**15%**	10%	15%	29%	*	*	*	19%	7%	14%	14%	17%	15%	14%
	2024	34%	19%	**19%**	16%	17%	31%	*	*	-	11%	10%	22%	19%	18%	19%	11%
At Masters Grade Level	2025	11%	1%	**1%**	0%	1%	5%	*	*	*	0%	1%	0%	1%	1%	0%	0%
	2024	11%	3%	**3%**	3%	3%	7%	*	*	-	0%	6%	0%	3%	4%	3%	0%
Grade 8 Reading																	

	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	2025	82%	75%	**75%**	76%	71%	80%	*	100%	*	86%	36%	67%	76%	74%	71%	65%
	2024	81%	78%	**78%**	77%	75%	88%	*	*	*	88%	44%	86%	81%	75%	74%	67%
At Meets Grade Level or Above	2025	58%	44%	**44%**	38%	44%	57%	*	80%	*	57%	12%	33%	47%	40%	41%	36%
	2024	56%	49%	**49%**	47%	44%	64%	*	*	*	56%	21%	43%	51%	47%	41%	33%
At Masters Grade Level	2025	32%	18%	**18%**	15%	16%	26%	*	80%	*	29%	7%	11%	21%	14%	17%	13%
	2024	29%	23%	**23%**	21%	19%	35%	*	*	*	38%	11%	14%	25%	21%	18%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	69%	**69%**	65%	68%	78%	*	*	*	85%	23%	91%	71%	66%	64%	60%
	2024	72%	67%	**67%**	67%	64%	76%	*	83%	*	64%	40%	67%	70%	64%	63%	58%
At Meets Grade Level or Above	2025	47%	45%	**45%**	42%	42%	56%	*	*	*	50%	11%	45%	47%	41%	41%	29%
	2024	43%	33%	**33%**	31%	31%	42%	*	67%	*	36%	17%	33%	37%	28%	32%	24%
At Masters Grade Level	2025	18%	13%	**13%**	9%	13%	18%	*	*	*	25%	0%	18%	15%	9%	11%	11%
	2024	16%	6%	**6%**	3%	6%	12%	*	17%	*	9%	7%	0%	7%	4%	4%	1%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	66%	**66%**	63%	65%	78%	*	80%	*	71%	31%	56%	70%	60%	63%	59%
	2024	70%	58%	**58%**	49%	57%	80%	*	*	*	75%	31%	57%	61%	54%	51%	47%
At Meets Grade Level or Above	2025	48%	40%	**40%**	35%	35%	58%	*	80%	*	57%	16%	22%	43%	34%	39%	31%
	2024	44%	32%	**32%**	26%	29%	48%	*	*	*	44%	11%	43%	38%	23%	25%	20%
At Masters Grade Level	2025	19%	14%	**14%**	10%	12%	20%	*	60%	*	29%	2%	0%	17%	8%	14%	7%
	2024	17%	8%	**8%**	3%	6%	23%	*	*	*	13%	3%	14%	10%	6%	5%	3%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	50%	**50%**	46%	44%	72%	*	80%	*	57%	26%	33%	53%	45%	46%	36%
	2024	60%	51%	**51%**	45%	49%	67%	*	*	*	63%	31%	43%	56%	44%	44%	41%
At Meets Grade Level or Above	2025	32%	25%	**25%**	22%	18%	47%	*	60%	*	50%	15%	33%	28%	20%	23%	14%
	2024	33%	27%	**27%**	20%	27%	43%	*	*	*	38%	15%	14%	33%	19%	19%	19%
At Masters Grade Level	2025	17%	13%	**13%**	10%	10%	23%	*	40%	*	43%	10%	0%	15%	9%	13%	5%
	2024	17%	15%	**15%**	12%	11%	31%	*	*	*	19%	11%	14%	17%	13%	10%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	79%	**97%**	97%	95%	100%	*	*	-	*	*	-	98%	96%	97%	88%
	2024	81%	80%	**100%**	100%	100%	100%	-	*	-	100%	-	*	100%	100%	100%	100%

	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	2025	45%	43%	**79%**	76%	70%	92%	*	*	-	*	*	-	81%	73%	78%	63%
	2024	43%	44%	**91%**	93%	88%	94%	-	*	-	88%	-	*	88%	97%	91%	78%
At Masters Grade Level	2025	27%	22%	**55%**	47%	41%	75%	*	*	-	*	*	-	58%	42%	52%	38%
	2024	24%	22%	**59%**	44%	53%	74%	-	*	-	75%	-	*	62%	55%	52%	44%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	71%	**65%**	62%	63%	77%	79%	76%	83%	71%	29%	68%	68%	60%	60%	59%
	2024	75%	73%	**65%**	60%	64%	77%	35%	63%	*	74%	35%	61%	68%	61%	59%	56%
At Meets Grade Level or Above	2025	50%	42%	**38%**	35%	34%	52%	50%	60%	50%	46%	12%	37%	41%	33%	34%	30%
	2024	48%	43%	**38%**	34%	36%	52%	15%	47%	*	49%	14%	32%	42%	34%	33%	28%
At Masters Grade Level	2025	21%	15%	**15%**	12%	12%	23%	43%	38%	0%	22%	5%	13%	17%	10%	12%	9%
	2024	20%	15%	**15%**	11%	13%	27%	5%	29%	*	22%	7%	15%	17%	12%	11%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	72%	**73%**	72%	71%	81%	80%	81%	*	76%	30%	73%	76%	69%	68%	69%
	2024	76%	74%	**74%**	72%	72%	83%	43%	67%	*	79%	39%	69%	76%	71%	69%	64%
At Meets Grade Level or Above	2025	54%	47%	**46%**	45%	44%	54%	40%	56%	*	51%	12%	41%	48%	42%	41%	39%
	2024	54%	48%	**49%**	46%	45%	60%	29%	53%	*	61%	17%	35%	50%	47%	43%	37%
At Masters Grade Level	2025	23%	15%	**19%**	17%	17%	27%	20%	38%	*	22%	6%	19%	21%	15%	16%	14%
	2024	22%	17%	**22%**	20%	19%	32%	14%	40%	*	33%	9%	19%	24%	19%	18%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	68%	**62%**	58%	61%	74%	60%	69%	*	68%	27%	76%	66%	56%	57%	57%
	2024	72%	70%	**63%**	57%	63%	75%	43%	60%	*	71%	34%	58%	67%	59%	57%	56%
At Meets Grade Level or Above	2025	45%	38%	**34%**	30%	31%	51%	40%	56%	*	38%	9%	38%	38%	29%	30%	26%
	2024	43%	40%	**34%**	29%	32%	48%	14%	47%	*	41%	11%	31%	38%	29%	30%	24%
At Masters Grade Level	2025	20%	14%	**11%**	9%	9%	20%	40%	31%	*	16%	3%	14%	13%	7%	9%	7%
	2024	17%	13%	**10%**	6%	9%	22%	0%	20%	*	14%	5%	12%	13%	8%	7%	5%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	**66%**	63%	65%	78%	*	80%	*	71%	31%	56%	70%	60%	63%	59%
	2024	75%	73%	**58%**	49%	57%	80%	*	*	*	75%	31%	57%	61%	54%	51%	47%
At Meets Grade Level or Above	2025	47%	42%	**40%**	35%	35%	58%	*	80%	*	57%	16%	22%	43%	34%	39%	31%
	2024	43%	37%	**32%**	26%	29%	48%	*	*	*	44%	11%	43%	38%	23%	25%	20%

	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 Masters Grade Level	2025	17%	11%	**14%**	10%	12%	20%	*	60%	*	29%	2%	0%	17%	8%	14%	7%
	2024	16%	11%	**8%**	3%	6%	23%	*	*	*	13%	3%	14%	10%	6%	5%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	73%	**50%**	46%	44%	72%	*	80%	*	57%	26%	33%	53%	45%	46%	36%
	2024	78%	73%	**51%**	45%	49%	67%	*	*	*	63%	31%	43%	56%	44%	44%	41%
At Meets Grade Level or Above	2025	50%	41%	**25%**	22%	18%	47%	*	60%	*	50%	15%	33%	28%	20%	23%	14%
	2024	51%	45%	**27%**	20%	27%	43%	*	*	*	38%	15%	14%	33%	19%	19%	19%
At Masters Grade Level	2025	27%	20%	**13%**	10%	10%	23%	*	40%	*	43%	10%	0%	15%	9%	13%	5%
	2024	27%	23%	**15%**	12%	11%	31%	*	*	*	19%	11%	14%	17%	13%	10%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2025	37%	23%	**23%**	23%	17%	35%	*	67%	-	19%	6%	21%	26%	17%	18%	19%
	2024	36%	31%	**31%**	26%	29%	42%	*	20%	-	36%	6%	20%	34%	26%	26%	23%
Reading and Mathematics Including EOC	2025	37%	23%	**23%**	23%	17%	35%	*	67%	-	19%	6%	21%	26%	17%	18%	19%
	2024	36%	31%	**31%**	26%	29%	42%	*	20%	-	36%	6%	20%	34%	26%	26%	23%
Reading Including EOC	2025	56%	43%	**43%**	47%	37%	50%	*	67%	-	38%	13%	42%	45%	41%	39%	40%
	2024	57%	53%	**53%**	51%	51%	58%	*	20%	-	71%	15%	40%	55%	51%	47%	44%
Math Including EOC	2025	41%	27%	**27%**	24%	21%	49%	*	67%	-	25%	7%	42%	32%	18%	22%	24%
	2024	40%	34%	**34%**	27%	33%	45%	*	20%	-	39%	6%	30%	37%	29%	28%	28%
7th Graders																	
Reading and Mathematics	2025	36%	29%	**29%**	21%	31%	42%	*	20%	*	32%	6%	33%	31%	24%	23%	24%
	2024	35%	24%	**24%**	20%	21%	38%	*	67%	-	23%	10%	22%	26%	21%	22%	16%
Reading and Mathematics Including EOC	2025	38%	29%	**29%**	21%	31%	42%	*	20%	*	32%	6%	33%	31%	24%	23%	24%
	2024	36%	24%	**24%**	20%	21%	38%	*	67%	-	23%	10%	22%	26%	21%	22%	16%
Reading Including EOC	2025	54%	51%	**51%**	50%	51%	54%	*	20%	*	56%	11%	44%	53%	46%	42%	42%
	2024	54%	45%	**45%**	41%	41%	58%	*	67%	-	46%	16%	22%	45%	44%	40%	33%
Math Including EOC	2025	43%	31%	**31%**	22%	32%	44%	*	20%	*	40%	7%	33%	33%	26%	24%	24%
	2024	40%	28%	**28%**	24%	25%	43%	*	67%	-	23%	12%	22%	32%	23%	27%	17%
8th Graders																	
Reading and Mathematics	2025	30%	24%	**24%**	24%	23%	27%	*	*	*	27%	6%	22%	24%	25%	23%	15%
	2024	28%	21%	**21%**	21%	22%	24%	*	*	*	14%	15%	33%	24%	18%	21%	17%

	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)
Reading and Mathematics Including EOC	2025	44%	34%	**34%**	30%	31%	45%	*	80%	*	43%	9%	22%	37%	29%	31%	21%
	2024	41%	35%	**35%**	30%	33%	50%	*	*	*	53%	15%	43%	40%	30%	30%	23%
Reading Including EOC	2025	59%	44%	**44%**	38%	44%	57%	*	80%	*	57%	12%	33%	47%	40%	41%	36%
	2024	57%	49%	**49%**	47%	44%	64%	*	*	*	56%	21%	43%	51%	47%	41%	33%
Math Including EOC	2025	51%	45%	**45%**	43%	40%	59%	*	80%	*	43%	13%	33%	47%	41%	43%	29%
	2024	49%	40%	**40%**	35%	38%	54%	*	*	*	60%	15%	43%	43%	36%	35%	28%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	30%	**25%**	22%	23%	35%	*	46%	*	27%	6%	24%	27%	22%	21%	20%
	2024	36%	32%	**25%**	22%	24%	36%	14%	43%	*	29%	10%	24%	28%	22%	23%	19%
Reading and Mathematics Including EOC	2025	40%	32%	**29%**	25%	26%	41%	40%	56%	*	31%	7%	24%	31%	24%	24%	22%
	2024	38%	34%	**30%**	26%	28%	44%	14%	47%	*	38%	10%	27%	33%	26%	26%	20%
Reading Including EOC	2025	55%	49%	**46%**	45%	44%	54%	40%	56%	*	51%	12%	41%	48%	42%	41%	39%
	2024	54%	49%	**49%**	46%	45%	60%	29%	53%	*	61%	17%	35%	50%	47%	43%	37%
Math Including EOC	2025	46%	38%	**34%**	30%	31%	51%	40%	56%	*	36%	9%	38%	37%	29%	30%	26%
	2024	45%	41%	**34%**	29%	32%	48%	14%	47%	*	41%	11%	31%	38%	29%	30%	24%

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

	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 6 ELA/Reading	2025	64%	47%	**47%**	50%	45%	49%	*	33%	-	34%	32%	45%	46%	50%	42%	46%	80%
	2024	61%	54%	**54%**	57%	48%	60%	*	40%	-	71%	40%	33%	57%	51%	50%	44%	---
Grade 6 Mathematics	2025	56%	33%	**33%**	38%	25%	34%	*	83%	-	50%	34%	37%	30%	39%	31%	32%	50%
	2024	48%	36%	**36%**	34%	36%	45%	*	20%	-	29%	32%	50%	36%	36%	33%	29%	---
Grade 7 ELA/Reading	2025	64%	64%	**64%**	65%	60%	66%	*	60%	*	67%	38%	56%	64%	62%	60%	62%	92%
	2024	66%	66%	**66%**	65%	63%	74%	*	67%	-	62%	40%	50%	65%	66%	62%	57%	---
Grade 7 Mathematics	2025	50%	34%	**34%**	30%	32%	44%	*	*	*	41%	33%	14%	35%	33%	33%	34%	50%
	2024	49%	43%	**43%**	39%	41%	59%	*	*	-	33%	36%	39%	46%	40%	43%	39%	---
Grade 8 ELA/Reading	2025	72%	61%	**61%**	58%	61%	61%	*	100%	*	75%	37%	50%	64%	56%	58%	57%	83%
	2024	69%	67%	**67%**	63%	65%	79%	*	*	*	72%	46%	64%	70%	62%	62%	65%	---
Grade 8 Mathematics	2025	68%	66%	**66%**	68%	62%	69%	*	*	*	68%	32%	77%	64%	69%	62%	55%	82%
	2024	66%	64%	**64%**	67%	63%	61%	*	80%	*	59%	51%	75%	66%	62%	65%	59%	---
End of Course Algebra I	2025	74%	81%	**88%**	84%	85%	96%	*	*	-	*	*	-	91%	79%	87%	75%	97%
	2024	72%	80%	**92%**	94%	87%	96%	-	*	-	94%	-	*	92%	94%	92%	94%	---
All Grades Both Subjects	2025	65%	61%	**53%**	53%	50%	57%	70%	66%	*	57%	34%	47%	53%	53%	49%	49%	79%
	2024	64%	64%	**58%**	57%	55%	66%	39%	62%	*	57%	41%	51%	59%	55%	54%	50%	---
All Grades ELA/Reading	2025	67%	63%	**57%**	57%	56%	59%	70%	63%	*	59%	35%	49%	58%	56%	53%	55%	85%
	2024	67%	65%	**63%**	62%	59%	71%	29%	63%	*	69%	42%	48%	64%	60%	58%	55%	---
All Grades Mathematics	2025	64%	59%	**49%**	49%	44%	55%	70%	69%	*	56%	34%	45%	48%	49%	46%	43%	72%
	2024	60%	62%	**52%**	51%	51%	60%	50%	61%	*	45%	40%	54%	54%	50%	50%	45%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 6 ELA/Reading	2025	27%	10%	**10%**	4%	10%	33%	-	-	-	*	3%	*	10%	10%	6%	7%	-
	2024	24%	18%	**18%**	23%	15%	17%	-	*	-	*	15%	*	24%	10%	12%	5%	---
Grade 6 Mathematics	2025	33%	19%	**19%**	21%	12%	29%	-	*	-	40%	17%	*	17%	20%	18%	12%	-
	2024	27%	20%	**20%**	14%	22%	44%	*	*	-	*	18%	-	20%	19%	14%	20%	---
Grade 7 ELA/Reading	2025	25%	31%	**31%**	29%	34%	14%	*	*	*	29%	15%	*	35%	26%	28%	38%	-
	2024	23%	26%	**26%**	24%	25%	33%	-	*	-	40%	10%	*	22%	31%	23%	22%	---
Grade 7 Mathematics	2025	16%	9%	**9%**	11%	10%	5%	*	*	*	0%	7%	*	8%	10%	9%	7%	-
	2024	14%	11%	**11%**	9%	11%	27%	-	*	-	*	8%	*	14%	8%	9%	11%	---
Grade 8 ELA/Reading	2025	40%	36%	**36%**	39%	29%	33%	-	*	-	80%	19%	*	36%	35%	33%	31%	-
	2024	34%	36%	**36%**	33%	33%	56%	*	-	-	*	18%	*	39%	31%	36%	34%	---
Grade 8 Mathematics	2025	42%	39%	**39%**	41%	37%	32%	-	*	-	*	12%	*	38%	40%	35%	37%	-
	2024	44%	43%	**44%**	50%	40%	44%	*	*	-	*	27%	*	42%	46%	40%	38%	---
End of Course Algebra I	2025	54%	61%	**78%**	*	83%	*	-	-	-	-	-	-	88%	*	*	*	-
	2024	55%	50%	*	-	*	-	-	-	-	-	-	-	*	-	*	-	---
All Grades Both Subjects	2025	33%	31%	**26%**	27%	25%	24%	*	33%	*	32%	12%	32%	28%	25%	23%	25%	-
	2024	32%	34%	**29%**	28%	28%	38%	20%	0%	-	22%	16%	21%	29%	28%	25%	25%	---

	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)	G/T
All Grades ELA/Reading	2025	31%	29%	**27%**	26%	26%	27%	*	*	*	40%	11%	22%	30%	24%	24%	29%	-
	2024	30%	31%	**28%**	27%	26%	37%	*	*	-	38%	14%	29%	28%	27%	25%	23%	---
All Grades Mathematics	2025	35%	33%	**25%**	28%	25%	21%	*	0%	*	25%	12%	40%	26%	25%	23%	22%	-
	2024	35%	37%	**29%**	29%	29%	39%	*	*	-	0%	17%	14%	30%	28%	25%	28%	---

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.
--- First reported in 2025.

	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	2025	75%	71%	**65%**	-	-	-	-	-	-	52%	100%	51%	45%	44%	66%	52%	94%
	2024	75%	73%	**65%**	-	-	-	-	-	-	55%	*	55%	59%	62%	67%	56%	*
At Meets Grade Level or Above	2025	50%	42%	**38%**	-	-	-	-	-	-	22%	88%	21%	17%	15%	40%	22%	74%
	2024	48%	43%	**38%**	-	-	-	-	-	-	27%	*	26%	34%	35%	40%	27%	*
At Masters Grade Level	2025	21%	15%	**15%**	-	-	-	-	-	-	4%	13%	4%	3%	0%	15%	4%	37%
	2024	20%	15%	**15%**	-	-	-	-	-	-	8%	*	8%	11%	13%	16%	8%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	72%	**73%**	-	-	-	-	-	-	63%	*	63%	57%	56%	74%	63%	98%
	2024	76%	74%	**74%**	-	-	-	-	-	-	65%	*	65%	66%	63%	76%	64%	*
At Meets Grade Level or Above	2025	54%	47%	**46%**	-	-	-	-	-	-	30%	*	28%	24%	22%	47%	30%	89%
	2024	54%	48%	**49%**	-	-	-	-	-	-	35%	*	35%	41%	46%	51%	36%	*
At Masters Grade Level	2025	23%	15%	**19%**	-	-	-	-	-	-	8%	*	7%	5%	0%	20%	7%	48%
	2024	22%	17%	**22%**	-	-	-	-	-	-	12%	*	12%	18%	29%	24%	13%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	68%	**62%**	-	-	-	-	-	-	50%	*	49%	44%	38%	63%	49%	96%
	2024	72%	70%	**63%**	-	-	-	-	-	-	54%	*	54%	55%	71%	65%	56%	*
At Meets Grade Level or Above	2025	45%	38%	**34%**	-	-	-	-	-	-	19%	*	18%	14%	13%	36%	19%	64%
	2024	43%	40%	**34%**	-	-	-	-	-	-	23%	*	23%	26%	33%	36%	24%	*
At Masters Grade Level	2025	20%	14%	**11%**	-	-	-	-	-	-	2%	*	2%	1%	0%	12%	2%	36%
	2024	17%	13%	**10%**	-	-	-	-	-	-	5%	*	5%	3%	4%	12%	5%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	**66%**	-	-	-	-	-	-	52%	-	52%	33%	40%	67%	51%	100%
	2024	75%	73%	**58%**	-	-	-	-	-	-	45%	-	44%	*	60%	60%	46%	*
At Meets Grade Level or Above	2025	47%	42%	**40%**	-	-	-	-	-	-	19%	-	19%	8%	20%	41%	19%	94%
	2024	43%	37%	**32%**	-	-	-	-	-	-	20%	-	19%	*	20%	34%	19%	*
At Masters Grade Level	2025	17%	11%	**14%**	-	-	-	-	-	-	3%	-	3%	3%	0%	15%	3%	28%
	2024	16%	11%	**8%**	-	-	-	-	-	-	3%	-	3%	*	0%	10%	3%	*
All Grades Social Studies																		

	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	2025	77%	73%	**50%**	-	-	-	-	-	-	25%	-	25%	11%	40%	53%	26%	78%
	2024	78%	73%	**51%**	-	-	-	-	-	-	41%	-	40%	*	40%	53%	40%	*
At Meets Grade Level or Above	2025	50%	41%	**25%**	-	-	-	-	-	-	9%	-	9%	3%	0%	28%	8%	39%
	2024	51%	45%	**27%**	-	-	-	-	-	-	17%	-	16%	*	30%	29%	18%	*
At Masters Grade Level	2025	27%	20%	**13%**	-	-	-	-	-	-	1%	-	1%	0%	0%	15%	1%	22%
	2024	27%	23%	**15%**	-	-	-	-	-	-	10%	-	9%	*	10%	16%	9%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	61%	**53%**	-	-	-	-	-	-	46%	63%	46%	42%	31%	53%	46%	71%
	2024	64%	64%	**58%**	-	-	-	-	-	-	49%	*	50%	44%	58%	59%	50%	*
All Grades ELA/Reading	2025	67%	63%	**57%**	-	-	-	-	-	-	52%	*	52%	48%	44%	57%	52%	74%
	2024	67%	65%	**63%**	-	-	-	-	-	-	55%	*	55%	54%	58%	64%	55%	*
All Grades Mathematics	2025	64%	59%	**49%**	-	-	-	-	-	-	40%	*	39%	36%	14%	50%	39%	68%
	2024	60%	62%	**52%**	-	-	-	-	-	-	44%	*	44%	34%	58%	54%	45%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	**26%**	-	-	-	-	-	-	25%	-	25%	22%	20%	26%	25%	60%
	2024	32%	34%	**29%**	-	-	-	-	-	-	25%	*	25%	10%	29%	30%	25%	-
All Grades ELA/Reading	2025	31%	29%	**27%**	-	-	-	-	-	-	29%	-	29%	27%	*	27%	29%	*
	2024	30%	31%	**28%**	-	-	-	-	-	-	25%	*	25%	14%	0%	29%	23%	-
All Grades Mathematics	2025	35%	33%	**25%**	-	-	-	-	-	-	21%	-	21%	17%	*	26%	21%	*
	2024	35%	37%	**29%**	-	-	-	-	-	-	24%	-	24%	4%	50%	30%	28%	-

* 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.

	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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	100%	100%	100%	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**94%**	92%	96%	94%	100%	100%	100%	95%	94%	87%	98%	87%	94%	94%
Not Included in Accountability: Mobile	4%	5%	**5%**	8%	3%	4%	0%	0%	0%	5%	5%	13%	1%	11%	5%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**1%**	0%	1%	1%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	99%	99%	100%	100%	*	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	91%	93%	**94%**	92%	96%	95%	100%	100%	*	95%	95%	90%	98%	88%	94%	94%
Not Included in Accountability: Mobile	4%	5%	**5%**	8%	3%	4%	0%	0%	*	5%	4%	10%	1%	11%	5%	4%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	0%	**0%**	0%	1%	1%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	1%	1%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	*	100%	100%	100%	99%	99%	99%	99%
Included in Accountability	94%	94%	**94%**	92%	95%	95%	100%	100%	*	93%	94%	90%	98%	87%	94%	93%
Not Included in Accountability: Mobile	4%	5%	**5%**	8%	3%	4%	0%	0%	*	7%	5%	10%	1%	12%	5%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	*	0%	0%	0%	1%	1%	1%	1%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	*	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	93%	96%	94%	*	100%	*	100%	94%	75%	99%	88%	94%	96%
Not Included in Accountability: Mobile	4%	5%	**5%**	7%	4%	5%	*	0%	*	0%	6%	25%	1%	11%	6%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%

	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)
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**99%**	100%	100%	98%	*	100%	*	100%	98%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	**94%**	92%	96%	93%	*	100%	*	100%	92%	75%	98%	87%	94%	96%
Not Included in Accountability: Mobile	4%	4%	**5%**	7%	3%	5%	*	0%	*	0%	6%	25%	1%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	2%	**1%**	0%	0%	2%	*	0%	*	0%	2%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	*	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	*	0%	2%	0%	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	100%	99%	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	93%	**95%**	93%	95%	97%	100%	100%	50%	93%	94%	85%	98%	90%	94%	95%
Not Included in Accountability: Mobile	4%	5%	**4%**	6%	3%	2%	0%	0%	50%	6%	5%	15%	2%	8%	5%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	1%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	*	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	91%	92%	**95%**	94%	95%	97%	100%	100%	*	95%	94%	90%	98%	91%	94%	93%
Not Included in Accountability: Mobile	4%	5%	**4%**	6%	3%	2%	0%	0%	*	5%	5%	10%	2%	7%	5%	2%
Not Included in Accountability: Other Exclusions	4%	2%	**1%**	0%	2%	0%	0%	0%	*	0%	0%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	*	98%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	94%	**95%**	93%	95%	97%	100%	100%	*	93%	95%	90%	98%	91%	94%	94%
Not Included in Accountability: Mobile	5%	5%	**4%**	6%	3%	2%	0%	0%	*	5%	5%	10%	2%	8%	5%	2%

	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)
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	*	2%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	*	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	2%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	*	*	*	100%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	94%	**94%**	93%	95%	97%	*	*	*	89%	92%	70%	97%	90%	94%	98%
Not Included in Accountability: Mobile	4%	5%	**5%**	6%	4%	3%	*	*	*	11%	6%	30%	2%	8%	5%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**1%**	1%	1%	0%	*	*	*	0%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	0%	*	*	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**99%**	99%	100%	99%	*	*	*	100%	99%	100%	100%	98%	99%	100%
Included in Accountability	94%	95%	**94%**	93%	95%	96%	*	*	*	89%	92%	70%	98%	90%	94%	98%
Not Included in Accountability: Mobile	4%	4%	**5%**	6%	4%	3%	*	*	*	11%	6%	30%	2%	8%	5%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**1%**	1%	0%	1%	*	*	*	0%	1%	0%	0%	2%	1%	0%
Absent	1%	1%	**1%**	1%	0%	0%	*	*	*	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	*	*	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													
2023-24	93.6%	94.5%	**94.9%**	95.2%	94.5%	94.9%	96.5%	97.6%	*	95.9%	93.9%	94.6%	95.3%
2022-23	93.3%	94.4%	**94.5%**	95.2%	93.9%	94.3%	95.5%	95.0%	-	94.1%	92.4%	94.1%	94.9%
Chronic Absenteeism													
2023-24	19.0%	14.2%	**12.1%**	11.2%	13.0%	12.7%	0.0%	0.0%	*	10.6%	18.3%	13.1%	8.9%
2022-23	20.3%	15.7%	**15.7%**	12.1%	17.6%	17.8%	12.5%	20.0%	-	16.7%	28.0%	17.8%	15.3%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.5%	**0.5%**	0.4%	0.2%	1.4%	0.0%	0.0%	*	0.0%	0.5%	0.7%	0.6%
2022-23	0.8%	0.3%	**0.3%**	0.5%	0.2%	0.0%	0.0%	0.0%	-	0.0%	0.6%	0.3%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.8%	*	-	*	-	-	-	-	-	-	*	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	80.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	88.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	86.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	458	382,023
By Ethnicity:				
African American	-	-	190	48,064
Hispanic	-	-	160	200,942
White	-	-	90	101,714
American Indian	-	-	0	1,231
Asian	-	-	3	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	15	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	63	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	379	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	48	35,935
Economically Disadvantaged Graduates	-	-	256	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	39	56,967
At-Risk Graduates	-	-	167	173,035
CTE Completers	-	-	196	127,800

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	**1,487**	**100.0%**	**6,675**	**5,530,499**	**1,488**	**100.0%**	**6,696**	**5,544,255**
Students by Grade								
Grade 6	498	33.5%	7.5%	7.3%	499	33.5%	7.5%	7.3%
Grade 7	463	31.1%	6.9%	7.4%	463	31.1%	6.9%	7.4%
Grade 8	526	35.4%	7.9%	7.4%	526	35.3%	7.9%	7.4%
Ethnic Distribution								
African American	586	39.4%	37.9%	12.8%	586	39.4%	37.8%	12.8%
Hispanic	580	39.0%	40.7%	53.5%	581	39.0%	40.7%	53.5%
White	242	16.3%	16.4%	24.4%	242	16.3%	16.4%	24.4%
American Indian	4	0.3%	0.3%	0.3%	4	0.3%	0.3%	0.3%
Asian	16	1.1%	0.9%	5.6%	16	1.1%	0.9%	5.6%
Pacific Islander	2	0.1%	0.1%	0.2%	2	0.1%	0.1%	0.2%
Two or More Races	57	3.8%	3.8%	3.3%	57	3.8%	3.8%	3.3%
Sex								
Female	690	46.4%	46.7%	48.9%	690	46.4%	46.6%	48.8%
Male	797	53.6%	53.3%	51.1%	798	53.6%	53.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	932	62.7%	61.8%	60.5%	933	62.7%	61.8%	60.4%
Non-Educationally Disadvantaged	555	37.3%	38.2%	39.5%	555	37.3%	38.2%	39.6%
Section 504 Students	162	10.9%	7.6%	6.8%	162	10.9%	7.6%	6.8%
EB Students/EL	218	14.7%	15.5%	24.3%	218	14.7%	15.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	73	4.4%	3.6%	2.1%				
Students w/ Dyslexia	189	12.7%	9.2%	6.4%	189	12.7%	9.2%	6.4%
Foster Care	8	0.5%	0.4%	0.2%	8	0.5%	0.4%	0.2%
Homeless	12	0.8%	0.6%	1.4%	12	0.8%	0.6%	1.4%
Immigrant	18	1.2%	1.3%	3.5%	18	1.2%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	12	0.8%	43.8%	66.6%	12	0.8%	43.9%	66.5%
Military Connected	9	0.6%	0.8%	4.1%	9	0.6%	0.8%	4.1%
At-Risk	844	56.8%	50.5%	53.5%	844	56.7%	50.4%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	208	14.0%	14.7%	24.3%	208	14.0%	14.6%	24.3%
Career and Technical Education	115	7.7%	29.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	74.0%	-	-	-	-
Gifted and Talented Education	126	8.5%	5.8%	8.7%	126	8.5%	5.8%	8.7%
Special Education	264	17.8%	16.8%	15.3%	265	17.8%	17.0%	15.5%
Students with Disabilities by Type of Primary Disability								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students with Disabilities	**264**							
Students with Intellectual Disabilities	173	65.5%	53.5%	48.3%				
Students with Physical Disabilities	15	5.7%	13.3%	17.0%				
Students with Autism	39	14.8%	17.5%	16.8%				
Students with Behavioral Disabilities	37	14.0%	13.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**213**	**12.8%**	**13.2%**	**16.4%**				
African American	86	5.2%	5.5%	3.3%				
Hispanic	70	4.2%	4.8%	8.9%				
White	45	2.7%	2.0%	2.9%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.5%				
Pacific Islander	2	0.1%	0.1%	0.0%				
Two or More Races	8	0.5%	0.7%	0.6%				
Special Ed Students who are Mobile	35	12.9%	13.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	27	10.0%	13.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	147	13.5%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**143**	**14.5%**	**15.3%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 6	0.0%	0.0%	0.3%	1.3%	1.3%	0.4%
Grade 7	1.2%	1.2%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.2%	0.2%	0.4%	0.0%	0.0%	0.5%

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

Class Size Information	Campus	District	State
Elementary			
Grade 6	25.0	25.0	19.8
Secondary			
English/Language Arts	13.9	18.0	16.4
Foreign Languages	13.4	21.4	18.9
Mathematics	16.1	20.4	17.8
Science	17.0	20.5	18.9
Social Studies	17.5	21.0	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
RED OAK MIDDLE (070911041) - RED OAK ISD - ELLIS COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**127.7**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	109.5	85.7%	60.7%	63.8%
Teachers	86.7	67.9%	43.6%	48.3%
Professional Support	13.7	10.8%	12.5%	10.8%
Campus Administration (School Leadership)	9.0	7.0%	3.2%	3.4%
Educational Aides	18.2	14.3%	9.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	6.0	4,125.0
Part-time Librarians	1.0	n/a	1.0	583.0
Full-time Counselors	5.0	n/a	17.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**62.4**	**48.9%**	**42.7%**	**55.3%**
Teachers by Ethnicity				
African American	30.5	35.1%	24.6%	12.8%
Hispanic	6.9	8.0%	11.0%	31.0%
White	44.5	51.4%	60.8%	52.2%
American Indian	1.8	2.1%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	2.2%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	3.0	3.5%	2.4%	1.3%
Teachers by Sex				
Males	26.9	31.1%	22.4%	24.6%
Females	59.8	68.9%	77.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.3%	2.4%
Bachelors	53.1	61.3%	64.8%	71.4%
Masters	31.6	36.4%	32.2%	25.4%
Doctorate	2.0	2.3%	1.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	10.7	12.4%	5.7%	7.3%
1-5 Years Experience	25.5	29.4%	28.1%	28.3%
6-10 Years Experience	10.1	11.6%	17.3%	19.7%
11-20 Years Experience	27.3	31.5%	29.3%	27.6%
21-30 Years Experience	11.1	12.8%	15.4%	14.1%
Over 30 Years Experience	2.0	2.3%	4.2%	3.0%
Number of Students per Teacher	17.1	n/a	15.9	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.7	6.0
Average Years Experience of Principals with District	1.0	2.6	5.1
Average Years Experience of Assistant Principals	7.3	6.5	5.1
Average Years Experience of Assistant Principals with District	2.3	3.7	4.3
Average Years Experience of Teachers	10.7	12.1	11.2
Average Years Experience of Teachers with District	4.4	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$52,123	$51,052	$55,689
1-5 Years Experience	$53,339	$56,831	$59,266
6-10 Years Experience	$62,488	$61,096	$62,607
11-20 Years Experience	$67,189	$66,132	$66,353
21-30 Years Experience	$72,795	$72,860	$70,976
Over 30 Years Experience	$48,712	$75,112	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$60,998	$63,205	$63,751
Professional Support	$74,112	$77,679	$75,909
Campus Administration (School Leadership)	$89,817	$88,399	$88,786
Instructional Staff Percent	n/a	58.2%	64.8%
Contracted Instructional Staff (not incl. above)	8.0	11.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	4.7%	6.3%
Career and Technical Education	3.8	4.4%	5.7%	5.5%
Compensatory Education	0.0	0.0%	3.8%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	59.8	68.9%	67.1%	69.0%
Special Education	12.2	14.0%	13.4%	11.4%
Other	11.0	12.7%	5.3%	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RED OAK ISD

Campus Name: RED OAK EL

Campus Number: 070911101

2025 Campus Accountability Score: C

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	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	2025	77%	76%	**73%**	77%	65%	75%	-	*	-	*	41%	*	77%	65%	67%	67%
	2024	74%	76%	**76%**	75%	83%	73%	-	*	-	*	54%	*	79%	65%	74%	63%
At Meets Grade Level or Above	2025	52%	49%	**45%**	42%	43%	50%	-	*	-	*	18%	*	44%	48%	39%	50%
	2024	48%	46%	**45%**	39%	46%	53%	-	*	-	*	33%	*	48%	29%	34%	38%
At Masters Grade Level	2025	23%	18%	**13%**	16%	4%	19%	-	*	-	*	9%	*	15%	9%	17%	0%
	2024	21%	17%	**8%**	11%	9%	7%	-	*	-	*	0%	*	11%	0%	5%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	68%	**61%**	61%	52%	69%	-	*	-	*	23%	*	65%	52%	56%	50%
	2024	70%	70%	**69%**	64%	74%	67%	-	*	-	*	52%	*	74%	47%	66%	50%
At Meets Grade Level or Above	2025	46%	37%	**36%**	26%	39%	38%	-	*	-	*	18%	*	38%	30%	33%	50%
	2024	42%	40%	**40%**	43%	40%	40%	-	*	-	*	24%	*	41%	35%	34%	13%
At Masters Grade Level	2025	19%	12%	**12%**	13%	4%	25%	-	*	-	*	5%	*	15%	4%	14%	17%
	2024	15%	10%	**11%**	7%	17%	7%	-	*	-	*	0%	*	14%	0%	9%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	**72%**	68%	88%	57%	-	*	-	*	62%	*	79%	47%	71%	67%
	2024	81%	84%	**86%**	83%	91%	86%	-	*	-	*	64%	-	86%	85%	84%	86%
At Meets Grade Level or Above	2025	54%	51%	**38%**	40%	42%	36%	-	*	-	*	24%	*	41%	27%	27%	33%
	2024	51%	48%	**42%**	52%	43%	21%	-	*	-	*	14%	-	40%	44%	35%	43%
At Masters Grade Level	2025	24%	21%	**11%**	16%	3%	21%	-	*	-	*	3%	*	10%	13%	4%	0%
	2024	23%	19%	**13%**	14%	17%	7%	-	*	-	*	7%	-	19%	4%	12%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	68%	**59%**	56%	69%	50%	-	*	-	*	46%	*	63%	40%	50%	44%
	2024	69%	71%	**72%**	76%	61%	79%	-	*	-	*	46%	-	71%	74%	64%	57%
At Meets Grade Level or Above	2025	47%	43%	**40%**	36%	44%	43%	-	*	-	*	21%	*	42%	33%	32%	22%
	2024	46%	46%	**44%**	45%	43%	43%	-	*	-	*	15%	-	44%	44%	38%	43%
At Masters Grade Level	2025	24%	17%	**13%**	12%	13%	21%	-	*	-	*	7%	*	13%	13%	10%	0%
	2024	21%	16%	**15%**	10%	17%	21%	-	*	-	*	8%	-	17%	11%	10%	14%
Grade 5 Reading																	

	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	2025	77%	79%	**79%**	82%	82%	73%	-	*	-	*	54%	*	78%	79%	72%	88%
	2024	79%	79%	**78%**	76%	73%	81%	-	*	-	-	29%	*	83%	67%	72%	60%
At Meets Grade Level or Above	2025	58%	55%	**52%**	50%	59%	53%	-	*	-	*	31%	*	50%	55%	44%	75%
	2024	55%	53%	**61%**	55%	53%	70%	-	*	-	-	19%	*	64%	55%	57%	50%
At Masters Grade Level	2025	30%	27%	**21%**	18%	32%	20%	-	*	-	*	8%	*	22%	21%	19%	38%
	2024	29%	23%	**26%**	24%	23%	26%	-	*	-	-	0%	*	24%	30%	25%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**79%**	76%	82%	80%	-	*	-	*	38%	*	76%	83%	77%	88%
	2024	77%	82%	**89%**	89%	83%	93%	-	*	-	-	52%	*	92%	82%	85%	80%
At Meets Grade Level or Above	2025	47%	43%	**47%**	50%	45%	47%	-	*	-	*	8%	*	46%	48%	40%	38%
	2024	50%	57%	**73%**	68%	63%	85%	-	*	-	-	29%	*	79%	61%	70%	70%
At Masters Grade Level	2025	22%	21%	**24%**	24%	32%	13%	-	*	-	*	0%	*	26%	21%	16%	25%
	2024	19%	21%	**37%**	29%	33%	56%	-	*	-	-	0%	*	35%	42%	31%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	65%	**57%**	62%	55%	53%	-	*	-	*	23%	*	52%	66%	51%	75%
	2024	58%	67%	**70%**	61%	63%	85%	-	*	-	-	19%	*	71%	67%	69%	50%
At Meets Grade Level or Above	2025	31%	27%	**21%**	15%	27%	33%	-	*	-	*	8%	*	22%	21%	16%	13%
	2024	28%	29%	**40%**	37%	27%	59%	-	*	-	-	14%	*	41%	39%	38%	20%
At Masters Grade Level	2025	12%	9%	**4%**	3%	5%	7%	-	*	-	*	0%	*	7%	0%	2%	0%
	2024	11%	9%	**14%**	13%	0%	30%	-	*	-	-	5%	*	14%	15%	10%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	71%	**69%**	70%	71%	66%	-	82%	-	42%	43%	85%	70%	65%	63%	69%
	2024	75%	73%	**77%**	75%	76%	82%	-	89%	-	56%	45%	94%	80%	71%	73%	63%
At Meets Grade Level or Above	2025	50%	42%	**40%**	37%	43%	43%	-	55%	-	21%	19%	50%	40%	39%	33%	39%
	2024	48%	43%	**50%**	49%	45%	58%	-	72%	-	22%	22%	63%	52%	46%	45%	40%
At Masters Grade Level	2025	21%	15%	**14%**	14%	12%	18%	-	9%	-	5%	5%	25%	15%	12%	11%	11%
	2024	20%	15%	**19%**	16%	17%	26%	-	28%	-	0%	2%	38%	19%	18%	15%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	72%	**75%**	77%	79%	69%	-	80%	-	38%	53%	88%	78%	67%	70%	74%
	2024	76%	74%	**79%**	78%	82%	80%	-	86%	-	40%	47%	83%	82%	73%	76%	68%

	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	2025	54%	47%	**45%**	44%	47%	47%	-	40%	-	25%	23%	50%	45%	46%	36%	52%
	2024	54%	48%	**50%**	49%	48%	54%	-	86%	-	20%	24%	33%	52%	45%	43%	44%
At Masters Grade Level	2025	23%	15%	**15%**	17%	12%	20%	-	0%	-	13%	6%	38%	15%	15%	12%	13%
	2024	22%	17%	**17%**	17%	16%	16%	-	43%	-	0%	2%	17%	18%	14%	14%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	68%	**66%**	66%	68%	67%	-	80%	-	50%	37%	88%	68%	63%	60%	61%
	2024	72%	70%	**78%**	78%	74%	82%	-	86%	-	*	51%	100%	80%	71%	73%	64%
At Meets Grade Level or Above	2025	45%	38%	**41%**	38%	43%	42%	-	80%	-	25%	17%	63%	42%	39%	35%	35%
	2024	43%	40%	**54%**	54%	49%	63%	-	71%	-	*	24%	83%	56%	49%	49%	44%
At Masters Grade Level	2025	20%	14%	**16%**	17%	16%	20%	-	20%	-	0%	5%	25%	18%	13%	13%	13%
	2024	17%	13%	**22%**	17%	23%	34%	-	14%	-	*	2%	67%	23%	22%	17%	12%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	**57%**	62%	55%	53%	-	*	-	*	23%	*	52%	66%	51%	75%
	2024	75%	73%	**70%**	61%	63%	85%	-	*	-	-	19%	*	71%	67%	69%	50%
At Meets Grade Level or Above	2025	47%	42%	**21%**	15%	27%	33%	-	*	-	*	8%	*	22%	21%	16%	13%
	2024	43%	37%	**40%**	37%	27%	59%	-	*	-	-	14%	*	41%	39%	38%	20%
At Masters Grade Level	2025	17%	11%	**4%**	3%	5%	7%	-	*	-	*	0%	*	7%	0%	2%	0%
	2024	16%	11%	**14%**	13%	0%	30%	-	*	-	-	5%	*	14%	15%	10%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	29%	**28%**	19%	30%	31%	-	*	-	*	9%	*	29%	26%	25%	33%
	2024	35%	34%	**33%**	29%	35%	40%	-	*	-	*	25%	*	35%	24%	26%	13%
Reading and Mathematics Including EOC	2025	39%	29%	**28%**	19%	30%	31%	-	*	-	*	9%	*	29%	26%	25%	33%
	2024	35%	34%	**33%**	29%	35%	40%	-	*	-	*	25%	*	35%	24%	26%	13%
Reading Including EOC	2025	52%	49%	**45%**	42%	43%	50%	-	*	-	*	18%	*	44%	48%	39%	50%
	2024	48%	46%	**45%**	39%	46%	53%	-	*	-	*	33%	*	48%	29%	34%	38%
Math Including EOC	2025	46%	37%	**36%**	26%	39%	38%	-	*	-	*	18%	*	38%	30%	33%	50%
	2024	42%	40%	**40%**	43%	40%	40%	-	*	-	*	24%	*	41%	35%	34%	13%
4th Graders																	
Reading and Mathematics	2025	40%	36%	**29%**	28%	34%	29%	-	*	-	*	18%	*	30%	27%	20%	22%
	2024	38%	38%	**32%**	38%	35%	14%	-	*	-	*	15%	-	32%	33%	29%	14%

	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)
Reading and Mathematics Including EOC	2025	40%	36%	**29%**	28%	34%	29%	-	*	-	*	18%	*	30%	27%	20%	22%
	2024	38%	38%	**32%**	38%	35%	14%	-	*	-	*	15%	-	32%	33%	29%	14%
Reading Including EOC	2025	54%	51%	**38%**	40%	42%	36%	-	*	-	*	24%	*	41%	27%	27%	33%
	2024	51%	48%	**42%**	52%	43%	21%	-	*	-	*	14%	-	40%	44%	35%	43%
Math Including EOC	2025	47%	43%	**40%**	36%	44%	43%	-	*	-	*	21%	*	42%	33%	32%	22%
	2024	46%	46%	**44%**	45%	43%	43%	-	*	-	*	15%	-	44%	44%	38%	43%
5th Graders																	
Reading and Mathematics	2025	42%	39%	**43%**	44%	45%	40%	-	*	-	*	8%	*	41%	45%	35%	38%
	2024	42%	43%	**57%**	50%	47%	70%	-	*	-	-	14%	*	61%	48%	54%	50%
Reading and Mathematics Including EOC	2025	42%	39%	**43%**	44%	45%	40%	-	*	-	*	8%	*	41%	45%	35%	38%
	2024	42%	43%	**57%**	50%	47%	70%	-	*	-	-	14%	*	61%	48%	54%	50%
Reading Including EOC	2025	58%	55%	**52%**	50%	59%	53%	-	*	-	*	31%	*	50%	55%	44%	75%
	2024	55%	53%	**61%**	55%	53%	70%	-	*	-	-	19%	*	64%	55%	57%	50%
Math Including EOC	2025	48%	43%	**47%**	50%	45%	47%	-	*	-	*	8%	*	46%	48%	40%	38%
	2024	51%	57%	**73%**	68%	63%	85%	-	*	-	-	29%	*	79%	61%	70%	70%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	30%	**33%**	31%	36%	33%	-	40%	-	25%	13%	50%	33%	34%	26%	30%
	2024	36%	32%	**42%**	40%	39%	48%	-	71%	-	*	19%	33%	44%	38%	38%	28%
Reading and Mathematics Including EOC	2025	40%	32%	**33%**	31%	36%	33%	-	40%	-	25%	13%	50%	33%	34%	26%	30%
	2024	38%	34%	**42%**	40%	39%	48%	-	71%	-	*	19%	33%	44%	38%	38%	28%
Reading Including EOC	2025	55%	49%	**45%**	44%	47%	47%	-	40%	-	25%	23%	50%	45%	46%	36%	52%
	2024	54%	49%	**50%**	49%	48%	54%	-	86%	-	20%	24%	33%	52%	45%	43%	44%
Math Including EOC	2025	46%	38%	**41%**	38%	43%	42%	-	80%	-	25%	17%	63%	42%	39%	35%	35%
	2024	45%	41%	**54%**	54%	49%	63%	-	71%	-	*	24%	83%	56%	49%	49%	44%

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

Texas Education Agency
2024-25 STAAR Progress (TAPR)
RED OAK EL (070911101) - RED OAK ISD - ELLIS COUNTY

	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	**58%**	56%	59%	63%	-	*	-	*	57%	*	62%	40%	48%	61%	71%
	2024	67%	71%	**74%**	81%	78%	58%	-	*	-	*	79%	-	76%	72%	78%	43%	---
Grade 4 Mathematics	2025	65%	64%	**51%**	46%	50%	58%	-	*	-	*	44%	*	53%	47%	41%	44%	57%
	2024	60%	65%	**80%**	94%	61%	81%	-	*	-	*	50%	-	79%	81%	79%	64%	---
Grade 5 ELA/Reading	2025	69%	70%	**67%**	61%	80%	63%	-	*	-	*	58%	*	65%	70%	63%	100%	80%
	2024	70%	70%	**74%**	74%	72%	71%	-	*	-	-	45%	*	73%	74%	70%	80%	---
Grade 5 Mathematics	2025	67%	67%	**71%**	68%	84%	53%	-	*	-	*	50%	*	64%	80%	72%	69%	100%
	2024	65%	76%	**87%**	84%	82%	96%	-	*	-	-	70%	*	90%	82%	88%	100%	---
All Grades Both Subjects	2025	65%	61%	**62%**	59%	66%	59%	-	83%	-	50%	52%	83%	61%	64%	55%	68%	75%
	2024	64%	64%	**79%**	82%	74%	79%	-	100%	-	*	60%	88%	80%	77%	79%	75%	---
All Grades ELA/Reading	2025	67%	63%	**62%**	59%	68%	63%	-	*	-	*	58%	83%	64%	59%	55%	79%	75%
	2024	67%	65%	**74%**	77%	75%	67%	-	100%	-	*	58%	*	74%	73%	73%	65%	---
All Grades Mathematics	2025	64%	59%	**61%**	59%	64%	56%	-	*	-	*	46%	83%	58%	69%	55%	56%	75%
	2024	60%	62%	**84%**	88%	73%	91%	-	100%	-	*	63%	*	86%	82%	85%	85%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	35%	**22%**	14%	60%	*	-	*	-	*	27%	*	30%	13%	21%	*	-
	2024	38%	50%	**61%**	50%	75%	*	-	-	-	*	50%	-	67%	50%	71%	*	---
Grade 4 Mathematics	2025	27%	23%	**13%**	18%	14%	*	-	*	-	*	15%	-	14%	11%	6%	0%	-
	2024	26%	30%	**46%**	58%	14%	*	-	-	-	*	33%	-	40%	56%	47%	*	---
Grade 5 ELA/Reading	2025	25%	25%	**10%**	0%	*	*	-	-	-	*	20%	-	0%	*	0%	*	-
	2024	35%	30%	**28%**	36%	25%	*	-	-	-	-	20%	-	46%	8%	21%	*	---
Grade 5 Mathematics	2025	35%	36%	**50%**	50%	50%	*	-	-	-	*	20%	-	42%	63%	57%	*	-
	2024	41%	53%	**64%**	64%	56%	80%	-	-	-	-	40%	-	71%	55%	60%	*	---
All Grades Both Subjects	2025	33%	31%	**25%**	23%	41%	8%	-	*	-	*	21%	*	24%	28%	24%	25%	-
	2024	32%	34%	**49%**	51%	44%	53%	-	-	-	*	33%	-	56%	39%	49%	30%	---
All Grades ELA/Reading	2025	31%	29%	**18%**	8%	57%	0%	-	*	-	*	25%	*	19%	17%	15%	*	-
	2024	30%	31%	**42%**	40%	50%	33%	-	-	-	*	29%	-	56%	22%	42%	20%	---
All Grades Mathematics	2025	35%	33%	**30%**	32%	33%	17%	-	*	-	*	17%	-	27%	35%	29%	25%	-
	2024	35%	37%	**55%**	61%	38%	67%	-	-	-	*	38%	-	55%	55%	54%	40%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	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	2025	75%	71%	**69%**	-	-	-	-	-	-	61%	64%	57%	*	75%	69%	65%	100%
	2024	75%	73%	**77%**	-	-	-	-	-	-	59%	72%	40%	-	82%	79%	63%	-
At Meets Grade Level or Above	2025	50%	42%	**40%**	-	-	-	-	-	-	36%	41%	29%	*	33%	40%	35%	67%
	2024	48%	43%	**50%**	-	-	-	-	-	-	41%	52%	25%	-	36%	51%	40%	-
At Masters Grade Level	2025	21%	15%	**14%**	-	-	-	-	-	-	6%	5%	7%	*	0%	14%	4%	67%
	2024	20%	15%	**19%**	-	-	-	-	-	-	12%	14%	10%	-	0%	20%	10%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	72%	**75%**	-	-	-	-	-	-	60%	60%	60%	*	100%	75%	71%	*
	2024	76%	74%	**79%**	-	-	-	-	-	-	65%	83%	38%	-	80%	81%	68%	-
At Meets Grade Level or Above	2025	54%	47%	**45%**	-	-	-	-	-	-	47%	50%	40%	*	50%	44%	48%	*
	2024	54%	48%	**50%**	-	-	-	-	-	-	40%	50%	25%	-	60%	51%	44%	-
At Masters Grade Level	2025	23%	15%	**15%**	-	-	-	-	-	-	7%	0%	20%	*	0%	15%	5%	*
	2024	22%	17%	**17%**	-	-	-	-	-	-	15%	17%	13%	-	0%	17%	12%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	68%	**66%**	-	-	-	-	-	-	60%	60%	60%	*	50%	67%	57%	*
	2024	72%	70%	**78%**	-	-	-	-	-	-	60%	58%	63%	-	80%	79%	64%	-
At Meets Grade Level or Above	2025	45%	38%	**41%**	-	-	-	-	-	-	33%	40%	20%	*	17%	42%	29%	*
	2024	43%	40%	**54%**	-	-	-	-	-	-	50%	58%	38%	-	20%	55%	44%	-
At Masters Grade Level	2025	20%	14%	**16%**	-	-	-	-	-	-	7%	10%	0%	*	0%	17%	5%	*
	2024	17%	13%	**22%**	-	-	-	-	-	-	15%	17%	13%	-	0%	24%	12%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	**57%**	-	-	-	-	-	-	67%	*	*	-	-	55%	67%	*
	2024	75%	73%	**70%**	-	-	-	-	-	-	44%	80%	*	-	*	72%	50%	-
At Meets Grade Level or Above	2025	47%	42%	**21%**	-	-	-	-	-	-	17%	*	*	-	-	22%	17%	*
	2024	43%	37%	**40%**	-	-	-	-	-	-	22%	40%	*	-	*	43%	20%	-
At Masters Grade Level	2025	17%	11%	**4%**	-	-	-	-	-	-	0%	*	*	-	-	4%	0%	*
	2024	16%	11%	**14%**	-	-	-	-	-	-	0%	0%	*	-	*	16%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	61%	**62%**	-	-	-	-	-	-	70%	70%	70%	-	50%	61%	63%	*
	2024	64%	64%	**79%**	-	-	-	-	-	-	73%	84%	63%	-	*	80%	75%	-

2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

RED OAK EL (070911101) - RED OAK ISD - ELLIS COUNTY

	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
All Grades ELA/Reading	2025	67%	63%	**62%**	-	-	-	-	-	-	80%	80%	80%	-	70%	60%	77%	*
	2024	67%	65%	**74%**	-	-	-	-	-	-	63%	88%	38%	-	*	75%	65%	-
All Grades Mathematics	2025	64%	59%	**61%**	-	-	-	-	-	-	60%	60%	60%	-	30%	62%	50%	*
	2024	60%	62%	**84%**	-	-	-	-	-	-	84%	81%	88%	-	*	84%	85%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	**25%**	-	-	-	-	-	-	22%	20%	*	-	*	25%	25%	-
	2024	32%	34%	**49%**	-	-	-	-	-	-	30%	*	25%	-	-	51%	30%	-
All Grades ELA/Reading	2025	31%	29%	**18%**	-	-	-	-	-	-	*	*	*	-	*	17%	*	-
	2024	30%	31%	**42%**	-	-	-	-	-	-	20%	*	*	-	-	45%	20%	-
All Grades Mathematics	2025	35%	33%	**30%**	-	-	-	-	-	-	33%	*	*	-	*	31%	25%	-
	2024	35%	37%	**55%**	-	-	-	-	-	-	40%	*	*	-	-	57%	40%	-

* 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.

	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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	100%	-	97%	99%	100%	99%	99%	99%	100%
Included in Accountability	93%	94%	**93%**	91%	96%	100%	-	100%	-	63%	92%	91%	96%	87%	92%	100%
Not Included in Accountability: Mobile	4%	5%	**7%**	9%	4%	0%	-	0%	-	33%	8%	9%	4%	12%	8%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	0%	-	3%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	0%	-	3%	1%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	92%	100%	100%	100%	99%	100%	100%
Included in Accountability	91%	93%	**93%**	92%	96%	100%	-	100%	-	62%	93%	89%	96%	87%	92%	100%
Not Included in Accountability: Mobile	4%	5%	**6%**	8%	4%	0%	-	0%	-	31%	7%	11%	4%	12%	8%	0%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	8%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	8%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	-	100%	-	100%	99%	100%	99%	100%	99%	100%
Included in Accountability	94%	94%	**93%**	92%	95%	100%	-	100%	-	62%	91%	89%	96%	87%	91%	100%
Not Included in Accountability: Mobile	4%	5%	**7%**	8%	4%	0%	-	0%	-	38%	7%	11%	4%	13%	8%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	0%	-	0%	1%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	-	0%	-	0%	1%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	97%	100%	100%	-	*	-	*	100%	*	98%	100%	98%	100%
Included in Accountability	94%	94%	**91%**	87%	96%	100%	-	*	-	*	87%	*	94%	88%	91%	100%
Not Included in Accountability: Mobile	4%	5%	**7%**	10%	4%	0%	-	*	-	*	13%	*	4%	12%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	3%	0%	0%	-	*	-	*	0%	*	2%	0%	2%	0%

	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)
Absent	1%	1%	**1%**	3%	0%	0%	-	*	-	*	0%	*	2%	0%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	-	100%	-	90%	99%	100%	99%	99%	99%	100%
Included in Accountability	92%	93%	**97%**	97%	98%	95%	-	100%	-	90%	93%	100%	96%	98%	96%	100%
Not Included in Accountability: Mobile	4%	5%	**2%**	3%	1%	3%	-	0%	-	0%	6%	0%	2%	2%	3%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	1%	-	0%	-	10%	1%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	-	0%	-	0%	1%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	10%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	99%	98%	-	100%	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	91%	92%	**97%**	97%	98%	95%	-	100%	-	100%	92%	100%	97%	97%	96%	100%
Not Included in Accountability: Mobile	4%	5%	**2%**	2%	1%	3%	-	0%	-	0%	6%	0%	2%	1%	2%	0%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	1%	1%	2%	-	0%	-	0%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	2%	-	0%	-	0%	2%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	-	100%	-	80%	98%	100%	98%	100%	99%	100%
Included in Accountability	93%	94%	**97%**	97%	98%	95%	-	100%	-	80%	92%	100%	96%	97%	96%	100%
Not Included in Accountability: Mobile	5%	5%	**2%**	3%	1%	3%	-	0%	-	0%	6%	0%	2%	3%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	2%	-	0%	-	20%	2%	0%	2%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	2%	-	0%	-	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	20%	2%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**98%**	97%	100%	96%	-	*	-	-	95%	*	97%	100%	97%	100%
Not Included in Accountability: Mobile	4%	5%	**2%**	3%	0%	4%	-	*	-	-	5%	*	3%	0%	3%	0%

	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)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	*	0%	0%	0%	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	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.5%	**95.4%**	96.0%	94.5%	95.3%	-	98.8%	-	94.4%	95.3%	95.3%	95.0%
2022-23	93.3%	94.4%	**95.5%**	96.0%	95.1%	95.2%	-	98.5%	*	94.4%	95.2%	95.2%	95.3%
Chronic Absenteeism													
2023-24	19.0%	14.2%	**9.8%**	9.7%	10.5%	9.1%	-	0.0%	-	15.4%	9.2%	9.0%	9.1%
2022-23	20.3%	15.7%	**11.0%**	9.3%	10.1%	16.3%	-	0.0%	*	12.5%	9.9%	10.9%	15.4%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	80.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	88.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	86.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	458	382,023
By Ethnicity:				
African American	-	-	190	48,064
Hispanic	-	-	160	200,942
White	-	-	90	101,714
American Indian	-	-	0	1,231
Asian	-	-	3	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	15	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	63	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	379	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	48	35,935
Economically Disadvantaged Graduates	-	-	256	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	39	56,967
At-Risk Graduates	-	-	167	173,035
CTE Completers	-	-	196	127,800

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	**491**	**100.0%**	**6,675**	**5,530,499**	**491**	**100.0%**	**6,696**	**5,544,255**
Students by Grade								
Early Childhood Education	23	4.7%	0.7%	0.3%	23	4.7%	0.9%	0.5%
Pre-Kindergarten	38	7.7%	2.7%	4.5%	38	7.7%	2.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	38	7.7%	2.7%	3.7%	38	7.7%	2.7%	3.7%
Kindergarten	55	11.2%	5.7%	6.5%	55	11.2%	5.7%	6.5%
Grade 1	59	12.0%	5.9%	6.8%	59	12.0%	5.9%	6.8%
Grade 2	79	16.1%	6.8%	7.0%	79	16.1%	6.8%	7.0%
Grade 3	79	16.1%	6.8%	7.3%	79	16.1%	6.8%	7.3%
Grade 4	79	16.1%	7.5%	7.3%	79	16.1%	7.5%	7.3%
Grade 5	79	16.1%	7.2%	7.3%	79	16.1%	7.2%	7.3%
Ethnic Distribution								
African American	200	40.7%	37.9%	12.8%	200	40.7%	37.8%	12.8%
Hispanic	185	37.7%	40.7%	53.5%	185	37.7%	40.7%	53.5%
White	81	16.5%	16.4%	24.4%	81	16.5%	16.4%	24.4%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	9	1.8%	0.9%	5.6%	9	1.8%	0.9%	5.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	16	3.3%	3.8%	3.3%	16	3.3%	3.8%	3.3%
Sex								
Female	233	47.5%	46.7%	48.9%	233	47.5%	46.6%	48.8%
Male	258	52.5%	53.3%	51.1%	258	52.5%	53.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	321	65.4%	61.8%	60.5%	321	65.4%	61.8%	60.4%
Non-Educationally Disadvantaged	170	34.6%	38.2%	39.5%	170	34.6%	38.2%	39.6%
Section 504 Students	16	3.3%	7.6%	6.8%	16	3.3%	7.6%	6.8%
EB Students/EL	38	7.7%	15.5%	24.3%	38	7.7%	15.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	3.6%	2.1%				
Students w/ Dyslexia	41	8.4%	9.2%	6.4%	41	8.4%	9.2%	6.4%
Foster Care	3	0.6%	0.4%	0.2%	3	0.6%	0.4%	0.2%
Homeless	3	0.6%	0.6%	1.4%	3	0.6%	0.6%	1.4%
Immigrant	2	0.4%	1.3%	3.5%	2	0.4%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	491	100.0%	43.8%	66.6%	491	100.0%	43.9%	66.5%
Military Connected	7	1.4%	0.8%	4.1%	7	1.4%	0.8%	4.1%
At-Risk	169	34.4%	50.5%	53.5%	169	34.4%	50.4%	53.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program								
Bilingual/ESL Education	33	6.7%	14.7%	24.3%	33	6.7%	14.6%	24.3%
Career and Technical Education	0	0.0%	29.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	74.0%	-	-	-	-
Gifted and Talented Education	21	4.3%	5.8%	8.7%	21	4.3%	5.8%	8.7%
Special Education	134	27.3%	16.8%	15.3%	134	27.3%	17.0%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**134**							
Students with Intellectual Disabilities	45	33.6%	53.5%	48.3%				
Students with Physical Disabilities	16	11.9%	13.3%	17.0%				
Students with Autism	55	41.0%	17.5%	16.8%				
Students with Behavioral Disabilities	9	6.7%	13.5%	16.3%				
Students with Non-Categorical Early Childhood	9	6.7%	2.1%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**51**	**11.2%**	**13.2%**	**16.4%**				
African American	20	4.4%	5.5%	3.3%				
Hispanic	16	3.5%	4.8%	8.9%				
White	12	2.6%	2.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	2	0.4%	0.7%	0.6%				
Special Ed Students who are Mobile	12	9.9%	13.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	8	18.2%	13.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	42	14.2%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**90**	**21.5%**	**15.3%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	7.7%	1.7%	1.3%	0.0%	0.0%	3.6%
Grade 1	1.7%	1.1%	1.9%	15.0%	8.3%	3.0%
Grade 2	0.0%	0.7%	1.1%	0.0%	5.5%	1.4%
Grade 3	0.0%	0.0%	0.6%	3.3%	0.8%	0.6%

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	15.9	18.6	18.9
Grade 1	17.7	18.9	19.2
Grade 2	18.0	19.7	19.4
Grade 3	18.4	19.4	20.1
Grade 4	18.3	19.7	20.0
Grade 5	18.9	19.9	21.3

Texas Education Agency
2024-25 Staff Information (TAPR)
RED OAK EL (070911101) - RED OAK ISD - ELLIS COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**58.6**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	45.1	77.0%	60.7%	63.8%
Teachers	33.1	56.6%	43.6%	48.3%
Professional Support	10.0	17.0%	12.5%	10.8%
Campus Administration (School Leadership)	2.0	3.4%	3.2%	3.4%
Educational Aides	13.5	23.0%	9.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,125.0
Part-time Librarians	0.0	n/a	1.0	583.0
Full-time Counselors	1.0	n/a	17.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**16.5**	**28.2%**	**42.7%**	**55.3%**
Teachers by Ethnicity				
African American	7.0	21.1%	24.6%	12.8%
Hispanic	1.0	3.0%	11.0%	31.0%
White	24.1	72.8%	60.8%	52.2%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	2.2%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	1.0	3.0%	2.4%	1.3%
Teachers by Sex				
Males	2.1	6.5%	22.4%	24.6%
Females	31.0	93.5%	77.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.3%	2.4%
Bachelors	24.1	72.8%	64.8%	71.4%
Masters	8.0	24.1%	32.2%	25.4%
Doctorate	1.0	3.0%	1.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	6.0%	5.7%	7.3%
1-5 Years Experience	9.0	27.2%	28.1%	28.3%
6-10 Years Experience	4.0	12.1%	17.3%	19.7%
11-20 Years Experience	10.0	30.2%	29.3%	27.6%
21-30 Years Experience	7.1	21.6%	15.4%	14.1%
Over 30 Years Experience	1.0	3.0%	4.2%	3.0%
Number of Students per Teacher	14.8	n/a	15.9	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	3.7	6.0
Average Years Experience of Principals with District	1.0	2.6	5.1
Average Years Experience of Assistant Principals	4.0	6.5	5.1
Average Years Experience of Assistant Principals with District	4.0	3.7	4.3
Average Years Experience of Teachers	12.8	12.1	11.2
Average Years Experience of Teachers with District	6.8	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$49,250	$51,052	$55,689
1-5 Years Experience	$48,655	$56,831	$59,266
6-10 Years Experience	$60,560	$61,096	$62,607
11-20 Years Experience	$63,300	$66,132	$66,353
21-30 Years Experience	$71,074	$72,860	$70,976
Over 30 Years Experience	$73,360	$75,112	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$60,124	$63,205	$63,751
Professional Support	$68,892	$77,679	$75,909
Campus Administration (School Leadership)	$85,710	$88,399	$88,786
Instructional Staff Percent	n/a	58.2%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	11.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	4.7%	6.3%
Career and Technical Education	0.0	0.0%	5.7%	5.5%
Compensatory Education	1.5	4.5%	3.8%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	24.5	73.9%	67.1%	69.0%
Special Education	7.1	21.6%	13.4%	11.4%
Other	0.0	0.0%	5.3%	3.6%

\- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RED OAK ISD

Campus Name: WOODEN EL

Campus Number: 070911102

2025 Campus Accountability Score: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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	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	2025	77%	76%	**63%**	83%	67%	53%	-	-	-	*	41%	*	62%	68%	55%	67%
	2024	74%	76%	**74%**	86%	75%	70%	-	-	-	-	50%	-	74%	75%	66%	78%
At Meets Grade Level or Above	2025	52%	49%	**33%**	67%	30%	35%	-	-	-	*	22%	*	24%	63%	30%	33%
	2024	48%	46%	**53%**	71%	53%	48%	-	-	-	-	21%	-	54%	50%	45%	48%
At Masters Grade Level	2025	23%	18%	**17%**	17%	18%	18%	-	-	-	*	4%	*	11%	37%	15%	27%
	2024	21%	17%	**18%**	29%	11%	26%	-	-	-	-	0%	-	18%	19%	9%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	68%	**62%**	83%	67%	47%	-	-	-	*	37%	*	59%	74%	57%	67%
	2024	70%	70%	**76%**	71%	81%	70%	-	-	-	-	71%	-	76%	75%	70%	87%
At Meets Grade Level or Above	2025	46%	37%	**33%**	67%	32%	29%	-	-	-	*	11%	*	27%	53%	26%	33%
	2024	42%	40%	**47%**	57%	44%	48%	-	-	-	-	43%	-	48%	44%	36%	35%
At Masters Grade Level	2025	19%	12%	**9%**	17%	9%	6%	-	-	-	*	0%	*	5%	21%	6%	10%
	2024	15%	10%	**12%**	0%	14%	13%	-	-	-	-	0%	-	12%	13%	9%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	**89%**	100%	88%	87%	-	-	-	-	73%	*	85%	95%	80%	83%
	2024	81%	84%	**84%**	89%	82%	90%	-	*	-	*	53%	*	83%	85%	79%	81%
At Meets Grade Level or Above	2025	54%	51%	**66%**	86%	70%	52%	-	-	-	-	33%	*	63%	73%	61%	71%
	2024	51%	48%	**53%**	44%	50%	65%	-	*	-	*	13%	*	50%	59%	48%	44%
At Masters Grade Level	2025	24%	21%	**34%**	43%	38%	26%	-	-	-	-	0%	*	33%	36%	27%	25%
	2024	23%	19%	**23%**	11%	17%	40%	-	*	-	*	0%	*	24%	21%	16%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	68%	**77%**	86%	78%	74%	-	-	-	-	60%	*	77%	77%	71%	83%
	2024	69%	71%	**78%**	56%	80%	80%	-	*	-	*	40%	*	78%	79%	74%	84%
At Meets Grade Level or Above	2025	47%	43%	**60%**	71%	63%	52%	-	-	-	-	33%	*	58%	64%	56%	63%
	2024	46%	46%	**54%**	44%	52%	60%	-	*	-	*	33%	*	53%	56%	44%	53%
At Masters Grade Level	2025	24%	17%	**29%**	14%	33%	26%	-	-	-	-	7%	*	27%	32%	22%	29%
	2024	21%	16%	**23%**	11%	20%	30%	-	*	-	*	0%	*	24%	21%	19%	22%
Grade 5 Reading																	

	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	2025	77%	79%	**82%**	100%	75%	91%	-	*	-	-	38%	83%	84%	77%	80%	68%
	2024	79%	79%	**81%**	78%	75%	100%	*	-	-	*	50%	100%	86%	72%	76%	81%
At Meets Grade Level or Above	2025	58%	55%	**53%**	50%	50%	57%	-	*	-	-	13%	50%	55%	48%	47%	45%
	2024	55%	53%	**52%**	44%	53%	56%	*	-	-	*	19%	80%	59%	36%	46%	56%
At Masters Grade Level	2025	30%	27%	**20%**	13%	18%	26%	-	*	-	-	0%	0%	23%	16%	20%	16%
	2024	29%	23%	**16%**	22%	20%	6%	*	-	-	*	0%	0%	18%	12%	14%	19%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**92%**	100%	88%	100%	-	*	-	-	69%	100%	93%	90%	90%	84%
	2024	77%	82%	**89%**	100%	82%	100%	*	-	-	*	63%	100%	95%	76%	82%	81%
At Meets Grade Level or Above	2025	47%	43%	**51%**	50%	52%	45%	-	*	-	-	25%	67%	52%	48%	48%	47%
	2024	50%	57%	**70%**	56%	67%	94%	*	-	-	*	19%	100%	79%	52%	58%	59%
At Masters Grade Level	2025	22%	21%	**30%**	25%	30%	27%	-	*	-	-	13%	50%	33%	26%	27%	21%
	2024	19%	21%	**22%**	22%	20%	38%	*	-	-	*	13%	20%	21%	24%	16%	15%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	65%	**69%**	75%	68%	65%	-	*	-	-	44%	67%	73%	61%	65%	68%
	2024	58%	67%	**69%**	56%	61%	100%	*	-	-	*	38%	100%	75%	56%	60%	56%
At Meets Grade Level or Above	2025	31%	27%	**23%**	25%	18%	26%	-	*	-	-	6%	0%	24%	19%	23%	13%
	2024	28%	29%	**26%**	33%	18%	44%	*	-	-	*	25%	20%	30%	16%	20%	7%
At Masters Grade Level	2025	12%	9%	**6%**	0%	5%	9%	-	*	-	-	0%	0%	10%	0%	2%	0%
	2024	11%	9%	**6%**	11%	6%	6%	*	-	-	*	6%	0%	4%	12%	6%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	71%	**76%**	90%	75%	76%	-	100%	-	*	49%	82%	76%	78%	71%	74%
	2024	75%	73%	**79%**	76%	77%	85%	*	*	-	86%	52%	100%	81%	75%	73%	79%
At Meets Grade Level or Above	2025	50%	42%	**45%**	58%	43%	43%	-	100%	-	*	20%	39%	42%	50%	40%	41%
	2024	48%	43%	**51%**	49%	48%	58%	*	*	-	50%	25%	67%	53%	46%	43%	43%
At Masters Grade Level	2025	21%	15%	**20%**	18%	20%	20%	-	67%	-	*	3%	14%	19%	22%	16%	17%
	2024	20%	15%	**18%**	15%	16%	23%	*	*	-	0%	3%	10%	17%	18%	13%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	72%	**78%**	95%	75%	79%	-	*	-	*	48%	82%	76%	81%	71%	72%
	2024	76%	74%	**80%**	84%	78%	85%	*	*	-	80%	51%	100%	81%	79%	74%	80%

	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	2025	54%	47%	**50%**	67%	48%	49%	-	*	-	*	22%	45%	46%	60%	45%	48%
	2024	54%	48%	**53%**	52%	52%	56%	*	*	-	20%	18%	75%	54%	49%	47%	49%
At Masters Grade Level	2025	23%	15%	**23%**	24%	23%	24%	-	*	-	*	2%	0%	21%	28%	20%	22%
	2024	22%	17%	**19%**	20%	16%	25%	*	*	-	0%	0%	0%	20%	17%	13%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	68%	**78%**	90%	78%	76%	-	*	-	*	52%	91%	76%	82%	73%	78%
	2024	72%	70%	**81%**	76%	81%	81%	*	*	-	100%	58%	100%	83%	77%	76%	84%
At Meets Grade Level or Above	2025	45%	38%	**48%**	62%	47%	44%	-	*	-	*	21%	55%	45%	54%	43%	47%
	2024	43%	40%	**58%**	52%	55%	64%	*	*	-	80%	31%	88%	60%	52%	46%	50%
At Masters Grade Level	2025	20%	14%	**23%**	19%	23%	21%	-	*	-	*	5%	36%	21%	26%	18%	20%
	2024	17%	13%	**20%**	12%	18%	25%	*	*	-	0%	4%	25%	20%	20%	15%	13%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	**69%**	75%	68%	65%	-	*	-	-	44%	67%	73%	61%	65%	68%
	2024	75%	73%	**69%**	56%	61%	100%	*	-	-	*	38%	100%	75%	56%	60%	56%
At Meets Grade Level or Above	2025	47%	42%	**23%**	25%	18%	26%	-	*	-	-	6%	0%	24%	19%	23%	13%
	2024	43%	37%	**26%**	33%	18%	44%	*	-	-	*	25%	20%	30%	16%	20%	7%
At Masters Grade Level	2025	17%	11%	**6%**	0%	5%	9%	-	*	-	-	0%	0%	10%	0%	2%	0%
	2024	16%	11%	**6%**	11%	6%	6%	*	-	-	*	6%	0%	4%	12%	6%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	29%	**24%**	67%	21%	24%	-	-	-	*	11%	*	17%	47%	19%	20%
	2024	35%	34%	**41%**	57%	39%	39%	-	-	-	-	21%	-	42%	38%	34%	30%
Reading and Mathematics Including EOC	2025	39%	29%	**24%**	67%	21%	24%	-	-	-	*	11%	*	17%	47%	19%	20%
	2024	35%	34%	**41%**	57%	39%	39%	-	-	-	-	21%	-	42%	38%	34%	30%
Reading Including EOC	2025	52%	49%	**33%**	67%	30%	35%	-	-	-	*	22%	*	24%	63%	30%	33%
	2024	48%	46%	**53%**	71%	53%	48%	-	-	-	-	21%	-	54%	50%	45%	48%
Math Including EOC	2025	46%	37%	**33%**	67%	32%	29%	-	-	-	*	11%	*	27%	53%	26%	33%
	2024	42%	40%	**47%**	57%	44%	48%	-	-	-	-	43%	-	48%	44%	36%	35%
4th Graders																	
Reading and Mathematics	2025	40%	36%	**57%**	71%	63%	43%	-	-	-	-	33%	*	54%	64%	54%	58%
	2024	38%	38%	**43%**	33%	42%	50%	-	*	-	*	13%	*	40%	50%	39%	38%

	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)
Reading and Mathematics Including EOC	2025	40%	36%	**57%**	71%	63%	43%	-	-	-	-	33%	*	54%	64%	54%	58%
	2024	38%	38%	**43%**	33%	42%	50%	-	*	-	*	13%	*	40%	50%	39%	38%
Reading Including EOC	2025	54%	51%	**66%**	86%	70%	52%	-	-	-	-	33%	*	63%	73%	61%	71%
	2024	51%	48%	**53%**	44%	50%	65%	-	*	-	*	13%	*	50%	59%	48%	44%
Math Including EOC	2025	47%	43%	**60%**	71%	63%	52%	-	-	-	-	33%	*	58%	64%	56%	63%
	2024	46%	46%	**54%**	44%	52%	60%	-	*	-	*	33%	*	53%	56%	44%	53%
5th Graders																	
Reading and Mathematics	2025	42%	39%	**40%**	38%	38%	41%	-	*	-	-	13%	50%	41%	39%	37%	32%
	2024	42%	43%	**47%**	44%	47%	56%	*	-	-	*	13%	80%	54%	32%	38%	44%
Reading and Mathematics Including EOC	2025	42%	39%	**40%**	38%	38%	41%	-	*	-	-	13%	50%	41%	39%	37%	32%
	2024	42%	43%	**47%**	44%	47%	56%	*	-	-	*	13%	80%	54%	32%	38%	44%
Reading Including EOC	2025	58%	55%	**53%**	50%	50%	57%	-	*	-	-	13%	50%	55%	48%	47%	45%
	2024	55%	53%	**52%**	44%	53%	56%	*	-	-	*	19%	80%	59%	36%	46%	56%
Math Including EOC	2025	48%	43%	**51%**	50%	52%	45%	-	*	-	-	25%	67%	52%	48%	48%	47%
	2024	51%	57%	**70%**	56%	67%	94%	*	-	-	*	19%	100%	79%	52%	58%	59%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	30%	**40%**	57%	38%	37%	-	*	-	*	17%	45%	36%	49%	35%	35%
	2024	36%	32%	**44%**	44%	43%	47%	*	*	-	20%	16%	75%	45%	41%	37%	38%
Reading and Mathematics Including EOC	2025	40%	32%	**40%**	57%	38%	37%	-	*	-	*	17%	45%	36%	49%	35%	35%
	2024	38%	34%	**44%**	44%	43%	47%	*	*	-	20%	16%	75%	45%	41%	37%	38%
Reading Including EOC	2025	55%	49%	**50%**	67%	48%	49%	-	*	-	*	22%	45%	46%	60%	45%	48%
	2024	54%	49%	**53%**	52%	52%	56%	*	*	-	20%	18%	75%	54%	49%	47%	49%
Math Including EOC	2025	46%	38%	**48%**	62%	47%	44%	-	*	-	*	21%	55%	45%	54%	43%	47%
	2024	45%	41%	**58%**	52%	55%	64%	*	*	-	80%	31%	88%	60%	52%	46%	50%

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

\- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
WOODEN EL (070911102) - RED OAK ISD - ELLIS COUNTY

	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	**87%**	100%	87%	81%	-	-	-	-	77%	*	85%	90%	86%	91%	100%
	2024	67%	71%	**79%**	81%	78%	78%	-	*	-	-	79%	*	77%	82%	78%	66%	---
Grade 4 Mathematics	2025	65%	64%	**73%**	86%	71%	71%	-	-	-	-	53%	*	69%	81%	69%	75%	100%
	2024	60%	65%	**80%**	81%	82%	73%	-	*	-	-	54%	*	77%	87%	77%	80%	---
Grade 5 ELA/Reading	2025	69%	70%	**64%**	44%	65%	70%	-	*	-	-	43%	75%	65%	63%	69%	58%	88%
	2024	70%	70%	**63%**	67%	56%	78%	*	-	-	*	34%	70%	69%	48%	56%	57%	---
Grade 5 Mathematics	2025	67%	67%	**76%**	100%	74%	73%	-	*	-	-	73%	92%	75%	78%	75%	68%	88%
	2024	65%	76%	**82%**	100%	77%	81%	*	-	-	*	63%	100%	81%	83%	78%	74%	---
All Grades Both Subjects	2025	65%	61%	**74%**	82%	73%	74%	-	*	-	-	62%	88%	73%	77%	74%	71%	92%
	2024	64%	64%	**76%**	82%	74%	77%	*	*	-	81%	56%	81%	76%	76%	73%	69%	---
All Grades ELA/Reading	2025	67%	63%	**74%**	70%	74%	75%	-	*	-	-	60%	81%	73%	74%	75%	71%	92%
	2024	67%	65%	**71%**	74%	68%	78%	*	*	-	*	54%	69%	73%	67%	68%	62%	---
All Grades Mathematics	2025	64%	59%	**75%**	93%	73%	72%	-	*	-	-	63%	94%	73%	79%	72%	70%	92%
	2024	60%	62%	**81%**	91%	80%	76%	*	*	-	*	59%	94%	79%	85%	77%	77%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	35%	**60%**	*	56%	60%	-	-	-	-	56%	-	50%	*	45%	40%	-
	2024	38%	50%	**52%**	-	50%	*	-	-	-	-	67%	-	50%	56%	44%	44%	---
Grade 4 Mathematics	2025	27%	23%	**25%**	*	13%	33%	-	-	-	-	29%	-	20%	33%	18%	*	-
	2024	26%	30%	**39%**	*	50%	*	-	-	-	-	30%	-	38%	42%	42%	44%	---
Grade 5 ELA/Reading	2025	25%	25%	**43%**	-	33%	*	-	-	-	-	13%	*	38%	50%	42%	25%	-
	2024	35%	30%	**38%**	*	33%	*	-	-	-	-	14%	-	*	42%	36%	29%	---
Grade 5 Mathematics	2025	35%	36%	**68%**	*	42%	100%	-	-	-	-	38%	*	69%	67%	63%	25%	-
	2024	41%	53%	**57%**	*	40%	-	*	-	-	*	33%	-	57%	57%	53%	29%	---
All Grades Both Subjects	2025	33%	31%	**51%**	86%	37%	68%	-	-	-	-	34%	*	47%	58%	44%	28%	-
	2024	32%	34%	**47%**	50%	45%	43%	*	-	-	*	37%	-	44%	49%	44%	38%	---
All Grades ELA/Reading	2025	31%	29%	**52%**	*	43%	71%	-	-	-	-	35%	*	45%	67%	43%	31%	-
	2024	30%	31%	**46%**	*	43%	*	-	-	-	-	44%	-	44%	48%	41%	38%	---
All Grades Mathematics	2025	35%	33%	**50%**	83%	30%	67%	-	-	-	-	33%	*	48%	53%	44%	25%	-
	2024	35%	37%	**47%**	57%	46%	*	*	-	-	*	32%	-	43%	50%	47%	38%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	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	2025	75%	71%	**76%**	81%	-	-	-	81%	-	57%	*	54%	-	*	78%	72%	100%
	2024	75%	73%	**79%**	80%	-	-	-	80%	-	75%	*	73%	75%	-	79%	78%	*
At Meets Grade Level or Above	2025	50%	42%	**45%**	46%	-	-	-	46%	-	28%	*	23%	-	*	46%	39%	75%
	2024	48%	43%	**51%**	43%	-	-	-	43%	-	44%	*	40%	33%	-	55%	43%	*
At Masters Grade Level	2025	21%	15%	**20%**	19%	-	-	-	19%	-	10%	*	11%	-	*	22%	16%	31%
	2024	20%	15%	**18%**	12%	-	-	-	12%	-	12%	*	13%	0%	-	20%	12%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	72%	**78%**	80%	-	-	-	80%	-	52%	*	48%	-	*	81%	70%	100%
	2024	76%	74%	**80%**	84%	-	-	-	84%	-	73%	*	71%	67%	-	80%	80%	*
At Meets Grade Level or Above	2025	54%	47%	**50%**	54%	-	-	-	54%	-	28%	*	22%	-	*	51%	44%	100%
	2024	54%	48%	**53%**	47%	-	-	-	47%	-	50%	*	46%	50%	-	55%	48%	*
At Masters Grade Level	2025	23%	15%	**23%**	27%	-	-	-	27%	-	7%	*	7%	-	*	24%	20%	50%
	2024	22%	17%	**19%**	13%	-	-	-	13%	-	15%	*	17%	0%	-	22%	14%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	68%	**78%**	86%	-	-	-	86%	-	62%	*	59%	-	*	78%	77%	100%
	2024	72%	70%	**81%**	87%	-	-	-	87%	-	77%	*	75%	83%	-	80%	84%	*
At Meets Grade Level or Above	2025	45%	38%	**48%**	52%	-	-	-	52%	-	31%	*	26%	-	*	48%	44%	83%
	2024	43%	40%	**58%**	49%	-	-	-	49%	-	50%	*	46%	17%	-	62%	49%	*
At Masters Grade Level	2025	20%	14%	**23%**	20%	-	-	-	20%	-	17%	*	19%	-	*	24%	19%	33%
	2024	17%	13%	**20%**	15%	-	-	-	15%	-	12%	*	13%	0%	-	23%	14%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	**69%**	68%	-	-	-	68%	-	55%	-	55%	-	*	69%	65%	*
	2024	75%	73%	**69%**	47%	-	-	-	47%	-	71%	-	71%	-	-	76%	54%	*
At Meets Grade Level or Above	2025	47%	42%	**23%**	9%	-	-	-	9%	-	18%	-	18%	-	*	29%	12%	*
	2024	43%	37%	**26%**	11%	-	-	-	11%	-	0%	-	0%	-	-	35%	8%	*
At Masters Grade Level	2025	17%	11%	**6%**	0%	-	-	-	0%	-	0%	-	0%	-	*	11%	0%	*
	2024	16%	11%	**6%**	5%	-	-	-	5%	-	0%	-	0%	-	-	7%	4%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	61%	**74%**	70%	-	-	-	70%	-	71%	*	67%	-	*	76%	70%	79%
	2024	64%	64%	**76%**	69%	-	-	-	69%	-	72%	-	72%	-	-	80%	70%	*

2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

WOODEN EL (070911102) - RED OAK ISD - ELLIS COUNTY

	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
All Grades ELA/Reading	2025	67%	63%	**74%**	71%	-	-	-	71%	-	69%	*	66%	-	*	75%	69%	83%
	2024	67%	65%	**71%**	58%	-	-	-	58%	-	69%	-	69%	-	-	76%	61%	*
All Grades Mathematics	2025	64%	59%	**75%**	69%	-	-	-	69%	-	72%	*	69%	-	*	78%	70%	75%
	2024	60%	62%	**81%**	80%	-	-	-	80%	-	75%	-	75%	-	-	83%	78%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	**51%**	46%	-	-	-	46%	-	10%	-	10%	-	*	64%	28%	-
	2024	32%	34%	**47%**	45%	-	-	-	45%	-	25%	-	25%	-	-	52%	38%	-
All Grades ELA/Reading	2025	31%	29%	**52%**	50%	-	-	-	50%	-	17%	-	17%	-	*	69%	31%	-
	2024	30%	31%	**46%**	40%	-	-	-	40%	-	33%	-	33%	-	-	52%	38%	-
All Grades Mathematics	2025	35%	33%	**50%**	43%	-	-	-	43%	-	*	-	*	-	*	62%	25%	-
	2024	35%	37%	**47%**	50%	-	-	-	50%	-	17%	-	17%	-	-	52%	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.

	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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	89%	94%	97%	-	100%	-	67%	97%	100%	98%	88%	94%	94%
Not Included in Accountability: Mobile	4%	5%	**4%**	11%	4%	2%	-	0%	-	33%	3%	0%	2%	8%	4%	3%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	-	0%	-	0%	0%	0%	0%	4%	2%	3%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	93%	**95%**	88%	95%	98%	-	*	-	*	97%	100%	98%	88%	94%	94%
Not Included in Accountability: Mobile	4%	5%	**4%**	13%	4%	2%	-	*	-	*	3%	0%	2%	9%	4%	3%
Not Included in Accountability: Other Exclusions	4%	2%	**1%**	0%	2%	0%	-	*	-	*	0%	0%	0%	4%	2%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	98%	-	*	-	*	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	88%	95%	97%	-	*	-	*	97%	100%	97%	88%	94%	94%
Not Included in Accountability: Mobile	4%	5%	**4%**	13%	4%	2%	-	*	-	*	3%	0%	2%	9%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	*	-	*	0%	0%	0%	4%	2%	3%
Not Tested	1%	1%	**0%**	0%	0%	2%	-	*	-	*	0%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	2%	-	*	-	*	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	100%	94%	96%	-	*	-	-	100%	100%	98%	89%	94%	95%
Not Included in Accountability: Mobile	4%	5%	**3%**	0%	3%	4%	-	*	-	-	0%	0%	2%	6%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**2%**	0%	3%	0%	-	*	-	-	0%	0%	0%	6%	3%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%

	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)
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**93%**	83%	94%	96%	*	*	-	100%	87%	100%	97%	85%	92%	94%
Not Included in Accountability: Mobile	4%	5%	**6%**	17%	5%	4%	*	*	-	0%	13%	0%	3%	14%	7%	4%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	**94%**	86%	94%	95%	*	*	-	100%	88%	100%	98%	86%	93%	94%
Not Included in Accountability: Mobile	4%	5%	**6%**	14%	5%	5%	*	*	-	0%	12%	0%	2%	13%	7%	5%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	86%	94%	95%	*	*	-	100%	88%	100%	98%	85%	93%	94%
Not Included in Accountability: Mobile	5%	5%	**6%**	14%	6%	5%	*	*	-	0%	12%	0%	2%	14%	7%	5%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**91%**	69%	93%	100%	*	-	-	*	80%	100%	97%	81%	89%	93%
Not Included in Accountability: Mobile	4%	5%	**8%**	31%	5%	0%	*	-	-	*	20%	0%	3%	16%	9%	3%

	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)
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	-	-	*	0%	0%	0%	3%	2%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	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	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.5%	**95.4%**	95.1%	95.4%	95.3%	*	*	-	97.6%	94.3%	95.3%	96.1%
2022-23	93.3%	94.4%	**95.0%**	95.2%	94.6%	95.6%	-	*	-	95.8%	94.8%	94.5%	95.0%
Chronic Absenteeism													
2023-24	19.0%	14.2%	**8.9%**	16.7%	7.9%	9.1%	*	*	-	0.0%	13.0%	9.6%	4.1%
2022-23	20.3%	15.7%	**9.6%**	7.9%	11.2%	7.2%	-	*	-	6.7%	10.1%	12.6%	10.1%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	80.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	88.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	86.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	458	382,023
By Ethnicity:				
African American	-	-	190	48,064
Hispanic	-	-	160	200,942
White	-	-	90	101,714
American Indian	-	-	0	1,231
Asian	-	-	3	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	15	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	63	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	379	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	48	35,935
Economically Disadvantaged Graduates	-	-	256	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	39	56,967
At-Risk Graduates	-	-	167	173,035
CTE Completers	-	-	196	127,800

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	**506**	**100.0%**	**6,675**	**5,530,499**	**508**	**100.0%**	**6,696**	**5,544,255**
Students by Grade								
Pre-Kindergarten	29	5.7%	2.7%	4.5%	29	5.7%	2.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	29	5.7%	2.7%	3.7%	29	5.7%	2.7%	3.7%
Kindergarten	69	13.6%	5.7%	6.5%	69	13.6%	5.7%	6.5%
Grade 1	64	12.6%	5.9%	6.8%	64	12.6%	5.9%	6.8%
Grade 2	89	17.6%	6.8%	7.0%	89	17.5%	6.8%	7.0%
Grade 3	84	16.6%	6.8%	7.3%	84	16.5%	6.8%	7.3%
Grade 4	75	14.8%	7.5%	7.3%	75	14.8%	7.5%	7.3%
Grade 5	96	19.0%	7.2%	7.3%	97	19.1%	7.2%	7.3%
Ethnic Distribution								
African American	38	7.5%	37.9%	12.8%	38	7.5%	37.8%	12.8%
Hispanic	336	66.4%	40.7%	53.5%	337	66.3%	40.7%	53.5%
White	120	23.7%	16.4%	24.4%	120	23.6%	16.4%	24.4%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	1	0.2%	0.9%	5.6%	2	0.4%	0.9%	5.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	11	2.2%	3.8%	3.3%	11	2.2%	3.8%	3.3%
Sex								
Female	245	48.4%	46.7%	48.9%	245	48.2%	46.6%	48.8%
Male	261	51.6%	53.3%	51.1%	263	51.8%	53.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	325	64.2%	61.8%	60.5%	327	64.4%	61.8%	60.4%
Non-Educationally Disadvantaged	181	35.8%	38.2%	39.5%	181	35.6%	38.2%	39.6%
Section 504 Students	18	3.6%	7.6%	6.8%	18	3.5%	7.6%	6.8%
EB Students/EL	209	41.3%	15.5%	24.3%	210	41.3%	15.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	3.6%	2.1%				
Students w/ Dyslexia	28	5.5%	9.2%	6.4%	28	5.5%	9.2%	6.4%
Foster Care	3	0.6%	0.4%	0.2%	3	0.6%	0.4%	0.2%
Homeless	0	0.0%	0.6%	1.4%	0	0.0%	0.6%	1.4%
Immigrant	19	3.8%	1.3%	3.5%	19	3.7%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	506	100.0%	43.8%	66.6%	508	100.0%	43.9%	66.5%
Military Connected	5	1.0%	0.8%	4.1%	5	1.0%	0.8%	4.1%
At-Risk	321	63.4%	50.5%	53.5%	322	63.4%	50.4%	53.5%
Students by Instructional Program								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Bilingual/ESL Education	212	41.9%	14.7%	24.3%	213	41.9%	14.6%	24.3%
Career and Technical Education	0	0.0%	29.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	74.0%	-	-	-	-
Gifted and Talented Education	32	6.3%	5.8%	8.7%	33	6.5%	5.8%	8.7%
Special Education	79	15.6%	16.8%	15.3%	80	15.7%	17.0%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**79**							
Students with Intellectual Disabilities	40	50.6%	53.5%	48.3%				
Students with Physical Disabilities	20	25.3%	13.3%	17.0%				
Students with Autism	10	12.7%	17.5%	16.8%				
Students with Behavioral Disabilities	**	**	13.5%	16.3%				
Students with Non-Categorical Early Childhood	*	*	2.1%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**64**	**13.8%**	**13.2%**	**16.4%**				
African American	14	3.0%	5.5%	3.3%				
Hispanic	37	8.0%	4.8%	8.9%				
White	9	1.9%	2.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	4	0.9%	0.7%	0.6%				
Special Ed Students who are Mobile	19	17.6%	13.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	27	15.4%	13.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	46	14.8%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**67**	**15.1%**	**15.3%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	1.9%	1.7%	1.3%	0.0%	0.0%	3.6%
Grade 1	0.0%	1.1%	1.9%	0.0%	8.3%	3.0%
Grade 2	0.0%	0.7%	1.1%	3.6%	5.5%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	0.8%	0.6%

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	1.6%	0.3%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	14.0	18.6	18.9
Grade 1	14.3	18.9	19.2
Grade 2	18.6	19.7	19.4
Grade 3	19.7	19.4	20.1
Grade 4	18.3	19.7	20.0
Grade 5	17.2	19.9	21.3

Texas Education Agency
2024-25 Staff Information (TAPR)
WOODEN EL (070911102) - RED OAK ISD - ELLIS COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**58.8**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	48.9	83.1%	60.7%	63.8%
Teachers	38.9	66.2%	43.6%	48.3%
Professional Support	8.0	13.6%	12.5%	10.8%
Campus Administration (School Leadership)	2.0	3.4%	3.2%	3.4%
Educational Aides	9.9	16.9%	9.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,125.0
Part-time Librarians	0.0	n/a	1.0	583.0
Full-time Counselors	1.0	n/a	17.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**19.2**	**32.7%**	**42.7%**	**55.3%**
Teachers by Ethnicity				
African American	4.0	10.3%	24.6%	12.8%
Hispanic	8.8	22.6%	11.0%	31.0%
White	26.1	67.2%	60.8%	52.2%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	2.2%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	2.4%	1.3%
Teachers by Sex				
Males	2.1	5.5%	22.4%	24.6%
Females	36.8	94.5%	77.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.3%	2.4%
Bachelors	22.9	58.9%	64.8%	71.4%
Masters	16.0	41.1%	32.2%	25.4%
Doctorate	0.0	0.0%	1.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	5.7%	7.3%
1-5 Years Experience	10.0	25.7%	28.1%	28.3%
6-10 Years Experience	9.0	23.1%	17.3%	19.7%
11-20 Years Experience	10.0	25.7%	29.3%	27.6%
21-30 Years Experience	5.9	15.2%	15.4%	14.1%
Over 30 Years Experience	4.0	10.3%	4.2%	3.0%
Number of Students per Teacher	13.0	n/a	15.9	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
WOODEN EL (070911102) - RED OAK ISD - ELLIS COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	3.7	6.0
Average Years Experience of Principals with District	3.0	2.6	5.1
Average Years Experience of Assistant Principals	6.0	6.5	5.1
Average Years Experience of Assistant Principals with District	5.0	3.7	4.3
Average Years Experience of Teachers	14.3	12.1	11.2
Average Years Experience of Teachers with District	5.9	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	$51,052	$55,689
1-5 Years Experience	$55,854	$56,831	$59,266
6-10 Years Experience	$59,537	$61,096	$62,607
11-20 Years Experience	$65,760	$66,132	$66,353
21-30 Years Experience	$71,172	$72,860	$70,976
Over 30 Years Experience	$74,610	$75,112	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$63,511	$63,205	$63,751
Professional Support	$72,188	$77,679	$75,909
Campus Administration (School Leadership)	$81,456	$88,399	$88,786
Instructional Staff Percent	n/a	58.2%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	11.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	11.2	28.8%	4.7%	6.3%
Career and Technical Education	0.0	0.0%	5.7%	5.5%
Compensatory Education	3.0	7.7%	3.8%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	21.8	56.0%	67.1%	69.0%
Special Education	2.9	7.5%	13.4%	11.4%
Other	0.0	0.0%	5.3%	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RED OAK ISD

Campus Name: EASTRIDGE EL

Campus Number: 070911103

2025 Campus Accountability Score: C

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	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	2025	77%	76%	**90%**	95%	89%	82%	-	-	-	*	67%	*	89%	91%	86%	71%
	2024	74%	76%	**86%**	83%	82%	90%	-	*	-	100%	45%	*	84%	89%	85%	60%
At Meets Grade Level or Above	2025	52%	49%	**60%**	79%	61%	29%	-	-	-	*	17%	*	56%	68%	55%	71%
	2024	48%	46%	**59%**	61%	49%	75%	-	*	-	67%	14%	*	56%	67%	54%	40%
At Masters Grade Level	2025	23%	18%	**27%**	47%	16%	24%	-	-	-	*	0%	*	25%	32%	23%	0%
	2024	21%	17%	**32%**	39%	20%	40%	-	*	-	67%	5%	*	32%	33%	30%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	68%	**74%**	79%	71%	71%	-	-	-	*	44%	*	73%	77%	64%	57%
	2024	70%	70%	**78%**	78%	73%	90%	-	*	-	67%	32%	*	77%	81%	76%	60%
At Meets Grade Level or Above	2025	46%	37%	**40%**	47%	29%	53%	-	-	-	*	11%	*	42%	36%	34%	29%
	2024	42%	40%	**44%**	56%	27%	62%	-	*	-	67%	18%	*	45%	41%	37%	20%
At Masters Grade Level	2025	19%	12%	**17%**	26%	8%	18%	-	-	-	*	6%	*	18%	14%	14%	0%
	2024	15%	10%	**10%**	11%	2%	24%	-	*	-	17%	5%	*	14%	0%	4%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	**84%**	79%	83%	95%	-	-	-	78%	50%	*	85%	83%	78%	71%
	2024	81%	84%	**76%**	64%	73%	87%	-	-	-	*	36%	*	78%	72%	67%	50%
At Meets Grade Level or Above	2025	54%	51%	**58%**	67%	47%	75%	-	-	-	56%	23%	*	58%	58%	48%	29%
	2024	51%	48%	**49%**	43%	45%	57%	-	-	-	*	16%	*	48%	50%	41%	33%
At Masters Grade Level	2025	24%	21%	**26%**	29%	15%	45%	-	-	-	33%	4%	*	35%	13%	19%	14%
	2024	23%	19%	**21%**	14%	15%	30%	-	-	-	*	8%	*	20%	22%	12%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	68%	**75%**	88%	68%	85%	-	-	-	56%	50%	*	72%	80%	72%	71%
	2024	69%	71%	**66%**	46%	60%	87%	-	-	-	*	38%	*	65%	68%	60%	50%
At Meets Grade Level or Above	2025	47%	43%	**45%**	46%	36%	60%	-	-	-	56%	27%	*	45%	45%	38%	43%
	2024	46%	46%	**49%**	46%	38%	70%	-	-	-	*	21%	*	48%	52%	40%	33%
At Masters Grade Level	2025	24%	17%	**19%**	17%	11%	35%	-	-	-	33%	8%	*	22%	15%	8%	14%
	2024	21%	16%	**16%**	0%	18%	17%	-	-	-	*	8%	*	15%	16%	15%	17%
Grade 5 Reading																	

	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	2025	77%	79%	**71%**	55%	72%	84%	-	-	*	*	27%	-	77%	62%	65%	71%
	2024	79%	79%	**79%**	68%	84%	80%	-	-	-	*	30%	*	80%	79%	81%	88%
At Meets Grade Level or Above	2025	58%	55%	**44%**	35%	47%	47%	-	-	*	*	5%	-	46%	41%	37%	29%
	2024	55%	53%	**48%**	50%	44%	50%	-	-	-	*	15%	*	42%	55%	48%	50%
At Masters Grade Level	2025	30%	27%	**22%**	25%	23%	16%	-	-	*	*	0%	-	25%	19%	19%	29%
	2024	29%	23%	**23%**	25%	18%	30%	-	-	-	*	15%	*	19%	29%	22%	13%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**64%**	55%	65%	74%	-	-	*	*	27%	-	73%	51%	56%	57%
	2024	77%	82%	**80%**	76%	84%	80%	-	-	-	*	42%	*	78%	83%	78%	75%
At Meets Grade Level or Above	2025	47%	43%	**35%**	25%	37%	42%	-	-	*	*	5%	-	40%	30%	33%	29%
	2024	50%	57%	**49%**	38%	53%	50%	-	-	-	*	11%	*	53%	43%	45%	38%
At Masters Grade Level	2025	22%	21%	**13%**	5%	19%	11%	-	-	*	*	0%	-	15%	11%	11%	14%
	2024	19%	21%	**16%**	17%	16%	15%	-	-	-	*	11%	*	15%	17%	13%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	65%	**68%**	60%	74%	68%	-	-	*	*	29%	-	70%	65%	58%	71%
	2024	58%	67%	**61%**	55%	62%	68%	-	-	-	*	30%	*	66%	56%	61%	50%
At Meets Grade Level or Above	2025	31%	27%	**30%**	20%	29%	47%	-	-	*	*	5%	-	32%	27%	30%	43%
	2024	28%	29%	**24%**	21%	28%	21%	-	-	-	*	5%	*	24%	23%	25%	25%
At Masters Grade Level	2025	12%	9%	**11%**	5%	10%	21%	-	-	*	*	5%	-	9%	14%	13%	0%
	2024	11%	9%	**11%**	14%	8%	16%	-	-	-	*	5%	*	7%	16%	11%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	71%	**75%**	73%	74%	80%	-	-	*	73%	42%	100%	77%	71%	68%	67%
	2024	75%	73%	**75%**	68%	74%	84%	-	*	-	83%	36%	83%	76%	75%	74%	63%
At Meets Grade Level or Above	2025	50%	42%	**45%**	46%	41%	51%	-	-	*	57%	14%	50%	46%	43%	39%	39%
	2024	48%	43%	**45%**	43%	40%	55%	-	*	-	61%	14%	72%	45%	46%	42%	35%
At Masters Grade Level	2025	21%	15%	**19%**	22%	14%	24%	-	-	*	37%	3%	0%	22%	16%	15%	10%
	2024	20%	15%	**18%**	18%	14%	25%	-	*	-	35%	8%	22%	17%	19%	15%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	72%	**81%**	76%	81%	88%	-	-	*	86%	47%	*	84%	77%	76%	71%
	2024	76%	74%	**80%**	72%	80%	86%	-	*	-	100%	37%	86%	81%	79%	79%	68%

	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	2025	54%	47%	**54%**	60%	51%	52%	-	-	*	64%	15%	*	54%	54%	46%	43%
	2024	54%	48%	**52%**	52%	46%	60%	-	*	-	70%	15%	57%	49%	56%	48%	42%
At Masters Grade Level	2025	23%	15%	**25%**	33%	18%	29%	-	-	*	43%	2%	*	29%	19%	20%	14%
	2024	22%	17%	**25%**	27%	18%	33%	-	*	-	60%	9%	29%	24%	28%	22%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	68%	**71%**	75%	68%	77%	-	-	*	64%	41%	*	72%	69%	64%	62%
	2024	72%	70%	**75%**	70%	73%	86%	-	*	-	70%	37%	86%	74%	78%	73%	63%
At Meets Grade Level or Above	2025	45%	38%	**40%**	40%	34%	52%	-	-	*	57%	15%	*	42%	37%	35%	33%
	2024	43%	40%	**47%**	45%	40%	61%	-	*	-	70%	17%	86%	49%	45%	41%	32%
At Masters Grade Level	2025	20%	14%	**16%**	16%	13%	21%	-	-	*	36%	5%	*	18%	13%	10%	10%
	2024	17%	13%	**14%**	12%	12%	19%	-	*	-	20%	8%	14%	15%	12%	10%	11%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	**68%**	60%	74%	68%	-	-	*	*	29%	-	70%	65%	58%	71%
	2024	75%	73%	**61%**	55%	62%	68%	-	-	-	*	30%	*	66%	56%	61%	50%
At Meets Grade Level or Above	2025	47%	42%	**30%**	20%	29%	47%	-	-	*	*	5%	-	32%	27%	30%	43%
	2024	43%	37%	**24%**	21%	28%	21%	-	-	-	*	5%	*	24%	23%	25%	25%
At Masters Grade Level	2025	17%	11%	**11%**	5%	10%	21%	-	-	*	*	5%	-	9%	14%	13%	0%
	2024	16%	11%	**11%**	14%	8%	16%	-	-	-	*	5%	*	7%	16%	11%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	29%	**32%**	47%	26%	24%	-	-	-	*	0%	*	33%	32%	30%	29%
	2024	35%	34%	**42%**	56%	24%	60%	-	*	-	67%	14%	*	43%	41%	34%	20%
Reading and Mathematics Including EOC	2025	39%	29%	**32%**	47%	26%	24%	-	-	-	*	0%	*	33%	32%	30%	29%
	2024	35%	34%	**42%**	56%	24%	60%	-	*	-	67%	14%	*	43%	41%	34%	20%
Reading Including EOC	2025	52%	49%	**60%**	79%	61%	29%	-	-	-	*	17%	*	56%	68%	55%	71%
	2024	48%	46%	**59%**	61%	49%	75%	-	*	-	67%	14%	*	56%	67%	54%	40%
Math Including EOC	2025	46%	37%	**40%**	47%	29%	53%	-	-	-	*	11%	*	42%	36%	34%	29%
	2024	42%	40%	**44%**	56%	27%	62%	-	*	-	67%	18%	*	45%	41%	37%	20%
4th Graders																	
Reading and Mathematics	2025	40%	36%	**41%**	38%	32%	60%	-	-	-	56%	19%	*	43%	38%	33%	29%
	2024	38%	38%	**40%**	46%	33%	48%	-	-	-	*	13%	*	39%	42%	31%	17%

	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)
Reading and Mathematics Including EOC	2025	40%	36%	**41%**	38%	32%	60%	-	-	-	56%	19%	*	43%	38%	33%	29%
	2024	38%	38%	**40%**	46%	33%	48%	-	-	-	*	13%	*	39%	42%	31%	17%
Reading Including EOC	2025	54%	51%	**58%**	67%	47%	75%	-	-	-	56%	23%	*	58%	58%	48%	29%
	2024	51%	48%	**49%**	43%	45%	57%	-	-	-	*	16%	*	48%	50%	41%	33%
Math Including EOC	2025	47%	43%	**45%**	46%	36%	60%	-	-	-	56%	27%	*	45%	45%	38%	43%
	2024	46%	46%	**49%**	46%	38%	70%	-	-	-	*	21%	*	48%	52%	40%	33%
5th Graders																	
Reading and Mathematics	2025	42%	39%	**31%**	25%	33%	32%	-	-	*	*	0%	-	33%	27%	28%	29%
	2024	42%	43%	**37%**	36%	35%	40%	-	-	-	*	11%	*	37%	37%	37%	25%
Reading and Mathematics Including EOC	2025	42%	39%	**31%**	25%	33%	32%	-	-	*	*	0%	-	33%	27%	28%	29%
	2024	42%	43%	**37%**	36%	35%	40%	-	-	-	*	11%	*	37%	37%	37%	25%
Reading Including EOC	2025	58%	55%	**44%**	35%	47%	47%	-	-	*	*	5%	-	46%	41%	37%	29%
	2024	55%	53%	**48%**	50%	44%	50%	-	-	-	*	15%	*	42%	55%	48%	50%
Math Including EOC	2025	48%	43%	**35%**	25%	37%	42%	-	-	*	*	5%	-	40%	30%	33%	29%
	2024	51%	57%	**49%**	38%	53%	50%	-	-	-	*	11%	*	53%	43%	45%	38%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	30%	**35%**	37%	30%	39%	-	-	*	57%	8%	*	37%	32%	30%	29%
	2024	36%	32%	**40%**	44%	31%	49%	-	*	-	70%	12%	57%	40%	39%	34%	21%
Reading and Mathematics Including EOC	2025	40%	32%	**35%**	37%	30%	39%	-	-	*	57%	8%	*	37%	32%	30%	29%
	2024	38%	34%	**40%**	44%	31%	49%	-	*	-	70%	12%	57%	40%	39%	34%	21%
Reading Including EOC	2025	55%	49%	**54%**	60%	51%	52%	-	-	*	64%	15%	*	54%	54%	46%	43%
	2024	54%	49%	**52%**	52%	46%	60%	-	*	-	70%	15%	57%	49%	56%	48%	42%
Math Including EOC	2025	46%	38%	**40%**	40%	34%	52%	-	-	*	57%	15%	*	42%	37%	35%	33%
	2024	45%	41%	**47%**	45%	40%	61%	-	*	-	70%	17%	86%	49%	45%	41%	32%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
EASTRIDGE EL (070911103) - RED OAK ISD - ELLIS COUNTY

	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	**68%**	79%	59%	81%	-	-	-	67%	48%	*	69%	67%	62%	64%	75%
	2024	67%	71%	**63%**	75%	53%	76%	-	-	-	-	45%	*	58%	73%	49%	40%	---
Grade 4 Mathematics	2025	65%	64%	**69%**	79%	61%	76%	-	-	-	78%	63%	*	66%	76%	67%	71%	88%
	2024	60%	65%	**63%**	77%	55%	69%	-	-	-	-	53%	*	62%	65%	58%	60%	---
Grade 5 ELA/Reading	2025	69%	70%	**72%**	58%	73%	86%	-	-	*	*	57%	-	70%	75%	71%	93%	*
	2024	70%	70%	**68%**	59%	71%	68%	-	-	-	*	37%	*	66%	70%	67%	92%	---
Grade 5 Mathematics	2025	67%	67%	**57%**	62%	59%	47%	-	-	*	*	29%	-	60%	54%	59%	57%	*
	2024	65%	76%	**75%**	62%	81%	87%	-	-	-	*	61%	*	78%	71%	74%	75%	---
All Grades Both Subjects	2025	65%	61%	**67%**	70%	63%	73%	-	-	*	70%	49%	*	66%	68%	65%	71%	88%
	2024	64%	64%	**68%**	65%	67%	75%	-	-	-	58%	49%	83%	67%	70%	64%	68%	---
All Grades ELA/Reading	2025	67%	63%	**70%**	69%	66%	83%	-	-	*	68%	52%	*	69%	71%	66%	79%	83%
	2024	67%	65%	**66%**	64%	63%	73%	-	-	-	*	41%	83%	63%	71%	59%	68%	---
All Grades Mathematics	2025	64%	59%	**64%**	71%	60%	62%	-	-	*	73%	47%	*	63%	65%	63%	64%	92%
	2024	60%	62%	**70%**	66%	70%	78%	-	-	-	*	57%	83%	71%	68%	68%	68%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	35%	**33%**	40%	33%	*	-	-	-	*	21%	-	20%	50%	27%	*	-
	2024	38%	50%	**41%**	50%	25%	*	-	-	-	-	25%	*	25%	56%	20%	*	---
Grade 4 Mathematics	2025	27%	23%	**38%**	63%	29%	*	-	-	-	*	25%	-	23%	54%	36%	*	-
	2024	26%	30%	**29%**	17%	25%	*	-	-	-	-	18%	-	31%	25%	27%	*	---
Grade 5 ELA/Reading	2025	25%	25%	**22%**	29%	9%	40%	-	-	-	-	18%	-	10%	31%	25%	*	-
	2024	35%	30%	**32%**	13%	44%	40%	-	-	-	-	8%	*	29%	38%	33%	*	---
Grade 5 Mathematics	2025	35%	36%	**16%**	20%	18%	*	-	-	*	*	0%	-	27%	6%	16%	*	-
	2024	41%	53%	**56%**	67%	57%	43%	-	-	-	*	31%	*	50%	64%	52%	*	---
All Grades Both Subjects	2025	33%	31%	**26%**	37%	22%	36%	-	-	*	0%	16%	-	21%	31%	26%	40%	-
	2024	32%	34%	**41%**	41%	40%	50%	-	-	-	*	20%	*	36%	49%	37%	33%	---
All Grades ELA/Reading	2025	31%	29%	**27%**	33%	20%	43%	-	-	-	*	19%	-	15%	38%	26%	43%	-
	2024	30%	31%	**36%**	29%	35%	50%	-	-	-	-	16%	*	27%	47%	27%	*	---
All Grades Mathematics	2025	35%	33%	**26%**	39%	23%	*	-	-	*	*	13%	-	25%	27%	26%	38%	-
	2024	35%	37%	**45%**	50%	42%	50%	-	-	-	*	25%	*	42%	50%	43%	20%	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	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	2025	75%	71%	**75%**	-	-	-	-	-	-	64%	25%	73%	-	*	76%	67%	-
	2024	75%	73%	**75%**	-	-	-	-	-	-	60%	22%	70%	*	*	76%	63%	-
At Meets Grade Level or Above	2025	50%	42%	**45%**	-	-	-	-	-	-	33%	0%	41%	-	*	45%	39%	-
	2024	48%	43%	**45%**	-	-	-	-	-	-	31%	0%	39%	*	*	46%	35%	-
At Masters Grade Level	2025	21%	15%	**19%**	-	-	-	-	-	-	7%	0%	8%	-	*	20%	10%	-
	2024	20%	15%	**18%**	-	-	-	-	-	-	10%	0%	12%	*	*	19%	13%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	72%	**81%**	-	-	-	-	-	-	68%	*	80%	-	*	82%	71%	-
	2024	76%	74%	**80%**	-	-	-	-	-	-	65%	*	77%	*	*	81%	68%	-
At Meets Grade Level or Above	2025	54%	47%	**54%**	-	-	-	-	-	-	37%	*	47%	-	*	55%	43%	-
	2024	54%	48%	**52%**	-	-	-	-	-	-	35%	*	46%	*	*	52%	42%	-
At Masters Grade Level	2025	23%	15%	**25%**	-	-	-	-	-	-	11%	*	13%	-	*	26%	14%	-
	2024	22%	17%	**25%**	-	-	-	-	-	-	12%	*	15%	*	*	26%	16%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	68%	**71%**	-	-	-	-	-	-	58%	*	67%	-	*	72%	62%	-
	2024	72%	70%	**75%**	-	-	-	-	-	-	59%	*	69%	*	*	76%	63%	-
At Meets Grade Level or Above	2025	45%	38%	**40%**	-	-	-	-	-	-	26%	*	33%	-	*	41%	33%	-
	2024	43%	40%	**47%**	-	-	-	-	-	-	29%	*	38%	*	*	48%	32%	-
At Masters Grade Level	2025	20%	14%	**16%**	-	-	-	-	-	-	5%	*	7%	-	*	17%	10%	-
	2024	17%	13%	**14%**	-	-	-	-	-	-	6%	*	8%	*	*	14%	11%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	**68%**	-	-	-	-	-	-	71%	-	71%	-	-	68%	71%	-
	2024	75%	73%	**61%**	-	-	-	-	-	-	50%	*	57%	*	-	62%	50%	-
At Meets Grade Level or Above	2025	47%	42%	**30%**	-	-	-	-	-	-	43%	-	43%	-	-	29%	43%	-
	2024	43%	37%	**24%**	-	-	-	-	-	-	25%	*	29%	*	-	24%	25%	-
At Masters Grade Level	2025	17%	11%	**11%**	-	-	-	-	-	-	0%	-	0%	-	-	12%	0%	-
	2024	16%	11%	**11%**	-	-	-	-	-	-	13%	*	14%	*	-	11%	13%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	61%	**67%**	-	-	-	-	-	-	67%	25%	81%	-	*	67%	71%	-
	2024	64%	64%	**68%**	-	-	-	-	-	-	68%	-	68%	-	-	68%	68%	-

2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

EASTRIDGE EL (070911103) - RED OAK ISD - ELLIS COUNTY

	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
All Grades ELA/Reading	2025	67%	63%	**70%**	-	-	-	-	-	-	75%	*	94%	-	*	69%	79%	-
	2024	67%	65%	**66%**	-	-	-	-	-	-	68%	-	68%	-	-	66%	68%	-
All Grades Mathematics	2025	64%	59%	**64%**	-	-	-	-	-	-	58%	*	67%	-	*	64%	64%	-
	2024	60%	62%	**70%**	-	-	-	-	-	-	68%	-	68%	-	-	70%	68%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	**26%**	-	-	-	-	-	-	40%	*	55%	-	-	24%	40%	-
	2024	32%	34%	**41%**	-	-	-	-	-	-	33%	-	33%	-	-	42%	33%	-
All Grades ELA/Reading	2025	31%	29%	**27%**	-	-	-	-	-	-	43%	*	60%	-	-	24%	43%	-
	2024	30%	31%	**36%**	-	-	-	-	-	-	*	-	*	-	-	34%	*	-
All Grades Mathematics	2025	35%	33%	**26%**	-	-	-	-	-	-	38%	*	50%	-	-	24%	38%	-
	2024	35%	37%	**45%**	-	-	-	-	-	-	20%	-	20%	-	-	48%	20%	-

* 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.

	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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**98%**	94%	100%	97%	-	-	*	100%	97%	100%	98%	96%	97%	100%
Not Included in Accountability: Mobile	4%	5%	**2%**	6%	0%	3%	-	-	*	0%	3%	0%	1%	4%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	91%	93%	**98%**	94%	100%	97%	-	-	*	100%	97%	*	99%	96%	98%	100%
Not Included in Accountability: Mobile	4%	5%	**2%**	6%	0%	3%	-	-	*	0%	3%	*	1%	4%	2%	0%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**98%**	94%	100%	97%	-	-	*	100%	97%	*	99%	96%	98%	100%
Not Included in Accountability: Mobile	4%	5%	**2%**	6%	0%	3%	-	-	*	0%	3%	*	1%	4%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	98%	100%	-	-	*	*	95%	-	98%	100%	98%	100%
Included in Accountability	94%	94%	**97%**	91%	98%	100%	-	-	*	*	95%	-	96%	97%	96%	100%
Not Included in Accountability: Mobile	4%	5%	**2%**	9%	0%	0%	-	-	*	*	0%	-	2%	3%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	*	*	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	2%	0%	-	-	*	*	5%	-	2%	0%	2%	0%

	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)
Absent	1%	1%	**1%**	0%	2%	0%	-	-	*	*	5%	-	2%	0%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	*	0%	-	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	98%	100%	99%	*	*	*	100%	99%	100%	100%	98%	99%	100%
Included in Accountability	92%	93%	**91%**	80%	98%	97%	*	*	*	68%	92%	100%	93%	89%	92%	92%
Not Included in Accountability: Mobile	4%	5%	**8%**	18%	1%	1%	*	*	*	32%	7%	0%	7%	9%	7%	8%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	2%	0%	1%	*	*	*	0%	1%	0%	0%	2%	1%	0%
Absent	1%	1%	**1%**	2%	0%	1%	*	*	*	0%	1%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	1%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	97%	100%	98%	*	*	*	100%	100%	100%	99%	98%	99%	100%
Included in Accountability	91%	92%	**91%**	78%	99%	97%	*	*	*	67%	94%	100%	92%	88%	91%	90%
Not Included in Accountability: Mobile	4%	5%	**8%**	19%	1%	2%	*	*	*	33%	6%	0%	7%	10%	8%	10%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	3%	0%	2%	*	*	*	0%	0%	0%	1%	2%	1%	0%
Absent	1%	1%	**1%**	3%	0%	0%	*	*	*	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	2%	*	*	*	0%	0%	0%	1%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	97%	99%	100%	*	*	*	100%	97%	100%	100%	97%	98%	100%
Included in Accountability	93%	94%	**91%**	78%	98%	98%	*	*	*	67%	92%	100%	93%	87%	91%	90%
Not Included in Accountability: Mobile	5%	5%	**8%**	19%	1%	2%	*	*	*	33%	6%	0%	7%	10%	8%	10%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	3%	1%	0%	*	*	*	0%	3%	0%	0%	3%	2%	0%
Absent	1%	1%	**1%**	3%	1%	0%	*	*	*	0%	3%	0%	0%	3%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	100%	95%	-	-	-	*	100%	*	98%	100%	99%	100%
Included in Accountability	93%	94%	**95%**	91%	100%	95%	-	-	-	*	87%	*	95%	96%	94%	100%
Not Included in Accountability: Mobile	4%	5%	**4%**	9%	0%	0%	-	-	-	*	13%	*	3%	4%	4%	0%

	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)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	0%	5%	-	-	-	*	0%	*	2%	0%	1%	0%
Absent	1%	1%	**1%**	0%	0%	5%	-	-	-	*	0%	*	2%	0%	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	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.5%	**94.7%**	95.2%	94.0%	95.4%	*	*	*	95.4%	94.5%	94.2%	95.4%
2022-23	93.3%	94.4%	**95.2%**	95.8%	94.9%	95.4%	-	-	-	93.7%	94.9%	94.6%	94.9%
Chronic Absenteeism													
2023-24	19.0%	14.2%	**10.2%**	12.4%	11.1%	6.7%	*	*	*	9.5%	10.8%	12.4%	10.5%
2022-23	20.3%	15.7%	**9.6%**	12.5%	9.2%	6.3%	-	-	-	20.0%	10.9%	12.2%	15.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	80.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	88.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	86.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	458	382,023
By Ethnicity:				
African American	-	-	190	48,064
Hispanic	-	-	160	200,942
White	-	-	90	101,714
American Indian	-	-	0	1,231
Asian	-	-	3	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	15	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	63	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	379	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	48	35,935
Economically Disadvantaged Graduates	-	-	256	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	39	56,967
At-Risk Graduates	-	-	167	173,035
CTE Completers	-	-	196	127,800

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	**528**	**100.0%**	**6,675**	**5,530,499**	**530**	**100.0%**	**6,696**	**5,544,255**
Students by Grade								
Pre-Kindergarten	28	5.3%	2.7%	4.5%	28	5.3%	2.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	28	5.3%	2.7%	3.7%	28	5.3%	2.7%	3.7%
Kindergarten	60	11.4%	5.7%	6.5%	60	11.3%	5.7%	6.5%
Grade 1	81	15.3%	5.9%	6.8%	81	15.3%	5.9%	6.8%
Grade 2	90	17.0%	6.8%	7.0%	90	17.0%	6.8%	7.0%
Grade 3	80	15.2%	6.8%	7.3%	80	15.1%	6.8%	7.3%
Grade 4	102	19.3%	7.5%	7.3%	102	19.2%	7.5%	7.3%
Grade 5	87	16.5%	7.2%	7.3%	87	16.4%	7.2%	7.3%
Ethnic Distribution								
African American	137	25.9%	37.9%	12.8%	137	25.8%	37.8%	12.8%
Hispanic	239	45.3%	40.7%	53.5%	240	45.3%	40.7%	53.5%
White	123	23.3%	16.4%	24.4%	123	23.2%	16.4%	24.4%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	2	0.4%	0.9%	5.6%	2	0.4%	0.9%	5.6%
Pacific Islander	2	0.4%	0.1%	0.2%	2	0.4%	0.1%	0.2%
Two or More Races	25	4.7%	3.8%	3.3%	26	4.9%	3.8%	3.3%
Sex								
Female	244	46.2%	46.7%	48.9%	245	46.2%	46.6%	48.8%
Male	284	53.8%	53.3%	51.1%	285	53.8%	53.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	337	63.8%	61.8%	60.5%	338	63.8%	61.8%	60.4%
Non-Educationally Disadvantaged	191	36.2%	38.2%	39.5%	192	36.2%	38.2%	39.6%
Section 504 Students	19	3.6%	7.6%	6.8%	19	3.6%	7.6%	6.8%
EB Students/EL	56	10.6%	15.5%	24.3%	56	10.6%	15.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	2	0.3%	3.6%	2.1%				
Students w/ Dyslexia	39	7.4%	9.2%	6.4%	39	7.4%	9.2%	6.4%
Foster Care	4	0.8%	0.4%	0.2%	4	0.8%	0.4%	0.2%
Homeless	3	0.6%	0.6%	1.4%	3	0.6%	0.6%	1.4%
Immigrant	5	0.9%	1.3%	3.5%	5	0.9%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	528	100.0%	43.8%	66.6%	530	100.0%	43.9%	66.5%
Military Connected	1	0.2%	0.8%	4.1%	1	0.2%	0.8%	4.1%
At-Risk	186	35.2%	50.5%	53.5%	186	35.1%	50.4%	53.5%
Students by Instructional Program								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Bilingual/ESL Education	51	9.7%	14.7%	24.3%	51	9.6%	14.6%	24.3%
Career and Technical Education	0	0.0%	29.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	74.0%	-	-	-	-
Gifted and Talented Education	32	6.1%	5.8%	8.7%	32	6.0%	5.8%	8.7%
Special Education	102	19.3%	16.8%	15.3%	103	19.4%	17.0%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**102**							
Students with Intellectual Disabilities	57	55.9%	53.5%	48.3%				
Students with Physical Disabilities	22	21.6%	13.3%	17.0%				
Students with Autism	12	11.8%	17.5%	16.8%				
Students with Behavioral Disabilities	11	10.8%	13.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**71**	**14.4%**	**13.2%**	**16.4%**				
African American	35	7.1%	5.5%	3.3%				
Hispanic	16	3.2%	4.8%	8.9%				
White	10	2.0%	2.0%	2.9%				
American Indian	1	0.2%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.5%				
Pacific Islander	2	0.4%	0.1%	0.0%				
Two or More Races	6	1.2%	0.7%	0.6%				
Special Ed Students who are Mobile	11	9.2%	13.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	4	10.5%	13.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	51	15.4%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**72**	**16.7%**	**15.3%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	1.5%	1.7%	1.3%	0.0%	0.0%	3.6%
Grade 1	1.4%	1.1%	1.9%	12.5%	8.3%	3.0%
Grade 2	0.0%	0.7%	1.1%	12.0%	5.5%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	0.8%	0.6%

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	19.6	18.6	18.9
Grade 1	19.5	18.9	19.2
Grade 2	21.0	19.7	19.4
Grade 3	19.8	19.4	20.1
Grade 4	19.2	19.7	20.0
Grade 5	20.2	19.9	21.3

Texas Education Agency
2024-25 Staff Information (TAPR)
EASTRIDGE EL (070911103) - RED OAK ISD - ELLIS COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**54.0**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	44.1	81.7%	60.7%	63.8%
Teachers	35.1	65.0%	43.6%	48.3%
Professional Support	7.0	12.9%	12.5%	10.8%
Campus Administration (School Leadership)	2.0	3.7%	3.2%	3.4%
Educational Aides	9.9	18.3%	9.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,125.0
Part-time Librarians	0.0	n/a	1.0	583.0
Full-time Counselors	1.0	n/a	17.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**16.0**	**29.6%**	**42.7%**	**55.3%**
Teachers by Ethnicity				
African American	4.0	11.4%	24.6%	12.8%
Hispanic	4.0	11.4%	11.0%	31.0%
White	26.1	74.4%	60.8%	52.2%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	2.2%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	1.0	2.8%	2.4%	1.3%
Teachers by Sex				
Males	1.1	3.3%	22.4%	24.6%
Females	34.0	96.7%	77.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.3%	2.4%
Bachelors	26.1	74.4%	64.8%	71.4%
Masters	9.0	25.6%	32.2%	25.4%
Doctorate	0.0	0.0%	1.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	2.8%	5.7%	7.3%
1-5 Years Experience	7.0	19.9%	28.1%	28.3%
6-10 Years Experience	4.0	11.4%	17.3%	19.7%
11-20 Years Experience	16.0	45.5%	29.3%	27.6%
21-30 Years Experience	6.1	17.5%	15.4%	14.1%
Over 30 Years Experience	1.0	2.8%	4.2%	3.0%
Number of Students per Teacher	15.0	n/a	15.9	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.7	6.0
Average Years Experience of Principals with District	1.0	2.6	5.1
Average Years Experience of Assistant Principals	1.0	6.5	5.1
Average Years Experience of Assistant Principals with District	1.0	3.7	4.3
Average Years Experience of Teachers	14.3	12.1	11.2
Average Years Experience of Teachers with District	5.3	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$49,750	$51,052	$55,689
1-5 Years Experience	$57,274	$56,831	$59,266
6-10 Years Experience	$60,260	$61,096	$62,607
11-20 Years Experience	$65,335	$66,132	$66,353
21-30 Years Experience	$71,079	$72,860	$70,976
Over 30 Years Experience	$74,415	$75,112	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$63,971	$63,205	$63,751
Professional Support	$72,882	$77,679	$75,909
Campus Administration (School Leadership)	$79,984	$88,399	$88,786
Instructional Staff Percent	n/a	58.2%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	11.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	4.7%	6.3%
Career and Technical Education	0.0	0.0%	5.7%	5.5%
Compensatory Education	3.0	8.5%	3.8%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	26.4	75.3%	67.1%	69.0%
Special Education	5.7	16.2%	13.4%	11.4%
Other	0.0	0.0%	5.3%	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RED OAK ISD

Campus Name: SHIELDS EL

Campus Number: 070911105

2025 Campus Accountability Score: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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	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	2025	77%	76%	**76%**	58%	88%	86%	-	*	-	*	48%	*	77%	74%	72%	85%
	2024	74%	76%	**79%**	71%	80%	93%	-	*	*	*	54%	*	79%	78%	72%	57%
At Meets Grade Level or Above	2025	52%	49%	**54%**	31%	63%	73%	-	*	-	*	33%	*	53%	56%	40%	69%
	2024	48%	46%	**47%**	41%	40%	73%	-	*	*	*	29%	*	50%	43%	42%	29%
At Masters Grade Level	2025	23%	18%	**22%**	11%	28%	27%	-	*	-	*	7%	*	20%	26%	12%	23%
	2024	21%	17%	**18%**	17%	14%	27%	-	*	*	*	7%	*	19%	16%	14%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	68%	**72%**	50%	81%	91%	-	*	-	*	48%	*	75%	63%	65%	85%
	2024	70%	70%	**67%**	56%	66%	93%	-	*	*	*	43%	*	67%	68%	61%	57%
At Meets Grade Level or Above	2025	46%	37%	**38%**	19%	48%	50%	-	*	-	*	19%	*	37%	41%	29%	62%
	2024	42%	40%	**41%**	39%	37%	60%	-	*	*	*	32%	*	43%	38%	36%	29%
At Masters Grade Level	2025	19%	12%	**13%**	3%	16%	27%	-	*	-	*	4%	*	14%	11%	6%	15%
	2024	15%	10%	**13%**	12%	9%	27%	-	*	*	*	7%	*	12%	14%	14%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	**86%**	83%	83%	94%	-	*	*	*	58%	*	87%	84%	82%	56%
	2024	81%	84%	**85%**	72%	90%	89%	*	-	-	100%	52%	*	86%	83%	81%	*
At Meets Grade Level or Above	2025	54%	51%	**62%**	67%	53%	75%	-	*	*	*	29%	*	61%	64%	55%	22%
	2024	51%	48%	**52%**	36%	45%	72%	*	-	-	83%	19%	*	55%	47%	54%	*
At Masters Grade Level	2025	24%	21%	**24%**	17%	25%	44%	-	*	*	*	6%	*	28%	20%	23%	22%
	2024	23%	19%	**17%**	12%	10%	33%	*	-	-	17%	5%	*	22%	10%	15%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	68%	**65%**	57%	61%	88%	-	*	*	*	29%	*	69%	61%	55%	56%
	2024	69%	71%	**75%**	56%	77%	89%	*	-	-	100%	45%	*	78%	69%	74%	*
At Meets Grade Level or Above	2025	47%	43%	**45%**	36%	42%	75%	-	*	*	*	16%	*	50%	39%	35%	11%
	2024	46%	46%	**49%**	24%	48%	72%	*	-	-	80%	20%	*	53%	41%	47%	*
At Masters Grade Level	2025	24%	17%	**18%**	10%	17%	44%	-	*	*	*	6%	*	19%	18%	18%	11%
	2024	21%	16%	**14%**	0%	16%	28%	*	-	-	20%	0%	*	18%	7%	13%	*
Grade 5 Reading																	

	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	2025	77%	79%	**84%**	75%	84%	89%	*	-	-	100%	52%	*	82%	88%	80%	100%
	2024	79%	79%	**81%**	86%	76%	69%	-	*	-	100%	33%	-	82%	80%	77%	89%
At Meets Grade Level or Above	2025	58%	55%	**73%**	68%	69%	83%	*	-	-	86%	48%	*	73%	73%	70%	80%
	2024	55%	53%	**59%**	60%	48%	63%	-	*	-	80%	13%	-	60%	57%	52%	78%
At Masters Grade Level	2025	30%	27%	**40%**	21%	41%	67%	*	-	-	29%	9%	*	43%	31%	39%	60%
	2024	29%	23%	**39%**	46%	33%	19%	-	*	-	80%	7%	-	38%	40%	34%	44%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**74%**	61%	78%	78%	*	-	-	100%	48%	*	75%	73%	72%	60%
	2024	77%	82%	**76%**	71%	67%	94%	-	*	-	100%	40%	-	82%	69%	68%	89%
At Meets Grade Level or Above	2025	47%	43%	**53%**	36%	53%	72%	*	-	-	71%	30%	*	55%	50%	46%	60%
	2024	50%	57%	**54%**	49%	48%	81%	-	*	-	40%	13%	-	60%	46%	45%	67%
At Masters Grade Level	2025	22%	21%	**24%**	7%	28%	39%	*	-	-	29%	9%	*	28%	15%	24%	40%
	2024	19%	21%	**19%**	17%	14%	25%	-	*	-	20%	0%	-	27%	9%	11%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	65%	**69%**	61%	63%	78%	*	-	-	100%	48%	*	68%	69%	65%	40%
	2024	58%	67%	**76%**	74%	67%	94%	-	*	-	80%	27%	-	80%	71%	68%	89%
At Meets Grade Level or Above	2025	31%	27%	**36%**	21%	34%	56%	*	-	-	43%	30%	*	37%	35%	35%	20%
	2024	28%	29%	**38%**	40%	24%	44%	-	*	-	60%	13%	-	40%	34%	27%	33%
At Masters Grade Level	2025	12%	9%	**13%**	4%	9%	28%	*	-	-	14%	4%	*	12%	15%	13%	20%
	2024	11%	9%	**14%**	14%	5%	13%	-	*	-	40%	0%	-	13%	14%	11%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	71%	**75%**	64%	77%	86%	*	*	*	100%	47%	76%	76%	73%	70%	71%
	2024	75%	73%	**77%**	70%	75%	89%	*	82%	*	97%	44%	75%	79%	74%	71%	79%
At Meets Grade Level or Above	2025	50%	42%	**52%**	40%	52%	68%	*	*	*	66%	29%	62%	52%	51%	44%	47%
	2024	48%	43%	**48%**	42%	42%	67%	*	55%	*	67%	22%	38%	51%	44%	43%	49%
At Masters Grade Level	2025	21%	15%	**22%**	10%	23%	38%	*	*	*	24%	6%	29%	23%	20%	19%	24%
	2024	20%	15%	**19%**	18%	14%	25%	*	27%	*	33%	4%	0%	21%	16%	16%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	72%	**82%**	73%	85%	89%	*	*	*	100%	53%	89%	82%	82%	78%	78%
	2024	76%	74%	**82%**	76%	83%	84%	*	*	*	100%	48%	*	82%	80%	76%	79%

	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	2025	54%	47%	**63%**	55%	61%	77%	*	*	*	82%	36%	67%	62%	64%	54%	56%
	2024	54%	48%	**52%**	47%	44%	69%	*	*	*	85%	22%	*	55%	49%	49%	58%
At Masters Grade Level	2025	23%	15%	**28%**	16%	31%	45%	*	*	*	36%	7%	33%	30%	25%	24%	30%
	2024	22%	17%	**24%**	26%	17%	27%	*	*	*	46%	6%	*	25%	23%	20%	26%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	68%	**70%**	56%	73%	86%	*	*	*	100%	41%	67%	73%	65%	63%	70%
	2024	72%	70%	**73%**	61%	70%	92%	*	*	*	100%	43%	*	75%	68%	67%	74%
At Meets Grade Level or Above	2025	45%	38%	**45%**	30%	47%	64%	*	*	*	64%	21%	67%	47%	42%	36%	44%
	2024	43%	40%	**47%**	39%	44%	71%	*	*	*	50%	24%	*	51%	42%	42%	47%
At Masters Grade Level	2025	20%	14%	**18%**	7%	20%	36%	*	*	*	18%	6%	22%	20%	15%	16%	19%
	2024	17%	13%	**15%**	11%	13%	27%	*	*	*	17%	3%	*	18%	10%	13%	5%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	**69%**	61%	63%	78%	*	-	-	100%	48%	*	68%	69%	65%	40%
	2024	75%	73%	**76%**	74%	67%	94%	-	*	-	80%	27%	-	80%	71%	68%	89%
At Meets Grade Level or Above	2025	47%	42%	**36%**	21%	34%	56%	*	-	-	43%	30%	*	37%	35%	35%	20%
	2024	43%	37%	**38%**	40%	24%	44%	-	*	-	60%	13%	-	40%	34%	27%	33%
At Masters Grade Level	2025	17%	11%	**13%**	4%	9%	28%	*	-	-	14%	4%	*	12%	15%	13%	20%
	2024	16%	11%	**14%**	14%	5%	13%	-	*	-	40%	0%	-	13%	14%	11%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	29%	**34%**	17%	42%	45%	-	*	-	*	19%	*	32%	37%	22%	54%
	2024	35%	34%	**34%**	34%	29%	47%	-	*	*	*	21%	*	34%	32%	28%	29%
Reading and Mathematics Including EOC	2025	39%	29%	**34%**	17%	42%	45%	-	*	-	*	19%	*	32%	37%	22%	54%
	2024	35%	34%	**34%**	34%	29%	47%	-	*	*	*	21%	*	34%	32%	28%	29%
Reading Including EOC	2025	52%	49%	**54%**	31%	63%	73%	-	*	-	*	33%	*	53%	56%	40%	69%
	2024	48%	46%	**47%**	41%	40%	73%	-	*	*	*	29%	*	50%	43%	42%	29%
Math Including EOC	2025	46%	37%	**38%**	19%	48%	50%	-	*	-	*	19%	*	37%	41%	29%	62%
	2024	42%	40%	**41%**	39%	37%	60%	-	*	*	*	32%	*	43%	38%	36%	29%
4th Graders																	
Reading and Mathematics	2025	40%	36%	**42%**	36%	36%	69%	-	*	*	*	13%	*	46%	36%	33%	11%
	2024	38%	38%	**43%**	24%	35%	67%	*	-	-	80%	15%	*	45%	38%	40%	*

	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)
Reading and Mathematics Including EOC	2025	40%	36%	**42%**	36%	36%	69%	-	*	*	*	13%	*	46%	36%	33%	11%
	2024	38%	38%	**43%**	24%	35%	67%	*	-	-	80%	15%	*	45%	38%	40%	*
Reading Including EOC	2025	54%	51%	**62%**	67%	53%	75%	-	*	*	*	29%	*	61%	64%	55%	22%
	2024	51%	48%	**52%**	36%	45%	72%	*	-	-	83%	19%	*	55%	47%	54%	*
Math Including EOC	2025	47%	43%	**45%**	36%	42%	75%	-	*	*	*	16%	*	50%	39%	35%	11%
	2024	46%	46%	**49%**	24%	48%	72%	*	-	-	80%	20%	*	53%	41%	47%	*
5th Graders																	
Reading and Mathematics	2025	42%	39%	**52%**	36%	53%	67%	*	-	-	71%	30%	*	53%	50%	46%	60%
	2024	42%	43%	**45%**	43%	38%	63%	-	*	-	40%	7%	-	49%	40%	39%	56%
Reading and Mathematics Including EOC	2025	42%	39%	**52%**	36%	53%	67%	*	-	-	71%	30%	*	53%	50%	46%	60%
	2024	42%	43%	**45%**	43%	38%	63%	-	*	-	40%	7%	-	49%	40%	39%	56%
Reading Including EOC	2025	58%	55%	**73%**	68%	69%	83%	*	-	-	86%	48%	*	73%	73%	70%	80%
	2024	55%	53%	**59%**	60%	48%	63%	-	*	-	80%	13%	-	60%	57%	52%	78%
Math Including EOC	2025	48%	43%	**53%**	36%	53%	72%	*	-	-	71%	30%	*	55%	50%	46%	60%
	2024	51%	57%	**54%**	49%	48%	81%	-	*	-	40%	13%	-	60%	46%	45%	67%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	30%	**42%**	29%	43%	59%	*	*	*	64%	20%	56%	44%	40%	34%	41%
	2024	36%	32%	**40%**	35%	33%	59%	*	*	*	50%	16%	*	42%	37%	35%	42%
Reading and Mathematics Including EOC	2025	40%	32%	**42%**	29%	43%	59%	*	*	*	64%	20%	56%	44%	40%	34%	41%
	2024	38%	34%	**40%**	35%	33%	59%	*	*	*	50%	16%	*	42%	37%	35%	42%
Reading Including EOC	2025	55%	49%	**63%**	55%	61%	77%	*	*	*	82%	36%	67%	62%	64%	54%	56%
	2024	54%	49%	**52%**	47%	44%	69%	*	*	*	85%	22%	*	55%	49%	49%	58%
Math Including EOC	2025	46%	38%	**45%**	30%	47%	64%	*	*	*	64%	21%	67%	47%	42%	36%	44%
	2024	45%	41%	**47%**	39%	44%	71%	*	*	*	50%	24%	*	51%	42%	42%	47%

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

\- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
SHIELDS EL (070911105) - RED OAK ISD - ELLIS COUNTY

	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	**76%**	76%	69%	90%	-	*	*	*	60%	*	71%	83%	71%	44%	89%
	2024	67%	71%	**75%**	58%	74%	89%	*	-	-	100%	62%	*	75%	73%	71%	*	---
Grade 4 Mathematics	2025	65%	64%	**66%**	54%	67%	90%	-	*	*	*	57%	*	71%	60%	57%	50%	89%
	2024	60%	65%	**54%**	38%	55%	69%	*	-	-	60%	30%	*	56%	50%	50%	*	---
Grade 5 ELA/Reading	2025	69%	70%	**82%**	76%	79%	88%	*	-	-	100%	55%	*	80%	88%	79%	100%	100%
	2024	70%	70%	**73%**	77%	58%	75%	-	*	-	100%	40%	-	76%	70%	65%	78%	---
Grade 5 Mathematics	2025	67%	67%	**74%**	65%	76%	79%	*	-	-	86%	55%	*	76%	69%	72%	90%	100%
	2024	65%	76%	**58%**	60%	55%	69%	-	*	-	50%	33%	-	56%	62%	56%	67%	---
All Grades Both Subjects	2025	65%	61%	**74%**	67%	73%	87%	*	*	*	94%	57%	79%	75%	74%	69%	65%	94%
	2024	64%	64%	**65%**	60%	61%	76%	*	*	-	79%	42%	*	66%	64%	61%	71%	---
All Grades ELA/Reading	2025	67%	63%	**79%**	76%	74%	89%	*	*	*	100%	58%	86%	75%	85%	74%	65%	94%
	2024	67%	65%	**74%**	69%	68%	82%	*	*	-	100%	53%	*	76%	71%	68%	79%	---
All Grades Mathematics	2025	64%	59%	**70%**	58%	71%	84%	*	*	*	89%	56%	71%	74%	63%	63%	64%	94%
	2024	60%	62%	**56%**	51%	55%	69%	*	*	-	55%	31%	*	56%	56%	53%	63%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	35%	**33%**	33%	29%	*	-	-	-	*	31%	-	33%	33%	36%	*	-
	2024	38%	50%	**40%**	13%	63%	*	-	-	-	*	29%	-	36%	44%	31%	-	---
Grade 4 Mathematics	2025	27%	23%	**14%**	7%	18%	*	-	-	-	*	5%	-	13%	15%	5%	*	-
	2024	26%	30%	**7%**	0%	*	*	-	-	-	-	0%	-	0%	17%	13%	*	---
Grade 5 ELA/Reading	2025	25%	25%	**29%**	29%	*	*	-	-	-	*	18%	*	20%	*	30%	*	-
	2024	35%	30%	**19%**	17%	20%	20%	-	-	-	-	18%	-	30%	0%	10%	*	---
Grade 5 Mathematics	2025	35%	36%	**32%**	25%	25%	*	-	-	-	*	31%	*	31%	33%	38%	*	-
	2024	41%	53%	**21%**	22%	*	*	-	-	-	-	0%	-	0%	33%	18%	*	---
All Grades Both Subjects	2025	33%	31%	**26%**	21%	23%	14%	-	-	-	100%	20%	*	24%	29%	25%	18%	-
	2024	32%	34%	**23%**	13%	38%	18%	-	-	-	*	15%	-	21%	27%	19%	*	---
All Grades ELA/Reading	2025	31%	29%	**31%**	31%	27%	*	-	-	-	*	26%	*	26%	38%	33%	20%	-
	2024	30%	31%	**31%**	14%	46%	25%	-	-	-	*	24%	-	33%	27%	22%	*	---
All Grades Mathematics	2025	35%	33%	**23%**	15%	21%	*	-	-	-	*	15%	*	23%	23%	19%	17%	-
	2024	35%	37%	**14%**	12%	25%	*	-	-	-	-	0%	-	0%	27%	16%	*	---

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

\- Indicates there are no students in the group.

--- First reported in 2025.

	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	2025	75%	71%	**75%**	-	-	-	-	-	-	71%	67%	80%	-	*	76%	69%	100%
	2024	75%	73%	**77%**	-	-	-	-	-	-	80%	80%	80%	-	*	77%	79%	-
At Meets Grade Level or Above	2025	50%	42%	**52%**	-	-	-	-	-	-	43%	44%	40%	-	*	52%	43%	100%
	2024	48%	43%	**48%**	-	-	-	-	-	-	51%	47%	60%	-	*	48%	49%	-
At Masters Grade Level	2025	21%	15%	**22%**	-	-	-	-	-	-	18%	22%	7%	-	*	22%	17%	100%
	2024	20%	15%	**19%**	-	-	-	-	-	-	16%	7%	33%	-	*	19%	15%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	72%	**82%**	-	-	-	-	-	-	75%	71%	86%	-	*	82%	76%	*
	2024	76%	74%	**82%**	-	-	-	-	-	-	78%	77%	80%	-	*	82%	79%	-
At Meets Grade Level or Above	2025	54%	47%	**63%**	-	-	-	-	-	-	50%	53%	43%	-	*	64%	52%	*
	2024	54%	48%	**52%**	-	-	-	-	-	-	61%	54%	80%	-	*	52%	58%	-
At Masters Grade Level	2025	23%	15%	**28%**	-	-	-	-	-	-	25%	29%	14%	-	*	28%	24%	*
	2024	22%	17%	**24%**	-	-	-	-	-	-	28%	15%	60%	-	*	24%	26%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	68%	**70%**	-	-	-	-	-	-	71%	65%	86%	-	*	70%	68%	*
	2024	72%	70%	**73%**	-	-	-	-	-	-	78%	77%	80%	-	*	72%	74%	-
At Meets Grade Level or Above	2025	45%	38%	**45%**	-	-	-	-	-	-	42%	41%	43%	-	*	45%	40%	*
	2024	43%	40%	**47%**	-	-	-	-	-	-	50%	46%	60%	-	*	47%	47%	-
At Masters Grade Level	2025	20%	14%	**18%**	-	-	-	-	-	-	13%	18%	0%	-	*	18%	12%	*
	2024	17%	13%	**15%**	-	-	-	-	-	-	6%	0%	20%	-	*	16%	5%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	**69%**	-	-	-	-	-	-	*	*	*	-	*	70%	*	*
	2024	75%	73%	**76%**	-	-	-	-	-	-	89%	*	80%	-	-	75%	89%	-
At Meets Grade Level or Above	2025	47%	42%	**36%**	-	-	-	-	-	-	*	*	*	-	*	37%	*	*
	2024	43%	37%	**38%**	-	-	-	-	-	-	33%	*	40%	-	-	38%	33%	-
At Masters Grade Level	2025	17%	11%	**13%**	-	-	-	-	-	-	*	*	*	-	*	12%	*	*
	2024	16%	11%	**14%**	-	-	-	-	-	-	11%	*	20%	-	-	14%	11%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	61%	**74%**	-	-	-	-	-	-	57%	50%	80%	-	*	75%	59%	*
	2024	64%	64%	**65%**	-	-	-	-	-	-	73%	75%	70%	-	*	65%	71%	-

	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
All Grades ELA/Reading	2025	67%	63%	**79%**	-	-	-	-	-	-	55%	44%	*	-	*	80%	59%	*
	2024	67%	65%	**74%**	-	-	-	-	-	-	82%	83%	80%	-	*	73%	79%	-
All Grades Mathematics	2025	64%	59%	**70%**	-	-	-	-	-	-	59%	56%	*	-	*	70%	58%	*
	2024	60%	62%	**56%**	-	-	-	-	-	-	64%	67%	60%	-	*	55%	63%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	**26%**	-	-	-	-	-	-	20%	0%	*	-	*	27%	18%	-
	2024	32%	34%	**23%**	-	-	-	-	-	-	*	-	*	-	*	23%	*	-
All Grades ELA/Reading	2025	31%	29%	**31%**	-	-	-	-	-	-	20%	*	*	-	-	33%	20%	-
	2024	30%	31%	**31%**	-	-	-	-	-	-	*	-	*	-	-	31%	*	-
All Grades Mathematics	2025	35%	33%	**23%**	-	-	-	-	-	-	20%	*	*	-	*	23%	17%	-
	2024	35%	37%	**14%**	-	-	-	-	-	-	*	-	*	-	*	12%	*	-

* 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.

	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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	*	*	*	100%	98%	100%	100%	98%	99%	100%
Included in Accountability	93%	94%	**96%**	91%	98%	98%	*	*	*	100%	97%	100%	98%	91%	94%	100%
Not Included in Accountability: Mobile	4%	5%	**4%**	8%	1%	2%	*	*	*	0%	2%	0%	2%	7%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	1%	1%	0%	*	*	*	0%	2%	0%	0%	2%	1%	0%
Absent	1%	1%	**1%**	1%	1%	0%	*	*	*	0%	2%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	*	*	*	100%	99%	100%	100%	99%	100%	100%
Included in Accountability	91%	93%	**96%**	91%	98%	98%	*	*	*	100%	96%	100%	98%	92%	95%	100%
Not Included in Accountability: Mobile	4%	5%	**4%**	9%	1%	2%	*	*	*	0%	2%	0%	2%	8%	5%	0%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	1%	0%	*	*	*	0%	1%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	1%	0%	*	*	*	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	98%	99%	100%	*	*	*	100%	98%	100%	100%	97%	99%	100%
Included in Accountability	94%	94%	**96%**	91%	98%	98%	*	*	*	100%	96%	100%	98%	92%	95%	100%
Not Included in Accountability: Mobile	4%	5%	**3%**	7%	1%	2%	*	*	*	0%	1%	0%	2%	6%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	2%	1%	0%	*	*	*	0%	2%	0%	0%	3%	1%	0%
Absent	1%	1%	**1%**	2%	1%	0%	*	*	*	0%	2%	0%	0%	3%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	90%	97%	100%	*	-	-	100%	100%	*	98%	90%	92%	100%
Not Included in Accountability: Mobile	4%	5%	**4%**	10%	3%	0%	*	-	-	0%	0%	*	2%	10%	8%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%

	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)
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	*	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	97%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**95%**	93%	98%	98%	*	100%	*	86%	97%	100%	98%	92%	93%	100%
Not Included in Accountability: Mobile	4%	5%	**5%**	7%	2%	2%	*	0%	*	11%	3%	0%	2%	8%	6%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	*	3%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	3%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	91%	92%	**95%**	93%	98%	98%	*	*	*	87%	97%	*	97%	92%	93%	100%
Not Included in Accountability: Mobile	4%	5%	**5%**	7%	2%	2%	*	*	*	13%	3%	*	3%	8%	7%	0%
Not Included in Accountability: Other Exclusions	4%	2%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	*	93%	98%	*	100%	99%	99%	100%
Included in Accountability	93%	94%	**95%**	93%	98%	98%	*	*	*	80%	95%	*	97%	91%	93%	100%
Not Included in Accountability: Mobile	5%	5%	**5%**	7%	2%	2%	*	*	*	13%	3%	*	3%	8%	7%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	*	7%	2%	*	0%	1%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	*	7%	2%	*	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	92%	100%	100%	-	*	-	100%	100%	-	98%	95%	96%	100%
Not Included in Accountability: Mobile	4%	5%	**4%**	8%	0%	0%	-	*	-	0%	0%	-	2%	5%	4%	0%

	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)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	0%
Other	0%	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	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.5%	**94.9%**	95.7%	93.9%	94.7%	*	97.1%	*	95.2%	94.7%	94.5%	95.9%
2022-23	93.3%	94.4%	**94.8%**	95.0%	94.4%	94.6%	-	98.5%	*	96.5%	93.4%	94.4%	95.4%
Chronic Absenteeism													
2023-24	19.0%	14.2%	**13.2%**	8.5%	21.5%	9.8%	*	0.0%	*	13.6%	15.0%	16.2%	0.0%
2022-23	20.3%	15.7%	**12.6%**	12.3%	12.1%	16.7%	-	0.0%	*	0.0%	15.9%	13.4%	8.1%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	80.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	88.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	86.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	458	382,023
By Ethnicity:				
African American	-	-	190	48,064
Hispanic	-	-	160	200,942
White	-	-	90	101,714
American Indian	-	-	0	1,231
Asian	-	-	3	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	15	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	63	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	379	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	48	35,935
Economically Disadvantaged Graduates	-	-	256	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	39	56,967
At-Risk Graduates	-	-	167	173,035
CTE Completers	-	-	196	127,800

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	**613**	**100.0%**	**6,675**	**5,530,499**	**625**	**100.0%**	**6,696**	**5,544,255**
Students by Grade								
Early Childhood Education	23	3.8%	0.7%	0.3%	32	5.1%	0.9%	0.5%
Pre-Kindergarten	37	6.0%	2.7%	4.5%	37	5.9%	2.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	37	6.0%	2.7%	3.7%	37	5.9%	2.7%	3.7%
Kindergarten	90	14.7%	5.7%	6.5%	91	14.6%	5.7%	6.5%
Grade 1	81	13.2%	5.9%	6.8%	82	13.1%	5.9%	6.8%
Grade 2	93	15.2%	6.8%	7.0%	93	14.9%	6.8%	7.0%
Grade 3	100	16.3%	6.8%	7.3%	100	16.0%	6.8%	7.3%
Grade 4	103	16.8%	7.5%	7.3%	104	16.6%	7.5%	7.3%
Grade 5	86	14.0%	7.2%	7.3%	86	13.8%	7.2%	7.3%
Ethnic Distribution								
African American	234	38.2%	37.9%	12.8%	236	37.8%	37.8%	12.8%
Hispanic	230	37.5%	40.7%	53.5%	234	37.4%	40.7%	53.5%
White	114	18.6%	16.4%	24.4%	120	19.2%	16.4%	24.4%
American Indian	2	0.3%	0.3%	0.3%	2	0.3%	0.3%	0.3%
Asian	6	1.0%	0.9%	5.6%	6	1.0%	0.9%	5.6%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	26	4.2%	3.8%	3.3%	26	4.2%	3.8%	3.3%
Sex								
Female	280	45.7%	46.7%	48.9%	285	45.6%	46.6%	48.8%
Male	333	54.3%	53.3%	51.1%	340	54.4%	53.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	366	59.7%	61.8%	60.5%	370	59.2%	61.8%	60.4%
Non-Educationally Disadvantaged	247	40.3%	38.2%	39.5%	255	40.8%	38.2%	39.6%
Section 504 Students	26	4.2%	7.6%	6.8%	26	4.2%	7.6%	6.8%
EB Students/EL	67	10.9%	15.5%	24.3%	67	10.7%	15.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	2	0.3%	3.6%	2.1%				
Students w/ Dyslexia	64	10.4%	9.2%	6.4%	64	10.2%	9.2%	6.4%
Foster Care	1	0.2%	0.4%	0.2%	1	0.2%	0.4%	0.2%
Homeless	2	0.3%	0.6%	1.4%	2	0.3%	0.6%	1.4%
Immigrant	0	0.0%	1.3%	3.5%	0	0.0%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	613	100.0%	43.8%	66.6%	625	100.0%	43.9%	66.5%
Military Connected	14	2.3%	0.8%	4.1%	14	2.2%	0.8%	4.1%
At-Risk	249	40.6%	50.5%	53.5%	249	39.8%	50.4%	53.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program								
Bilingual/ESL Education	65	10.6%	14.7%	24.3%	65	10.4%	14.6%	24.3%
Career and Technical Education	0	0.0%	29.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	74.0%	-	-	-	-
Gifted and Talented Education	25	4.1%	5.8%	8.7%	25	4.0%	5.8%	8.7%
Special Education	155	25.3%	16.8%	15.3%	166	26.6%	17.0%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**155**							
Students with Intellectual Disabilities	59	38.1%	53.5%	48.3%				
Students with Physical Disabilities	38	24.5%	13.3%	17.0%				
Students with Autism	37	23.9%	17.5%	16.8%				
Students with Behavioral Disabilities	7	4.5%	13.5%	16.3%				
Students with Non-Categorical Early Childhood	14	9.0%	2.1%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**49**	**10.4%**	**13.2%**	**16.4%**				
African American	23	4.9%	5.5%	3.3%				
Hispanic	16	3.4%	4.8%	8.9%				
White	7	1.5%	2.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	2	0.4%	0.7%	0.6%				
Special Ed Students who are Mobile	11	8.6%	13.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	3	7.3%	13.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	39	12.6%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**73**	**14.3%**	**15.3%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	1.7%	1.3%	0.0%	0.0%	3.6%
Grade 1	0.0%	1.1%	1.9%	10.5%	8.3%	3.0%
Grade 2	0.0%	0.7%	1.1%	10.7%	5.5%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	0.8%	0.6%

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	21.5	18.6	18.9
Grade 1	18.5	18.9	19.2
Grade 2	18.7	19.7	19.4
Grade 3	19.6	19.4	20.1
Grade 4	19.9	19.7	20.0
Grade 5	21.5	19.9	21.3

Texas Education Agency
2024-25 Staff Information (TAPR)
SHIELDS EL (070911105) - RED OAK ISD - ELLIS COUNTY

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**61.3**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	49.3	80.5%	60.7%	63.8%
Teachers	38.1	62.3%	43.6%	48.3%
Professional Support	9.1	14.9%	12.5%	10.8%
Campus Administration (School Leadership)	2.0	3.3%	3.2%	3.4%
Educational Aides	12.0	19.5%	9.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,125.0
Part-time Librarians	0.0	n/a	1.0	583.0
Full-time Counselors	1.0	n/a	17.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**17.3**	**28.2%**	**42.7%**	**55.3%**
Teachers by Ethnicity				
African American	1.0	2.6%	24.6%	12.8%
Hispanic	5.0	13.1%	11.0%	31.0%
White	31.1	81.6%	60.8%	52.2%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	1.0	2.6%	0.2%	2.2%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	2.4%	1.3%
Teachers by Sex				
Males	1.1	3.0%	22.4%	24.6%
Females	37.0	97.0%	77.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.3%	2.4%
Bachelors	30.1	79.0%	64.8%	71.4%
Masters	8.0	21.0%	32.2%	25.4%
Doctorate	0.0	0.0%	1.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	2.6%	5.7%	7.3%
1-5 Years Experience	17.0	44.6%	28.1%	28.3%
6-10 Years Experience	10.0	26.2%	17.3%	19.7%
11-20 Years Experience	6.0	15.7%	29.3%	27.6%
21-30 Years Experience	3.1	8.2%	15.4%	14.1%
Over 30 Years Experience	1.0	2.6%	4.2%	3.0%
Number of Students per Teacher	16.1	n/a	15.9	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	3.7	6.0
Average Years Experience of Principals with District	5.0	2.6	5.1
Average Years Experience of Assistant Principals	3.0	6.5	5.1
Average Years Experience of Assistant Principals with District	3.0	3.7	4.3
Average Years Experience of Teachers	9.8	12.1	11.2
Average Years Experience of Teachers with District	6.2	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$56,360	$51,052	$55,689
1-5 Years Experience	$58,113	$56,831	$59,266
6-10 Years Experience	$57,889	$61,096	$62,607
11-20 Years Experience	$64,593	$66,132	$66,353
21-30 Years Experience	$70,015	$72,860	$70,976
Over 30 Years Experience	$75,860	$75,112	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$60,473	$63,205	$63,751
Professional Support	$69,572	$77,679	$75,909
Campus Administration (School Leadership)	$81,641	$88,399	$88,786
Instructional Staff Percent	n/a	58.2%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	11.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	4.7%	6.3%
Career and Technical Education	0.0	0.0%	5.7%	5.5%
Compensatory Education	3.0	7.9%	3.8%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	29.0	76.0%	67.1%	69.0%
Special Education	6.1	16.1%	13.4%	11.4%
Other	0.0	0.0%	5.3%	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: RED OAK ISD

Campus Name: RUSSELL P SCHUPMANN EL

Campus Number: 070911107

2025 Campus Accountability Score: C

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	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	2025	77%	76%	**79%**	73%	90%	60%	-	-	-	*	57%	*	84%	69%	72%	81%
	2024	74%	76%	**69%**	66%	70%	83%	-	-	-	80%	30%	*	76%	58%	65%	74%
At Meets Grade Level or Above	2025	52%	49%	**50%**	46%	56%	40%	-	-	-	*	29%	*	49%	53%	41%	38%
	2024	48%	46%	**33%**	31%	35%	33%	-	-	-	40%	11%	*	32%	33%	26%	32%
At Masters Grade Level	2025	23%	18%	**14%**	15%	10%	20%	-	-	-	*	4%	*	10%	22%	13%	19%
	2024	21%	17%	**9%**	7%	11%	0%	-	-	-	20%	0%	*	8%	9%	9%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	68%	**69%**	61%	79%	60%	-	*	-	*	50%	*	68%	69%	62%	76%
	2024	70%	70%	**63%**	62%	68%	83%	-	-	-	20%	22%	*	64%	62%	57%	70%
At Meets Grade Level or Above	2025	46%	37%	**38%**	29%	51%	20%	-	*	-	*	32%	*	41%	33%	33%	53%
	2024	42%	40%	**33%**	25%	45%	67%	-	-	-	20%	15%	*	32%	36%	29%	50%
At Masters Grade Level	2025	19%	12%	**11%**	8%	15%	20%	-	*	-	*	11%	*	10%	14%	9%	18%
	2024	15%	10%	**7%**	1%	13%	17%	-	-	-	20%	0%	*	7%	7%	6%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	80%	**72%**	70%	76%	80%	-	-	-	67%	40%	-	78%	66%	70%	72%
	2024	81%	84%	**88%**	87%	88%	89%	-	*	-	80%	38%	*	94%	83%	86%	87%
At Meets Grade Level or Above	2025	54%	51%	**38%**	34%	47%	20%	-	-	-	50%	5%	-	35%	41%	37%	44%
	2024	51%	48%	**46%**	38%	52%	56%	-	*	-	60%	0%	*	52%	42%	40%	52%
At Masters Grade Level	2025	24%	21%	**12%**	10%	15%	20%	-	-	-	17%	0%	-	13%	11%	13%	22%
	2024	23%	19%	**21%**	20%	14%	33%	-	*	-	40%	0%	*	21%	20%	14%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	68%	**65%**	61%	76%	80%	-	-	-	50%	33%	-	66%	64%	62%	89%
	2024	69%	71%	**67%**	68%	69%	67%	-	*	-	40%	31%	*	73%	63%	65%	70%
At Meets Grade Level or Above	2025	47%	43%	**32%**	30%	35%	40%	-	-	-	33%	10%	-	26%	38%	29%	33%
	2024	46%	46%	**35%**	36%	31%	44%	-	*	-	40%	0%	*	38%	34%	29%	30%
At Masters Grade Level	2025	24%	17%	**12%**	8%	21%	20%	-	-	-	17%	0%	-	13%	11%	8%	22%
	2024	21%	16%	**15%**	13%	14%	22%	-	*	-	20%	0%	*	15%	15%	8%	9%
Grade 5 Reading																	

	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	2025	77%	79%	**79%**	76%	88%	71%	-	*	-	60%	45%	*	85%	72%	76%	88%
	2024	79%	79%	**77%**	79%	75%	78%	-	-	-	*	36%	*	78%	76%	73%	72%
At Meets Grade Level or Above	2025	58%	55%	**53%**	48%	66%	43%	-	*	-	20%	20%	*	63%	43%	53%	79%
	2024	55%	53%	**46%**	46%	44%	44%	-	-	-	*	18%	*	42%	51%	43%	39%
At Masters Grade Level	2025	30%	27%	**29%**	21%	44%	14%	-	*	-	20%	5%	*	37%	21%	27%	46%
	2024	29%	23%	**15%**	13%	19%	11%	-	-	-	*	0%	*	15%	16%	15%	17%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	**68%**	64%	76%	86%	-	*	-	*	48%	*	73%	63%	70%	83%
	2024	77%	82%	**76%**	70%	83%	89%	-	-	-	*	52%	*	77%	76%	73%	89%
At Meets Grade Level or Above	2025	47%	43%	**33%**	22%	49%	29%	-	*	-	*	5%	*	41%	23%	30%	58%
	2024	50%	57%	**41%**	32%	44%	78%	-	-	-	*	17%	*	52%	29%	39%	61%
At Masters Grade Level	2025	22%	21%	**16%**	12%	22%	0%	-	*	-	*	5%	*	14%	18%	11%	21%
	2024	19%	21%	**10%**	11%	14%	0%	-	-	-	*	0%	*	14%	6%	10%	17%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	65%	**62%**	63%	65%	43%	-	*	-	40%	38%	*	71%	52%	58%	67%
	2024	58%	67%	**62%**	63%	64%	44%	-	-	-	*	32%	*	60%	63%	61%	61%
At Meets Grade Level or Above	2025	31%	27%	**26%**	25%	28%	14%	-	*	-	20%	10%	*	32%	19%	22%	29%
	2024	28%	29%	**17%**	14%	22%	11%	-	-	-	*	5%	*	20%	14%	18%	22%
At Masters Grade Level	2025	12%	9%	**8%**	4%	13%	0%	-	*	-	20%	5%	*	8%	9%	5%	13%
	2024	11%	9%	**3%**	2%	3%	0%	-	-	-	*	5%	*	4%	2%	1%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	71%	**70%**	67%	79%	68%	-	*	-	54%	43%	57%	75%	65%	67%	79%
	2024	75%	73%	**72%**	70%	74%	75%	-	*	-	59%	34%	58%	74%	69%	68%	75%
At Meets Grade Level or Above	2025	50%	42%	**38%**	33%	48%	29%	-	*	-	36%	15%	14%	41%	35%	35%	49%
	2024	48%	43%	**36%**	31%	39%	47%	-	*	-	45%	11%	8%	38%	34%	32%	41%
At Masters Grade Level	2025	21%	15%	**15%**	11%	20%	12%	-	*	-	21%	4%	7%	15%	14%	12%	23%
	2024	20%	15%	**11%**	9%	13%	12%	-	*	-	24%	1%	0%	11%	11%	9%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	72%	**76%**	73%	85%	71%	-	*	-	67%	47%	60%	82%	69%	73%	81%
	2024	76%	74%	**78%**	77%	78%	83%	-	*	-	77%	34%	80%	82%	73%	74%	78%

	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	2025	54%	47%	**47%**	42%	57%	35%	-	*	-	42%	16%	20%	48%	44%	44%	57%
	2024	54%	48%	**42%**	38%	44%	46%	-	*	-	54%	11%	0%	41%	42%	36%	42%
At Masters Grade Level	2025	23%	15%	**19%**	15%	24%	18%	-	*	-	25%	2%	0%	20%	17%	18%	31%
	2024	22%	17%	**15%**	13%	15%	17%	-	*	-	31%	0%	0%	14%	16%	13%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	68%	**67%**	62%	77%	76%	-	*	-	45%	42%	60%	69%	65%	65%	83%
	2024	72%	70%	**69%**	66%	73%	79%	-	*	-	38%	35%	60%	70%	67%	64%	75%
At Meets Grade Level or Above	2025	45%	38%	**34%**	27%	46%	29%	-	*	-	36%	16%	20%	36%	31%	31%	49%
	2024	43%	40%	**36%**	30%	40%	63%	-	*	-	38%	13%	20%	40%	33%	32%	46%
At Masters Grade Level	2025	20%	14%	**13%**	9%	19%	12%	-	*	-	18%	4%	20%	13%	14%	9%	20%
	2024	17%	13%	**11%**	8%	14%	13%	-	*	-	15%	0%	0%	11%	10%	8%	13%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	**62%**	63%	65%	43%	-	*	-	40%	38%	*	71%	52%	58%	67%
	2024	75%	73%	**62%**	63%	64%	44%	-	-	-	*	32%	*	60%	63%	61%	61%
At Meets Grade Level or Above	2025	47%	42%	**26%**	25%	28%	14%	-	*	-	20%	10%	*	32%	19%	22%	29%
	2024	43%	37%	**17%**	14%	22%	11%	-	-	-	*	5%	*	20%	14%	18%	22%
At Masters Grade Level	2025	17%	11%	**8%**	4%	13%	0%	-	*	-	20%	5%	*	8%	9%	5%	13%
	2024	16%	11%	**3%**	2%	3%	0%	-	-	-	*	5%	*	4%	2%	1%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	29%	**27%**	22%	33%	20%	-	-	-	*	21%	*	28%	25%	19%	25%
	2024	35%	34%	**24%**	22%	27%	33%	-	-	-	20%	11%	*	23%	27%	20%	32%
Reading and Mathematics Including EOC	2025	39%	29%	**27%**	22%	33%	20%	-	-	-	*	21%	*	28%	25%	19%	25%
	2024	35%	34%	**24%**	22%	27%	33%	-	-	-	20%	11%	*	23%	27%	20%	32%
Reading Including EOC	2025	52%	49%	**50%**	46%	56%	40%	-	-	-	*	29%	*	49%	53%	41%	38%
	2024	48%	46%	**33%**	31%	35%	33%	-	-	-	40%	11%	*	32%	33%	26%	32%
Math Including EOC	2025	46%	37%	**38%**	29%	51%	20%	-	*	-	*	32%	*	41%	33%	33%	53%
	2024	42%	40%	**33%**	25%	45%	67%	-	-	-	20%	15%	*	32%	36%	29%	50%
4th Graders																	
Reading and Mathematics	2025	40%	36%	**21%**	18%	26%	20%	-	-	-	33%	0%	-	19%	23%	18%	28%
	2024	38%	38%	**32%**	29%	31%	44%	-	*	-	40%	0%	*	33%	31%	28%	30%

	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)
Reading and Mathematics Including EOC	2025	40%	36%	**21%**	18%	26%	20%	-	-	-	33%	0%	-	19%	23%	18%	28%
	2024	38%	38%	**32%**	29%	31%	44%	-	*	-	40%	0%	*	33%	31%	28%	30%
Reading Including EOC	2025	54%	51%	**38%**	34%	47%	20%	-	-	-	50%	5%	-	35%	41%	37%	44%
	2024	51%	48%	**46%**	38%	52%	56%	-	*	-	60%	0%	*	52%	42%	40%	52%
Math Including EOC	2025	47%	43%	**32%**	30%	35%	40%	-	-	-	33%	10%	-	26%	38%	29%	33%
	2024	46%	46%	**35%**	36%	31%	44%	-	*	-	40%	0%	*	38%	34%	29%	30%
5th Graders																	
Reading and Mathematics	2025	42%	39%	**30%**	21%	46%	14%	-	*	-	*	5%	*	40%	19%	29%	58%
	2024	42%	43%	**32%**	27%	33%	44%	-	-	-	*	9%	*	35%	29%	28%	33%
Reading and Mathematics Including EOC	2025	42%	39%	**30%**	21%	46%	14%	-	*	-	*	5%	*	40%	19%	29%	58%
	2024	42%	43%	**32%**	27%	33%	44%	-	-	-	*	9%	*	35%	29%	28%	33%
Reading Including EOC	2025	58%	55%	**53%**	48%	66%	43%	-	*	-	20%	20%	*	63%	43%	53%	79%
	2024	55%	53%	**46%**	46%	44%	44%	-	-	-	*	18%	*	42%	51%	43%	39%
Math Including EOC	2025	48%	43%	**33%**	22%	49%	29%	-	*	-	*	5%	*	41%	23%	30%	58%
	2024	51%	57%	**41%**	32%	44%	78%	-	-	-	*	17%	*	52%	29%	39%	61%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	30%	**26%**	20%	36%	18%	-	*	-	36%	8%	0%	29%	22%	22%	40%
	2024	36%	32%	**29%**	26%	30%	42%	-	*	-	38%	8%	0%	29%	29%	25%	32%
Reading and Mathematics Including EOC	2025	40%	32%	**26%**	20%	36%	18%	-	*	-	36%	8%	0%	29%	22%	22%	40%
	2024	38%	34%	**29%**	26%	30%	42%	-	*	-	38%	8%	0%	29%	29%	25%	32%
Reading Including EOC	2025	55%	49%	**47%**	42%	57%	35%	-	*	-	42%	16%	20%	48%	44%	44%	57%
	2024	54%	49%	**42%**	38%	44%	46%	-	*	-	54%	11%	0%	41%	42%	36%	42%
Math Including EOC	2025	46%	38%	**34%**	27%	46%	29%	-	*	-	36%	16%	20%	36%	31%	31%	49%
	2024	45%	41%	**36%**	30%	40%	63%	-	*	-	38%	13%	20%	40%	33%	32%	46%

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

	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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	70%	**66%**	65%	71%	50%	-	-	-	67%	46%	-	67%	65%	68%	75%	100%
	2024	67%	71%	**63%**	67%	52%	78%	-	*	-	80%	54%	*	61%	65%	59%	48%	---
Grade 4 Mathematics	2025	65%	64%	**60%**	53%	74%	70%	-	-	-	83%	48%	-	62%	59%	61%	69%	88%
	2024	60%	65%	**55%**	65%	44%	50%	-	*	-	40%	25%	*	51%	58%	49%	39%	---
Grade 5 ELA/Reading	2025	69%	70%	**68%**	65%	78%	50%	-	*	-	40%	48%	*	78%	56%	72%	85%	96%
	2024	70%	70%	**72%**	68%	81%	63%	-	-	-	*	60%	*	76%	66%	72%	81%	---
Grade 5 Mathematics	2025	67%	67%	**58%**	49%	76%	36%	-	*	-	*	50%	*	59%	56%	61%	85%	83%
	2024	65%	76%	**77%**	68%	88%	94%	-	-	-	*	68%	*	80%	73%	75%	92%	---
All Grades Both Subjects	2025	65%	61%	**63%**	58%	75%	50%	-	*	-	60%	48%	31%	66%	59%	65%	80%	92%
	2024	64%	64%	**66%**	67%	65%	71%	-	*	-	61%	55%	63%	68%	65%	64%	62%	---
All Grades ELA/Reading	2025	67%	63%	**67%**	65%	75%	50%	-	*	-	55%	47%	*	72%	61%	70%	81%	98%
	2024	67%	65%	**67%**	67%	65%	71%	-	*	-	71%	58%	*	69%	65%	65%	62%	---
All Grades Mathematics	2025	64%	59%	**59%**	51%	75%	50%	-	*	-	65%	48%	*	60%	58%	61%	79%	85%
	2024	60%	62%	**66%**	66%	64%	72%	-	*	-	50%	53%	*	67%	64%	62%	62%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	35%	**30%**	33%	20%	*	-	-	-	*	18%	-	32%	29%	29%	0%	-
	2024	38%	50%	**52%**	54%	43%	*	-	-	-	*	30%	-	67%	44%	50%	40%	---
Grade 4 Mathematics	2025	27%	23%	**25%**	24%	33%	*	-	-	-	*	16%	-	29%	22%	25%	67%	-
	2024	26%	30%	**24%**	33%	15%	*	-	-	-	*	13%	-	27%	22%	23%	14%	---
Grade 5 ELA/Reading	2025	25%	25%	**21%**	25%	20%	*	-	-	-	*	27%	-	17%	23%	19%	*	-
	2024	35%	30%	**32%**	23%	47%	*	-	-	-	*	22%	*	37%	25%	32%	44%	---
Grade 5 Mathematics	2025	35%	36%	**29%**	26%	38%	*	-	-	-	*	21%	-	32%	27%	34%	71%	-
	2024	41%	53%	**54%**	44%	68%	*	-	-	-	*	39%	*	54%	54%	51%	78%	---
All Grades Both Subjects	2025	33%	31%	**27%**	27%	30%	43%	-	-	-	0%	19%	-	29%	26%	28%	43%	-
	2024	32%	34%	**41%**	39%	46%	40%	-	-	-	20%	28%	*	46%	37%	40%	47%	---
All Grades ELA/Reading	2025	31%	29%	**27%**	31%	20%	*	-	-	-	*	21%	-	28%	27%	25%	0%	-
	2024	30%	31%	**41%**	38%	45%	40%	-	-	-	*	25%	*	46%	36%	40%	43%	---
All Grades Mathematics	2025	35%	33%	**27%**	25%	36%	*	-	-	-	0%	18%	-	30%	24%	29%	69%	-
	2024	35%	37%	**42%**	40%	47%	40%	-	-	-	*	31%	*	46%	38%	40%	50%	---

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.
--- First reported in 2025.

	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	2025	75%	71%	**70%**	85%	-	-	-	85%	-	54%	*	50%	-	63%	68%	78%	100%
	2024	75%	73%	**72%**	82%	-	-	-	82%	-	36%	*	35%	-	*	71%	75%	-
At Meets Grade Level or Above	2025	50%	42%	**38%**	54%	-	-	-	54%	-	17%	*	14%	-	38%	36%	46%	100%
	2024	48%	43%	**36%**	49%	-	-	-	49%	-	5%	*	5%	-	*	35%	41%	-
At Masters Grade Level	2025	21%	15%	**15%**	23%	-	-	-	23%	-	0%	*	0%	-	38%	13%	19%	100%
	2024	20%	15%	**11%**	14%	-	-	-	14%	-	0%	*	0%	-	*	11%	12%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	72%	**76%**	86%	-	-	-	86%	-	50%	*	44%	-	*	76%	80%	*
	2024	76%	74%	**78%**	86%	-	-	-	86%	-	40%	*	33%	-	*	78%	78%	-
At Meets Grade Level or Above	2025	54%	47%	**47%**	62%	-	-	-	62%	-	30%	*	22%	-	*	45%	55%	*
	2024	54%	48%	**42%**	51%	-	-	-	51%	-	0%	*	0%	-	*	42%	42%	-
At Masters Grade Level	2025	23%	15%	**19%**	33%	-	-	-	33%	-	0%	*	0%	-	*	16%	27%	*
	2024	22%	17%	**15%**	16%	-	-	-	16%	-	0%	*	0%	-	*	15%	13%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	68%	**67%**	90%	-	-	-	90%	-	64%	*	60%	-	*	64%	82%	*
	2024	72%	70%	**69%**	82%	-	-	-	82%	-	40%	*	44%	-	*	67%	75%	-
At Meets Grade Level or Above	2025	45%	38%	**34%**	57%	-	-	-	57%	-	9%	*	10%	-	*	31%	46%	*
	2024	43%	40%	**36%**	54%	-	-	-	54%	-	10%	*	11%	-	*	34%	46%	-
At Masters Grade Level	2025	20%	14%	**13%**	19%	-	-	-	19%	-	0%	*	0%	-	*	12%	16%	*
	2024	17%	13%	**11%**	16%	-	-	-	16%	-	0%	*	0%	-	*	10%	13%	-
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	**62%**	72%	-	-	-	72%	-	*	-	*	-	*	60%	65%	*
	2024	75%	73%	**62%**	69%	-	-	-	69%	-	*	-	*	-	-	62%	61%	-
At Meets Grade Level or Above	2025	47%	42%	**26%**	28%	-	-	-	28%	-	*	-	*	-	*	25%	26%	*
	2024	43%	37%	**17%**	25%	-	-	-	25%	-	*	-	*	-	-	16%	22%	-
At Masters Grade Level	2025	17%	11%	**8%**	6%	-	-	-	6%	-	*	-	*	-	*	7%	9%	*
	2024	16%	11%	**3%**	0%	-	-	-	0%	-	*	-	*	-	-	3%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	61%	**63%**	82%	-	-	-	82%	-	66%	*	61%	-	*	59%	78%	100%
	2024	64%	64%	**66%**	61%	-	-	-	61%	-	70%	-	70%	-	*	67%	62%	-

2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

RUSSELL P SCHUPMANN EL (070911107) - RED OAK ISD - ELLIS COUNTY

	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
All Grades ELA/Reading	2025	67%	63%	**67%**	83%	-	-	-	83%	-	63%	*	57%	-	*	64%	79%	*
	2024	67%	65%	**67%**	61%	-	-	-	61%	-	80%	-	80%	-	*	68%	62%	-
All Grades Mathematics	2025	64%	59%	**59%**	81%	-	-	-	81%	-	69%	*	64%	-	*	55%	77%	*
	2024	60%	62%	**66%**	61%	-	-	-	61%	-	60%	-	60%	-	*	66%	62%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	**27%**	45%	-	-	-	45%	-	40%	*	33%	-	-	25%	43%	-
	2024	32%	34%	**41%**	48%	-	-	-	48%	-	38%	-	38%	-	*	40%	47%	-
All Grades ELA/Reading	2025	31%	29%	**27%**	*	-	-	-	*	-	*	-	*	-	-	31%	0%	-
	2024	30%	31%	**41%**	50%	-	-	-	50%	-	*	-	*	-	-	40%	43%	-
All Grades Mathematics	2025	35%	33%	**27%**	71%	-	-	-	71%	-	67%	*	60%	-	-	20%	69%	-
	2024	35%	37%	**42%**	45%	-	-	-	45%	-	*	-	*	-	*	40%	50%	-

* 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.

	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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	99%	99%	100%	-	100%	-	97%	98%	100%	100%	99%	99%	99%
Included in Accountability	93%	94%	**92%**	90%	96%	93%	-	80%	-	90%	91%	100%	97%	86%	89%	95%
Not Included in Accountability: Mobile	4%	5%	**7%**	10%	1%	7%	-	0%	-	6%	7%	0%	3%	12%	9%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	-	20%	-	0%	0%	0%	0%	1%	0%	4%
Not Tested	1%	1%	**1%**	1%	1%	0%	-	0%	-	3%	2%	0%	0%	1%	1%	1%
Absent	1%	1%	**1%**	1%	1%	0%	-	0%	-	3%	2%	0%	0%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	99%	100%	100%	-	*	-	100%	98%	100%	100%	99%	99%	100%
Included in Accountability	91%	93%	**92%**	89%	97%	94%	-	*	-	92%	90%	100%	97%	86%	89%	94%
Not Included in Accountability: Mobile	4%	5%	**7%**	10%	1%	6%	-	*	-	8%	7%	0%	2%	12%	9%	0%
Not Included in Accountability: Other Exclusions	4%	2%	**1%**	0%	3%	0%	-	*	-	0%	1%	0%	0%	2%	1%	6%
Not Tested	1%	0%	**1%**	1%	0%	0%	-	*	-	0%	2%	0%	0%	1%	1%	0%
Absent	1%	0%	**1%**	1%	0%	0%	-	*	-	0%	2%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	-	*	-	92%	98%	100%	100%	98%	99%	98%
Included in Accountability	94%	94%	**92%**	89%	97%	94%	-	*	-	85%	91%	100%	98%	86%	90%	97%
Not Included in Accountability: Mobile	4%	5%	**7%**	10%	1%	6%	-	*	-	8%	7%	0%	2%	12%	9%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	*	-	8%	2%	0%	0%	2%	1%	2%
Absent	1%	1%	**1%**	0%	1%	0%	-	*	-	8%	2%	0%	0%	2%	1%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	98%	100%	-	*	-	100%	100%	*	98%	100%	99%	100%
Included in Accountability	94%	94%	**92%**	92%	93%	88%	-	*	-	100%	95%	*	95%	89%	91%	96%
Not Included in Accountability: Mobile	4%	5%	**6%**	8%	2%	13%	-	*	-	0%	5%	*	3%	9%	8%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	*	-	0%	0%	*	0%	2%	0%	4%
Not Tested	1%	1%	**1%**	0%	2%	0%	-	*	-	0%	0%	*	2%	0%	1%	0%

	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)
Absent	1%	1%	**1%**	0%	2%	0%	-	*	-	0%	0%	*	2%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	-	*	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**91%**	90%	92%	97%	-	*	-	91%	96%	86%	97%	85%	92%	87%
Not Included in Accountability: Mobile	4%	5%	**8%**	9%	7%	3%	-	*	-	9%	3%	14%	3%	14%	8%	11%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	1%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	99%	100%	100%	-	*	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	91%	92%	**91%**	89%	93%	96%	-	*	-	93%	95%	83%	96%	85%	91%	88%
Not Included in Accountability: Mobile	4%	5%	**8%**	10%	6%	4%	-	*	-	7%	3%	17%	3%	14%	8%	9%
Not Included in Accountability: Other Exclusions	4%	2%	**1%**	0%	2%	0%	-	*	-	0%	0%	0%	1%	1%	1%	3%
Not Tested	1%	1%	**1%**	1%	0%	0%	-	*	-	0%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	0%	0%	-	*	-	0%	2%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**92%**	90%	94%	96%	-	*	-	93%	97%	83%	97%	86%	92%	90%
Not Included in Accountability: Mobile	5%	5%	**8%**	10%	6%	4%	-	*	-	7%	3%	17%	3%	14%	8%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	98%	100%	100%	-	-	-	*	96%	*	98%	100%	99%	100%
Included in Accountability	93%	94%	**90%**	95%	84%	100%	-	-	-	*	96%	*	96%	83%	92%	75%
Not Included in Accountability: Mobile	4%	5%	**9%**	3%	16%	0%	-	-	-	*	0%	*	2%	17%	7%	25%

	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)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	2%	0%	0%	-	-	-	*	4%	*	2%	0%	1%	0%
Absent	1%	1%	**1%**	2%	0%	0%	-	-	-	*	4%	*	2%	0%	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	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.5%	**94.9%**	95.4%	94.3%	95.1%	-	*	-	93.7%	94.8%	94.6%	94.4%
2022-23	93.3%	94.4%	**94.1%**	94.5%	93.5%	94.2%	*	*	-	94.2%	94.6%	93.5%	94.0%
Chronic Absenteeism													
2023-24	19.0%	14.2%	**14.2%**	10.5%	18.5%	14.3%	-	*	-	27.3%	14.9%	16.0%	17.7%
2022-23	20.3%	15.7%	**17.8%**	15.5%	21.1%	21.1%	*	*	-	8.0%	13.6%	20.4%	17.8%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-

	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	93.5%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	92.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-
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 2024	78.5%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	80.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	88.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	88.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	82.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	77.4%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	86.2%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	85.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	458	382,023
By Ethnicity:				
African American	-	-	190	48,064
Hispanic	-	-	160	200,942
White	-	-	90	101,714
American Indian	-	-	0	1,231
Asian	-	-	3	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	15	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	63	46,183
Foundation H.S. Program (Endorsement)	-	-	16	42,042
Foundation H.S. Program (DLA)	-	-	379	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	48	35,935
Economically Disadvantaged Graduates	-	-	256	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	39	56,967
At-Risk Graduates	-	-	167	173,035
CTE Completers	-	-	196	127,800

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	**754**	**100.0%**	**6,675**	**5,530,499**	**756**	**100.0%**	**6,696**	**5,544,255**
Students by Grade								
Pre-Kindergarten	50	6.6%	2.7%	4.5%	50	6.6%	2.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	50	6.6%	2.7%	3.7%	50	6.6%	2.7%	3.7%
Kindergarten	105	13.9%	5.7%	6.5%	105	13.9%	5.7%	6.5%
Grade 1	111	14.7%	5.9%	6.8%	111	14.7%	5.9%	6.8%
Grade 2	105	13.9%	6.8%	7.0%	106	14.0%	6.8%	7.0%
Grade 3	111	14.7%	6.8%	7.3%	111	14.7%	6.8%	7.3%
Grade 4	142	18.8%	7.5%	7.3%	142	18.8%	7.5%	7.3%
Grade 5	130	17.2%	7.2%	7.3%	130	17.2%	7.2%	7.3%
Ethnic Distribution								
African American	409	54.2%	37.9%	12.8%	409	54.1%	37.8%	12.8%
Hispanic	278	36.9%	40.7%	53.5%	279	36.9%	40.7%	53.5%
White	43	5.7%	16.4%	24.4%	44	5.8%	16.4%	24.4%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	3	0.4%	0.9%	5.6%	3	0.4%	0.9%	5.6%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	21	2.8%	3.8%	3.3%	21	2.8%	3.8%	3.3%
Sex								
Female	359	47.6%	46.7%	48.9%	360	47.6%	46.6%	48.8%
Male	395	52.4%	53.3%	51.1%	396	52.4%	53.4%	51.2%
Other Student Cohorts								
Economically Disadvantaged	522	69.2%	61.8%	60.5%	522	69.0%	61.8%	60.4%
Non-Educationally Disadvantaged	232	30.8%	38.2%	39.5%	234	31.0%	38.2%	39.6%
Section 504 Students	28	3.7%	7.6%	6.8%	28	3.7%	7.6%	6.8%
EB Students/EL	152	20.2%	15.5%	24.3%	152	20.1%	15.5%	24.3%
Students w/ Disciplinary Placements (2023-24)	3	0.4%	3.6%	2.1%				
Students w/ Dyslexia	65	8.6%	9.2%	6.4%	65	8.6%	9.2%	6.4%
Foster Care	1	0.1%	0.4%	0.2%	1	0.1%	0.4%	0.2%
Homeless	5	0.7%	0.6%	1.4%	5	0.7%	0.6%	1.4%
Immigrant	13	1.7%	1.3%	3.5%	13	1.7%	1.3%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	754	100.0%	43.8%	66.6%	756	100.0%	43.9%	66.5%
Military Connected	5	0.7%	0.8%	4.1%	5	0.7%	0.8%	4.1%
At-Risk	375	49.7%	50.5%	53.5%	376	49.7%	50.4%	53.5%
Students by Instructional Program								

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Bilingual/ESL Education	147	19.5%	14.7%	24.3%	147	19.4%	14.6%	24.3%
Career and Technical Education	0	0.0%	29.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	80.4%	74.0%	-	-	-	-
Gifted and Talented Education	33	4.4%	5.8%	8.7%	33	4.4%	5.8%	8.7%
Special Education	110	14.6%	16.8%	15.3%	112	14.8%	17.0%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**110**							
Students with Intellectual Disabilities	59	53.6%	53.5%	48.3%				
Students with Physical Disabilities	28	25.5%	13.3%	17.0%				
Students with Autism	10	9.1%	17.5%	16.8%				
Students with Behavioral Disabilities	13	11.8%	13.5%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.6%				
Mobility (2023-24)								
Total Mobile Students	**108**	**17.5%**	**13.2%**	**16.4%**				
African American	56	9.1%	5.5%	3.3%				
Hispanic	38	6.2%	4.8%	8.9%				
White	7	1.1%	2.0%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	7	1.1%	0.7%	0.6%				
Special Ed Students who are Mobile	14	12.2%	13.5%	17.3%				
Count and Percent of EB Students/EL who are Mobile	16	14.0%	13.3%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	83	18.6%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	**96**	**16.1%**	**15.3%**	**18.0%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Kindergarten	0.0%	1.7%	1.3%	0.0%	0.0%	3.6%
Grade 1	2.5%	1.1%	1.9%	0.0%	8.3%	3.0%
Grade 2	2.4%	0.7%	1.1%	0.0%	5.5%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	0.8%	0.6%

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.3%	0.3%	0.0%	0.0%	0.4%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.8	18.6	18.9
Grade 1	23.0	18.9	19.2
Grade 2	21.6	19.7	19.4
Grade 3	19.3	19.4	20.1
Grade 4	21.4	19.7	20.0
Grade 5	21.5	19.9	21.3

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**69.1**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	56.8	82.1%	60.7%	63.8%
Teachers	46.6	67.5%	43.6%	48.3%
Professional Support	7.1	10.3%	12.5%	10.8%
Campus Administration (School Leadership)	3.0	4.3%	3.2%	3.4%
Educational Aides	12.3	17.9%	9.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	6.0	4,125.0
Part-time Librarians	0.0	n/a	1.0	583.0
Full-time Counselors	1.0	n/a	17.0	13,704.0
Part-time Counselors	0.0	n/a	0.0	1,298.0
Total Minority Staff	**43.0**	**62.2%**	**42.7%**	**55.3%**
Teachers by Ethnicity				
African American	20.0	42.9%	24.6%	12.8%
Hispanic	8.0	17.2%	11.0%	31.0%
White	15.6	33.5%	60.8%	52.2%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	0.2%	2.2%
Pacific Islander	1.0	2.1%	0.2%	0.1%
Two or More Races	2.0	4.3%	2.4%	1.3%
Teachers by Sex				
Males	4.1	8.9%	22.4%	24.6%
Females	42.5	91.1%	77.6%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.3%	2.4%
Bachelors	34.6	74.3%	64.8%	71.4%
Masters	12.0	25.7%	32.2%	25.4%
Doctorate	0.0	0.0%	1.7%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	4.3%	5.7%	7.3%
1-5 Years Experience	6.0	12.9%	28.1%	28.3%
6-10 Years Experience	8.0	17.2%	17.3%	19.7%
11-20 Years Experience	21.0	45.0%	29.3%	27.6%
21-30 Years Experience	9.6	20.7%	15.4%	14.1%
Over 30 Years Experience	0.0	0.0%	4.2%	3.0%
Number of Students per Teacher	16.2	n/a	15.9	15.0

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	3.7	6.0
Average Years Experience of Principals with District	6.0	2.6	5.1
Average Years Experience of Assistant Principals	12.0	6.5	5.1
Average Years Experience of Assistant Principals with District	4.0	3.7	4.3
Average Years Experience of Teachers	13.7	12.1	11.2
Average Years Experience of Teachers with District	3.5	5.2	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$49,500	$51,052	$55,689
1-5 Years Experience	$56,525	$56,831	$59,266
6-10 Years Experience	$58,559	$61,096	$62,607
11-20 Years Experience	$64,593	$66,132	$66,353
21-30 Years Experience	$71,589	$72,860	$70,976
Over 30 Years Experience	-	$75,112	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$63,320	$63,205	$63,751
Professional Support	$72,584	$77,679	$75,909
Campus Administration (School Leadership)	$85,668	$88,399	$88,786
Instructional Staff Percent	n/a	58.2%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	11.0	1,637.7

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	8.5	18.2%	4.7%	6.3%
Career and Technical Education	0.0	0.0%	5.7%	5.5%
Compensatory Education	3.0	6.4%	3.8%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	31.0	66.5%	67.1%	69.0%
Special Education	4.1	8.9%	13.4%	11.4%
Other	0.0	0.0%	5.3%	3.6%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** 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 2023-24 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023 - 2024 Actual Financial Data
Totals for RED OAK ISD (070911)
Total Enrolled Membership: 6,582

	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)	$27,279,852	39.54%	$4,145	$27,279,852	33.96%	$4,145	$25,115,673,157	34.92%	$4,553
State Operating Funds	$38,100,140	55.22%	$5,789	$40,014,468	49.82%	$6,079	$30,587,705,535	42.53%	$5,545
Federal Funds	$1,261,021	1.83%	$192	$8,822,032	10.98%	$1,340	$11,797,301,551	16.40%	$2,138
Other Local	$2,357,948	3.42%	$358	$4,205,006	5.24%	$639	$4,418,441,068	6.14%	$801
Total Operating Revenue	$68,998,961	100.00%	$10,483	$80,321,358	100.00%	$12,203	$71,919,121,311	100.00%	$13,037
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$12,478,577	87.25%	$1,896	$10,895,016,475	80.59%	$1,975
State Assistance for Debt Service	$0	0.00%	$0	$1,383,661	9.68%	$210	$1,105,366,975	8.18%	$200
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$439,151	3.07%	$67	$389,717,405	2.88%	$71
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$1,129,524,892	8.35%	$205
Total Other Revenue	$0	0.00%	$0	$14,301,389	100.00%	$2,173	$13,519,625,747	100.00%	$2,451
Subtotal: Operating and Other Revenue	$68,998,961	100.00%	$10,483	$94,622,747	100.00%	$14,376	$85,438,747,058	100.00%	$15,487
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	100.00%	$488
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	100.00%	$488
Subtotal: Operating, Other and Recaptured Revenue	$68,998,961	100.00%	$10,483	$94,622,747	100.00%	$14,376	$88,132,050,638	100.00%	$15,975
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$47,955	1.24%	$7	$3,466,427,330	53.10%	$628
Estimated State TRS Contributions	$3,780,305	100.00%	$574	$3,818,434	98.76%	$580	$3,062,147,998	46.90%	$555
Subtotal: Debt Service Financing and TRS Estimate Revenue	$3,780,305	100.00%	$574	$3,866,389	100.00%	$587	$6,528,575,328	100.00%	$1,183
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$72,779,266	100.00%	$11,057	$98,489,136	100.00%	$14,963	$91,967,322,386	100.00%	$16,671
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									

2023 - 2024 Actual Financial Data
Totals for RED OAK ISD (070911)
Total Enrolled Membership: 6,582

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Payroll Expenditures (Object 61xx)	$60,203,347	86.46%	$9,147	$64,904,966	80.22%	$9,861	$55,579,370,977	77.80%	$10,075
Professional & Contracted Services (Object 62xx)	$3,858,003	5.54%	$586	$4,868,587	6.02%	$740	$7,412,529,453	10.38%	$1,344
Supplies & Materials (Object 63xx)	$3,753,720	5.39%	$570	$8,759,345	10.83%	$1,331	$6,022,343,036	8.43%	$1,092
Other Operating Expenditures (Object 64xx)	$1,814,263	2.61%	$276	$2,375,637	2.94%	$361	$2,426,950,644	3.40%	$440
Total Operating Expenditures by Object	$69,629,333	100.00%	$10,579	$80,908,535	100.00%	$12,292	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.13%	$7
Debt Services (Object 65xx)	$448,750	30.62%	$68	$14,511,050	50.03%	$2,205	$12,475,005,940	43.70%	$2,261
Capital Outlay (Object 66xx)	$1,016,712	69.38%	$154	$14,491,558	49.97%	$2,202	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Object	$1,465,462	100.00%	$223	$29,002,608	100.00%	$4,406	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Object	$71,094,795	100.00%	$10,801	$109,911,143	100.00%	$16,699	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$36,202,060	51.99%	$5,500	$40,900,804	50.55%	$6,214	$39,176,659,787	54.84%	$7,101
Instructional Resources & Media Services (Function 12)	$745,119	1.07%	$113	$782,535	0.97%	$119	$657,456,589	0.92%	$119
Curriculum & Staff Development (Function 13)	$1,788,152	2.57%	$272	$2,859,593	3.53%	$434	$1,768,032,392	2.47%	$320
Instructional Leadership (Function 21)	$1,088,791	1.56%	$165	$1,093,791	1.35%	$166	$1,299,882,283	1.82%	$236
School Leadership (Function 23)	$4,480,971	6.44%	$681	$4,610,601	5.70%	$700	$4,090,184,319	5.73%	$741
Guidance Counseling Services (Function 31)	$3,254,243	4.67%	$494	$3,641,179	4.50%	$553	$2,896,985,750	4.06%	$525
Social Work Services (Function 32)	$127,790	0.18%	$19	$128,290	0.16%	$19	$248,791,333	0.35%	$45
Health Services (Function 33)	$911,198	1.31%	$138	$935,729	1.16%	$142	$730,487,490	1.02%	$132
Transportation (Function 34)	$2,730,691	3.92%	$415	$2,758,191	3.41%	$419	$2,180,244,579	3.05%	$395
Food Services (Function 35)	$0	0.00%	$0	$4,012,218	4.96%	$610	$3,765,975,564	5.27%	$683
Extracurricular (Function 36)	$2,596,545	3.73%	$394	$2,819,288	3.48%	$428	$2,209,273,631	3.09%	$400
General Administration (Function 41,92)	$3,102,537	4.46%	$471	$3,134,564	3.87%	$476	$2,353,926,229	3.29%	$427
Facilities Maintenance & Operations (Function 51)	$7,512,311	10.79%	$1,141	$7,905,886	9.77%	$1,201	$7,189,345,570	10.06%	$1,303
Security & Monitoring Services (Function 52)	$1,582,685	2.27%	$240	$1,559,626	1.93%	$237	$1,152,159,150	1.61%	$209
Data Processing Services (Function 53)	$1,828,839	2.63%	$278	$2,059,339	2.55%	$313	$1,330,101,476	1.86%	$241
Community Services (Function 61)	$1,677,401	2.41%	$255	$1,706,901	2.11%	$259	$367,631,791	0.51%	$67

2023 - 2024 Actual Financial Data
Totals for RED OAK ISD (070911)
Total Enrolled Membership: 6,582

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$24,056,177	0.03%	$4
Total Operating Expenditures by Function	$69,629,333	100.00%	$10,579	$80,908,535	100.00%	$12,292	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.13%	$7
Non-Operating Expenditures by Function (1x-9x) (65xx)	$448,750	30.62%	$68	$14,511,050	50.03%	$2,205	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by Function (1x-9x) (66xx)	$1,016,712	69.38%	$154	$14,491,558	49.97%	$2,202	$16,033,551,537	56.17%	$2,906
Total Non-Operating Expenditures by Function	$1,465,462	100.00%	$223	$29,002,608	100.00%	$4,406	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Function	$71,094,795	100.00%	$10,801	$109,911,143	100.00%	$16,699	$99,988,017,629	100.00%	$18,125
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$31,464,724	45.19%	$4,780	$33,342,082	41.21%	$5,066	$28,879,935,685	40.42%	$5,235
Gifted and Talented (PIC 21)	$352,968	0.51%	$54	$352,968	0.44%	$54	$387,893,289	0.54%	$70
Career and Technical (PIC 22)	$3,353,145	4.82%	$509	$3,453,638	4.27%	$525	$2,465,499,880	3.45%	$447
Students with Disabilities (PICs 23,33,43)	$8,861,122	12.73%	$1,346	$10,191,929	12.60%	$1,548	$9,477,470,234	13.27%	$1,718
State Compensatory Education (PICs 24,26,28,29,30,34)	$3,066,586	4.40%	$466	$5,008,499	6.19%	$761	$6,534,482,938	9.15%	$1,184
Bilingual (PICs 25,35)	$395,264	0.57%	$60	$529,077	0.65%	$80	$830,420,586	1.16%	$151
Early Education Allotment (PIC 36)	$881,314	1.27%	$134	$881,314	1.09%	$134	$1,353,176,371	1.89%	$245
Dyslexia or Related Disorder Services (PIC 37)	$799,441	1.15%	$121	$799,441	0.99%	$121	$417,573,465	0.58%	$76
College, Career, and Military Readiness (CCMR) (PIC 38)	$253,006	0.36%	$38	$253,006	0.31%	$38	$394,493,831	0.55%	$72
Athletics/Related Activities (PIC 91)	$1,976,586	2.84%	$300	$2,166,581	2.68%	$329	$1,419,449,950	1.99%	$257
Un-Allocated (PIC 99)	$18,225,177	26.17%	$2,769	$23,930,000	29.58%	$3,636	$19,280,797,881	26.99%	$3,495
Total Operating Expenditures by Program Intent Code (PIC)	$69,629,333	100.00%	$10,579	$80,908,535	100.00%	$12,292	$71,441,194,110	100.00%	$12,950
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.13%	$7
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$448,750	30.62%	$68	$14,511,050	50.03%	$2,205	$12,475,005,940	43.70%	$2,261
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$1,016,712	69.38%	$154	$14,491,558	49.97%	$2,202	$16,033,551,537	56.17%	$2,906

2023 - 2024 Actual Financial Data
Totals for RED OAK ISD (070911)
Total Enrolled Membership: 6,582

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$1,465,462	100.00%	$223	$29,002,608	100.00%	$4,406	$28,546,823,519	100.00%	$5,175
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$71,094,795	100.00%	$10,801	$109,911,143	100.00%	$16,699	$99,988,017,629	100.00%	$18,125
Disbursements									
Total Disbursements									
Operating Expenditures	$69,629,333	96.09%	$10,579	$80,908,535	72.71%	$12,292	$71,441,194,110	68.44%	$12,950
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,693,303,580	2.58%	$488
Total Other Uses	$1,000,000	1.38%	$152	$1,000,000	0.90%	$152	$915,610,042	0.88%	$166
Intergovernmental Charge	$367,647	0.51%	$56	$367,647	0.33%	$56	$782,603,994	0.75%	$142
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$38,266,042	0.04%	$7
Debt Service (Object 65xx)	$448,750	0.62%	$68	$14,511,050	13.04%	$2,205	$12,475,005,940	11.95%	$2,261
Capital Projects (Object 66xx)	$1,016,712	1.40%	$154	$14,491,558	13.02%	$2,202	$16,033,551,537	15.36%	$2,906
Total Disbursements	$72,462,442	100.00%	$11,009	$111,278,790	100.00%	$16,907	$104,379,535,245	100.00%	$18,921
Tax Rates									
2023 - 2024 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.7575			0.7333		
Interest & Sinking Tax Rate				0.3481			0.2408		
Total Tax Rate				1.1056			0.9741		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.6192			0.6379		
Tier I Tax Rate				0.6192			0.6375		
Tier II Tax Rate (Enrichment Pennies)				0.1383			0.0958		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	$18,079		$3	$18,079		$3	$448,350,489		$88

2023 - 2024 Actual Financial Data
Totals for RED OAK ISD (070911)
Total Enrolled Membership: 6,582

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Restricted Fund Balance	$0		$0	$82,958,344		$12,604	$42,873,980,540		$8,417
Committed Fund Balance	$0		$0	$4,428,464		$673	$4,159,077,592		$816
Assigned Fund Balance	$0		$0	$0		$0	$4,058,981,212		$797
Unassigned Fund Balance	$21,750,985		$3,305	$21,750,985		$3,305	$17,734,264,080		$3,481
Total Fund Balance**	$21,769,064		$3,307	$109,155,872		$16,584	$69,274,653,913		$13,600
Fund Balance Reconciliation									
2022-2023 Total Fund Balance (Previous Year)	$21,452,243		$3,308	$36,680,429		$5,656	$61,508,592,008		$12,062
2023-2024 Excess (Deficiency) Operating Expenditures	$1,316,821		$200	$-8,197,445		$-1,245	$-12,858,865,614		$-2,524
2023-2024 Excess (Deficiency) Non-Operating Expenditures	$-1,000,000		$-152	$80,672,888		$12,257	$20,418,148,729		$4,008
2023-2024 Uncommon Items	$0		$0	$0		$0	$206,778,790		$41
2023-2024 Total Fund Balance	$21,769,064		$3,307	$109,155,872		$16,584	$69,274,653,913		$13,600

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RED OAK H S (070911001)
RED OAK ISD

Total Enrolled Membership: 2,163

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$18,463,554	100.00%	$8,536	$20,007,624	100.00%	$9,250
Operating-Payroll	$16,216,027	87.83%	$7,497	$16,871,127	84.32%	$7,800
Other Operating	$2,187,479	11.85%	$1,011	$3,068,988	15.34%	$1,419
Non-Operating(Equipt/Supplies)	$60,048	0.33%	$28	$67,509	0.34%	$31
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$18,403,506	100.00%	$8,508	$19,940,115	100.00%	$9,219
Instruction (11,95) *	$11,470,762	62.33%	$5,303	$11,742,003	58.89%	$5,429
Instructional Res/Media (12) *	$130,623	0.71%	$60	$130,623	0.66%	$60
Curriculum/Staff Develop (13) *	$494,272	2.69%	$229	$571,136	2.86%	$264
Instructional Leadership (21) *	$372,181	2.02%	$172	$372,181	1.87%	$172
School Leadership (23) *	$1,332,907	7.24%	$616	$1,349,502	6.77%	$624
Guidance/Counseling Svcs (31) *	$1,149,985	6.25%	$532	$1,251,248	6.28%	$578
Social Work Services (32) *	$46,933	0.26%	$22	$46,933	0.24%	$22
Health Services (33) *	$192,832	1.05%	$89	$192,832	0.97%	$89
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$891,677	4.47%	$412
Extracurricular (36) **	$1,878,627	10.21%	$869	$2,057,596	10.32%	$951
Plant Maint/Operation (51) **	$1,021,305	5.55%	$472	$1,021,305	5.12%	$472
Security/Monitoring (52) **	$311,945	1.70%	$144	$311,945	1.56%	$144

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RED OAK H S (070911001)
RED OAK ISD

Total Enrolled Membership: 2,163

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$1,134	0.01%	$1	$1,134	0.01%	$1
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$18,403,506	100.00%	$8,508	$19,940,115	100.00%	$9,219
Regular	$8,699,468	47.27%	$4,022	$8,793,435	44.10%	$4,065
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$3,036,703	16.50%	$1,404	$3,137,196	15.73%	$1,450
Students with Disabilities	$2,555,885	13.89%	$1,182	$2,632,126	13.20%	$1,217
State Compensatory ED	$632,753	3.44%	$293	$709,119	3.56%	$328
Bilingual	$13,227	0.07%	$6	$13,227	0.07%	$6
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$85,818	0.47%	$40	$85,818	0.43%	$40
CCMR	$253,006	1.37%	$117	$253,006	1.27%	$117
Athletic Programming	$1,507,624	8.19%	$697	$1,659,864	8.32%	$767
Un-Allocated	$1,619,022	8.80%	$749	$2,656,324	13.32%	$1,228

Note: Some amounts may not total due to rounding.

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2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RED OAK MIDDLE (070911041)
RED OAK ISD

Total Enrolled Membership: 1,539

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$11,562,641	100.00%	$7,513	$12,969,127	100.00%	$8,427
Operating-Payroll	$10,647,168	92.08%	$6,918	$11,350,913	87.52%	$7,376
Other Operating	$908,147	7.85%	$590	$1,610,888	12.42%	$1,047
Non-Operating(Equipt/Supplies)	$7,326	0.06%	$5	$7,326	0.06%	$5
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$11,555,315	100.00%	$7,508	$12,961,801	100.00%	$8,422
Instruction (11,95) *	$7,243,760	62.69%	$4,707	$7,727,756	59.62%	$5,021
Instructional Res/Media (12) *	$131,418	1.14%	$85	$136,301	1.05%	$89
Curriculum/Staff Develop (13) *	$417,264	3.61%	$271	$507,690	3.92%	$330
Instructional Leadership (21) *	$182,812	1.58%	$119	$182,812	1.41%	$119
School Leadership (23) *	$1,230,866	10.65%	$800	$1,257,146	9.70%	$817
Guidance/Counseling Svcs (31) *	$821,883	7.11%	$534	$821,883	6.34%	$534
Social Work Services (32) *	$23,303	0.20%	$15	$23,303	0.18%	$15
Health Services (33) *	$204,860	1.77%	$133	$204,860	1.58%	$133
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$760,102	5.86%	$494
Extracurricular (36) **	$215,282	1.86%	$140	$256,081	1.98%	$166
Plant Maint/Operation (51) **	$876,291	7.58%	$569	$876,291	6.76%	$569
Security/Monitoring (52) **	$206,979	1.79%	$134	$206,979	1.60%	$134

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RED OAK MIDDLE (070911041)
RED OAK ISD

Total Enrolled Membership: 1,539

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$597	0.01%	$0	$597	0.00%	$0
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$11,555,315	100.00%	$7,508	$12,961,801	100.00%	$8,422
Regular	$7,990,770	69.15%	$5,192	$8,084,789	62.37%	$5,253
Gifted & Talented	$34,436	0.30%	$22	$34,436	0.27%	$22
Career & Technical	$316,442	2.74%	$206	$316,442	2.44%	$206
Students with Disabilities	$1,431,486	12.39%	$930	$1,607,228	12.40%	$1,044
State Compensatory ED	$347,295	3.01%	$226	$645,747	4.98%	$420
Bilingual	$13,584	0.12%	$9	$13,584	0.10%	$9
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$122,153	1.06%	$79	$122,153	0.94%	$79
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$120,188	1.04%	$78	$157,943	1.22%	$103
Un-Allocated	$1,178,961	10.20%	$766	$1,979,479	15.27%	$1,286

Note: Some amounts may not total due to rounding.

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2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RED OAK EL (070911101)
RED OAK ISD

Total Enrolled Membership: 522

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,851,891	100.00%	$9,295	$5,411,771	100.00%	$10,367
Operating-Payroll	$4,534,198	93.45%	$8,686	$4,860,215	89.81%	$9,311
Other Operating	$317,693	6.55%	$609	$551,556	10.19%	$1,057
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,851,891	100.00%	$9,295	$5,411,771	100.00%	$10,367
Instruction (11,95) *	$3,414,941	70.38%	$6,542	$3,567,364	65.92%	$6,834
Instructional Res/Media (12) *	$97,450	2.01%	$187	$103,493	1.91%	$198
Curriculum/Staff Develop (13) *	$178,870	3.69%	$343	$265,819	4.91%	$509
Instructional Leadership (21) *	$96,153	1.98%	$184	$96,153	1.78%	$184
School Leadership (23) *	$306,544	6.32%	$587	$322,415	5.96%	$618
Guidance/Counseling Svcs (31) *	$282,215	5.82%	$541	$282,215	5.21%	$541
Social Work Services (32) *	$11,475	0.24%	$22	$11,475	0.21%	$22
Health Services (33) *	$111,470	2.30%	$214	$111,470	2.06%	$214
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$298,594	5.52%	$572
Extracurricular (36) **	$1,300	0.03%	$2	$1,300	0.02%	$2
Plant Maint/Operation (51) **	$272,589	5.62%	$522	$272,589	5.04%	$522
Security/Monitoring (52) **	$78,289	1.61%	$150	$78,289	1.45%	$150

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RED OAK EL (070911101)
RED OAK ISD

Total Enrolled Membership: 522

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$595	0.01%	$1	$595	0.01%	$1
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,851,891	100.00%	$9,295	$5,411,771	100.00%	$10,367
Regular	$2,660,466	54.83%	$5,097	$2,686,001	49.63%	$5,146
Gifted & Talented	$56,298	1.16%	$108	$56,298	1.04%	$108
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$1,285,614	26.50%	$2,463	$1,353,890	25.02%	$2,594
State Compensatory ED	$190,067	3.92%	$364	$335,628	6.20%	$643
Bilingual	$2,588	0.05%	$5	$2,588	0.05%	$5
Early Education Allotment	$189,492	3.91%	$363	$189,492	3.50%	$363
Dyslexia or Related Disorder Serv	$114,593	2.36%	$220	$114,593	2.12%	$220
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$352,773	7.27%	$676	$673,281	12.44%	$1,290

Note: Some amounts may not total due to rounding.

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2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR WOODEN EL (070911102)
RED OAK ISD

Total Enrolled Membership: 524

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,530,380	100.00%	$8,646	$5,232,299	100.00%	$9,985
Operating-Payroll	$4,268,315	94.22%	$8,146	$4,706,569	89.95%	$8,982
Other Operating	$262,065	5.78%	$500	$525,730	10.05%	$1,003
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,530,380	100.00%	$8,646	$5,232,299	100.00%	$9,985
Instruction (11,95) *	$3,186,269	70.33%	$6,081	$3,483,344	66.57%	$6,648
Instructional Res/Media (12) *	$86,383	1.91%	$165	$94,102	1.80%	$180
Curriculum/Staff Develop (13) *	$170,980	3.77%	$326	$296,420	5.67%	$566
Instructional Leadership (21) *	$111,623	2.46%	$213	$111,623	2.13%	$213
School Leadership (23) *	$313,152	6.91%	$598	$320,220	6.12%	$611
Guidance/Counseling Svcs (31) *	$241,340	5.33%	$461	$241,340	4.61%	$461
Social Work Services (32) *	$10,352	0.23%	$20	$10,352	0.20%	$20
Health Services (33) *	$114,482	2.53%	$218	$114,482	2.19%	$218
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$264,617	5.06%	$505
Extracurricular (36) **	$907	0.02%	$2	$907	0.02%	$2
Plant Maint/Operation (51) **	$211,507	4.67%	$404	$211,507	4.04%	$404
Security/Monitoring (52) **	$82,808	1.83%	$158	$82,808	1.58%	$158

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR WOODEN EL (070911102)
RED OAK ISD

Total Enrolled Membership: 524

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$577	0.01%	$1	$577	0.01%	$1
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,530,380	100.00%	$8,646	$5,232,299	100.00%	$9,985
Regular	$2,849,384	62.90%	$5,438	$2,902,568	55.47%	$5,539
Gifted & Talented	$104,573	2.31%	$200	$104,573	2.00%	$200
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$629,739	13.90%	$1,202	$701,276	13.40%	$1,338
State Compensatory ED	$209,717	4.63%	$400	$445,980	8.52%	$851
Bilingual	$147,575	3.26%	$282	$209,106	4.00%	$399
Early Education Allotment	$176,900	3.90%	$338	$176,900	3.38%	$338
Dyslexia or Related Disorder Serv	$116,693	2.58%	$223	$116,693	2.23%	$223
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$295,799	6.53%	$565	$575,203	10.99%	$1,098

Note: Some amounts may not total due to rounding.

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2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR EASTRIDGE EL (070911103)
RED OAK ISD

Total Enrolled Membership: 535

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,273,139	100.00%	$7,987	$4,915,215	100.00%	$9,187
Operating-Payroll	$3,995,701	93.51%	$7,469	$4,372,743	88.96%	$8,173
Other Operating	$277,438	6.49%	$519	$542,472	11.04%	$1,014
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,273,139	100.00%	$7,987	$4,915,215	100.00%	$9,187
Instruction (11,95) *	$3,087,813	72.26%	$5,772	$3,255,255	66.23%	$6,085
Instructional Res/Media (12) *	$95,591	2.24%	$179	$100,020	2.03%	$187
Curriculum/Staff Develop (13) *	$159,164	3.72%	$298	$245,582	5.00%	$459
Instructional Leadership (21) *	$81,100	1.90%	$152	$81,100	1.65%	$152
School Leadership (23) *	$291,504	6.82%	$545	$302,459	6.15%	$565
Guidance/Counseling Svcs (31) *	$162,503	3.80%	$304	$245,337	4.99%	$459
Social Work Services (32) *	$9,833	0.23%	$18	$9,833	0.20%	$18
Health Services (33) *	$108,159	2.53%	$202	$108,159	2.20%	$202
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$289,998	5.90%	$542
Extracurricular (36) **	$1,642	0.04%	$3	$1,642	0.03%	$3
Plant Maint/Operation (51) **	$198,560	4.65%	$371	$198,560	4.04%	$371
Security/Monitoring (52) **	$76,704	1.80%	$143	$76,704	1.56%	$143

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR EASTRIDGE EL (070911103)
RED OAK ISD

Total Enrolled Membership: 535

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$566	0.01%	$1	$566	0.01%	$1
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,273,139	100.00%	$7,987	$4,915,215	100.00%	$9,187
Regular	$2,907,246	68.04%	$5,434	$2,944,409	59.90%	$5,504
Gifted & Talented	$54,689	1.28%	$102	$54,689	1.11%	$102
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$613,231	14.35%	$1,146	$764,719	15.56%	$1,429
State Compensatory ED	$195,832	4.58%	$366	$343,285	6.98%	$642
Bilingual	$4,208	0.10%	$8	$4,208	0.09%	$8
Early Education Allotment	$91,902	2.15%	$172	$91,902	1.87%	$172
Dyslexia or Related Disorder Serv	$128,559	3.01%	$240	$128,559	2.62%	$240
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$277,472	6.49%	$519	$583,444	11.87%	$1,091

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SHIELDS EL (070911105)
RED OAK ISD

Total Enrolled Membership: 591

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,762,557	100.00%	$8,058	$5,406,932	100.00%	$9,149
Operating-Payroll	$4,456,783	93.58%	$7,541	$4,846,182	89.63%	$8,200
Other Operating	$305,774	6.42%	$517	$560,750	10.37%	$949
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,762,557	100.00%	$8,058	$5,406,932	100.00%	$9,149
Instruction (11,95) *	$3,337,724	70.08%	$5,648	$3,535,900	65.40%	$5,983
Instructional Res/Media (12) *	$104,925	2.20%	$178	$111,757	2.07%	$189
Curriculum/Staff Develop (13) *	$175,885	3.69%	$298	$265,823	4.92%	$450
Instructional Leadership (21) *	$92,253	1.94%	$156	$92,253	1.71%	$156
School Leadership (23) *	$298,603	6.27%	$505	$312,659	5.78%	$529
Guidance/Counseling Svcs (31) *	$298,447	6.27%	$505	$298,447	5.52%	$505
Social Work Services (32) *	$11,335	0.24%	$19	$11,335	0.21%	$19
Health Services (33) *	$76,028	1.60%	$129	$95,559	1.77%	$162
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$315,842	5.84%	$534
Extracurricular (36) **	$1,865	0.04%	$3	$1,865	0.03%	$3
Plant Maint/Operation (51) **	$255,578	5.37%	$432	$255,578	4.73%	$432
Security/Monitoring (52) **	$109,339	2.30%	$185	$109,339	2.02%	$185

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR SHIELDS EL (070911105)
RED OAK ISD

Total Enrolled Membership: 591

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$575	0.01%	$1	$575	0.01%	$1
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$4,762,557	100.00%	$8,058	$5,406,932	100.00%	$9,149
Regular	$2,702,814	56.75%	$4,573	$2,726,607	50.43%	$4,614
Gifted & Talented	$98,993	2.08%	$168	$98,993	1.83%	$168
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$1,128,133	23.69%	$1,909	$1,218,860	22.54%	$2,062
State Compensatory ED	$185,184	3.89%	$313	$358,470	6.63%	$607
Bilingual	$7,623	0.16%	$13	$7,623	0.14%	$13
Early Education Allotment	$163,022	3.42%	$276	$163,022	3.02%	$276
Dyslexia or Related Disorder Serv	$109,431	2.30%	$185	$109,431	2.02%	$185
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$367,357	7.71%	$622	$723,926	13.39%	$1,225

Note: Some amounts may not total due to rounding.

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** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RUSSELL P SCHUPMANN EL (070911107)
RED OAK ISD

Total Enrolled Membership: 703

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$5,240,155	100.00%	$7,454	$6,167,190	100.00%	$8,773
Operating-Payroll	$4,873,822	93.01%	$6,933	$5,434,269	88.12%	$7,730
Other Operating	$366,333	6.99%	$521	$732,921	11.88%	$1,043
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$5,240,155	100.00%	$7,454	$6,167,190	100.00%	$8,773
Instruction (11,95) *	$3,646,331	69.58%	$5,187	$4,048,731	65.65%	$5,759
Instructional Res/Media (12) *	$96,272	1.84%	$137	$101,782	1.65%	$145
Curriculum/Staff Develop (13) *	$170,520	3.25%	$243	$289,160	4.69%	$411
Instructional Leadership (21) *	$120,885	2.31%	$172	$120,885	1.96%	$172
School Leadership (23) *	$450,073	8.59%	$640	$464,878	7.54%	$661
Guidance/Counseling Svcs (31) *	$222,982	4.26%	$317	$222,982	3.62%	$317
Social Work Services (32) *	$11,386	0.22%	$16	$11,386	0.18%	$16
Health Services (33) *	$96,114	1.83%	$137	$96,114	1.56%	$137
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$385,680	6.25%	$549
Extracurricular (36) **	$1,587	0.03%	$2	$1,587	0.03%	$2
Plant Maint/Operation (51) **	$353,884	6.75%	$503	$353,884	5.74%	$503
Security/Monitoring (52) **	$69,524	1.33%	$99	$69,524	1.13%	$99

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR RUSSELL P SCHUPMANN EL (070911107)
RED OAK ISD

Total Enrolled Membership: 703

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$597	0.01%	$1	$597	0.01%	$1
Fund Raising CHARTER ONLY (81) **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$5,240,155	100.00%	$7,454	$6,167,190	100.00%	$8,773
Regular	$3,646,247	69.58%	$5,187	$3,713,379	60.21%	$5,282
Gifted & Talented	$3,979	0.08%	$6	$3,979	0.06%	$6
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$403,029	7.69%	$573	$569,803	9.24%	$811
State Compensatory ED	$194,156	3.71%	$276	$472,677	7.66%	$672
Bilingual	$185,208	3.53%	$263	$185,208	3.00%	$263
Early Education Allotment	$259,998	4.96%	$370	$259,998	4.22%	$370
Dyslexia or Related Disorder Serv	$121,946	2.33%	$173	$121,946	1.98%	$173
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$425,592	8.12%	$605	$840,200	13.62%	$1,195

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

2023-2024 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2023-2024 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2023 FIRST Rating | 2023 Accountability Rating | 2023-2024 Accreditation Status | Reason For Status | Notes

Show 100 entries Search: 070911

CDN	DISTRICT NAME	ESC	2023 FIRST Rating	2023 Accountability Rating	2023-2024 Accreditation Status	Reason For Status	Notes
070911	RED OAK ISD	10	A - Superior Achievement	D	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,208 total entries) Previous 1 Next

Campus Performance Objectives

Each year, campuses create a Campus Improvement Plan (CIP) that includes the common Goals throughout the District, and Performance Objectives specific to the campus.

Campuses develop the CIP with a committee comprised of staff, parents, and community members. Plans are formatively reviewed by the committee, and updates are posted to Red Oak ISD website.

The most up-to-date CIP for each campus is posted on the district webpage with links included from campus pages. Page locations and links are provided below:

Red Oak High School (https://rohs.redoakisd.org/) – About Us – Campus Improvement Plan

Red Oak Middle School (https://roms.redoakisd.org/) – About Us – Campus Improvement Plan

Dr. Joy Shaw Middle School (https://jsms.redoakisd.org) – About Us - Campus Improvement Plan

Red Oak Elementary School (https://roe.redoakisd.org/) – About Us - Campus Improvement Plan

H.A. Wooden Elementary School (https://hawe.redoakisd.org/) – About Us - Campus Improvement Plan

Eastridge Elementary School (https://ee.redoakisd.org/) – About Us - Campus Improvement Plan

Donald T. Shields Elementary School (https://dtse.redoakisd.org/) – About Us - Campus Improvement Plan

Russell P. Schupmann Elementary School (https://rpse.redoakisd.org/) – About Us - Campus Improvement Plan

— hawk strong —

ROMS Local Improvement Plan

ROMS Local Improvement Plan (LIP)

— hawk strong —

Why do we need to have a LIP?

- Additional Targeted: When a campus has one or more student groups whose performance is consistently low in the set outcomes.
  SPED Population
  EB (Emergent Bilingual)

- First year "D" Campus
  22/23 - 63 D
  23/24 - 73 C
  24/25 - 69 D*

ROMS Local Improvement Plan (LIP)

— hawk strong —

Focus Group Actions

Special Education Students:

- Strategic Scheduling of Students
- Focus on use of Accommodations in classroom consistently
- Focused tutoring for this group
- Teacher training on how to accommodate lessons and student activities
- Progress Monitoring

Emergent Bi-lingual Students:

- Strategic Scheduling of Students
- Language Academies with ESL teacher
- Training teachers on how to use Ellevation
- Progress Monitoring

Overall Rating 24-25

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	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**69**	**D**	
Student Achievement		**71**	**C**	**70%**
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**70**	**C**	**0%**
Academic Growth	55	60	D	
Relative Performance (Eco Dis: 62.7%)		70	C	✓
Closing the Gaps	**26**	**65**	**D**	**30%**

Student Achievement 24-25

	DNM	App	Meets	Masters	Grade
Reading					
ROMS	**27% (↓ 1)**	**73% (↑1)**	**46% (↓1)**	**19% (↓2)**	**C**
6th Grade	31% (↑5)	69% (↓5)	43% (↓10)	17% (↓5)	C
7th Grade	24% (↓ 7)	76% (↑7)	51% (↑6)	21% (0)	B
8th Grade	25% (↑3)	75% (↓3)	44% (↓5)	18% (↓5)	C
Math					
ROMS	**38% (↓ 3)**	**62% (↑3)**	**34% (↑6)**	**11% (↑5)**	**D**
6th Grade	33% (↓ 2)	67% (↑2)	27% (↓7)	7% (↓3)	D
7th Grade	65% (↑8)	35% (↓8)	15% (↓4)	1% (↓2)	F
8th Grade	31% (↓ 2)	69% (↑2)	45% (↑12)	13% (↑7)	C
Algebra I	3% (↑3)	97% (↓3)	79% (↓12)	55% (↓4)	A
Science					
ROMS	34% (↓ 8)	66% (↑8)	40% (↑8)	14% (↑6)	C
History					
ROMS	50% (↑1)	50% (↓1)	25% (↓2)	13% (↓2)	F

Closing the Gaps Data

Component	Total Earned Points	Total Possible Points
Academic Achievement	13	32
Growth Status	3	32
ELP Status	3	4
Student Success Status	2	16
Closing the Gaps Score		

ROMS Local Improvement Plan

Developed from the Texas Effective School Framework

- Lever 1 - Strong School Leadership and Planning
- Lever 2 - Strategic Staffing
- Lever 3 - Positive School Culture
- Lever 4 - High Quality Instructional Materials and Assessment
- Lever 5 - Effective Instruction

ROMS Local Improvement Plan

Process for setting goals:

- Self-assessment in all areas
- Identified three key areas of improvement
- Discovered potential root cause for the gap
- Set a goal and identified action steps to align with the goal
- Reviewed potential barriers
- Identified district staff to assist with building capacity

Goals of Prioritized Focus Areas

— hawk strong —

Desired Outcomes:

- Lever 5.2 - Building teacher capacity through observation and feedback cycles
  ~ By the end of each semester, each administrator will complete a minimum of **3** documented walkthroughs per teacher and 9 fundamental five walkthroughs, with feedback aligned to T-TESS dimensions, and ensure that 100% of teachers receive feedback within 48 hours of each observation.

- Lever 5.3 - Data-driven instruction
  ~ Create and utilize data analysis protocol after each formal assessment with 100% fidelity to increase student achievement.

- Lever 3.1 - Explicit school-wide behavioral expectations and culture routines
  ~ Decrease the number of discipline referrals by 5% each six weeks.

Prioritized Focus Area #1

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Essential Action 5.2 -
Building teacher capacity through observation and feedback cycles

- Action Steps:
  - consistent curriculum classroom walks with immediate feedback to teachers
  - Fundamental 5 walks with immediate feedback to teachers
  - TTESS calibrations classroom walks with immediate feedback to teachers

Prioritized Focus Area #2

— hawk strong —

Essential Action 5.3 -
Data-driven instruction

- Action Steps:
  - Formalize a discipline data protocol to be added to the administrative team meeting
  - Plan and execute professional learning opportunities to develop expectations and common language for student behavior
  - Create incentives for students as they reach the campus expectations
  - Create and implement a culture/behavior/discipline committee that will provide modeling of classroom behavior strategies

Prioritized Focus Area #3

— hawk strong —

Essential Action 3.1 -
Explicit school-wide behavioral expectations and culture routines

- Action Steps:
  - Create and implement teacher and administrative data analysis forms
  - Plan time for department teams to review and analyze data after assessments
  - Create a plan of intervention from the analyzed data/follow up on progress

— hawk strong —

- Data sources will be used throughout the year to track progress
- Reflections and adjustments will be made throughout the year with each focus area

QUESTIONS

Local Improvement Plan (LIP) Template

This Local Improvement Plan (LIP) was developed in response to the campus's identification for Additional Targeted Support (ATS) or Targeted Support (TSI) under federal accountability requirements. The plan reflects input from campus-level stakeholders and is aligned to Essential Action 1.3 of the Effective Schools Framework, which emphasizes focused plan development and regular monitoring of implementation and outcomes. The plan will be reviewed and updated monthly, and all related documentation and data sources will be maintained locally and made available for audit or upon request by the Texas Education Agency.

Campus Information

District Name	Red Oak ISD	**Superintendent**	Brenda Sanford
District Number	070911	**District Coordinator of School Improvement (DCSI)**	Israel Cordero
Campus Name	Red Oak Middle School	**Principal**	Christopher Thompson
Campus Number	041	**ESC Number**	10

Assurances

DCSI: *I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.*	Israel Cordero October 31, 2025
Principal Supervisor: *I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.* ***Only necessary if the DCSI is *not* the Principal Supervisor**	Israel Cordero October 31, 2025
Principal: *I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.*	Chris Thompson October 31, 2025

Needs Assessment

A. Campus Focus Areas

Use information from your ESF Self-Assessment and ESF Diagnostic (if available) as well as data reviews to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started → 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities	3- Beginning Implementation
1.2 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations	4- Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators	5- Full Implementation
3.1 Explicit school-wide behavioral expectations and culture routines	3- Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence	5- Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments	5- Full Implementation
5.2 Building teacher capacity through observation and feedback cycles	3- Beginning Implementation
5.3 Data-driven instruction	3- Beginning Implementation

B. Summary of Key Findings

Outline the root causes of low performance based on data reviewed. Include: • performance data related to the ATS/TSI label • additional relevant data (discipline, attendance, interventions, etc.).	EB population has increased; what data will assist in getting to a root cause; Tier I instruction (teachers understanding differentiation and planning with instructional tools such as student discourse, movement, and checks for understanding); increasing student gaps

C. Stakeholder Engagement

Describe how and when campus stakeholders were engaged in the development of this plan.	Departmental meetings with teachers, weekly administrative meetings; How can we include the community? Weekly Smore to community and parents; Strategic communication at Donuts for Dads and Muffins for Moms

Focused Priorities and Annual Outcomes

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.2	5.3	3.1
Rationale Alignment to Root Cause / Needs assessment	Pull TTESS summative rating	Lack of protocol to review data after key assessments	Weak processes for reviewing discipline data and lack of systemic common language with restorative practice
Capacity Builder: Who will you partner with?	C&I staff and Chief of Secondary Schools	Assessment and accountability department to gather data and information needed. C&I on potential next steps.	Director of Student Services Counseling and Family Services
Communication Plan: How will you communicate this to all stakeholders?	Staff meetings, department meetings and through immediate feedback via forms document	Communicate through PLCs and planned data meetings when creating next steps.	Department heads will review and analyze discipline data and will disseminate information to the teams. Next steps will be discussed.
Desired Annual Outcome: SMART Format	Use of summative report to answer this	Create and utilize data analysis protocol after each formal assessment with 100% fidelity to increase student achievement.	Decrease the number of discipline referrals by 5% each six weeks.
Barriers to Address: Skills, Resources, Mindsets	1.) With so many new staff, it can be difficult to schedule the amount of feedback cycles needed 2.) Immediate feedback and coaching cycles are a new approach to creating a culture of learners	1.) Establishing teacher ownership of diving into data and creating a plan from the data to increase student achievement. 2.) Transparency of viewing teacher data to identify areas of improvement	1.) Receiving accurate data for discipline without attendance and student IDs. 2.) Will there be a discipline replacement at R10 for support
District Actions to		Providing teacher data to the campus	Student Support Specialists will assist

Support Campus	C&I staff are supporting through aligning with the campus to do classroom walks and TTESS calibrations. We collaborate on feedback that needs to be given to staff and provide any support needed. Instructional coaches get professional learning on coaching cycles and feedback.	and collaborating on next steps to improve teacher efficacy.	in doing classroom modeling and presenting support in the classroom for students of concern. Director of Student Services will assist in pulling accurate discipline data each six weeks.

Milestones and Metrics

Action Plan: Prioritized Focus Area #1

Action Step	Prioritized Essential Action	Start Date & End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Data Sources Used to Track Progress	*Progress Monitoring Date
Consistent classroom curriculum walks	**5.2**	**September 2025- May 2026**	**Curriculum forms**	**Campus admin and C&I**	**Google forms data sheet**	**Google forms data sheet**	**End of every six weeks**
Fundamental 5 classroom walks	**5.2**	**September 2025- May 2026**	**Google forms**	**Campus admin and C&I**	**Google forms data sheet**	**Data Dashboard**	**End of every six weeks**
TTESS Calibration classroom walks	**5.2**	**September 2025- May 2026**	**TTESS rubric forms**	**Campus admin and C&I**	**Strive forms**	**Strive reports**	**End of every six weeks**

Action Plan: Prioritized Focus Area #2

Action Step	Prioritized Essential Action	Start Date & End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Data Sources Used to Track Progress	*Progress Monitoring Date
Create and implement teacher and administrative data analysis forms	5.3	September 2025-May 2026	Analysis forms	Teachers, ICs and administrative staff	Completion of the analysis form	Google sheets tracker	This step is complete
Plan time for department teams to review and analyze data after assessments	5.3	September 2025-May 2026	Master schedule to plan sufficient time	Teachers, ICs and administrative staff	Calendar of events and master schedule will block out time for staff to analyze data	Google sheets tracker	This step is complete
Create a plan of intervention from the analyzed data/follow up on progress	5.3	September 2025-May 2026	Analysis forms and curriculum resources	Teachers, ICs and administrative staff	Analysis form and notated in the administrative Google sheets	Google sheets Tracker	After every exit ticket and all formal assessments/weekly

Action Plan: Prioritized Focus Area #3

Action Step	Prioritized Essential Action	Start Date & End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Data Sources Used to Track Progress	*Progress Monitoring Date
Formalize a discipline data protocol to be added to the administrative team meeting	3.1	October 2025-May 2026	Data and protocol	Administrators	Campus discipline data	Data tracker through SIS	To be completed by the end of October
Plan and execute professional learning opportunities to develop expectations and common	3.1	November 2025-May 2026	Restorative Practices Trainer	Administrators, culture committee, and outside	Agenda for the staff meetings, staff handbook	Dates on the calendar of professional learning	November 2025 and by end of February

language for student behavior				**presenters**			**2026**
Create incentives for students as they reach the campus expectations	**3.1**	**October 2025-May 2026**	**Funding for incentives and a schedule of incentives**	**Culture committee, Administrators**	**Calendar of Events and Social Media**	**SIS, Google form from teacher grades**	**Every six weeks**
Create and implement a culture/behavior/discipline committee that will provide modeling of classroom behavior strategies	**3.1**	**November 2025-May 2026**	**District and campus staff, possibly outside resources**	**Culture committee, teachers**	**Agendas**	**Calendar of events and agendas**	**Once a month**

*** record progress monitoring reflections and plan adjustments (if any) in the next section**

Progress Monitoring

Reflections/Adjustments: Prioritized Focus Area #1

Action Step	Progress Monitoring Date	How close are you to your desired annual outcome for this priority?	What (if any) modifications are needed to the plan?
Consistent classroom curriculum walks	December 17, 2025		
Fundamental 5 classroom walks	December 17, 2025		
TTESS Calibration classroom walks	December 17, 2025		

Reflections/Adjustments: Prioritized Focus Area #2

Action Step	Progress Monitoring Date	How close are you to your desired annual outcome for this priority?	What (if any) modifications are needed to the plan?
Create and implement teacher	December 17,		

and administrative data analysis forms	2025		
Plan time for department teams to review and analyze data after assessments	December 17, 2025		
Create a plan of intervention from the analyzed data/follow up on progress	December 17, 2025		

Reflections/Adjustments: Prioritized Focus Area #3

Action Step	Progress Monitoring Date	How close are you to your desired annual outcome for this priority?	What (if any) modifications are needed to the plan?
Formalize a discipline data protocol to be added to the administrative team meeting	December 17, 2025		
Plan and execute professional learning opportunities to develop expectations and common language for student behavior	December 17, 2025		
Create incentives for students as they reach the campus expectations	December 17, 2025		
Create and implement a culture/behavior/discipline committee that will provide modeling of classroom behavior strategies	December 17, 2025		

— hawk strong —

JSMS Local Improvement Plan

Soaring with Purpose, Achieving with Pride

JSMS Local Improvement Plan (LIP)

— hawk strong —

Why do we need to have a LIP?

- Additional Targeted: When a campus has one or more student groups whose performance is consistently low in the set outcomes.
  - African Americans
  - Hispanics

- First year "D" Campus
  22/23 - 63 D
  23/24 - 73 C
  24/25 - 69 D*

JSMS Local Improvement Plan (LIP)

— hawk strong —

Focus Group Actions

<u>African Americans:</u>

- Power Hour
- Strategic Scheduling of Students (Teachers, SOAR)
- Student Data Portfolios and Folders
- Focused tutoring/interventions
- Soaring After Sunset
- Grade Sheets and Planners
- Progress Monitoring

<u>Hispanics:</u>

- Power Hour
- Strategic Scheduling of Students (Teachers, SOAR)
- Student Data Portfolios and Folders
- Focused tutoring/interventions
- Soaring After Sunset
- Grade Sheets and Planners
- Progress Monitoring

Overall Rating 24-25

— hawk strong —

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**69**	**D**	
Student Achievement		**71**	**C**	**70%**
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**70**	**C**	**0%**
Academic Growth	55	60	D	
Relative Performance (Eco Dis: 62.7%)		70	C	✓
Closing the Gaps	**26**	**65**	**D**	**30%**

Student Achievement 24-25

	DNM	App	Meets	Masters	Grade
Reading					
ROMS	27% (↓1)	73% (↑1)	46% (↓1)	19% (↓2)	**C**
6th Grade	31% (↑5)	69% (↓5)	43% (↓10)	17% (↓5)	C
7th Grade	24% (↓7)	76% (↑7)	51% (↑6)	21% (0)	B
8th Grade	25% (↑3)	75% (↓3)	44% (↓5)	18% (↓5)	C
Math					
ROMS	38% (↓3)	62% (↑3)	34% (↑6)	11% (↑5)	**D**
6th Grade	33% (↓2)	67% (↑2)	27% (↓7)	7% (↓3)	D
7th Grade	65% (↑8)	35% (↓8)	15% (↓4)	1% (↓2)	F
8th Grade	31% (↓2)	69% (↑2)	45% (↑12)	13% (↑7)	C
Algebra I	3% (↑3)	97% (↓3)	79% (↓12)	55% (↓4)	A
Science					
ROMS	34% (↓8)	66% (↑8)	40% (↑8)	14% (↑6)	**C**
History					
ROMS	50% (↑1)	50% (↓1)	25% (↓2)	13% (↓2)	**F**

Closing the Gaps Data

Component	Total Earned Points	Total Possible Points
Academic Achievement	13	32
Growth Status	3	32
ELP Status	3	4
Student Success Status	2	16
Closing the Gaps Score		

JSMS Local Improvement Plan

Developed from the Texas Effective School Framework

- Lever 1 - Strong School Leadership and Planning
- Lever 2 - Strategic Staffing
- Lever 3 - Positive School Culture
- Lever 4 - High Quality Instructional Materials and Assessment
- Lever 5 - Effective Instruction

JSMS Local Improvement Plan

Process for setting goals:

- Self-assessment in all areas
- Identified three key areas of improvement
- Discovered potential root cause for the gap
- Set a goal and identified action steps to align with the goal
- Reviewed potential barriers
- Identified district staff to assist with building capacity

Goals of Prioritized Focus Areas

— hawk strong —

Desired Outcomes:

- Lever 5.2 - Building teacher capacity through observation and feedback cycles
  ~ All teachers will receive coaching cycles, classroom walks, TTESS evaluations, and timely feedback by the end of the school year.
- Lever 5.3 - Data-driven instruction
  ~ 100% of teachers will modify instruction based on analysis of data from formal and informal assessments.

  To monitor DDI planning by teachers, Campus administrators will review data submissions/action plans from 100% of teachers 3 times per 6 weeks during 1st-5th 6 Weeks focusing on targeted interventions.
- Lever 3.1 - Explicit school-wide behavioral expectations and culture routines
  ~ We will use PBIS and Texas Instructional Leadership to train staff and refine/implement student behavioral expectations in all areas of the campus. Referral data will decrease.

Prioritized Focus Area #1

— hawk strong —

Essential Action 5.2 -
Building teacher capacity through observation and feedback cycles

- Action Steps:
  - Identifying areas of need and supports for teachers.
  - Create a calendar system for observing teachers for observations and classroom walks.
  - Consistent and timely feedback after classroom visits.
  - Provide PD systematically or individually for the campus and teachers.
  - Follow up visits in the classrooms post feedback.

Prioritized Focus Area #2

— hawk strong —

Essential Action 5.3 -
Data-driven instruction

- Action Steps:
  - Administrative data meetings
  - PLC data meetings
  - Review iReady Data
  - Use and review Sirius Data as a strong instructional resource

Prioritized Focus Area #3

— hawk strong —

Essential Action 3.1 -
Explicit school-wide behavioral expectations and culture routines.

- Action Steps:
  - Communicate and reinforce vision, mission, goals, and values.
  - Revisit and implement common language around campus expectations and posting of expectations
  - Review Safe and Civil Schools information for possible implementation
  - Build shared ownership of the Shaw community through engaging students, parents, and faculty to work together for increased student engagement and achievement.
    ~ Grow PTA
    ~ Community Town Hall meetings with Shaw parents
    ~ Grow business partnerships
    ~ Own the campus motto: Soaring with Purpose, Achieving with Pride.

Progress Monitoring

— hawk strong —

- Lever 5.2 - Building Teacher Capacity
  - Coaching Plan and Tracker
  - Walkthroughs with Feedback Turnaround Time Instant
  - Tier Movement based on student performance behaviorally and academically (CBAs, Interim, Benchmark Scores, Discipline Data, T-Tess Evaluations)
- Lever 5.3 - Data Driven Instruction
  - Data Meetings
    - Creating action plans based on student data.
  - iReady Data Review
  - Increasing Sirius use and reviewing data.

Progress Monitoring

— hawk strong —

- 3.1 - Explicit school-wide behavioral expectations and culture routines.
  - Daily Climate
  - Staff Surveys
  - Skyward Discipline Reports
  - ROISD Discipline Dashboard
  - Attendance
  - Failure reports
  - PTA Membership
  - Raptor Volunteers

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QUESTIONS

Local Improvement Plan (LIP) Template

This Local Improvement Plan (LIP) was developed in response to the campus's identification for Additional Targeted Support (ATS) or Targeted Support (TSI) under federal accountability requirements. The plan reflects input from campus-level stakeholders and is aligned to Essential Action 1.3 of the Effective Schools Framework, which emphasizes focused plan development and regular monitoring of implementation and outcomes. The plan will be reviewed and updated monthly, and all related documentation and data sources will be maintained locally and made available for audit or upon request by the Texas Education Agency.

Campus Information

District Name	Red Oak ISD	**Superintendent**	Brenda Sanford
District Number	070911	**District Coordinator of School Improvement (DCSI)**	Israel Cordero
Campus Name	Joy Shaw Middle School	**Principal**	Lanoria Washington
Campus Number		**ESC Number**	10

Assurances

DCSI: *I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.*	Israel Cordero November 1, 2025
Principal Supervisor: *I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.* ***Only necessary if the DCSI is *not* the Principal Supervisor**	Israel Cordero November 1, 2025
Principal: *I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.*	Lanoria Washington November 1, 2025

Needs Assessment

A. Campus Focus Areas

Use information from your ESF Self-Assessment and ESF Diagnostic (if available) as well as data reviews to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started → 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities	5- Full Implementation
1.2 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations	3- Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators	3- Beginning Implementation
3.1 Explicit school-wide behavioral expectations and culture routines	3- Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence	5- Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments	4- Partial Implementation
5.2 Building teacher capacity through observation and feedback cycles	4- Partial Implementation
5.3 Data-driven instruction	4- Partial Implementation

B. Summary of Key Findings

Outline the root causes of low performance based on data reviewed. Include: • performance data related to the ATS/TSI label • additional relevant data (discipline, attendance, interventions, etc.).	Attendance was low (94%), lack of effective and targeted interventions (only happened during blitz, not throughout the year), behavior linked to lack of classroom management, there is a correlation between referrals and low test scores among African American students (51% of student population that is African American), no clear vision of what we are trying to do beyond the basic idea of students being in class, culture awareness of current generation of students

C. Stakeholder Engagement

Describe how and when campus stakeholders were engaged in the development of this plan.	July and August meetings were held as an administrative team to discuss strengths and opportunities, campus staff development time was incorporated to share the plan with teachers and staff, there was a virtual session with students to communicate school expectations and SOAR procedures; the gap is communication and input from outside community of the campus vision, mission, etc.

Focused Priorities and Annual Outcomes

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.2	5.3	3.1
Rationale Alignment to Root Cause / Needs assessment	Time was being spent in other areas of the campus, coaching cycles were not consistent. The focus was on uncertified teachers and not necessarily on veteran teachers and growing ALL staff.	There was no intentional analysis of data so that effective interventions could be planned for students.	There was a prime focus on the management of the campus and not a deep dive into what the culture, mission, and vision would be when the campus restructure happened, and how this plays into student achievement.
Capacity Builder: Who will you partner with?	C&I and Chief of Secondary Schools Instructional Coaches Administrative Team Carnegie Math Associates	Assessment and Accountability C&I and Chief of Secondary Schools	Teachers Administrative team Other district principals ROISD PD Students Parents Director of Student Services
Communication Plan: How will you communicate this to all stakeholders?	PLCs Individual meetings with staff Feedback through Google forms Staff Meetings Department Meetings	PLCs Data Focus Meetings Accountability Checks Department Meetings	Professional Development Weekly Newsletter to staff. Parents and students Reviewed at administrative team and Success Team meetings
Desired Annual Outcome: SMART Format	All STAAR tested Tier 3 teachers will move to at least Tier 2 through receiving coaching cycles, classroom walks, TTESS evaluations, and timely feedback by the end of the school year.	100% of core STAAR tested teachers will modify instruction based on analysis of data from formal and informal assessments *To monitor DDI planning by teachers, Campus administrators will review data submissions/action plans from*	To increase teacher capacity and student outcomes, we will use PBIS and Texas Instructional Leadership to train staff and refine/implement student behavioral expectations in all areas of the campus. Referral data will decrease (possibly specific behaviors)

		100% of STAAR tested teachers 3 times per 6 weeks during 1st-5th 6 Weeks focusing on targeted interventions	
Barriers to Address: Skills, Resources, Mindsets	Time Clear processes Consistency and flow of documentation Teacher resistance	Time Content knowledge/Pedagogy Utilization of resources (how to use and when)	Lack of parental support Classroom management skills Lack of understanding what is a discipline referral Teachers are not comfortable talking to parents/making parent calls
District Actions to Support Campus	TTESS Calibration Curriculum Walks District F5 Walks Collaborative debriefs Coaching protocols with Instructional coaches	Professional development days Data reports are run for campus	Contact Randy Sprick, author of Safe and Civil Schools resources R10 representative will work with identified teachers Student Services or Counseling Services to assist with PD on parent conversations

Milestones and Metrics

Action Plan: Prioritized Focus Area #1 Building teacher capacity through observation and feedback cycles

Action Step	Prioritized Essential Action	Start Date & End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Data Sources Used to Track Progress	*Progress Monitoring Date
Tiering teachers for support and identifying areas of need	**5.2**	**August 2025-May 2026**	**Instructional tools for teachers to review (ex, Teach Like a Champion, Lead4Ward),**	**Principal, AP, IC**	**Coaching plans, walk-throughs, evidence from walk-throughs**	**Coaching plan, discipline data in correlation to academic data**	**Every six weeks**

			Region 10				
Create “glow and grow” walkthrough forms for feedback	**5.2**	**Sept 2025**	**Digital form**	**IC**	**Discussion of the need to give timely feedback**	**Discussion of how/when to use feedback forms**	**Completed**
Create a calendar system for observing teachers for observations and classroom walks	**5.2**	**August 2025-May 2026**	**Electronic calendar form, Time with administrative team**	**Principal, APs**	**Final calendar of observation/walk-through dates**	**Strive, district dashboard, Google folder**	**Weekly**
Consistent and timely feedback after classroom visits	**5.2**	**August 2025-May 2026**	**Forms for feedback, calendar time**	**Principal, AP, IC**	**Changes in teacher instructional behavior, behavior improvement, increase in student achievement**	**Data from the walk through forms, Strive, and district dashboard**	**Weekly**
Provide PD systematically or individually for the campus and teachers	**5.2**	**August 2025-May 2026**	**Instructional tools for teachers to review (ex, Teach Like a Champion, Lead4Ward), campus PD based on department needs, Region 10 schedules of sessions, district schedule of PD**	**Campus District**	**Observable changes in Professional Learning Communities, and classroom instruction; use of CBA, interim, benchmark scores, discipline data, TTESS evaluations (all new teachers have had their evaluations completed fall semester;principal will observe the teachers of concern as well**	**Alignment in data outcome and calendaring of campus and teacher professional development;**	**Bi-weekly, monthly**

					for additional support;remaining staff will have observations by the end of February)		
Follow up visits in the classrooms post feedback	5.2	August 2025-May 2026	Time, information from the feedback forms	Principal, AP, IC	Calendar/evidence, documentation forms, coaching model forms	Strive, "glow and grow" forms, emails	Weekly/monthly

Action Plan: Prioritized Focus Area #2 Data-driven instruction

Action Step	Prioritized Essential Action	Start Date & End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Data Sources Used to Track Progress	*Progress Monitoring Date
Administrative data meetings	5.3	August 2025-May 2026	Teacher data, data trackers	Administration	Calendar of dates/times, agendas, action plans	Aware, Google drive	Every three weeks
PLC data meetings	5.3	August 2025-May 2026	Teacher data, data trackers	Administration, ICs, teachers	Calendar of dates/times, agendas, action plans	Aware, Google drive	At least every six weeks
Review iReady Data	5.3	August 2025-May 2026	Teacher data, time	Administration, ICs, teachers	Tracking of the data over time and creating an action plan based on student data	iReady	Weekly
Use and review Sirius Data as a strong instructional resource	5.3	November 2025-May 2026	Teacher data and a plan for use	Principal, AP, IC, teachers	Tracking of the data over time and creating an action plan based on student data	Sirius	Monthly

Action Plan: Prioritized Focus Area #3 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations

Action Step	Prioritized Essential Action	Start Date & End Date	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step	Data Sources Used to Track Progress	*Progress Monitoring Date
Communicate and reinforce campus vision, mission, goals, and values.	3.1	December 2025-May 2026	Staff training materials; SOARING weekly newsletter; social media; poster maker; staff shirts	Principal, APs, all staff	Visibility of the vision/mission; staff surveys	Staff surveys	Weekly
Revisit and implement common language around campus expectations and posting of expectations	3.1	December 2025-May 2026	Poster maker; time to revisit common language with staff	All staff	Observing posted expectations in all common areas and common language is being used in classrooms, with counselors and with administrators	Skyward discipline reports; ROISD discipline dashboard	Weekly
Review Safe and Civil Schools information for possible implementation	3.1	Possible Implementation in January	Safe and Civil Schools Program				
Build shared ownership of the Shaw community through engaging students, parents, and faculty to work together for increased student engagement and	3.1	December 2025-May 2026	Feedback surveys from community on topics for town hall	Principal, APs, all staff	Attendance at campus events; increase in PTA membership	Attendance sheets; feedback from community/campus surveys; Raptor volunteer	Monthly

achievement. ~ Grow PTA ~ Community Town Hall meetings with Shaw parents ~ Grow business partnerships ~ Create a campus mission, vision statement aligned with the district			including suggestions for improvement Translation services for outgoing information to the community Process for creating a campus vision/mission statement Family Liason			hours; increase in PTA membership	

* record progress monitoring reflections and plan adjustments (if any) in the next section

Progress Monitoring

Reflections/Adjustments: Prioritized Focus Area #1

Action Step	Progress Monitoring Date	How close are you to your desired annual outcome for this priority?	What (if any) modifications are needed to the plan?
Tiering teachers for support and identifying areas of need			
Create “glow and grow” walkthrough forms for feedback			
Create a calendar system for observing teachers for observations and classroom walks			

Consistent and timely feedback after classroom visits			
Provide PD systematically or individually for the campus and teachers			
Follow up visits in the classrooms post feedback			

Reflections/Adjustments: Prioritized Focus Area #2

Action Step	Progress Monitoring Date	How close are you to your desired annual outcome for this priority?	What (if any) modifications are needed to the plan?
Administrative data meetings			
PLC data meetings			
Review iReady Data			
Use and review Sirius Data as a strong instructional resource			

Reflections/Adjustments: Prioritized Focus Area #3

Action Step	Progress Monitoring Date	How close are you to your desired annual outcome for this priority?	What (if any) modifications are needed to the plan?
Communicate and reinforce campus vision, mission, goals, and values.			
Revisit and implement common language around campus expectations and posting of expectations			

Review Safe and Civil Schools information for possible implementation			
Build shared ownership of the Shaw community through engaging students, parents, and faculty to work together for increased student engagement and achievement. **~ Grow PTA** **~ Community Town Hall meetings with Shaw parents** **~ Grow business partnerships** **~ Create a campus mission, vision statement aligned with the district**			

— hawk strong —

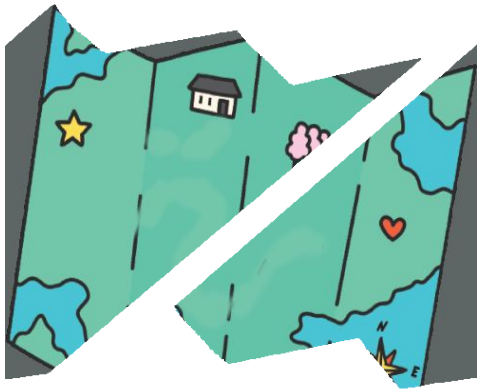
Elementary SUMMIT Success Plan

Climbing towards success 1% at a time

Elementary Summit Success Plan

— hawk strong —

Before we embark on our journey, first we have to determine what is our goal? Where do we want to go?



Elementary Summit Success Plan

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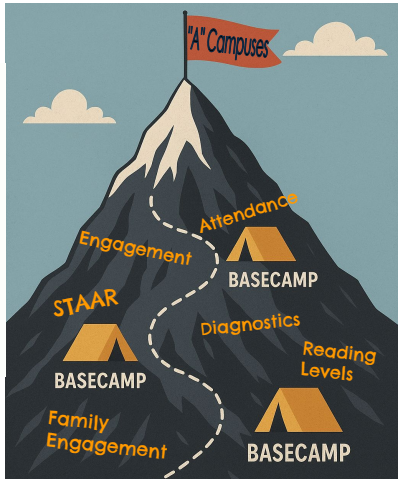


Overall Rating 24-25

— hawk strong —

Wooden Elementary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		88	B	
Student Achievement		75	C	0%
STAAR Performance	47	75		
College, Career and Military Readiness				
Graduation Rate				
School Progress		87	B	70%
Academic Growth	77	87	B	✓
Relative Performance (Eco Dis: 64.2%)		79	C	
Closing the Gaps	77	91	A	30%

Eastridge Elementary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		78	C	
Student Achievement		74	C	0%
STAAR Performance	46	74		
College, Career and Military Readiness				
Graduation Rate				
School Progress		78	C	70%
Academic Growth	69	78	C	✓
Relative Performance (Eco Dis: 63.8%)		76	C	
Closing the Gaps	53	77	C	30%

Shields Elementary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		85	B	
Student Achievement		77	C	0%
STAAR Performance	50	77		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	70%
Academic Growth	76	86	B	✓
Relative Performance (Eco Dis: 59.7%)		80	B	
Closing the Gaps	66	84	B	30%

Red Oak Elementary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		71	C	
Student Achievement		70	C	70%
STAAR Performance	41	70		
College, Career and Military Readiness				
Graduation Rate				
School Progress		70	C	0%
Academic Growth	63	70	C	✓
Relative Performance (Eco Dis: 65.4%)		69	D	
Closing the Gaps	39	72	C	30%

Schupmann Elementary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		74	C	
Student Achievement		70	C	0%
STAAR Performance	41	70		
College, Career and Military Readiness				
Graduation Rate				
School Progress		73	C	70%
Academic Growth	65	73	C	✓
Relative Performance (Eco Dis: 69.2%)		70	C	
Closing the Gaps	50	76	C	30%

Elementary Summit Success Plan

— hawk strong —

What areas of focus will help us achieve our goal?

Elementary Summit Success Plan

— hawk strong —

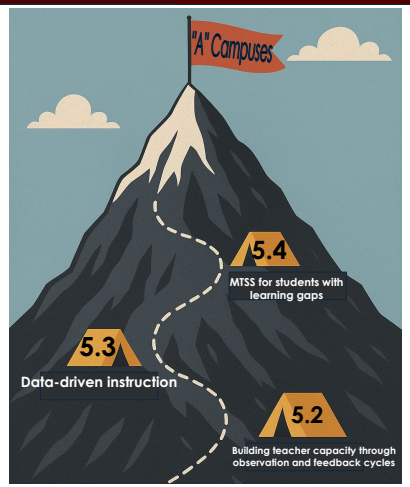
Developed from the Texas Effective School Framework

- Lever 1 - Strong School Leadership and Planning
- Lever 2 - Strategic Staffing
- Lever 3 - Positive School Culture
- Lever 4 - High Quality Instructional Materials and Assessment
- Lever 5 - Effective Instruction

Elementary Summit Success Plan

— hawk strong —

Lever 5 Focus Areas of Prioritization



- **Lever 5.2** - Building teacher capacity through observation and feedback cycles
- **Lever 5.3** - Data-driven instruction
- **Lever 5.4** - MTSS(Intervention) for Students with learning gaps

— hawk strong —

Essential Action 5.2: Building teacher capacity through observation and feedback cycles

According to an article by Youki Terada called "Understanding a Teacher's Long-Term Impact,"

teachers have the greatest impact on student achievement compared to any other aspect of schooling.

— hawk strong —

Essential Action 5.2: Building teacher capacity through observation and feedback cycles

Teacher Observation Processes

Observation	Frequency	Feedback
Power Walks (3-5 minute checks)	Weekly	Data is tracked and after about 15 power walks, coaching session is held with teacher to review trends
TTESS Walkthrough Domains 2-3 (15 minute observation)	3X per semester	Walkthroughs are released to the teacher immediately
TTESS PLC Observation Domain 1 (Planning session observation)	1X per semester	Walkthroughs are released to the teacher immediately
TTESS Formal Observation Domain 1-3 (45 minute observation)	1X per year	Post-conference is held within 10 school days after observation
TTESS Summative	1X per year	Domains 1-5 (Planning, Instruction, Environment, Professionalism, Student Growth) End of year conference held between administrator and teacher
Curriculum Walks (campus and cross-campus)	3-4 per semester	Curriculum walks with curriculum department and campus leaders to align TTESS evaluations with TTESS Rubric

— hawk strong —

Essential Action 5.2: Building teacher capacity through observation and feedback cycles

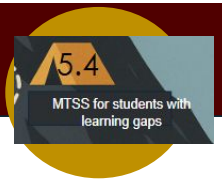
- **Action Steps following teacher observations:**
  - Supporting teachers based on level of need
    - Instructional Coach Support
    - Classroom observations (campus and cross-campus)
    - Action Plans of Support with administrators
  - Provide professional development systematically
    - Monthly district wide professional development (curriculum based)
    - Campus professional development based on observation data
    - Weekly Professional Learning Communities, grade level team meets with campus leaders to internalize upcoming instructional units along with strategies and best practices

— hawk strong —

Essential Action 5.3: Data-driven instruction

Action Steps:

- Data meetings each six weeks
- PLC meetings
- Review iReady, GRA, CBA, STAAR, TPRI, TejasLee, TELPAS, CLI, STAAR Alt., TELPAS Alt., Data
- Targeted interventions during Talon Time and before/after school tutoring
- Comprehensive intervention plans
- Level- Up Campus Incentives



— hawk strong —

Essential Action 5.4: MTSS, Multi-Tiered System of Supports, for students with learning gaps

Action Steps:

- Create a district plan
- MTSS Coalition for each campus
- Using SameGoal to streamline processes and track data
- Progress monitoring
- Targeted, standards-aligned interventions tailored to individual student needs

During the climb, we have to progress check and reroute as obstacles appear

Progress Monitoring

- **Lever 5.2**: Building Teacher Capacity
  - Coaching Plan and Tracker
  - Walkthroughs with Feedback
  - Tiered level of support based on CBAs, Interim, Benchmark Scores, Discipline Data, T-TESS Evaluations
- **Lever 5.3**: Data Driven Instruction
  - Data Meetings - Creating action plans and interventions based on student data (Focus on writing, math, and special education)
  - iReady Data Review
- **Lever 5.4**: MTSS (Multi-Tiered System of Supports)
  - 6-week committee meetings to monitor student growth
  - Data tracking of student progress
  - Intervention adjustment based on student data

Celebrate the visible wins

Celebrate often as obstacles are overcome with students and teachers

Celebrate Success

We are continually working to celebration student and staff successes and growth:

- Student academic performance and growth celebrations
- Positive Behavior Awards
- Positive staff shout outs
- Monthly staff awards

Move together

hawk strong

Climbers have regular check in to prevent danger, we must communicate to move together towards the summit

Communication

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- PLCs (Professional Learning Communities)
- Data Meetings
- District Leadership Meetings
- BOY, MOY, EOY diagnostics
- Surveys and feedback

Elementary Summit Success Plan

hawk strong

Thank you for letting us share S'more about our schools!

In Summary:

- Set a goal
- Identify priority areas
- Create a plan
- Monitor the plan
- Celebrate successes
- Communicate needs

hawk strong

QUESTIONS and COMMENTS

Red Oak ISD

2024-25 School Year Report on Violent or Criminal Incidents - Campuses with 1 or More Reported Incidents
Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)

(To comply with FERPA, data are masked with an asterisk (*) if the number of students involved is less than 5)

Reason Code	Description	070911101	070911102	070911103	070911105	070911107
		RED OAK EL	WOODEN EL	EASTRIDGE EL	SHIELDS EL	RUSSELL P SCHUPMANN EL
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)					
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)					
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)					
16	Arson – TEC §37.007(a)(2)(B)					
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)					
18	Indecency With A Child – TEC §37.007(a)(2)(D)					
19	Aggravated Kidnapping – TEC §37.007(a)(2)€					
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)					
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)					
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)					
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)					
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)					
37	Felony Alcohol Violation – TEC §37.007(a)(3)					
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)					
47	Manslaughter – TEC §37.007(a)(2)(G)					
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)					
49	Engages in Deadly Conduct - TEC §37.007(b)(3)					
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)					
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)					
	Total Incidents	0	0	0	0	0
	Student Enrollment (Fall 2024 PEIMS Snapshot)	491	506	528	613	754
	Incident Rate	0.0%	0.0%	0.0%	0.0%	0.0%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:
https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

** TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.*

Red Oak ISD

2024-25 School Year Report on Violent or Criminal Incidents - Campuses with 1 or More Reported Incidents
Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)

(To comply with FERPA, data are masked with an asterisk (*) if the number of students involved is less than 5)

Reason Code	Description	070911001	070911041			
		RED OAK H S	RED OAK MIDDLE			
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)					
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)					
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)					
16	Arson – TEC §37.007(a)(2)(B)					
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)					
18	Indecency With A Child – TEC §37.007(a)(2)(D)					
19	Aggravated Kidnapping – TEC §37.007(a)(2)€					
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)					
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)					
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)					
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)					
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)					
37	Felony Alcohol Violation – TEC §37.007(a)(3)					
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)	*				
47	Manslaughter – TEC §37.007(a)(2)(G)					
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)					
49	Engages in Deadly Conduct - TEC §37.007(b)(3)					
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)					
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)					
	Total Incidents	*	0			
	Student Enrollment (Fall 2024 PEIMS Snapshot)	2,295	1,487			
	Incident Rate	*	0.0%			

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:

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** TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.*

Texas High School Graduates from FY2024
Enrolled in Texas Public or Independent Higher Education in FY 2025

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	RED OAK ISD								
	070911001	RED OAK H S							
		Four-Year Public University	127	25	18	21	28	34	1
		Two-Year Public Colleges	97	33	14	9	16	21	4
		Independent Colleges & Universities	17						
		Not Trackable	16						
		Not Found	201						
		Total High School Graduates	458						

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 High School Graduates from FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	RED OAK ISD								
	070911001	RED OAK H S							
		Four-Year Public University	116	36	12	17	24	22	5
		Two-Year Public Colleges	139	58	13	21	19	24	4
		Independent Colleges & Universities	24						
		Not Trackable	12						
		Not Found	232						
		Total High School Graduates	523						

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.

HB3 - Early Childhood Literacy Learning

The percentage of 3rd grade students that score Meets on the STAAR Reading will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.

2023-2024	2024-2025
46%	49%

HB3 - Early Childhood Math

The percentage of 3rd grade math students that score Meets on the STAAR Math will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.

2023-2024	2024-2025
40%	37%

HB3 - College Career and Military Readiness (CCMR):

The percentage of graduates that take and pass AP Exams will increase according to targets for each student group established of 2 percent per year with the overall goal of 10 percent after 5 years. Targets will be revised as appropriate.

TAPR	2023-2024	2024-2025
Participation	11.5%	13.3%
Passing	50.0%	55.0%

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2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 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

2025 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. *(Data source: PEIMS ArmedServicesVocAptBattery E1625)*

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/tapr/2025/masking.html.

STAAR Performance (2024–25)

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 Fall 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 Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

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.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and

mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain— Annual Growth is the percentage of students who grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

Bilingual Education/ESL

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.
- *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 in order 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 in order 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 emergent bilingual (EB) students/English learners (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 emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (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 Learner (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), 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 emergent bilingual (EB) students/English learners (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/non-EL students).

- *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 (2024–25)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
  - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
  - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
  - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- *Mobile:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- *Other Exclusions:* Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:

- STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
- STAAR Alternate 2 assessments with a score code of "N."
- Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
- Other exclusions specified in the 2025 Accountability Manual — Appendix G.

Not Tested

- Assessments that are not considered in the participation rate include:
  - Absent: Assessments with a score code of "A."
  - Other: Assessments with a score code of "O."
  - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

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%.

Attendance, Graduation, and Dropout Rates (2024–25)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2023–24 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2023–24 school year}}$$

(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:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2023–24 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2023–24 school year}}$$

(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 (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- 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)
- 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 who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- 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
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2023–24 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2023–24 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2023–24 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2023–24 school year}}$$

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 reports, available on the TEA website at Completion, Graduation, and Dropout | Texas Education Agency.

For detailed information on data sources, see Appendix H in the *2025 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 2020–21. They are followed through their expected graduation with the Class of 2024.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2019–20. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2023.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2018–19. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2022.

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 2020–21 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2020–21 but takes 5 years to graduate (i.e., graduates in May 2025) is still part of the 2024 cohort; he or she is not switched to the 2025 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2024. 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, 2024 for the 2024 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(2) *Received TxCHSE:* For the 2024 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2024. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(3) *Continued High School:* The percentage of the 2024 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\textbf{number of students in the 2024 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2024 cohort who dropped out and did not return by the fall of the 2024–25 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2024 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2024 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2024 cohort who received a high school diploma by August 31, 2024 plus number of students from the cohort who received a TxCHSE by August 31, 2024}}{\textbf{number of students in the 2024 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2024 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024
plus
number of students from the cohort who received a TxCHSE by August 31, 2024
plus
number of students from the cohort who were enrolled in the fall of the 2024–25 school year

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number of students in the 2024 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2024, for the 2023 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

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number of students in the 2023 cohort*

(2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2024

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number of students in the 2023 cohort*

(3) *Continued High School:* The percentage of the 2023 cohort still enrolled as students in the fall of the **2024–25** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2024–25 school year

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number of students in the 2023 cohort*

(4) *Dropped Out:* The percentage of the 2023 cohort who dropped out and did not return by the fall of the **2024–25** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2024–25 school year

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number of students in the 2023 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024
plus
number of students from the cohort who received a TxCHSE by August 31, 2024

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number of students in the 2023 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2023 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024
plus
number of students from the cohort who received a TxCHSE by August 31, 2024
plus
number of students from the cohort who were enrolled in the fall of the 2024–25 school year

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number of students in the 2023 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2024, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

---

number of students in the 2022 cohort*

(2) *Received TxCHSE:* For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2024. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2024

---

number of students in the 2022 cohort*

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall of the **2024–25** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2024–25 school year

---

number of students in the 2022 cohort*

(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2024–25** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\textbf{number of students in the 2022 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}\end{array}}{\textbf{number of students in the 2022 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

$$\frac{\begin{array}{c}\textbf{number of students from the cohort who received a high school diploma by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who received a TxCHSE by August 31, 2024}\\ \textbf{plus}\\ \textbf{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}\end{array}}{\textbf{number of students in the 2022 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

* 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 2020–21. They are followed through their expected graduation with the Class of 2024. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

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number of students in the 2024 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2019–20. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

---

number of students in the 2023 cohort**

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2018–19. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2024

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number of students in the 2022 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

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 Secondary School Completion and Dropouts in Texas Public Schools document located on the Completion, Graduation, and Dropout Reports website. *(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 2024) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

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.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2024 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-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, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in the Class of 2024 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2023-24 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2023-24 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-E}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2023–24 with reported FHSP graduation plans}}$$

Texas First-DLA Graduates (Annual Rate) (2023-24) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

$$\frac{\textbf{number of graduates in SY 2023–24 who earn a Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2023–24) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

$$\frac{\textbf{number of graduates in SY 2023–24 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA}}{\textbf{number of graduates in SY 2023–24 with reported graduation plans}}$$

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. Texas First-DLA graduates have graduation type code 40. 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

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 2023–24 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

$$\frac{\textbf{number of graduates in the 2023–24 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of graduates in the 2023-24 school year}}$$

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual," "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

$$\frac{\textbf{number of graduates in the 2023–24 school year considered as at risk}}{\textbf{total number of graduates in the 2023-24 school year}}$$

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records)*

College, Career, or Military* Readiness (CCMR) (2024–25)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The

criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2024, SAT and ACT results through the July 2024 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in 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 by August 31 immediately following high school graduation. *(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)*

6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

7) **Earn an Industry-Based Certification (IBC):** A graduate earning an IBC under 19 TAC, §74.1003 and earned credit in a level 2 course or higher in an aligned Program of Study applies to the 2024 graduates. Alignment is determined by the IBC Crosswalk, which maps approved IBCs to their corresponding Programs of Study. The student must have earned the IBC associated with the Program of Study and also met the phase-in requirement. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. For prior graduating class IBC requirements please refer to "Chapter 2—Student Achievement Domain". *(Data source: PEIMS 40100)*

8) **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)*

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, Marines, Space Force, Texas National Guard or Reserves for their respective services. *(Data source: Department of Defense (DoD) Form 4 Submission).*

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.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 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, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. *(Data source: PEIMS 43415, 40100, 40203, and 40110, THECB, College Board, ACT, IB and OnRamps)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the 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. The criteria for each are as follows:

TSI Criteria						
TSIA1 and/or TSIA2		**SAT**		**ACT**		**College Prep Course**
>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	**Before Feb 15, 2023** >=19 on English and >= 23 Composite **After Feb 15, 2023** English + Reading Combined score >=40	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	**Before Feb 15, 2023** >=19 on Mathematics and >=23 Composite **After Feb 15, 2023** Mathematics score >=22	**or**	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\textbf{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

Both Subjects.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

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number of 2023-24 annual graduates

Any Subject.

number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

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number of 2023-24 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 2023-24 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 2023-24 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

number of 2023-24 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

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number of 2023-24 annual graduates

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 2023-24 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 2023-24 annual graduates

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 2023-24 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

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number of 2023-24 annual graduates

Graduates 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)*

$$\frac{\text{number of 2023-24 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2023-24 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification and earned credit in a level 2 course or higher in an aligned Program of Study. For additional information, see Chapter 2 of the *2025 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2023-24 annual graduates who earned an approved industry-based certification}}{\text{number of 2023-24 annual graduates}}$$

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2023-24 annual graduates who earned a level I or level II certificate}}{\text{number of 2023-24 annual graduates}}$$

Graduates 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 2025 Accountability Manual. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2023-24 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2023-24 annual graduates}}$$

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard, or Reserves for their respective services. (Data source: Department of Defense (DoD) Form 4 Submission).

$$\frac{\text{number of 2023-24 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation}}{\text{number of 2023-24 annual graduates}}$$

CCMR-related Indicators (2024–25)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\textbf{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2023-24 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

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.

$$\frac{\textbf{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\textbf{number of 2023-24 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2023-24 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\textbf{number of 2023-24 annual graduates}}$$

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.

$$\frac{\textbf{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination}}{\textbf{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\textbf{number of students in grades 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in ELA}}{\textbf{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\textbf{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in mathematics}}{\textbf{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\textbf{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in science}}{\textbf{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\textbf{number of students in grade 11 \& 12 in the 2023-24 school year who took at least one AP or IB examination in social studies}}{\textbf{total students enrolled in grades 11 \& 12}}$$

(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.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. 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.

$$\frac{\textbf{number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion}}{\textbf{total students enrolled in 11th and 12th grades}}$$

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:

$$\frac{\textbf{number of 2023-24 graduates who took either the SAT or the ACT}}{\textbf{number of 2023-24 graduates reported}}$$

(2) *At/Above Criterion for All Graduates:* The percentage of graduates 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 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

number of 2023-24 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2023-24 graduates reported

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) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2023-24 graduates who took the SAT

number of 2023-24 graduates who took the SAT

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2023-24 graduates who took the SAT

number of 2023-24 graduates who took the SAT

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2023-24 graduates who took the SAT

number of 2023-24 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) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2023-24 graduates who took the ACT

number of 2023-24 graduates who took the ACT

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

sum of ACT English and reading combined scores of all 2023-24 graduates who took the ACT

number of 2023-24 graduates who took the ACT

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all 2023-24 graduates who took the ACT

number of 2023-24 graduates who took the ACT

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\textbf{sum of ACT science scores of all 2023-24 graduates who took the ACT}}{\textbf{number of 2023-24 graduates who took the ACT}}$$

Other Postsecondary Indicators (2024–25)

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.

$$\frac{\textbf{number of students in grades 9–12 in 2023-24 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one course in 2023-24}}$$

English Language Arts.

$$\frac{\textbf{number of students in grades 9–12 in 2023-24 who received credit for at least one ELA advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one ELA course in 2023-24}}$$

Mathematics.

$$\frac{\textbf{number of students in grades 9–12 in 2023-24 who received credit for at least one mathematics advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one mathematics course in 2023-24}}$$

Science.

$$\frac{\textbf{number of students in grades 9–12 in 2023-24 who received credit for at least one science advanced/dual-credit course}}{\textbf{number of students in grades 9–12 who received credit for at least one science course in 2023-24}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2023-24 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2023-24}}$$

(Data source: PEIMS 43415)

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.

$$\frac{\text{number of graduates during the 2022-23 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2022-23 school year}}$$

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)

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 the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2024–25)

Please note, the Enrollment section of this report was added beginning with 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 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October

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 Student Entity)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS StudentSchoolAssociation Entity)*

Ethnic Distribution: The number and percentage of students 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 StudentEducationOrganizationAssociation Entity)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity and TEA Student Assessment Division)

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 StudentEducationOrganizationAssociation Entity)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/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 (Discipline; Law and Order). 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:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2024–25, 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 DisciplineAction Entity)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

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 StudentEducationOrganizationAssociation Entity)*

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)];

(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 StudentEducationOrganizationAssociation Entity)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), 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 StudentEducationOrganizationAssociation Entity)*

Migratory: 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 StudentEducationOrganizationAssociation Entity)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS StudentTitleIPartAProgramAssociation Entity)*

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 StudentEducationOrganizationAssociation Entity)*

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).

$$\frac{\textbf{number of students in the 2024–25 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Student by Instructional Program:
The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS StudentSchoolAssociation Entity, StudentSpecialEducationProgramAssociation Entity and StudentCTEProgramAssociation Entity)

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 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—Specific 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—Deaf and Hard of Hearing (DHH)
- 04—Visual Impairment (VI)

- 05—Deaf-Blindness (DB)
- 09—Speech or Language 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 StudentSpecialEducationProgramAssociation Entity)

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).

$$\frac{\textbf{number of mobile students in 2023–24}}{\textbf{number of students who were in membership at any time during the 2023–24 school year}}$$

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 students/English learner 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 BasicReportingPeriodAttendanceExtension Entity)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. 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 the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2023 – number of students who returned in fall 2024}}{\textbf{number of students enrolled in fall 2023}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2024 in the same grade in which they were reported for the last six-week period of the prior school year (2023–24).

$$\frac{\textbf{number of students enrolled in the same grade from one school year to the next}}{\textbf{number of students enrolled from one school year who return the next year or who graduate}}$$

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 available from TEA*. (Data source: PEIMS StudentSchoolAssociation Entity)*

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 2023–24 the end of the school-start window was September 27, 2024)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2023–24 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS StudentEducationOrganizationAssociation Entity, StudentSchoolAssociation Entity, BasicReportingPeriodAttendance Entity, and SpecialProgramsReportingPeriodAttendanceExtension)

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 StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)

Staff Information (2024–25)

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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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 StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)*

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 StaffEducationOrganizationAssignmentAssociation or StaffSectionAssociation Entities. 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 PayrollExt Entity and StaffEducationOrganizationEmploymentAssociation Entity)*

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). Counselor includes PEIMS Staff Classifications 008 and 117. Librarian includes PEIMS Staff Classifications 013.

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 Staff Classifications (Professional Support Staff). *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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 PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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 PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation*

Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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 StaffEducationOrganizationEmploymentAssociation Entity)

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 PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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 StaffEducationOrganizationEmploymentAssociation Entity)*

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 PayrollExt Entity)*

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 staff classifications 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.

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 2024–25 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25. It is calculated as the total FTE count of teachers from the fall of 2023–24 who were not employed in the district in the fall of 2024–25, divided by the total teacher FTE count for the fall of 2023–24. Teachers include PEIMS Staff Classifications (Role IDs) 087 and 047. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 2023-2024 PEIMS 30040 and 30090, 2024-2025 PEIMS Staff Entity StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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 ContractedInstructionalStaffFTEExt Entity and PayrollExt Entity)*

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 ContractedInstructionalStaffFTEExt Entity)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2024-25 school year. *(Data source: Division of District Talent Systems)*

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 Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

Appendix A
Advanced Academic Courses

- All courses shown were for the 2024–25 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

Course Code	Abbreviated Course Title
03231900	ADV BROADCAST JOURNALISM I
03231901	ADV BROADCAST JOURNALISM II
03231902	ADV BROADCAST JOURNALISM III
03230180	ADV JOURNALISM: LIT MAG II
03230190	ADV JOURNALISM: LIT MAG III
03230170	ADV JOURNALISM: LIT MAGAZINE I
03230140	ADV JOURNALISM: NEWSPAPER I
03230150	ADV JOURNALISM: NEWSPAPER II
03230160	ADV JOURNALISM: NEWSPAPER III
03230110	ADV JOURNALISM: YEARBOOK I
03230120	ADV JOURNALISM: YEARBOOK II
03230130	ADV JOURNALISM: YEARBOOK III
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
03240600	DEBATE I (DEBATE 1)
03240700	DEBATE II (DEBATE 2)
03240800	DEBATE III (DEBATE 3)
I3220900	IB LITERATURE & PERF STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231011	INDEP STUDY/JOURNALISM (2ND)
03231022	INDEP STUDY/JOURNALISM (3RD)
03241200	INDEP STUDY/SPEECH (1ST TIME)
03241210	INDEP STUDY/SPEECH (2ND TIME)
03241220	INDEP STUDY/SPEECH (3RD TIME)
03240200	ORAL INTERPRETATION I
03240300	ORAL INTERPRETATION II

Course Code	Abbreviated Course Title
03240400	ORAL INTERPRETATION III
03230800	PHOTOJOURNALISM (PHOTJOUR)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03221100	RESEARCH/TECHNICAL WRITING

Mathematics

Course Code	Abbreviated Course Title
03102510	ADVANCED QUANT REASONING
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100100	AP PRECALCULUS
A3100200	AP STATISTICS (APSTATS)
12701410	APPLIED MATH FOR TECH PROFNALS
03102520	DISCRETE MATH FOR PRBLM SOLVNG
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
IHE11100	MATH-INST OF HIGHER EDU ENDRSD
03101100	PRECALCULUS (PRE CALC)

Science

Course Code	Abbreviated Course Title
A3010200	AP BIOLOGY
A3040000	AP CHEMISTRY
A3020000	AP ENVIRONMENTAL SCIENCE
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010202	IB BIOLOGY HIGHER LEVEL
I3010201	IB BIOLOGY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3050003	IB PHYSICS HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL

Social Studies

Course Code	Abbreviated Course Title
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340200	AP EUROPEAN HISTORY
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
A3310200	AP MACROECONOMICS
A3310100	AP MICROECONOMICS
A3350100	AP PSYCHOLOGY
A3330100	AP U.S. GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3370100	AP WORLD HISTORY
03310301	ECONOMICS ADV STUDIES, 1ST TME
03310321	ECONOMICS ADV STUDIES, 2ND TME
I3303200	IB ECONOMICS HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3301100	IB HISTORY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302300	IB SOC & CULTRL ANTHRO STD LVL
03380003	SOC STUD RESEARCH METH (1ST)
03380023	SOC STUD RESEARCH METH (2ND)
03380033	SOC STUD RESEARCH METH (3RD)
03380043	SOC STUD RESEARCH METH (4TH)
03380031	SOC STUDIES ADV STUDY-3RD TIME
03380041	SOC STUDIES ADV STUDY-4TH TIME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)

Foreign Language

Course Code	Abbreviated Course Title
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
A3400400	AP LANG & CULTURE - ITALIAN
A3120400	AP LANG & CULTURE - JAPANESE
A3440100	AP LANG & CULTURE - SPANISH
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3490400	AP LANGUAGE &CULTURE - CHINESE
A3430100	AP LATIN
A3440200	AP LITER & CULTURE - SPANISH
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
I3520500	IB LANG B MODERN LANG HL-HINDI
I3520400	IB LANG B MODERN LANG SL-HINDI
I3996100	IB LANG B, MODRN LANG HL OTHER
I3996000	IB LANG B, MODRN LANG SL OTHER
I3110300	IB LANGUAGE AB INITIO STD LEVL
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3120400	IB LNG B MODRN LNG SL-JAPANESE
03110300	LANG O/T ENGLISH III - ARABIC
03420300	LANG O/T ENGLISH III - GERMAN
03980300	LANG O/T ENGLISH III - ASL
03490300	LANG O/T ENGLISH III - CHINESE
03410300	LANG O/T ENGLISH III - FRENCH
03450300	LANG O/T ENGLISH III - RUSSIAN
03440300	LANG O/T ENGLISH III - SPANISH

Course Code	Abbreviated Course Title
03400300	LANG O/T ENGLISH III- ITALIAN
03120300	LANG O/T ENGLISH III- JAPANESE
03470300	LANG O/T ENGLISH III PORTUGUES
03110400	LANG O/T ENGLISH IV - ARABIC
03980400	LANG O/T ENGLISH IV - ASL
03490400	LANG O/T ENGLISH IV - CHINESE
03410400	LANG O/T ENGLISH IV - FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03400400	LANG O/T ENGLISH IV - ITALIAN
03120400	LANG O/T ENGLISH IV - JAPANESE
03450400	LANG O/T ENGLISH IV - RUSSIAN
03440400	LANG O/T ENGLISH IV - SPANISH
03470400	LANG O/T ENGLISH IV PORTUGUESE
03110500	LANG O/T ENGLISH V - ARABIC
03490500	LANG O/T ENGLISH V - CHINESE
03410500	LANG O/T ENGLISH V - FRENCH
03420500	LANG O/T ENGLISH V - GERMAN
03400500	LANG O/T ENGLISH V - ITALIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03440500	LANG O/T ENGLISH V - SPANISH
03470500	LANG O/T ENGLISH V PORTUGUESE
03110600	LANG O/T ENGLISH VI - ARABIC
03490600	LANG O/T ENGLISH VI - CHINESE
03410600	LANG O/T ENGLISH VI - FRENCH
03420600	LANG O/T ENGLISH VI - GERMAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03120600	LANG O/T ENGLISH VI - JAPANESE
03450600	LANG O/T ENGLISH VI - RUSSIAN
03440600	LANG O/T ENGLISH VI - SPANISH
03470600	LANG O/T ENGLISH VI PORTUGUESE
03410700	LANG O/T ENGLISH VII - FRENCH
03420700	LANG O/T ENGLISH VII - GERMAN
03440700	LANG O/T ENGLISH VII - SPANISH
03110700	LANG O/T ENGLISH VII-ARABIC
03490700	LANG O/T ENGLISH VII-CHINESE
03400700	LANG O/T ENGLISH VII-ITALIAN
03120700	LANG O/T ENGLISH VII-JAPANESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03450700	LANG O/T ENGLISH VII-RUSSIAN
03120500	LANG O/T ENGLISH V-JAPANESE
11403100	LANG OTH ENG/LVLIII/KOR
11401300	LANG OTH ENG/LVLIII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11401400	LANG OTH ENG/LVLIV/TURK
11403300	LANG OTH ENG/LVLV/KOR

Course Code	Abbreviated Course Title
11401500	LANG OTH ENG/LVLV/TURK
11403400	LANG OTH ENG/LVLVI/KOR
11401600	LANG OTH ENG/LVLVI/TURK
11403500	LANG OTH ENG/LVLVII/KOR
11401700	LANG OTH ENG/LVLVII/TURK
03520300	LANG OTH THN ENG LVL III HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520400	LANG OTHR THN ENG LVL IV HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03510300	LNG OTH THN EN LVL III VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03530300	LOE, LEVEL III - URDU
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03430300	LOTE CLASSIC LNG LVL III LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03993400	OTHER FOREIGN LANG LEVEL III
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03520910	SEM LOT, ADV 1ST TIME, HINDI
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
11403610	SEM LOT, ADV 1ST TIME, KOREAN
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03440910	SEM LOT, ADV 1ST TIME, SPANISH
11401910	SEM LOT, ADV 1ST TIME, TURKISH
03530910	SEM LOT, ADV 1ST TIME, URDU
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03110920	SEM LOT, ADV 2ND TIME, ARABIC

Course Code	Abbreviated Course Title
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03520920	SEM LOT, ADV 2ND TIME, HINDI
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03440920	SEM LOT, ADV 2ND TIME, SPANISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
03530920	SEM LOT, ADV 2ND TIME, URDU
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03520930	SEM LOT, ADV 3RD TIME, HINDI
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03530930	SEM LOT, ADV 3RD TIME, URDU
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03120930	SEM LOT, ADV 3RD TME, JAPANESE
11401930	SEM LOT, ADV 3TD TIME, TURKISH
03440330	SPANISH FOR SPAN SPEAKERS LVL3
03440440	SPANISH FOR SPAN SPEAKERS LVL4

Appendix B
PEIMS Staff Classifications
(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
120..... Instructional Coach

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
119.....Family and Community Liaison
121.....Chaplain

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.

Portada

Calificación de rendición de cuentas del año 2025: la calificación general obtenida por el distrito o campus para el año 2025.

Estado de determinación para recibir educación especial en el año 2025 (solo TAPR distrital): esta etiqueta representa un estado integrado de nivel de determinación en función de una evaluación de los indicadores de rendición de cuentas orientados a resultados (RDA) de cada agencia educativa local (LEA) en el área de programas de educación especial y cuatro elementos exigidos a nivel federal (FRE), que incluyen los indicadores de cumplimiento 9, 10, 11, 12 y 13 del Plan de Desempeño Estatal (SPP); integridad de datos; incumplimiento sin corregir; y conclusiones de auditorías financieras. Cada LEA recibe uno de los cuatro niveles de determinación para recibir educación especial (DL):
Cumple con los requisitos
Necesita asistencia
Necesita intervención
Intervención significativa

Examen de aptitud vocacional para las Fuerzas Armadas (ASVAB) del año 2025 (exploración de carreras profesionales) *(distritos que atienden de 10.° a 12.° grado):* el Proyecto de Ley 1843 del Senado exige que, durante cada año escolar, cada distrito escolar y escuela autónoma de inscripción abierta brinde a los estudiantes de 10.° a 12.° grado la oportunidad de tomar el examen ASVAB y consultar con un reclutador militar. *(Fuente de datos: PEIMS E1625 [ArmedServicesVocAptBattery])*.

Desempeño

Evaluación de preparación académica del estado de Texas (STAAR): un programa integral de exámenes para estudiantes de escuelas públicas de 3.° a 8.° grado o cursos de escuela preparatoria con evaluaciones de fin de curso (EOC). El programa STAAR está pensado para medir hasta qué punto un estudiante ha aprendido, comprendido y es capaz de aplicar los conceptos y habilidades esperados en cada grado escolar o después de finalizar cada curso para el que existe una evaluación EOC. Cada evaluación STAAR está vinculada directamente a los exámenes de conocimientos y habilidades esenciales de Texas (TEKS). Los exámenes TEKS son los estándares de contenido exigidos por el estado que describen lo que un estudiante debe saber y poder hacer al finalizar un curso. Para obtener más información sobre los exámenes TEKS, consulte el sitio web "Texas Essential Knowledge and Skills" [Conocimientos y habilidades esenciales de Texas] en http://tea.texas.gov/curriculum/teks/.

Otra información importante:

STAAR (con y sin adaptaciones) y STAAR alternativa 2. Los TAPR y el sistema de informes de desempeño de Texas (TPRS) incluyen el desempeño en los exámenes STAAR y STAAR alternativa 2.

STAAR en español. Todas las evaluaciones STAAR en 3.°, 4.° y 5.° grado están disponibles tanto en inglés como en español. Los TAPR y el TPRS incluyen el desempeño respecto al examen STAAR en español.

Redondeo de resultados del examen STAAR. El desempeño en el examen STAAR que se muestra en los TAPR y en el TPRS se redondea a números enteros. Por ejemplo, 49.877 % se redondea a 50 %, 49.4999 % se redondea a 49 % y 59.5 % se redondea a 60 %.

Enmascaramiento. Las tasas de desempeño del examen STAAR están enmascaradas cuando sea necesario para cumplir con la Ley FERPA. Para obtener más información, consulte la explicación del enmascaramiento en https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html.

Desempeño en el examen STAAR (2024-2025)

La sección “Desempeño en el examen STAAR” muestra los resultados de desempeño por grado, materia y nivel de desempeño para los estudiantes en el subconjunto de rendición de cuentas, que son estudiantes inscritos en el mismo distrito o campus tanto en la fecha de la instantánea (instantánea de PEIMS del otoño) como en la fecha del examen. La sección “Desempeño en el examen STAAR: todos los estudiantes” del TPRS muestra el desempeño en el examen STAAR por grado, materia y nivel de desempeño. Incluye a todos los estudiantes evaluados, independientemente de si se encontraban en el subconjunto de rendición de cuentas.

Materias del examen STAAR por grado:

3.° grado: Lenguaje y Literatura (RLA) y Matemáticas

4.° grado: Lenguaje y Literatura (RLA) y Matemáticas

5.° grado: Lenguaje y Literatura (RLA), Matemáticas y Ciencias

6.° grado: Lenguaje y Literatura (RLA) y Matemáticas

7.° grado: Lenguaje y Literatura (RLA) y Matemáticas

8.° grado: Lengua y Literatura (RLA), Matemáticas, Ciencias y Estudios Sociales

Materias de fin de curso (EOC) del examen STAAR:

Inglés I

Inglés II

Álgebra I

Biología

Historia de los Estados Unidos

Evaluados acelerados:

Examen de aptitud académica (SAT)/Examen de ingreso a universidades estadounidenses (ACT)

Porcentaje en el estándar de grado escolar “Acercándose” o superior. El porcentaje de evaluaciones que satisficieron o superaron el estándar de grado escolar “Acercándose” o superior.

Porcentaje en el estándar de grado escolar “Cumple” o superior. El porcentaje de evaluaciones que satisficieron o superaron el estándar de grado escolar “Cumple” o superior.

Porcentaje en el estándar de grado escolar “Domina”. El porcentaje de evaluaciones que satisficieron el estándar de grado escolar “Domina”.

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar “Cumple” o superior tanto en Lectura como en Matemáticas. El porcentaje de estudiantes que tomaron el examen STAAR de Lectura y Matemáticas y satisficieron o superaron el estándar de grado escolar “Cumple” en ambas evaluaciones (excluyendo las evaluaciones EOC).

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar "Cumple" o superior tanto en Lectura como en Matemáticas, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen EOC o STAAR de Lectura y Matemáticas y satisficieron o superaron el estándar de grado escolar "Cumple" en ambas evaluaciones.

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar "Cumple" o superior en Lectura, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen STAAR de Lectura o la EOC de Inglés I o II y satisficieron o superaron el estándar de grado escolar "Cumple".

Tasa de desempeño en el examen STAAR por grado inscrito en estándar de grado escolar "Cumple" o superior en Matemáticas, incluyendo EOC. El porcentaje de estudiantes que tomaron el examen STAAR de Matemáticas o la EOC de Álgebra I y satisficieron o superaron el estándar de grado escolar "Cumple".

Progreso (crecimiento anual, aprendizaje acelerado y medida de progreso en el examen STAAR)

Ámbito "Progreso escolar: puntuación de crecimiento anual": es el porcentaje de estudiantes que crecieron académicamente durante al menos un año escolar. Para las evaluaciones STAAR (con o sin adaptaciones), el crecimiento anual se mide mediante una tabla de transición. El crecimiento estudiantil individual se calcula como el cambio entre el desempeño de los estándares de grado escolar "No cumplió, bajo", "No cumplió, alto", "Acercándose, bajo", "Acercándose, alto", "Cumple" y "Domina" del año anterior al actual.

Ámbito "Progreso escolar: aprendizaje acelerado": es el porcentaje de estudiantes que obtuvieron el estándar de grado escolar "No cumplió" en el año anterior y fueron acelerados hasta el estándar de grado escolar "Acercándose" o superior en el año actual.

Las mediciones anteriores se utilizaron para determinar el crecimiento anual y el aprendizaje acelerado en el informe sobre educación bilingüe/ESL.

Educación bilingüe/ESL

Educación bilingüe (BE): programa bilingüe que permite a estudiantes bilingües emergentes (EB) y a aprendices de inglés (EL) a adquirir dominio en comprensión auditiva, expresión oral, lectura y escritura en el idioma inglés mediante el desarrollo de las habilidades de lectoescritura y académicas en el idioma nativo y en inglés. Esta categoría incluye lo siguiente:

- *Salida anticipada transicional de educación bilingüe*. Modelo de programa bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes y aprendices de inglés reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de dos años ni más allá de cinco años después de que el estudiante se inscriba en la escuela.
- *Salida tardía transicional de educación bilingüe*. Modelo de programa bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes y aprendices de inglés reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de seis años ni más allá de siete años después de que el estudiante se inscriba en la escuela.

- *Educación bilingüe de dos vías y en dos idiomas*. Modelo de programa bilingüe y lectoescritura bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes o aprendices de inglés se integran con compañeros que no son estudiantes bilingües emergentes o aprendices de inglés, reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de seis años ni más allá de siete años después de que el estudiante se inscriba en la escuela. Este modelo ofrece enseñanza continua en lectoescritura y contenido académico en inglés y otro idioma con al menos la mitad de la enseñanza impartida en el idioma del programa distinto del inglés durante el transcurso del programa.
- *Educación bilingüe de una vía y en dos idiomas*. Modelo de programa bilingüe y lectoescritura bilingüe en el que los estudiantes identificados como estudiantes bilingües emergentes y aprendices de inglés reciben servicios tanto en inglés como en otro idioma y están preparados para satisfacer los criterios de reclasificación con el fin de tener éxito en la enseñanza solo en inglés no antes de seis años ni más allá de siete años después de que el estudiante se inscriba en la escuela. Este modelo ofrece enseñanza continua en lectoescritura y contenido académico tanto en el idioma nativo de los estudiantes como en inglés, al menos la mitad de la enseñanza se imparte en el idioma nativo de los estudiantes durante el transcurso del programa.

Inglés como segundo idioma (ESL): un programa de adquisición de inglés que permite a los estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) a adquirir dominio en comprensión auditiva, expresión oral, lectura y escritura en el idioma inglés mediante el uso integrado de métodos de adquisición de un segundo idioma. Esta categoría incluye lo siguiente:

- *ESL basado en contenidos.* Un programa de adquisición de inglés que atiende a estudiantes identificados como estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) mediante enseñanza en inglés por parte de un maestro debidamente certificado en ESL, en virtud de la sección [§] 29.061(c) del Código de Educación de Texas (TEC), a través de Lectura, Lengua y Literatura en inglés, Matemáticas, Ciencias y Estudios Sociales.
- *Refuerzos fuera de clases de ESL*. Un programa de inglés que atiende a estudiantes identificados como estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) mediante enseñanza de inglés por parte de un maestro debidamente certificado en ESL, de conformidad con la sección [§] 29.061(c) del Código de Educación de Texas (TEC) a través de Lectura, Lengua y Literatura en inglés. La enseñanza se brindará por parte del maestro de ESL en un modelo de impartición incluyente o de refuerzo fuera de clases.

Programa de idioma alternativo (ALP): un programa de idioma alternativo ofrecido a estudiantes identificados como estudiantes bilingües emergentes (EB) y aprendices de inglés (EL) para los que la agencia de educación local (LEA) no cuenta con los maestros debidamente certificados para impartir educación bilingüe exigida o el programa de inglés como segundo idioma (ESL) para el año escolar actual. Esta categoría incluye lo siguiente:

- *ALP bilingüe (excepción)*. Un programa de idioma alternativo al programa exigido de educación bilingüe (BE) aprobado por la TEA para el año escolar actual debido a la presentación por parte de la LEA de una solicitud de excepción de educación bilingüe.

- *ALP ESL (exención)*. Un programa de idioma alternativo al programa exigido de inglés como segundo idioma (ESL) aprobado por la TEA para el año escolar actual debido a la presentación por parte de la LEA de una solicitud de exención de ESL.

Estudiantes bilingües emergentes (EB) y aprendices de inglés (EL): El recuento y porcentaje de estudiantes cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Como resultado de la 87.° Legislatura de Texas, el término "estudiante bilingüe emergente" sustituyó el término "estudiante con dominio limitado del inglés (LEP)" utilizado en el subcapítulo B del capítulo 29 del Código de Educación de Texas (TEC) y, por lo tanto, cambiará el término "aprendiz de inglés (EL)" utilizado en el subcapítulo BB, capítulo 89, título 19, Código Administrativo de Texas (TAC). Estos términos describen al mismo grupo de estudiantes de Texas. En los estándares de datos educativos de Texas (TEDS) modificados, los términos "bilingüe emergente" y "aprendiz de inglés" se han fusionado como EB/EL. El término "aprendiz de inglés" todavía se utiliza en las regulaciones y directrices federales. Esta categoría incluye lo siguiente:

- *EB/EL con negación de los padres.* Estudiantes identificados como estudiantes bilingües emergentes (EB)/aprendices de inglés (EL) y cuyos padres han negado todos los servicios de programas bilingües y de ESL.
- *EB/EL sin identificar.* Estudiantes que nunca han sido identificados como estudiantes bilingües emergentes (EB)/aprendices de inglés (EL) (estudiantes que no son EB ni EL).
- *EB/EL en total (actuales).* Estudiantes actualmente identificados como EB/EL, incluyendo aquellos atendidos en un programa bilingüe estándar o alternativo o ESL, así como aquellos a quienes los padres les han negado servicios.
- *EB/EL monitoreados y antiguos.* Estudiantes que alguna vez fueron identificados como EB/EL, pero que se han reclasificado como con dominio del inglés, incluyendo estudiantes dentro de sus cuatro años de monitoreo estatal y federal y aquellos más allá de los años de monitoreo.

Participación en evaluaciones STAAR (2024-2025)

Este *Informe de desempeño académico de Texas* (TAPR) facilita la tasa de participación en evaluaciones estatales tal como se utiliza en la rendición de cuentas estatal. Esta tasa de participación incluye a los estudiantes que se consideran participantes para fines de notificación estatal, pero están excluidos de la tasa de participación federal. El informe explica la tasa de participación en todos los exámenes, Lectura, Matemáticas, Ciencias, Estudios Sociales y evaluados acelerados, y qué evaluaciones y estudiantes se incluyen o excluyen de la rendición de cuentas.

Participantes en evaluaciones

- Evaluaciones STAAR:
  - Incluye evaluaciones STAAR y STAAR alternativa 2 con un código de puntuación de "S".
- Evaluaciones STAAR alternativa 2:
  - Incluye evaluaciones con un código de puntuación de "N".
- Evaluaciones STAAR de Lenguaje y Literatura (RLA):
  - Incluye evaluaciones STAAR y STAAR alternativa 2 con un código de puntuación de "A" u "O", siempre y cuando una evaluación TELPAS o TELPAS alternativa tenga un código de puntuación de "S".
- Evaluaciones STAAR de Matemáticas:

    - Incluye evaluaciones con un código de puntuación de “A” u “O”, siempre y cuando una evaluación TELPAS o TELPAS alternativa tenga un código de puntuación de “S” tanto para personas asiladas o refugiadas por un año como para estudiantes con educación formal interrumpida (SIFE).
- Evaluados acelerados:
    - Esto incluye los resultados de la sección Escritura y Lectura de Base Empírica (EBRW) del examen SAT, de la sección Lengua y Literatura en inglés (ELA) del examen ACT, de la sección Ciencias de examen ACT y de la sección Matemáticas de los exámenes SAT y ACT para estudiantes que finalizan una evaluación STAAR de fin de curso (EOC) en el estándar de grado escolar “Acercándose” o superior en Álgebra I, inglés II o Biología antes de 9.° grado.

Se incluye en rendición de cuentas:

- Esto representa la tasa de participación en evaluaciones estatales utilizada en mediciones estatales de rendición de cuentas.
- Incluye a todos los participantes indicados con anterioridad, excepto a los estudiantes clasificados bajo la categoría “Móvil” u “Otras exclusiones”.

No se incluye en rendición de cuentas:

- *Móvil.* Se refiere al porcentaje de evaluaciones excluidas de la tasa de “Se incluyen en rendición de cuentas” porque los estudiantes se inscribieron en el distrito o campus después de la fecha de la instantánea de otoño del sistema de gestión de información de educación pública (PEIMS) del sistema de datos estudiantiles de Texas (TSDS).
- *Otras exclusiones.* Se refiere al porcentaje de evaluaciones excluidas de la tasa de “Se incluyen en rendición de cuentas” por las siguientes razones:
    - Evaluaciones STAAR (STAAR y STAAR alternativa 2) con códigos de puntuación “A” u “O” que NO tienen una evaluación TELPAS o TELPAS alternativa correspondiente con un código de puntuación “S”.
    - Evaluaciones STAAR alternativa 2 con un código de puntuación de “N”.
    - Documentos de respuestas de estudiantes bilingües emergentes (EB)/aprendices de inglés (EL) que han estado en la escuela en los Estados Unidos durante un año.
    - Otras exclusiones especificadas en el apéndice G del *Manual de rendición de cuentas del año 2025*.

Sin evaluar

- Las evaluaciones que no se consideran en la tasa de participación incluyen lo siguiente:
    - Ausente: evaluaciones con un código de puntuación de “A”.
    - Otro: evaluaciones con un código de puntuación de “O”.
    - Evaluados acelerados: evaluados acelerados que no tomaron una evaluación SAT/ACT.

El denominador de participación es la suma de las siguientes cinco categorías: “Se incluye en rendición de cuentas”, “Móvil”, “Otras exclusiones” y “Sin evaluar” (ausente y otro). *La tasa de participación en evaluaciones STAAR* se redondea a un número entero. Por ejemplo, 94.49 % se redondea a 94 %. Los valores pequeños pueden aparecer como cero: 0.4 % se redondea a 0 % y 0.6 % se redondea a 1 %.

Tasas de asistencia, graduación y deserción escolar (2024-2025)

Tasa de asistencia: el porcentaje de días que los estudiantes estuvieron presentes en función de la asistencia estudiantil durante todo el año escolar. Solo se incluyen los estudiantes de 1.° a 12.° grado en el cálculo.

La asistencia se calcula de la siguiente manera:

$$\frac{\textbf{Cantidad total de días que los estudiantes de 1.° a 12.° grado estuvieron presentes durante el año escolar 2023-2024}}{\textbf{Cantidad total de días que los estudiantes de 1.° a 12.° grado hicieron parte de la membresía durante el año escolar 2023-2024}}$$

(Fuente de datos: PEIMS 42400)

Ausentismo crónico: la cantidad sin duplicar de estudiantes de kínder a 12.° grado (K-12) inscritos durante al menos 10 días y ausentes en el transcurso del 10 por ciento o más de los días. El ausentismo crónico se calcula de la siguiente manera:

$$\frac{\textbf{Cantidad total de estudiantes de kínder a 12.° grado (K-12) inscritos durante al menos 10 días y ausentes durante el 10 por ciento o más días durante el año escolar 2023-2024}}{\textbf{Cantidad total de estudiantes de kínder a 12.° grado (K-12) inscritos durante al menos 10 días en el transcurso del año escolar 2023-2024}}$$

(Fuente de datos: PEIMS 42400)

Tasa anual de deserción escolar: el porcentaje de estudiantes que abandonan la escuela durante un año escolar. Las tasas anuales de deserción escolar se muestran para los distritos y campus que atienden a 7.° y 8.° grado o a 9.° a 12.° grado. La ley estatal prohíbe incluir a un estudiante que satisfaga cualquiera de los siguientes criterios en los cálculos de la tasa anual de deserción escolar de campus y distrital:

- Un tribunal ordena asistir a un programa de certificado de equivalencia de escuela preparatoria, pero no se ha obtenido un certificado de equivalencia de escuela preparatoria.
- Fue notificado previamente al estado como desertor escolar (las exclusiones previas de deserción escolar no se aplican a los cálculos de medidas de finalización para los campus bajo rendición de cuentas en educación alternativa [AEA]).
- Asistió, pero hizo parte de la membresía para finalidades de asistencia diaria promedio (por ejemplo, estudiantes para cuyos distritos escolares no reciben fondos estatales del programa básico escolar [FSP]).
- Estuvo inicialmente inscrito en una escuela en los Estados Unidos en cualquier grado entre 7.° y 12.° grado en calidad de persona refugiada o asilada no escolarizada, tal y como se define en la sección [§] 39.027(a-1) del Código de Educación de Texas (TEC).
- Asiste a un distrito exclusivamente en función de haber sido detenido en un centro de detención del condado y no es de otro modo un estudiante del distrito en el que se encuentra el centro o está recibiendo servicios de una escuela autónoma de inscripción abierta exclusivamente como resultado de haber sido detenido en el centro.

- Está encarcelado en una cárcel estatal o penitenciaría federal como adulto o como persona certificada para ser juzgada como adulto.
- Es un estudiante que ha sufrido una afección, lesión o enfermedad que requiere atención médica importante y deja al estudiante sin poder asistir a la escuela y asignado a un centro de tratamiento médico o residencial.
- Es un estudiante en una instalación del Departamento de Justicia Juvenil de Texas o en un centro de tratamiento residencial atendido por un distrito escolar público de Texas.
- Tiene al menos 18 años de edad al 1 de septiembre y ha cumplido con los requisitos de créditos para graduarse de la escuela preparatoria; no ha finalizado su programa de educación individualizada (IEP); y está inscrito y recibe servicios del IEP.
- Es un estudiante que (a) tiene al menos 18 años de edad y menos de 26 años de edad; (b) no ha sido reportado con anterioridad como desertor escolar; y (c) no ha estado inscrito en la escuela durante los nueve meses anteriores a inscribirse en un programa de equivalencia de escuela preparatoria, una escuela de recuperación por deserción escolar o un programa de educación para adultos provisto bajo un programa de escuela autónoma con diploma de escuela preparatoria y un programa de escuela autónoma con certificación sectorial (la deserción escolar previa o las exclusiones previas de deserción escolar no se aplican a los cálculos de mediciones de finalización para los campus bajo AEA).

Tasa anual de deserción escolar (7.° y 8.° grado). Esto incluye solo 7.° y 8.° grado. Se calcula de la siguiente manera:

Cantidad de desertores escolares en 7.° y 8.° grado durante el año escolar 2023-2024

Cantidad de estudiantes en 7.° y 8.° grado que asistieron en cualquier momento durante el año escolar 2023-2024

Tasa anual de deserción escolar (9.° a 12.° grado). Esto incluye de 9.° a 12.° grado. Se calcula de la siguiente manera:

Cantidad de desertores escolares en 9.° a 12.° grado durante el año escolar 2023-2024

Cantidad de estudiantes en 9.° a 12.° grado que asistieron en cualquier momento durante el año escolar 2023-2024

Ambas tasas anuales de deserción escolar aparecen en los TAPR de campus, distritales, regionales y estatales. Sin embargo, las tasas anuales de deserción escolar estales y regionales que se informan en los TAPR de campus y distritales se calculan sin las exclusiones requeridas para los cálculos de campus y distritales.

Tenga en cuenta que se utiliza un recuento acumulado de estudiantes en el denominador para todos los cálculos de tasas anuales de deserción escolar. Este método para calcular la tasa de deserción neutraliza el efecto de la movilidad al incluir en el denominador a todos los estudiantes que alguna vez informaron haber asistido al distrito o campus durante el año escolar, sin importar la duración de la inscripción. Para obtener una descripción más completa de las tasas de deserción escolar y exclusión, consulte los informes Secondary School Completion and Dropouts in Texas Public Schools [Deserciones escolares y finalización de escuela secundaria en escuelas públicas de Texas], disponibles en el sitio web de la TEA

en Completion, Graduation, and Dropout | Texas Education Agency [Finalización, graduación y deserción escolar | Agencia de Educación de Texas].

Para obtener información detallada sobre las fuentes de datos, consulte el apéndice H del Manual de rendición de cuentas del año 2025. *(Fuente de datos: PEIMS 40203, 40110, 42400 y 42500).*

Tasas longitudinales: el estado de un grupo (cohorte) de estudiantes después de cuatro años en escuela preparatoria (*tasa longitudinal de 4 años*), después de cinco años en escuela preparatoria (*tasa longitudinal extendida de 5 años*) o después de seis años en escuela preparatoria (*tasa longitudinal extendida de 6 años*).

Para la *tasa longitudinal de 4 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2020-2021. Se les da seguimiento hasta su graduación esperada con la promoción de 2024.

Para la *tasa longitudinal extendida de 5 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2019-2020. Se les da seguimiento durante cinco años y se les incluye si se graduaron en un lapso de un año después de su graduación esperada con la promoción de 2023.

Para la *tasa longitudinal extendida de 6 años*, la cohorte está conformada por estudiantes que asistieron por primera vez al noveno grado en 2018-2019. Se les da seguimiento durante seis años y se les incluye si se graduaron en un lapso de dos años después de su graduación esperada con la promoción de 2022.

Información adicional sobre cohortes:

Un estudiante se transfiere a un campus, distrito o cohorte estatal cuando se muda a la cohorte desde otra escuela preparatoria en Texas, desde otro distrito en Texas o desde fuera del estado.

Un estudiante se transfiere fuera de un campus o distrito cuando se muda a otra escuela preparatoria pública en Texas o a otro distrito en Texas. Tenga en cuenta que estos estudiantes son transferidos al grupo de la escuela preparatoria o distrito al que se mudaron. También hay estudiantes que se mudan fuera del estado o del país y estudiantes que se transfieren a escuelas privadas o que reciben educación en casa. Estos tipos de estudiantes transferidos no se pueden rastrear y no se incluyen en los cálculos de tasas longitudinales.

Un estudiante no cambia de cohorte si repite o se salta un grado. Un estudiante que comienza con la cohorte de noveno grado de 2020-2021 permanece en esa cohorte. Un estudiante que comenzó el noveno grado en 2020-2021, pero tarda 5 años en graduarse (es decir, se gradúa en mayo de 2025), todavía es parte de la cohorte de 2024; no se le cambia a la cohorte de 2025. Este estudiante sería considerado un estudiante continuo y se contaría como parte de la cantidad de estudiantes continuos de escuela preparatoria para la promoción de 2024. Esto también es válido para las cohortes longitudinales extendidas de cinco y seis años.

Existen cuatro resultados de los estudiantes que se utilizan para calcular cada tasa longitudinal:

Tasa longitudinal de 4 años

(1) *Graduado:* el porcentaje que recibió su diploma de escuela preparatoria en cuatro años o menos antes del 31 de agosto de 2024 para la cohorte de 2024.

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024*

(2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE):* para la cohorte de 2024, el porcentaje que recibió un certificado de equivalencia de escuela preparatoria de Texas antes del 31 de agosto de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024*

(3) *Escuela preparatoria continua:* el porcentaje de la cohorte de 2024 que todavía estaba inscrito como estudiante en el otoño después de su graduación prevista. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2024*

(4) *Deserción escolar:* el porcentaje de la cohorte de 2024 que abandonó los estudios y no regresó en el otoño del año escolar 2024-2025. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes del otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2024*

(5) *Graduados y TxCHSE:* el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte de 2024 que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024 más la cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024*

(6) *Graduados, TxCHSE y continuadores:* el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2024*

El cálculo de la tasa de graduación se modifica para acreditar campus bajo AEA para graduados, estudiantes continuos (continuadores), receptores de TxCHSE y desertores escolares anteriores que finalizan sus estudios. El componente de tasa de finalización incluye las tasas de cuatro años.

Tasa longitudinal extendida de 5 años

(1) *Graduado:* el porcentaje que recibió su diploma de escuela preparatoria antes del 31 de agosto de 2024 para la cohorte de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023*

(2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE):* Para la cohorte de 2023, el porcentaje que recibió un certificado TxCHSE antes del 31 de agosto de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023*

(3) *Escuela preparatoria continua:* el porcentaje de la cohorte de 2023 que todavía estaba inscrito como estudiante en el otoño del año escolar **2024-2025.** Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2023*

(4) *Deserción escolar:* el porcentaje de la cohorte de 2023 que abandonó los estudios y no regresó en el otoño del año escolar **2024-2025**. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes del otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2023*

(5) *Graduados y TxCHSE:* el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023*

(6) *Graduados, TxCHSE y continuadores:* el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2023*

El cálculo de la tasa de graduación se modifica para acreditar campus bajo AEA para graduados, estudiantes continuos (continuadores), receptores de TxCHSE y desertores escolares anteriores que finalizan sus estudios. El componente de tasa de finalización incluye las tasas de cinco años.

Tasa longitudinal extendida de 6 años

(1) *Graduado:* el porcentaje que recibió su diploma de escuela preparatoria antes del 31 de agosto de 2024 para la cohorte de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022*

(2) *Recepción de un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE):* Para la cohorte de 2022, el porcentaje que recibió un certificado TxCHSE antes del 31 de agosto de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022*

(3) *Escuela preparatoria continua:* el porcentaje de la cohorte de 2022 que todavía estaba inscrito como estudiante en el otoño del año escolar **2024-2025.** Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2022*

(4) *Deserción escolar:* el porcentaje de la cohorte de 2022 que abandonó los estudios y no regresó en el otoño del año escolar **2024-2025**. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que abandonaron los estudios antes del otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2022*

(5) *Graduados y TxCHSE.* el porcentaje de graduados y receptores de TxCHSE en la cohorte de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022*

(6) *Graduados, TxCHSE y continuadores.* el porcentaje de graduados, receptores de TxCHSE y continuadores en la cohorte de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que recibieron un TxCHSE antes del 31 de agosto de 2024
Más
Cantidad de estudiantes de la cohorte que estuvieron inscritos en el otoño del año escolar 2024-2025

Cantidad de estudiantes en la cohorte de 2022*

El cálculo de la tasa de graduación se modifica para acreditar campus bajo AEA para graduados, estudiantes continuos (continuadores), receptores de TxCHSE y desertores escolares anteriores que finalizan sus estudios. El componente de tasa de finalización incluye las tasas de seis años.

* La cohorte en el denominador de las fórmulas mostradas anteriormente incluye a aquellos estudiantes que se graduaron, continuaron en la escuela, recibieron un TxCHSE o abandonaron los estudios. No incluye errores de datos ni egresos con los códigos de razón de egreso 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 o 90. Consulte *Tasa anual de deserción escolar* para obtener una lista de todas las exclusiones exigidas por el estatuto estatal para distritos y campus.

Las tasas de graduación, continuación, receptores de TxCHSE y deserción escolar suman 100 % (quizás algunos totales no equivalgan exactamente a 100 % debido al redondeo). Los estudiantes atendidos a través de educación especial que se gradúan con un programa de educación individualizada (IEP) se incluyen como graduados.

Información adicional sobre las tasas federales de graduación

Además del desglose detallado de las tasas longitudinales de cuatro, cinco y seis años, los informes distritales y de campus muestran las tasas federales de graduación para lo siguiente:

(1) *Tasa federal de graduación de 4 años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2020-2021. Se les da seguimiento hasta su graduación esperada con la promoción de 2024. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2024**

(2) *Tasa federal de graduación extendida de cinco años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2019-2020. Se les da seguimiento durante cinco años para ver si se graduaron en un lapso de un año después de su graduación esperada con la promoción de 2023. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2023**

(3) *Tasa federal de graduación extendida de seis años.* Cohorte de estudiantes que asistieron por primera vez a noveno grado en 2018-2019. Se les da seguimiento durante seis años para comprobar si se graduaron en un lapso de dos años tras la graduación esperada con la promoción de 2022. Se calcula de la siguiente manera:

Cantidad de estudiantes de la cohorte que recibieron un diploma de escuela preparatoria antes del 31 de agosto de 2024

Cantidad de estudiantes en la cohorte de 2022**

** La cohorte en el denominador anterior incluye a aquellos estudiantes que se graduaron, continuaron en la escuela, recibieron un TxCHSE o abandonaron los estudios. No incluye errores de datos ni egresos con los códigos de razón de egreso 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87 o 90. Los estudiantes con códigos de egreso 88 y 89 están incluidos en las tasas federales.

Un estudiante en una instalación del Departamento de Justicia Juvenil de Texas o en un centro de tratamiento residencial atendido por un distrito escolar público de Texas está excluido de las tasas de graduación distritales y de campus calculadas para fines de rendición de cuentas federal. Los estudiantes atendidos a través de educación especial que se gradúan con un programa de educación individualizada (IEP) se incluyen como graduados.

Para obtener más información sobre estas tasas, consulte el documento *Secondary School Completion and Dropouts in Texas Public Schools* [Deserciones escolares y finalización de escuela secundaria en escuelas públicas de Texas], que se encuentra en el sitio web Completion, Graduation, and Dropout Reports [Informes de finalización, graduación y deserción escolar]. *(Fuente de datos: PEIMS 40203 y archivo de información sobre certificados de equivalencia de escuela preparatoria de Texas)*.

Programa de graduación: el porcentaje de estudiantes que se graduaron bajo uno de los siguientes programas:

Graduados bajo RHSP/DAP (tasa longitudinal promoción de 2024): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos de cursos para el programa recomendado de escuela preparatoria (RHSP) o del programa de desempeño destacado (DAP).

Cantidad de graduados en la promoción de 2024 que finalizan un RHSP o DAP de cuatro años

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Cantidad de graduados de la promoción de 2024 con planes de graduación notificados

(excluye graduados con planes de graduación del FHSP)

Graduados bajo FHSP-E (tasa longitudinal): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos del programa básico de escuela preparatoria con una acreditación (FHSP-E).

Cantidad de graduados en la promoción de 2024 que finalizan un FHSP-E de cuatro años

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Cantidad de graduados de la promoción de 2024 con planes de graduación notificados bajo FHSP

Graduados bajo FHSP-DLA (tasa longitudinal): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos del programa básico de escuela preparatoria en el nivel de desempeño destacado (FHSP-DLA).

Cantidad de graduados en la promoción de 2024 que finalizan un FHSP-DLA de cuatro años

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Cantidad de graduados de la promoción de 2024 con planes de graduación notificados bajo FHSP

Graduados bajo RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA (tasa longitudinal): el porcentaje de graduados que, después de cuatro años, cumplieron con los requisitos de cursos del programa básico de escuela preparatoria (FHSP), del programa de desempeño destacado (DAP), del programa básico de escuela preparatoria con una acreditación (FHSP-E) o en el nivel de desempeño destacado (FHSP-DLA), o del programa de finalización anticipada de escuela preparatoria de Texas First.

Cantidad de graduados en la promoción de 2024 que finalizan un RHSP o DAP o FHSP-E o FHSP-DLA o Texas First-DLA de cuatro años

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Cantidad de graduados de la promoción de 2024 con planes de graduación notificados

Graduados bajo RHSP/DAP (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos de cursos del programa recomendado de escuela preparatoria (RHSP) o del programa de desempeño destacado (DAP).

Cantidad de graduados en el año escolar 2023-2024 notificados con códigos de graduación para RHSP o DAP

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados (excluye a graduados con planes de graduación bajo FHSP)

Graduados bajo FHSP-E (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos del programa básico de escuela preparatoria con una acreditación (FHSP-E).

Cantidad de graduados en el año escolar 2023-2024 que obtienen un FHSP-E

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados bajo FHSP

Graduados bajo FHSP-DLA (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos de cursos del programa básico de escuela preparatoria en el nivel de desempeño destacado (FHSP-DLA).

Cantidad de graduados en el año escolar 2023-2024 que obtienen un FHSP-DLA

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados bajo FHSP

Graduados bajo Texas First-DLA (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos para el programa de finalización anticipada de escuela preparatoria de Texas First. Se considera que los graduados bajo este programa han obtenido un diploma con un nivel de desempeño destacado en virtud de la sección [§] 28.025 del Código de Educación de Texas.

Cantidad de graduados en el año escolar 2023-2024 que obtienen un diploma bajo el programa de finalización anticipada de escuela preparatoria de Texas First con un nivel de desempeño destacado (Texas First-DLA)

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados

Graduados bajo RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA (tasa anual) (2023-2024): el porcentaje de graduados que cumplieron con los requisitos de cursos del programa básico de escuela preparatoria (FHSP), del programa de desempeño destacado (DAP), del programa básico de escuela preparatoria con una acreditación (FHSP-E) o en el nivel de desempeño destacado (FHSP-DLA), o del programa de finalización anticipada de escuela preparatoria de Texas First.

Cantidad de graduados en el año escolar 2023-2024 notificados con códigos de graduación para RHSP o DAP o FHSP-E o FHSP-DLA o Texas First-DLA

Cantidad de graduados en el año escolar 2023-2024 con planes de graduación notificados

Los graduados bajo RHSP tienen códigos de tipo de graduación 19, 22, 25, 28 o 31; los graduados bajo DAP tienen códigos de tipo de graduación 20, 23, 26, 29 o 32; los graduados bajo FHSP son estudiantes con códigos de tipo de graduación 34, 35, 54, 55, 56 o 57. Los graduados bajo FHSP con código de tipo

35 son elegibles para recibir acreditaciones a partir de la promoción de 2020. Los graduados bajo Texas First-DLA tienen un código de tipo de graduación 40. Consulte los estándares de datos educativos de Texas para obtener más información. *(Fuente de datos: PEIMS 40203)*

Para obtener información adicional sobre los programas de graduación, consulte https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Perfil de graduación

Graduados anuales: el recuento y porcentaje de estudiantes que se gradúan en algún momento durante el año escolar. Incluye a graduados de verano y los distritos lo notifican en el otoño del siguiente año escolar. Incluye a todos los estudiantes de 12.° grado que se graduaron, así como a los graduados de otros grados. Los estudiantes que recibieron educación especial y que se gradúan se incluyen en los totales. También se muestran los recuentos de estudiantes que se graduaron bajo los siguientes tipos de graduación en 2023-2024:

- Programa mínimo de escuela preparatoria (MHSP)
- Programa recomendado de escuela preparatoria (RHSP)
- Programa de desempeño destacado (DAP)
- Programa básico de escuela preparatoria (FHSP)
- Programa de finalización anticipada de escuela preparatoria de Texas First (Texas First-DLA)

(Fuente de datos: PEIMS 40203)

Educación especial: el recuento y porcentaje de graduados atendidos por programas de educación especial. *(Fuente de datos: PEIMS 41163)*

Económicamente desfavorecidos: el recuento y porcentaje de graduados elegibles para obtener almuerzos gratuitos o a precio reducido o bien elegibles para recibir otro tipo de asistencia pública. *(Fuente de datos: PEIMS 40100 y STAAR)*.

Cantidad de graduados en el año escolar 2023-2024 elegibles para recibir almuerzos gratuitos o a precio reducido, o bien otro tipo de asistencia pública

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Cantidad total de graduados en el año escolar 2023-2024

Estudiante bilingüe emergente (EB) y aprendiz de inglés (EL): El recuento y porcentaje de graduados cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Los términos “bilingüe emergente”, “aprendiz de inglés” y “dominio limitado del inglés” (LEP) se usan de manera indistinta. *(Fuente de datos: PEIMS 40110)*

En riesgo: el recuento y porcentaje de graduados identificados como en riesgo de abandonar la escuela, tal y como lo definen las secciones [§§] 29.081(d) y (d-1) del Código de Educación de Texas (TEC). *(Fuente de datos: PEIMS 40100)*.

Cantidad de graduados en el año escolar 2023-2024 considerados en riesgo

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Cantidad total de graduados en el año escolar 2023-2024

Finalizadores de CTE: el recuento y porcentaje de graduados que finalizaron y aprobaron tres o más cursos de educación profesional y técnica (CTE) para un total de cuatro o más créditos dentro de un programa de estudios, incluyendo un curso de nivel tres o cuatro dentro del mismo programa de estudios. *(Fuente de datos: registros de finalización de cursos de PEIMS).*

Preparación universitaria, profesional o militar* (CCMR) (2024-2025)

Los graduados anuales demuestran preparación universitaria, profesional o militar de cualquiera de las siguientes maneras:

Preparación universitaria

1) **Criterios del Programa Iniciativa de Éxito de Texas (TSI):** cumplimiento con los criterios del Programa Iniciativa de Éxito de Texas (TSI) en Lenguaje y Literatura RLA y Matemáticas. Un estudiante que cumple con los estándares de preparación universitaria de TSI tanto en RLA como en Matemáticas; en términos concretos, cumple con los criterios de preparación universitaria en las evaluaciones TSIA1 o TSIA2, SAT, ACT, o bien finaliza y obtiene de manera satisfactoria crédito por un curso de preparación universitaria, como se define en las secciones [§§] 28.014 y 51.338 del Código de Educación de Texas (TEC), tanto en RLA como en Matemáticas. Los criterios para una finalización satisfactoria de un curso de preparación universitaria deben estar en consonancia entre una agencia educativa local (LEA) y la(s) institución(es) de educación superior (IHE) asociada(s). De conformidad con la sección [§] 51.338(e) del Código de Educación de Texas (TEC), al finalizar de manera satisfactoria un curso de preparación universitaria, los estudiantes obtienen una exención de TSI de la(s) IHE asociada(s) en esa área de contenido. Solo se debe notificar que los estudiantes han finalizado satisfactoriamente un curso si han cumplido con los requisitos de exención de TSI. Los resultados de las evaluaciones considerados incluyen evaluaciones TSIA1 o TSIA2 hasta octubre de 2024, resultados de los exámenes SAT y ACT hasta la administración en julio de 2024 y datos de finalización de cursos a través de TSDS PEIMS. Consulte el apéndice H para obtener información adicional. Un estudiante debe cumplir con los requisitos de TSI tanto para RLA como para Matemáticas, pero no necesariamente debe hacerlo en la misma evaluación. Por ejemplo, un estudiante puede cumplir con los criterios de TSI para preparación universitaria en RLA en el examen SAT y finalizar y obtener créditos por un curso de preparación universitaria en Matemáticas. *(Fuente de datos: PEIMS 43415, THECB, College Board y ACT, Inc.)*.

2) **Obtención de créditos de curso doble:** un graduado que finalice y obtenga créditos por al menos tres horas de crédito en Lengua y Literatura en inglés (ELA) o Matemáticas, o bien al menos nueve horas de crédito en cualquier materia. *(Fuente de datos: PEIMS 43415)*

3) **Cumplimiento con los criterios de un examen de colocación avanzada (AP)/Bachillerato Internacional (IB):** un graduado que cumpla con la puntuación del criterio en un examen AP o IB en cualquier área temática. La puntuación del criterio es 3 o más para AP y 4 o más para IB. *(Fuente de datos: College Board o IB)*.

4) **Obtención de un título de asociado:** un graduado que obtenga un título de asociado antes del 31 de agosto inmediatamente después de la graduación de escuela preparatoria. *(Fuente de datos: PEIMS 40100)*

5) **Obtención de créditos de curso de OnRamps:** un graduado que finalice un curso de inscripción doble de OnRamps y califique para al menos tres horas de crédito universitario en cualquier área temática. *(Fuente de datos: Programa OnRamps)*.

6) **Graduados bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial:** un graduado que se identifica como receptor de servicios de educación especial durante el año de graduación y cuyo tipo de plan de graduación se identifica como plan recomendado de escuela preparatoria (RHSP), plan de desempeño destacado (DAP), plan básico de escuela preparatoria con una acreditación (FHSP-E), o bien plan básico de escuela preparatoria con nivel de desempeño destacado (FHSP-DLA). *(Fuente de datos: PEIMS 40203 y 40110)*.

Preparación profesional o militar

7) **Obtención de una certificación sectorial (IBC):** un graduado que obtenga una certificación sectorial (IBC), de conformidad con la sección [§] 74.1003 del título 19 del Código Administrativo de Texas (TAC), y obtuvo crédito en un curso de nivel 2 o superior en un programa de estudios armonizado aplica para los graduados de 2024. La armonización está determinada por la tabla cruzada de certificaciones sectoriales (IBC), que asigna las IBC aprobadas a sus programas de estudios correspondientes. El estudiante debe haber obtenido la IBC asociada con el programa de estudios y también haber cumplido con el requisito de incorporación gradual. Consulte el apéndice J para obtener una lista completa de las IBC aprobadas. El límite de caducidad de IBC aplicado dentro de los ámbitos "Rendimiento estudiantil" y "Progreso escolar, parte B: desempeño relativo" no se aplica en el ámbito "Superación de deficiencias". Para conocer los requisitos de IBC para promociones de graduación anteriores, consulte el "capítulo 2 (Ámbito "Rendimiento estudiantil")". *(Fuente de datos: PEIMS 40100)*

8) **Graduado con un IEP finalizado y preparación para la fuerza laboral:** un graduado que recibe un código de tipo de graduación 04, 05, 54 o 55 que señala que el estudiante ha finalizado su IEP y ha demostrado autoempleo con habilidades de autoayuda para conservar un empleo, o bien ha demostrado dominio de empleabilidad y habilidades de autoayuda específicas que no requieran servicios de escuelas públicas. *(Fuente de datos: PEIMS 40203)*

9) **Graduado con certificado de nivel I o de nivel II:** un graduado que obtenga un certificado de nivel I o de nivel II en cualquier área de educación laboral. *(Fuente de datos: THECB).*

10) **Alistamiento en las Fuerzas Armadas:** un graduado que se alista en el Ejército de los Estados Unidos, la Marina de Guerra de los Estados Unidos, la Fuerza Aérea de los Estados Unidos, la Guardia Costera de los Estados Unidos, la Infantería de Marina de los Estados Unidos o la Guardia Nacional de Texas o las reservas para sus respectivos servicios. *(Fuente de datos: presentación del formulario 4 del Departamento de Defensa [DoD])*.

Graduados con preparación universitaria, profesional o militar

Preparación universitaria, profesional o militar (rendimiento estudiantil): el porcentaje de graduados anuales que demostraron preparación universitaria, profesional o militar al cumplir con al menos uno de los nueve criterios descritos en *Preparación universitaria, profesional o militar.*

Solamente preparación universitaria: el porcentaje de graduados anuales que demostraron solo preparación universitaria al cumplir con los criterios de preparación universitaria 1, 2, 3, 4, 5 o 6, pero no satisficieron ninguno de los criterios de preparación profesional y militar 7, 8, 9 o 10 descritos en *Preparación universitaria, profesional o militar.*

Solamente preparación profesional o militar: el porcentaje de graduados anuales que demostraron solo preparación profesional o militar al cumplir con los criterios de preparación profesional o militar 7, 8, 9 o 10, pero no satisficieron ninguno de los criterios de preparación universitaria 1, 2, 3, 4, 5 o 6 descritos en *Preparación universitaria, profesional o militar.*

Graduados con preparación universitaria

Preparación universitaria: el porcentaje de graduados anuales que demostraron preparación universitaria al cumplir con los criterios 1, 2, 3, 4, 5 o 6 descritos en *Preparación universitaria, profesional o militar*. Este porcentaje incluye graduados que pueden haber satisfecho los criterios de preparación profesional o militar 7, 8, 9 o 10. *(Fuente de datos: PEIMS 43415, 40100, 40203 y 40110, THECB, College Board, ACT, IB y OnRamps)*.

Graduados con criterios de TSI: el porcentaje de graduados anuales que cumplieron o superaron los criterios de preparación universitaria en la evaluación del Programa Iniciativa de Éxito de Texas (TSIA1 o TSIA2), SAT o ACT, o bien al finalizar de manera satisfactoria y obtener créditos de un curso de preparación universitaria, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC), tanto en ELA como en Matemáticas. Los criterios para cada uno son los siguientes:

Criterios de TSI						
TSIA1 o TSIA2		**SAT**		**ACT**		**Curso de preparación universitaria**
≥ Criterios de ELAR mostrados más adelante	**o**	≥ 480 en Lectura y Escritura de Base Empírica (EBRW)	**o**	**Antes del 15 de febrero de 2023** ≥ 19 en inglés y ≥ 23 en Composición **Después del 15 de febrero de 2023** Puntuación combinada de Lectura e inglés ≥ 40	**o**	Finalización y obtención de créditos por el curso de preparación universitaria de ELA
≥ Criterios de Matemáticas que se muestran a continuación	**o**	≥ 530 en Matemáticas	**o**	**Antes del 15 de febrero de 2023** ≥ 19 en Matemáticas y ≥ 23 en Composición **Después del 15 de febrero de 2023** Puntuación en Matemáticas ≥ 22	**o**	Finalización y obtención de créditos por el curso de preparación universitaria de Matemáticas

Materia	Versión de la evaluación	Requisitos de puntuación para CCMR				
Lectura, Lengua y Literatura en inglés (ELAR)	TSIA1	Puntuación ≥ 351 en Lectura				
	TSIA2	Puntuación ≥ 945 en la Clasificación de Preparación Universitaria (CRC) de ELAR	Y		Puntuación ≥ 5 en el ensayo	
		o				
		Puntuación < 945 en CRC de ELAR	Y	Puntuación ≥ 5 en el diagnóstico	Y	Puntuación ≥ 5 en el ensayo
	Combinación	Puntuación ≥ 945 en CRC de ELAR respecto al examen TSIA2	Y		Puntuación ≥ 5 en el ensayo del examen TSIA1	
		o				
		Puntuación < 945 en CRC de ELAR respecto al examen TSIA2	Y	Puntuación ≥ 5 en el diagnóstico respecto al examen TSIA2	Y	Puntuación ≥ 5 en el ensayo del examen TSIA1
Matemáticas	TSIA1	Puntuación ≥ 350 en Matemáticas				
	TSIA2	Puntuación ≥ 950 en CRC de Matemáticas				
		o				
		Puntuación < 950 en CRC de Matemáticas	Y	Puntuación = 6 en el diagnóstico		

Los porcentajes se calculan de la siguiente manera:

Lengua y Literatura en inglés.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA

Cantidad de graduados anuales de 2023-2024

Matemáticas.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en Matemáticas

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Cantidad de graduados anuales de 2023-2024

Ambas materias

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria tanto en ELA como en Matemáticas

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Cantidad de graduados anuales de 2023-2024

Cualquier materia

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria en los exámenes TSIA1 o TSIA2, SAT, ACT, o bien al finalizar satisfactoriamente y obtener créditos de un curso de preparación universitaria en ELA o en Matemáticas

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Cantidad de graduados anuales de 2023-2024

Criterios de AP/IB cumplidos en cualquier materia: el porcentaje de graduados anuales que obtuvieron 3 o más en un examen AP o un 4 o más en un examen IB. *(Fuente de datos: College Board e IB)*.

Cantidad de graduados anuales de 2023-2024 que obtuvieron 3 o más en un examen AP o un 4 o más en un examen IB.

Cantidad de graduados anuales de 2023-2024

Título de asociado: el porcentaje de graduados anuales que obtuvieron un título de asociado antes del 31 de agosto inmediatamente después de graduarse de escuela preparatoria. *(Fuente de datos: PEIMS 40100)*

Cantidad de graduados anuales de 2023-2024 que obtuvieron un título de asociado antes del 31 de agosto inmediatamente después de graduarse de escuela preparatoria.

Cantidad de graduados anuales de 2023-2024

Créditos de curso doble: un graduado que finalice y obtenga créditos por al menos tres horas de crédito en Lengua y Literatura en inglés (ELA) o Matemáticas, o bien al menos nueve horas de crédito en cualquier materia. *(Fuente de datos: PEIMS 43415)*

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron créditos por nueve o más horas de crédito doble en cualquier materia o tres o más horas en ELA o Matemáticas

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Cantidad de graduados anuales de 2023-2024

Créditos de cursos de OnRamps: el porcentaje de graduados anuales que finalizaron un curso de inscripción doble de OnRamps y calificaron para al menos tres horas de crédito universitario en cualquier área temática. *(Fuente de datos: Programa OnRamps)*.

Cantidad de graduados anuales de 2023-2024 que finalizaron un curso de OnRamps y calificaron para tres horas de crédito universitario antes de graduarse

Cantidad de graduados anuales de 2023-2024

Graduados bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial: el porcentaje de graduados anuales bajo un plan de diplomatura avanzada e identificados como estudiantes actuales de educación especial. *(Fuente de datos: PEIMS 40203 y 42401).*

Cantidad de graduados anuales de 2023-2024 que se graduaron bajo un plan de diplomatura avanzada y fueron identificados como estudiantes actuales de educación especial

Cantidad de graduados anuales de 2023-2024

Graduados con preparación profesional o militar

Graduados con preparación profesional o militar: el porcentaje de graduados anuales que demostraron preparación profesional o militar al cumplir con los criterios 7, 8, 9 o 10 descritos en *Preparación universitaria, profesional o militar*. Este porcentaje incluye a los graduados que pueden haber satisfecho los criterios de preparación universitaria 1, 2, 3, 4, 5 o 6.

Certificación sectorial aprobada: el porcentaje de graduados anuales que obtuvieron una certificación sectorial aprobada y obtuvieron crédito en un curso de nivel 2 o superior en un programa de estudios armonizado. Para obtener información adicional, consulte el capítulo 2 del Manual de rendición de cuentas del año 2025. *(Fuente de datos: PEIMS 48011)*

Cantidad de graduados anuales de 2023-2024 que obtuvieron una certificación sectorial aprobada

Cantidad de graduados anuales de 2023-2024

Graduados con certificado de nivel I o de nivel II: el porcentaje de graduados anuales que obtuvieron un certificado de nivel I o nivel II. *(Fuente de datos: THECB)*.

Cantidad de graduados anuales de 2023-2024 que obtuvieron un certificado de nivel I o nivel II

Cantidad de graduados anuales de 2023-2024

Graduados con un IEP finalizado y preparación para la fuerza laboral: el porcentaje de graduados anuales que recibieron un código de tipo de graduación 04, 05, 54 o 55. Para obtener información adicional, consulte el capítulo 2 del Manual de rendición de cuentas del año 2025. *(Fuente de datos: PEIMS 40203)*

Cantidad de graduados anuales de 2023-2024 que recibieron un código de tipo de graduación 04, 05, 54 o 55

Cantidad de graduados anuales de 2023-2024

Alistamiento en las Fuerzas Armadas de los Estados Unidos (graduados anuales): el porcentaje de graduados anuales que se alista en el Ejército de los Estados Unidos, la Marina de Guerra de los Estados Unidos, la Fuerza Aérea de los Estados Unidos, la Guardia Costera de los Estados Unidos, la Infantería de Marina de los Estados Unidos, la Fuerza Espacial de los Estados Unidos o la Guardia Nacional de Texas o las reservas para sus respectivos servicios. *(Fuente de datos: presentación del formulario 4 del Departamento de Defensa [DoD])*.

Cantidad de graduados anuales de 2023-2024 que se alistan en las Fuerzas Armadas de los Estados Unidos o en la Guardia Nacional de Texas antes del 31 de diciembre inmediatamente después de graduarse de escuela preparatoria

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Cantidad de graduados anuales de 2023-2024

Indicadores relacionados con CCMR (2024-2025)

Resultados del examen TSIA (graduados ≥ criterio, graduados anuales): el porcentaje de graduados anuales que cumplieron con los criterios de TSI en los exámenes TSIA1 o TSIA2. *(Fuente de datos: THECB y PEIMS 40203).*

Lengua y Literatura en inglés.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 o TSIA2 en ELA

Cantidad de graduados anuales de 2023-2024

Matemáticas.

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 o TSIA2 en Matemáticas

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Cantidad de graduados anuales de 2023-2024

Ambas materias

Cantidad de graduados anuales de 2023-2024 que cumplieron o superaron los criterios de preparación universitaria respecto a los exámenes TSIA1 o TSIA2 tanto en ELA como en Matemáticas

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Cantidad de graduados anuales de 2023-2024

Crédito finalizado y recibido por cursos de preparación universitaria (graduados anuales): el porcentaje de graduados anuales que finalizaron y obtuvieron crédito por un curso de preparación universitaria, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC), ya sea en ELA, Matemáticas o ambos. *(Fuente de datos: PEIMS 43415)*

Lengua y Literatura en inglés.

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en ELA, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2023-2024

Matemáticas.

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron crédito por un curso de preparación universitaria en Matemáticas, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2023-2024

Ambas materias

Cantidad de graduados anuales de 2023-2024 que finalizaron y obtuvieron crédito por un curso de preparación universitaria tanto en ELA como en Matemáticas, tal y como se define en la sección [§] 28.014 del Código de Educación de Texas (TEC)

Cantidad de graduados anuales de 2023-2024

Resultados de AP/IB (participación, 11.° y 12.° grado): el porcentaje de estudiantes en 11.° y 12.° grado que tomaron los exámenes de colocación avanzada (AP) de College Board o los exámenes de Bachillerato Internacional (IB). *(Fuente de datos: College Board e IB)*.

Todas las materias

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB

Total de estudiantes inscritos en 11.° y 12.° grado

Lengua y Literatura en inglés.

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en ELA

Total de estudiantes inscritos en 11.° y 12.° grado

Matemáticas.

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en Matemáticas

Total de estudiantes inscritos en 11.° y 12.° grado

Ciencias.

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en Ciencias

Total de estudiantes inscritos en 11.° y 12.° grado

Estudios Sociales.

Cantidad de estudiantes en 11.° y 12.° grado en el año escolar 2023-2024 que tomaron al menos un examen AP o IB en Estudios Sociales

Total de estudiantes inscritos en 11.° y 12.° grado

(Fuente de datos College Board, IB y PEIMS 40110)

Resultados de AP/IB (examinados ≥ criterio, 11.° y 12.° grado): el porcentaje de estudiantes con al menos un examen de AP o de IB en 11.° y 12.° grado igual o superior a la puntuación del criterio. Los

estudiantes de escuela preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB, y pueden recibir colocación avanzada o crédito, o ambos, al ingresar a la universidad. Por lo general, las universidades otorgarán créditos o colocación avanzada por puntuaciones de 3, 4 o 5 en los exámenes de AP y puntuaciones de 4, 5, 6 o 7 en los exámenes de IB. Los requisitos varían de acuerdo a la universidad y la materia evaluada. *(Fuente de datos: College Board e IB)*.

Todas las materias

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio

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Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB

Lengua y Literatura en inglés.

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en ELA

Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB en ELA

Matemáticas.

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en Matemáticas

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Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB en Matemáticas

Ciencias.

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en Ciencias

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Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB en Ciencias

Estudios Sociales.

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio en Estudios Sociales

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Cantidad de estudiantes de 11.° y 12.° grado con al menos un examen AP o IB en Estudios Sociales

(Fuente de datos: The College Board, The International Baccalaureate Organization y PEIMS 40110)

Resultados de AP/IB (estudiantes de 11.° y 12.° grado ≥ criterio): el porcentaje de estudiantes inscritos en 11.° y 12.° grado con al menos una puntuación AP o IB igual o superior a la puntuación del criterio. Este denominador incluye a los estudiantes inscritos en 11.° y 12.° grado que no tomaron los exámenes de AP o de IB. Los estudiantes de escuela preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB, y pueden recibir colocación avanzada o crédito, o ambos, al ingresar a la universidad. Por lo general, las universidades otorgarán créditos o colocación avanzada por puntuaciones de 3, 4 o 5 en los exámenes de AP y puntuaciones de 4, 5, 6 o 7 en los exámenes de IB. Los requisitos varían de acuerdo a la universidad y la materia evaluada. *(Fuente de datos: College Board e IB)*.

Todas las materias

Cantidad de estudiantes de 11.° y 12.° grado en el año escolar 2023-2024 con al menos una puntuación AP o IB igual o superior al criterio

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Total de estudiantes inscritos en 11.° y 12.° grado

Resultados de SAT/ACT (graduados anuales): participación y desempeño de los graduados anuales de todas las escuelas públicas de Texas en las evaluaciones SAT de College Board y ACT de Total ACT, Inc. Las puntuaciones de los exámenes ACT y SAT se basan en las puntuaciones más altas de las secciones de cada estudiante en todos los exámenes realizados; las puntuaciones totales del examen SAT y puntuaciones compuestas del examen ACT se calculan mediante las puntuaciones más altas de las secciones.

(1) *Evaluados:* el porcentaje de graduados que tomaron cualquiera de las evaluaciones de admisión a la universidad:

Cantidad de graduados de 2023-2024 que tomaron el examen SAT o el examen ACT

Cantidad de graduados de 2023-2024 notificados

(2) *Criterio igual o superior para todos los graduados:* el porcentaje de graduados que obtuvieron una puntuación igual o superior a la puntuación del criterio de 480 en la sección Lectura y Escritura de Base Empírica del examen SAT *o* 19 en la sección inglés del examen ACT y 23 en la puntuación combinada del examen ACT *y* 530 en la sección Matemáticas del examen SAT *o* 19 en la sección Matemáticas del examen ACT y 23 en la puntuación combinada del examen ACT (antes del 15 de febrero de 2023). Después del 15 de febrero de 2023, el porcentaje de graduados que obtuvieron una puntuación igual o superior a la puntuación del criterio de 40 en las secciones combinadas inglés y Lectura del examen ACT *y* una puntuación igual o superior a 22 en la sección Matemáticas del examen ACT:

Cantidad de examinados que se gradúan del año escolar 2023-2024 que obtuvieron una puntuación igual o superior a la puntuación del criterio en los exámenes SAT o ACT

Cantidad de graduados de 2023-2024 notificados

Puntuación promedio del examen SAT (graduados anuales): desempeño de los graduados anuales de todas las escuelas públicas de Texas en la evaluación SAT del College Board. Si un estudiante toma el examen SAT más de una vez, se selecciona el mejor resultado por materia y el total del examen SAT se calcula como la suma de las puntuaciones más altas de las secciones.

(1) *Todas las materias:* la puntuación promedio combinada de las secciones Lectura y Escritura de Base Empírica y Matemáticas del examen SAT. La puntuación máxima es 1600.

Suma de las puntuaciones totales del examen SAT (Matemáticas + Lectura y Escritura de Base Empírica) de todos los graduados de 2023-2024 que tomaron dicho examen

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Cantidad de graduados de 2023-2024 que tomaron el examen SAT

(2) *Escritura y Lengua y Literatura en inglés:* la puntuación promedio de la sección Lectura y Escritura de Base Empírica del examen SAT. La puntuación máxima es 800.

Suma de las puntuaciones totales de la sección Lectura y Escritura de Base Empírica del examen SAT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen SAT

(3) *Matemáticas:* la puntuación promedio de la sección Matemáticas del examen SAT. La puntuación máxima es 800.

Suma de las puntuaciones de la sección Matemáticas del examen SAT de todos los graduados de 2023-2024 que tomaron el examen SAT

Cantidad de graduados de 2023-2024 que tomaron el examen SAT

(Fuente de datos: College Board y PEIMS 40203)

Puntuación promedio del examen ACT (graduados anuales): desempeño de los graduados anuales de todas las escuelas públicas de Texas en la evaluación ACT de ACT, Inc. Si un estudiante toma el examen ACT más de una vez, se selecciona el mejor resultado por materia y las puntuaciones combinadas del examen ACT se calculan como el promedio de las puntuaciones más altas de las secciones.

(1) *Todas las materias:* la puntuación promedio para la puntuación combinada del examen ACT. La puntuación máxima es 36.

ıma de las puntuaciones combinadas del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen ACT

(2) *Lengua y Literatura en inglés:* la puntuación promedio para las secciones combinadas de inglés y Lectura del examen ACT. La puntuación máxima es 36.

a de las puntuaciones en las secciones combinadas inglés y Lectura del examen ACT del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen ACT

(3) *Matemáticas:* la puntuación promedio para la sección Matemáticas del examen ACT. La puntuación máxima es 36.

a de las puntuaciones en la sección Matemáticas del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen ACT

(4) *Ciencias:* la puntuación promedio para la sección Ciencias del examen ACT. La puntuación máxima es 36.

na de las puntuaciones en la sección Ciencias del examen ACT de todos los graduados de 2023-2024 que tomaron dicho examen

Cantidad de graduados de 2023-2024 que tomaron el examen ACT

Otros indicadores de educación postsecundaria (2024-2025)

Finalización de cursos avanzados y de crédito doble (9.° a 12.° grado): el porcentaje de estudiantes que finalizaron y recibieron crédito por al menos un curso avanzado o de crédito doble. Las decisiones sobre la concesión de créditos de escuela preparatoria para cursos universitarios se describen en la sección [§] 74.25 del Código Administrativo de Texas.

El apéndice A indica todos los cursos identificados como cursos avanzados. Los cursos por los que un estudiante puede obtener crédito doble no figuran en la lista porque varían de un campus a otro.

Los distritos notifican la información sobre la finalización de cursos a través del PEIMS después del cierre del año escolar. Por ejemplo, los valores, expresados como porcentajes para 9.° a 12.° grado, se calculan de la siguiente manera (*fuente de datos: PEIMS 43415)*:

Cualquier materia

Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble

Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso en 2023-2024

Lengua y Literatura en inglés.

Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble de ELA

Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso de ELA en 2023-2024

Matemáticas.

Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble de Matemáticas

Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso de Matemáticas en 2023-2024

Ciencias.

Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso avanzado o de crédito doble de Ciencias

Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso de Ciencias en 2023-2024

Estudios Sociales.

Cantidad de estudiantes en 9.° a 12 .° grado en 2023-2024 que recibieron crédito por al menos un curso de Estudios Sociales avanzado o de crédito doble

Cantidad de estudiantes en 9.° a 12 .° grado que recibieron crédito por al menos un curso de Estudios Sociales en 2023-2024

(Fuente de datos: PEIMS 43415)

Graduados inscritos en una institución de educación superior de Texas (TX IHE): el porcentaje de estudiantes que se inscribieron y comenzaron a recibir enseñanza en una institución de educación superior en Texas durante el año escolar posterior a la graduación de escuela preparatoria.

$$\frac{\text{Cantidad de graduados durante el año escolar 2022-2023 que asistieron a un centro universitario o universidad públicos o independientes en Texas en el siguiente año académico}}{\text{Cantidad de graduados durante el año escolar 2022-2023}}$$

No se incluyen estudiantes inscritos en centros universitarios o universidades fuera del estado o en cualquier escuela politécnica privada. Se incluyen estudiantes que asisten a colegios universitarios públicos en Texas.
(Fuente de datos: THECB).

Hay disponibilidad de informes adicionales que muestran los estudiantes inscritos en centros universitarios y universidades públicos de Texas en el sitio del Consejo Coordinador de Educación Superior de Texas (THECB) en http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

Para obtener más información sobre los datos utilizados en este indicador, comuníquese con el Consejo Coordinador de Educación Superior de Texas llamando al (512) 427-6153. *(Fuente de datos: THECB).*

Información sobre estudiantes (2024-2025)

Tenga en cuenta que la sección "Inscripción" de este informe se agregó a partir de 2019-2020. Las definiciones a continuación describen los matices entre membresía e inscripción. Si compara los datos que se muestran en el informe de este año con los informes anteriores a 2019-2020, utilice los datos que se muestran en la sección "Membresía".

Inscripción: estudiantes notificados como inscritos al último viernes de octubre.

Membresía: la membresía se diferencia de la inscripción, ya que no incluye a aquellos estudiantes que reciben servicios durante menos de dos horas al día. Un estudiante es miembro si está inscrito y además…

- se le programa para asistir al menos a dos horas de enseñanza cada jornada escolar; o
- participa en un programa alternativo de recuento de asistencia.

Por ejemplo, el recuento de *total de estudiantes* excluye a estudiantes que asisten a una escuela privada, pero reciben algunos servicios de su distrito escolar local (tales como terapia del habla) menos de dos horas por día.

Total de estudiantes: la cantidad total de estudiantes de escuelas públicas que se notificaron en cualquier grado desde educación en la primera infancia hasta 12.° grado. *(Fuente de datos: ente "Student" de PEIMS)*

Estudiantes por grado: el recuento de estudiantes en cada grado dividido por la cantidad total de estudiantes. *(Fuente de datos: ente "StudentSchoolAssociation" de PEIMS)*

Distribución étnica: la cantidad y el porcentaje de estudiantes que se identifican como pertenecientes a uno de los siguientes grupos: afroamericano, hispano, blanco, indio americano, asiático, isleño del Pacífico o dos o más razas. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Masculino/Femenino: la cantidad y porcentaje de estudiantes que se identifican como hombres o mujeres. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Económicamente desfavorecidos: el recuento y porcentaje de estudiantes elegibles para obtener almuerzos gratuitos o a precio reducido o bien elegibles para recibir otro tipo de asistencia pública.

$$\frac{\textbf{Cantidad de estudiantes elegibles para recibir almuerzos gratuitos o a precio reducido u otro tipo de asistencia pública}}{\textbf{Cantidad total de estudiantes}}$$

(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS y División de Evaluación Estudiantil de la TEA)

Estudiantes sin desventajas educativas: aquellos estudiantes que no son elegibles para participar en almuerzos gratuitos o a precio reducido, o bien para recibir cualquier otro tipo de asistencia pública. Este es el recuento y porcentaje complementarios a estudiantes económicamente desfavorecidos.

Estudiantes amparados por la Sección 504: el recuento y porcentaje de estudiantes identificados que reciben servicios ofrecidos en virtud de la Sección 504. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Estudiantes bilingües emergentes (EB) y aprendices de inglés (EL): El recuento y porcentaje de estudiantes cuyo idioma nativo no es el inglés y que están en el proceso de adquirir el inglés. Los términos "aprendiz de inglés" (EL) y "bilingüe emergente" (EB) se usan de manera indistinta.

El porcentaje de EB/EL se calcula dividiendo la cantidad de EB/EL por la cantidad total de estudiantes en el distrito o campus. No todos los estudiantes identificados como EB/EL reciben enseñanza bilingüe o de inglés como segundo idioma. *(Fuente de datos: archivo de TELPAS).*

Estudiantes con colocaciones disciplinarias: El recuento y el porcentaje de estudiantes colocados en programas de educación alternativa, en virtud del capítulo 37 ("Disciplina: orden público") del Código de Educación de Texas. Los distritos notifican las medidas disciplinarias tomadas hacia los estudiantes que son expulsados del salón de clases durante al menos un día. Aunque los estudiantes pueden tener varias expulsiones a lo largo del año, esta medida cuenta a los estudiantes solo una vez e incluye únicamente aquellos cuya expulsión da lugar a una colocación en un programa disciplinario de educación alternativa o un programa de educación alternativa de justicia juvenil. Se calcula de la siguiente manera:

$$\frac{\textbf{Cantidad de estudiantes con una o más colocaciones disciplinarias}}{\textbf{Cantidad de estudiantes que asistieron en cualquier momento durante el año escolar}}$$

Para 2024-2025, los siguientes 19 códigos de medidas disciplinarias se incluyen como colocaciones disciplinarias: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60 y 61. *(Fuente de datos: ente "DisciplineAction" de PEIMS)*

Estudiantes con dislexia: el recuento y porcentaje de estudiantes identificados con dislexia. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Acogimiento familiar: el recuento y porcentaje de estudiantes identificados como bajo tutela del Departamento de Servicios Familiares y de Protección (DFPS). *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Sin hogar: el recuento y porcentaje de estudiantes que cumplen con los criterios definidos por la sección 11434(a) del título 42 del Código de los Estados Unidos (USC). El término "niños y jóvenes sin hogar" se define así:

(A) personas que carecen de una residencia nocturna fija, regular y adecuada [dentro del significado de la sección 11302(a)(1)]; e

(B) incluye lo siguiente:

(i) niños y jóvenes que comparten la vivienda con otras personas debido a la pérdida de la vivienda, dificultades económicas o una razón similar; viven en moteles, hoteles, parques de casas rodantes o terrenos para acampar debido a la falta de alojamiento alternativo idóneo; viven en refugios de emergencia o de transición;

niños y jóvenes que tienen una residencia nocturna principal y que es un lugar público o privado no diseñado ni utilizado normalmente como alojamiento habitual para dormir destinado a seres humanos [dentro del significado de la sección 11302(a)(2)(C)];

niños y jóvenes que viven en automóviles, parques, espacios públicos, edificios abandonados, viviendas precarias, estaciones de autobús o tren, o entornos similares; y

(iv) niños migrantes (tal y como se define dicho término en la sección 6399 del título 20) que califican como personas sin hogar para los fines de este subtítulo porque viven en circunstancias descritas en las cláusulas (i) a (iii).

(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)

Inmigrante: el recuento y porcentaje de estudiantes identificados según la definición que se encuentra en el título III de la Ley para Que Ningún Niño Se Quede Atrás de 2001 (NCLB), donde el término 'niños y jóvenes inmigrantes' se define como "individuos que tienen entre 3 y 21 años de edad; que no nacieron en ningún estado; y que no han asistido a una o más escuelas en uno o más estados durante más de tres años académicos completos". El término 'estado' significa cada uno de los 50 estados, el Distrito de Columbia y el Estado Libre Asociado de Puerto Rico. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Migrante: el recuento y porcentaje de estudiantes que cumplen con los siguientes criterios: el estudiante (de 3 a 21 años de edad), o bien el (la) padre (madre), cónyuge o tutor del estudiante es un trabajador agrícola migrante, incluyendo un trabajador lechero migrante o un pescador migrante, y quien, en los 36 meses anteriores, para obtener, o acompañar a dicho(a) padre (madre), cónyuge o tutor para obtener empleo temporal o estacional en trabajos agrícolas o pesqueros: 1) se ha mudado de un distrito escolar a otro; o 2) reside en un distrito escolar de más de 15,000 millas cuadradas y migra una

distancia de 20 millas o más a una residencia temporal para participar en una actividad pesquera. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

Título I: el recuento y porcentaje de estudiantes que participan en un programa autorizado en virtud de la Parte A del Título I de Ley de Educación Primaria y Secundaria (ESEA), modificada mediante la Ley de Mejoramiento de las Escuelas de los Estados Unidos. *(Fuente de datos: ente "StudentTitleIPartAProgramAssociation" de PEIMS)*

Vinculado con miembros de las Fuerzas Armadas: el recuento y porcentaje de estudiantes que son dependientes de un miembro en servicio activo o antiguo miembro de las Fuerzas Armadas de los Estados Unidos, la Guardia Nacional de Texas o una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos, o bien son dependientes de un miembro de las Fuerzas Armadas de los Estados Unidos, de la Guardia Nacional de Texas o de una fuerza de reserva de las Fuerzas Armadas de los Estados Unidos que murió en el cumplimiento del deber. *(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)*

En riesgo: el recuento y porcentaje de estudiantes identificados como en riesgo de abandonar la escuela, tal y como se define en las secciones [§§] 29.081(d) y (d-1) del Código de Educación de Texas (TEC).

$$\frac{\textbf{Cantidad de estudiantes en el año escolar 2024-2025 considerados en riesgo}}{\textbf{Cantidad total de estudiantes}}$$

(Fuente de datos: ente "StudentEducationOrganizationAssociation" de PEIMS)

Estudiante por programa educativo:
el recuento y porcentaje de estudiantes atendidos en programas o cursos de educación especial, educación profesional y técnica (9.° a 12.° grado únicamente), educación bilingüe/ESL o educación para estudiantes dotados y talentosos. Los porcentajes no suman 100 porque los estudiantes pueden participar en más de uno de estos programas. *(Fuente de datos: entes "StudentSchoolAssociation Entity", "StudentSpecialEducationProgramAssociation" y "StudentCTEProgramAssociation" de PEIMS)*.

Estudiantes con discapacidades por tipo de discapacidad primaria: el recuento de estudiantes desagregados por discapacidad primaria. El TAPR y el sistema de informes de desempeño de Texas (TPRS) utilizan cinco categorías de discapacidad primaria: estudiantes con discapacidades intelectuales, estudiantes con discapacidades físicas, estudiantes con autismo, estudiantes con discapacidades de comportamiento y estudiantes con primera infancia no categórica. A continuación, se facilita información adicional.

Estudiantes con discapacidades intelectuales (códigos de discapacidad de PEIMS 06, 08, 12, 13)

- 06—Discapacidad intelectual (ID)
- 08—Discapacidad específica del aprendizaje (LD)
- 12—Retraso en el desarrollo (DD)

- 13—Lesión cerebral traumática (TBI)

Estudiantes con discapacidades físicas (códigos de discapacidad de PEIMS 01, 03, 04, 05, 09)

- 01—Impedimento ortopédico (OI)
- 03—Sordera y dificultades auditivas (DHH)
- 04—Impedimento visual (VI)
- 05—Sordoceguera (DB)
- 09—Impedimento del habla o del lenguaje

Estudiantes con autismo (código de discapacidad de PEIMS 10)

- 10—Autismo (AU)

Estudiantes con discapacidades de comportamiento (códigos de discapacidad de PEIMS 02 y 07)

- 02—Otros impedimentos de salud (OHI)
- 07—Perturbación emocional (ED)

Estudiantes con primera infancia no categórica (código de discapacidad PEIMS 14)

- 14—Primera infancia no categórica (NCES)

(Fuente de datos: ente "StudentSpecialEducationProgramAssociation" de PEIMS)

Movilidad: el recuento y porcentaje de estudiantes que han hecho parte de la membresía durante menos del 83 por ciento del año escolar (es decir, faltaron seis semanas o más).

Cantidad de estudiantes móviles en 2023-2024

Cantidad de estudiantes que hicieron parte de la membresía en cualquier momento durante el año escolar 2023-2024

Esta tasa se calcula a nivel de estado, región, distrito y campus. Está desglosada por raza/etnia, condición de desfavorabilidad económica, condición de educación especial y condición como estudiante bilingüe emergente/aprendiz de inglés. Las tasas de movilidad que se muestran se basan en el recuento de estudiantes móviles identificados a nivel de campus. La tasa de movilidad distrital refleja la movilidad interescolar dentro del mismo distrito o desde fuera de este. La tasa de movilidad regional refleja la movilidad interescolar dentro de la misma región o desde fuera de esta. *(Fuente de datos: ente "BasicReportingPeriodAttendanceExtension" de PEIMS)*

Tasa de abandono: el porcentaje de estudiantes inscritos en el otoño de 2022-2023 que no regresaron al mismo campus en el otoño de 2023-2024. Este cálculo se ajusta para tener en cuenta los grados escolares disponibles para los estudiantes en cada campus, así como factores adicionales. Por ejemplo, se excluyeron estudiantes del cálculo si el campus en el que estaban inscritos en 2022-2023 no ofrecía el siguiente grado al que se esperaba que pasaran en 2023-2024, o bien si estaban en un campus en 2022-

2023 que ya no estuvo activo en 2023-2024. Los estudiantes que repitieron el grado, incluyendo aquellos en 12.° grado, continuaron en el cálculo.

Es posible que algunos campus no reciban una tasa de abandono porque todos sus estudiantes están excluidos del denominador de abandono debido a que su grado escolar posterior no se ofrecerá en ese campus en 2023-2024. Ejemplos de tales campus son aquellos que ofrecen grados escolares únicos o que cambiaron los grados ofrecidos en 2023-2024. La tasa de abandono se calcula de la siguiente manera:

Cantidad de estudiantes inscritos en el otoño de 2023 – Cantidad de estudiantes que regresaron en el otoño de 2024

Cantidad de estudiantes inscritos en el otoño de 2023

Se crean agregaciones de denominadores y numeradores de campus para niveles distritales, regionales y estatales; las tasas para cada uno de esos niveles se calculan a partir de estas sumas.

Tasas de retención por grado: el porcentaje de estudiantes de escuelas públicas de Texas que se inscribieron en el otoño de 2024 en el mismo grado en el que se notificaron durante el último período de seis semanas del año escolar anterior (2023-2024).

Cantidad de estudiantes inscritos en el mismo grado de un año escolar al siguiente

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Cantidad de estudiantes inscritos en un año escolar que regresan al año siguiente o que se gradúan

Las tasas de retención de educación especial se calculan y notifican por separado, ya que las prácticas de retención locales difieren para estudiantes que reciben servicios de educación especial.

Los TAPR y el TPRS muestran tasas de retención solo para kínder a 9.° grado (K-9). Las tasas de retención para todos los grados se pueden encontrar en "Grade-Level Retention in Texas Public Schools" [Retención por grado escolar en escuelas públicas de Texas], disponible en la TEA. *(Fuente de datos: ente "StudentSchoolAssociation" de PEIMS)*

Calidad de datos *(no en el perfil de campus)*: el porcentaje de errores cometidos por el distrito en los datos de egreso estudiantil de PEIMS.

Porcentaje de estudiantes subnotificados. Los estudiantes subnotificados son aquellos en 7.° a 12.° grado que estuvieron inscritos en cualquier momento durante el año anterior, que no se contabilizaron en los registros distritales o en el procesamiento de la TEA en el año actual y para quienes el distrito no presentó un registro de egreso. Se exige que un distrito presente un registro de egreso de cualquier estudiante que haya cursado en 7.° a 12.° grado el año anterior, a menos que el estudiante haya recibido un certificado de equivalencia de escuela preparatoria de Texas (TxCHSE) antes del 31 de agosto, se haya graduado previamente de una escuela pública de Texas, se haya mudado e inscrito en otro distrito escolar público de Texas, o bien haya regresado al

distrito al final del período de inicio de clases (para el año escolar 2023-2024, el final del período de inicio de clases fue el 27 de septiembre de 2024).

Cantidad de estudiantes subnotificados

Cantidad de estudiantes en 7.° a 12.° grado que recibieron servicios en el distrito en el año escolar 2023-2024

(Fuente de datos: archivo de información sobre certificados de equivalencia de escuela preparatoria de Texas; entes "StudentEducationOrganizationAssociation", "StudentSchoolAssociation", "BasicReportingPeriodAttendance" y "SpecialProgramsReportingPeriodAttendanceExtension" de PEIMS)

Promedios de tamaño de clase por grado y materia: el tamaño promedio de clase por grado (primaria) o materias seleccionadas (clases de secundaria).

Para las clases de secundaria, los promedios se determinan sumando la cantidad de estudiantes atendidos (en una materia en el campus) y dividiendo esa suma por el recuento de clases para esa materia.

Para las clases de primaria, el promedio se determina con base en el modelo de enseñanza. Si un maestro de primaria imparte todas las materias al mismo grupo de estudiantes de cuarto grado durante todo el día, el tamaño promedio de la clase es simplemente la cantidad de estudiantes de cuarto grado atendidos por ese maestro. Sin embargo, si un maestro de primaria imparte una sola materia a cinco secciones diferentes de alumnos de cuarto grado cada día, el promedio se calcula de la misma manera que para las materias de secundaria. Por ejemplo, un maestro de ciencias de cuarto grado imparte cinco clases de ciencias cada día con 18, 20, 19, 21 y 22 estudiantes en cada clase. El total de 100 estudiantes dividido por las cinco clases da como resultado un tamaño promedio de clase de 20 estudiantes para ese maestro.

Las siguientes reglas se aplican a los tamaños promedio de clase:

- Las clases identificadas como aquellas que atienden a estudiantes regulares, en proceso de compensación o recuperación, dotados y talentosos, de enseñanza técnica y profesional, y sobresalientes se incluyen en el cálculo.
- Lengua y Literatura en inglés (ELA), Matemáticas, Ciencias, Estudios Sociales, lenguas distintas del inglés, Informática y educación profesional y técnica se incluyen en el cálculo, al igual que salones de clase independientes.
- No se incluyen las clases en las que la cantidad de estudiantes atendidos se notifica como cero.
- Los códigos de servicio con el prefijo "SR" no están incluidos.
- Se incluyen las funciones del maestro codificadas como "maestro" o "maestro sustituto".
- Solo se incluyen los ajustes de clase codificados como "clase regular".
- No se incluyen los recuentos parciales de FTE faltantes.
- No se incluyen las clases de primaria en las que la cantidad de estudiantes supere los 100.
- No se incluyen los promedios de clases de grados escolares mixtos.

(Fuente de datos: entes "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)

Información sobre personal (2024-2025)

Total de personal: el recuento total de personal que incluye personal profesional (maestros, apoyo profesional, administradores), asistentes educativos y, únicamente en el perfil distrital, personal auxiliar. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Personal profesional: el recuento de equivalente a tiempo completo (FTE) respecto a maestros, personal de apoyo profesional, administradores del campus y, únicamente en el perfil distrital, administradores de la oficina central. El personal está agrupado de acuerdo a sus funciones, según lo notificado en PEIMS. Cada tipo de personal profesional se muestra como porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Asistentes educativos: el recuento y porcentaje de personal paraprofesional que rinde cuentas con una función de 033 (asistente educativo) o 036 (intérprete certificado). Los recuentos de FTE de asistentes educativos se expresan como un porcentaje del total de FTE del personal. Consulte el apéndice B para conocer todas las identificaciones de funciones de PEIMS *(Fuente de datos: entes "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Personal auxiliar *(no en perfil de campus)***:** el recuento de equivalente a tiempo completo (FTE) respecto al personal notificado en los registros de empleo y nómina de PEIMS que no se notifican en los entes "StaffEducationOrganizationAssignmentAssociation" o "StaffSectionAssociation" de PEIMS. El personal auxiliar (y el asistente educativo que efectúa tareas rutinarias en el salón de clases bajo la supervisión general de un maestro certificado o equipo docente) se expresa como porcentaje del total de personal. Para el personal auxiliar, el FTE es el valor del porcentaje de jornada trabajada. *(Fuente de datos: entes "PayrollExt" y "StaffEducationOrganizationEmploymentAssociation" de PEIMS)*.

Bibliotecarios y consejeros (conteo): el conteo de bibliotecarios y consejeros se basa en el equivalente a tiempo completo (FTE) respecto a conteos para tiempo completo y para tiempo parcial. Los bibliotecarios y consejeros se consideran a tiempo parcial cuando el recuento de FTE es menor o igual a 0.85 (por ejemplo, si un recuento de FTE es menor o igual a 0.85, el conteo para tiempo parcial es igual a 1). El consejero incluye las clasificaciones de personal de PEIMS 008 y 117. Bibliotecario incluye las clasificaciones de personal de PEIMS 013.

Los bibliotecarios y consejeros son conteos, no sumas de FTE. El conteo distrital no es una suma del conteo de campus. Por ejemplo, un consejero pasa el 50 por ciento de su tiempo en la escuela primaria (0.50 FTE) y el 50 por ciento de su tiempo en la escuela preparatoria (0.50 FTE). En cada uno de los informes de campus, este consejero se reflejará como 1.0 consejero a tiempo parcial. En el informe distrital, el consejero se reflejará como 1.0 (consejero a tiempo completo), ya que el recuento de FTE es superior a 0.85 (0.50 FTE más 0.50 FTE = 1.0 FTE). Consulte el apéndice B para conocer las clasificaciones de personal de PEIMS (personal de apoyo profesional). *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Total de personal perteneciente a minorías: el recuento total del personal perteneciente a minorías es la suma de los recuentos de FTE de todos los grupos de personal distintos a blancos (afroamericanos, hispanos, indios americanos, asiáticos, isleños del Pacífico y dos o más razas). El recuento de FTE de personal perteneciente a minorías se expresa como un porcentaje del total del FTE de personal. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Maestros por etnia y sexo: el recuento de FTE de maestros por grupo étnico y por sexo. Los recuentos también se expresan como porcentaje del total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Maestros por mayor titulación obtenida: la distribución de las titulaciones obtenidas por los maestros. Los recuentos de FTE de maestros sin titulación y con título de licenciatura, maestría o doctorado se expresan como porcentaje del total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Maestros por años de experiencia: el recuento de FTE de maestros por años totales de experiencia del individuo, no necesariamente años de experiencia en el distrito o campus. Los recuentos de maestros dentro de cada intervalo de experiencia se expresan como un porcentaje del total de FTE de maestros. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Cantidad de estudiantes por maestro: la cantidad total de estudiantes dividida por el recuento total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Experiencia de dirección de campus: el promedio de años de experiencia para directores y subdirectores.

- *Promedio de años como director:* la cantidad de años completados de experiencia como director, sin importar el distrito o la interrupción en el servicio. Estas cantidades se suman y se dividen por el número de todos los directores notificados para el campus.
- *Promedio de años como director en el distrito:* la cantidad de años que un director trabaja en el distrito, sin importar cualquier interrupción en el servicio. Las cantidades se suman y se dividen por el número de directores notificados para el distrito.
- *Promedio de años como subdirector:* la cantidad de años completados de experiencia como subdirector, sin importar el distrito o la interrupción en el servicio. Las cantidades se suman y se dividen por el número de subdirectores notificados para el campus.
- *Promedio de años como subdirector en el distrito:* la cantidad de años que un subdirector trabaja en el distrito, sin importar cualquier interrupción en el servicio. Estas cantidades se suman y se dividen por el número de subdirectores notificados para el distrito.

(Fuente de datos: ente "StaffEducationOrganizationEmploymentAssociation" de PEIMS)

Promedio de años de experiencia de los maestros: la cantidad promedio de años de experiencia profesional completados, independientemente del distrito. Los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro (1 para un maestro a tiempo completo, 0.75 para un maestro a tres cuartos de tiempo completo y 0.5 para un maestro a medio tiempo, por ejemplo) por sus años de experiencia. Estas cantidades se suman y se dividen por la suma de los coeficientes de FTE de todos los maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Promedio de años de experiencia de maestros en el distrito: la cantidad promedio de años que se trabaja en el distrito, sin importar cualquier interrupción en el servicio. los promedios ponderados se calculan multiplicando el coeficiente de FTE de cada maestro por sus años de experiencia en el distrito. Estas cantidades se suman y se dividen por la suma de los coeficientes de todos los maestros. *(Fuente de datos: ente "StaffEducationOrganizationEmploymentAssociation" de PEIMS)*

Salario promedio de los maestros por años de experiencia (solo obligaciones regulares): pago total de todos los maestros en cada categoría dividido por el recuento total de FTE de maestros en esa categoría. A los efectos de este cálculo, el monto total del salario real es el pago por obligaciones regulares únicamente y no incluye el pago suplementario. Para los maestros que también desempeñan funciones distintas a la docencia, en el cálculo del salario promedio de los maestros solo se tiene en cuenta la fracción del tiempo y el pago dedicados a las responsabilidades del salón de clases. Se notifica a los maestros con cero años de experiencia (maestros de primer año), 1 a 5 años, 6 a 10 años, 11 a 20 años, 21 a 30 años y más de 30 años. *(Fuente de datos: ente "PayrollExt" de PEIMS)*

Salarios reales promedio (solo obligaciones regulares): para cada categoría**,** el salario total de esa categoría dividido por el recuento total de FTE para esa categoría. En el salario total solo se incluye el pago de las funciones habituales; los pagos suplementarios por tareas adicionales (por ejemplo, capacitación, asignaciones de banda y orquesta, patrocinio de clubes) no están incluidos. Consulte el apéndice B para obtener listas de las clasificaciones de personal de PEIMS incluidas en cada categoría.

Maestros. Maestros, maestros de servicio especial y maestros sustitutos. Los maestros sustitutos se contratan de manera temporal para reemplazar a un maestro o de manera permanente según sea necesario. El informe y gráfico distrital de salarios de maestros también utiliza esta definición al crear recuentos para diversos rangos salariales.

Apoyo profesional. Terapeutas, enfermeras, bibliotecarios, consejeros y otro personal profesional de campus.

Administración de campus (dirección escolar). Directores, subdirectores y otro tipo de administradores notificados con una identificación escolar específica.

Administración central (no en el perfil de campus). Superintendentes, presidentes, directores ejecutivos, directores administrativos, gerentes de negocios, directores deportivos y otros administradores notificados con una identificación de la oficina central y no con una identificación escolar específica.

Porcentaje de personal de enseñanza *(solo en el perfil distrital)***:** el porcentaje de FTE del distrito cuya función laboral fue impartir enseñanza en el salón de clases de manera directa a los estudiantes durante

el año escolar 2024-2025. El porcentaje del personal de enseñanza es una medición a nivel de distrito y se calcula de la siguiente manera:

$$\frac{\textbf{Cantidad total de horas del personal distrital que se notificó bajo los códigos de rubro de gastos 6112, 6119 y 6129, y códigos de función 11, 12, 13 y 31}}{\textbf{Cantidad total de horas trabajadas por todos los empleados distritales}}$$

Comuníquese con la División de Cumplimiento Financiero llamando al (512) 463-9095 para obtener más detalles sobre esta medición. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Tasa de rotación de maestros *(no en el perfil de campus)***:** el porcentaje de maestros del otoño de 2023-2024 que no estaban empleados en el distrito en el otoño de 2024-2025. Se calcula como el recuento total de FTE de maestros del otoño de 2023-2024 que no estaban empleados en el distrito en el otoño de 2024-2025, dividido por el recuento total de FTE de maestros del otoño de 2023-2024. Los maestros se incluyen las clasificaciones de personal (identificaciones de funciones) de PEIMS 087 y 047. El personal que permaneció empleado en el distrito, aunque no como maestros, también cuenta para la rotación de maestros. *(Fuente de datos: PEIMS 30040 y 30090 [PEIMS 2023-2024]; entes "Staff Entity StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" [PEIMS 2024-2025]).*

Exclusiones de personal *(no en el perfil de campus)***:** los recuentos de personas que prestan servicios a estudiantes de escuelas públicas, pero que no están incluidos en los totales de FTE para ninguna de las otras estadísticas de empleados. Existen dos tipos de estas entradas: personas que participan en un acuerdo de servicios compartidos y personas bajo contrato con el distrito para prestar servicios de enseñanza.

El personal bajo un acuerdo de servicios compartidos (SSA) es aquel que trabaja en escuelas situadas en distritos distintos a su distrito empleador, o cuya organización asignada (en PEIMS) muestra un código 751, lo que señala que están empleados por el agente fiscal de un SSA. Solo la parte del monto total de FTE de una persona asociada con la escuela en otro distrito (o con el código de organización 751) se cuenta como SSA. El personal bajo SSA se agrupa en tres categorías: personal profesional (que incluye maestros, administradores y apoyo profesional); asistentes educativos y personal auxiliar. Tenga en cuenta que el personal auxiliar bajo SSA se identifica por el tipo de fondo con el que se les paga.

Personal de enseñanza contratado (perfiles de campus y distrital) se refiere a los recuentos de instructores para quienes el distrito ha celebrado un acuerdo contractual con alguna organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Nunca son empleados del distrito escolar que notifica. *(Fuente de datos: entes "ContractedInstructionalStaffFTEExt" y "PayrollExt" de PEIMS)*.

Personal de enseñanza contratado: el recuento de personas que no son maestros regulares de salón de clases que han firmado un contrato con un distrito, ni son empleados bajo acuerdos de servicios compartidos. Más bien, se trata de instructores para quienes el distrito ha celebrado un acuerdo contractual con una organización externa. A través del contrato, la organización externa se ha comprometido a dotar personal educativo. Incluyen, entre otros, terapeutas del habla, terapeutas

ocupacionales y cualquier otro tipo de personal profesional contratado que trabaje en un salón de clases de forma exclusiva *(Fuente de datos: ente "ContractedInstructionalStaffFTEExt" de PEIMS)*

Asignación de incentivos para maestros (TIA): el conteo de maestros que recibieron una asignación de incentivos, de conformidad con el Proyecto de Ley 3 de la Cámara de Representantes y la sección 48.112 del Código de Educación de Texas (TEC), así como un abono promedio de TIA de acuerdo a las categorías "Reconocido", "Ejemplar" y "Experimentado" para el año escolar 2024-2025. *(Fuente de datos: División de Sistemas de Talento Distrital).*

Maestros por programa *(población atendida)***:** el recuento de FTE de maestros categorizados por el tipo de población estudiantil atendida: estudiantes de educación regular, especial, compensatoria, bilingüe/ESL, dotados y talentosos, así como otras poblaciones. Los valores de FTE de maestros se asignan entre tipos de población para maestros que atienden a varios tipos de población. Los porcentajes se expresan como porcentaje del total de FTE de maestros. *(Fuente de datos: entes "Staff", "StaffEducationOrganizationEmploymentAssociation", "StaffEducationOrganizationAssignmentAssociation" y "StaffSectionAssociation" de PEIMS)*

Apéndice A
Cursos académicos avanzados

- Todos los cursos que se muestran corresponden al año escolar 2024-2025.
- Un prefijo “A” señala un curso de colocación avanzada de College Board.
- Un prefijo “I” señala un curso de Bachillerato Internacional.
- Los cursos de crédito doble no se muestran de manera específica en esta lista.

Lengua y Literatura en inglés

Código del curso	Título abreviado del curso
03231900	PERIODISMO RADIOTELEVISIVO AVANZADO I
03231901	PERIODISMO RADIOTELEVISIVO AVANZADO II
03231902	PERIODISMO RADIOTELEVISIVO AVANZADO III
03230180	PERIODISMO AVANZADO: REVISTA LITERARIA II
03230190	PERIODISMO AVANZADO: REVISTA LITERARIA III
03230170	PERIODISMO AVANZADO: REVISTA LITERARIA I
03230140	PERIODISMO AVANZADO: PERIÓDICO I
03230150	PERIODISMO AVANZADO: PERIÓDICO II
03230160	PERIODISMO AVANZADO: PERIÓDICO III
03230110	PERIODISMO AVANZADO: ANUARIO I
03230120	PERIODISMO AVANZADO: ANUARIO II
03230130	PERIODISMO AVANZADO: ANUARIO III
A3220100	COMP. Y LENGUA INGLESA, AP
A3220200	COMP. Y LITERATURA INGLESA, AP
03240600	DEBATE I (DEBATE 1)
03240700	DEBATE II (DEBATE 2)
03240800	DEBATE III (DEBATE 3)
I3220900	LITERATURA Y REPRESENTACIÓN, NIVEL ESTÁNDAR, IB
I3220600	LENGUA A, IB: LENGUA Y LITERATURA, NIVEL SUPERIOR
I3220500	LENGUA A, IB: LENGUA Y LITERATURA, NIVEL ESTÁNDAR
I3220800	LENGUA A, IB: LITERATURA, NIVEL SUPERIOR
I3220700	LENGUA A, IB: LITERATURA, NIVEL ESTÁNDAR
I3366020	FILOSOFÍA, NIVEL SUPERIOR, IB
I3366010	FILOSOFÍA, NIVEL ESTÁNDAR, IB
03221800	ESTUDIO INDEP./INGLÉS (1° VEZ)
03231000	ESTUDIO INDEP./PERIODISMO (1.º VEZ)
03231011	ESTUDIO INDEP./PERIODISMO (2.º VEZ)
03231022	ESTUDIO INDEP./PERIODISMO (3.º VEZ)
03241200	ESTUDIO INDEP./EXPRESIÓN (1.° VEZ)
03241210	ESTUDIO INDEP./EXPRESIÓN (2.° VEZ)
03241220	ESTUDIO INDEP./EXPRESIÓN (3.° VEZ)
03240200	INTERPRETACIÓN ORAL I
03240300	INTERPRETACIÓN ORAL II

Código del curso	Título abreviado del curso
03240400	INTERPRETACIÓN ORAL III
03230800	FOTOPERIODISMO (PHOTJOUR)
03241100	ORATORIA III (PUBSPKG3)
03221100	INVESTIGACIÓN/REDACCIÓN TÉCNICA

Matemáticas

Código del curso	Título abreviado del curso
03102510	RAZONAMIENTO CUANTITATIVO AVANZADO
A3100101	CÁLCULO AB, AP
A3100102	CÁLCULO BC, AP
A3100100	PRECÁLCULO, AP
A3100200	ESTADÍSTICA, AP (APSTATS)
12701410	MATEMÁTICAS APLICADAS PARA PROFESIONALES DE LA TECNOLOGÍA
03102520	MATEMÁTICAS DISCRETAS PARA LA RESOLUCIÓN DE PROBLEMAS
I3100600	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL SUPERIOR, IB
I3100500	ANÁLISIS Y ENFOQUE MATEMÁTICO, NIVEL ESTÁNDAR, IB
I3100800	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL SUPERIOR, IB
I3100700	INTERPRETACIÓN Y APLICACIONES MATEMÁTICAS, NIVEL ESTÁNDAR, IB
03102500	ESTUDIO INDEP. EN MATEMÁTICAS (1.° VEZ)
03102501	ESTUDIO INDEP. EN MATEMÁTICAS (2.° VEZ)
03102502	ESTUDIO INDEP. EN MATEMÁTICAS (3.° VEZ)
IHE11100	MATEMÁTICAS: AVAL PARA INST. DE EDUCACIÓN SUPERIOR
03101100	PRECÁLCULO (PRE CALC)

Ciencias

Código del curso	Título abreviado del curso
A3010200	BIOLOGÍA, AP
A3040000	QUÍMICA, AP
A3020000	CIENCIAS AMBIENTALES, AP
A3050003	FÍSICA 1: ALGEBRAICA, AP ALGEBRAICA
A3050004	FÍSICA 2: ALGEBRAICA, AP ALGEBRAICA
A3050005	FÍSICA C: ELECTROMAGNETISMO, AP
A3050006	FÍSICA C: MECÁNICA, AP
I3010202	BIOLOGÍA, NIVEL SUPERIOR, IB
I3010201	BIOLOGÍA, NIVEL ESTÁNDAR, IB
I3040003	QUÍMICA, NIVEL SUPERIOR, IB
I3040002	QUÍMICA, NIVEL ESTÁNDAR, IB
I3030002	TECNOLOGÍA DE DISEÑO, NIVEL SUPERIOR, IB
I3030001	TECNOLOGÍA DE DISEÑO, NIVEL ESTÁNDAR, IB
I3020000	SISTEMAS AMBIENTALES Y SOCIEDAD, NIVEL ESTÁNDAR, IB

I3050003	FÍSICA, NIVEL SUPERIOR, IB
I3050002	FÍSICA, NIVEL ESTÁNDAR, IB
I3060002	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL SUPERIOR, IB
I3060001	EJERCICIOS DEPORTIVOS Y CIENCIAS DE LA SALUD, NIVEL ESTÁNDAR, IB

Estudios Sociales.

Código del curso	Título abreviado del curso
A3330200	GOBIERNO Y POLÍTICA COMPARADOS, AP
A3340200	HISTORIA EUROPEA, AP
A3360200	GEOGRAFÍA HUMANA, AP (ELECTIVA)
A3360100	GEOGRAFÍA HUMANA (WRLD GEOG), AP
A3220300	LENGUA INGLESA INTERNACIONAL, AP
A3310200	MACROECONOMÍA, AP
A3310100	MICROECONOMÍA, AP
A3350100	PSICOLOGÍA, AP
A3330100	GOBIERNO Y POLÍTICA DE LOS ESTADOS UNIDOS, AP
A3340100	HISTORIA DE LOS ESTADOS UNIDOS, AP
A3370100	HISTORIA MUNDIAL, AP
03310301	ESTUDIOS AVANZADOS EN ECONOMÍA, 1.º VEZ
03310321	ESTUDIOS AVANZADOS EN ECONOMÍA, 2.º VEZ
I3303200	ECONOMÍA, NIVEL SUPERIOR, IB
I3303100	ECONOMÍA, NIVEL ESTÁNDAR, IB
I3302200	GEOGRAFÍA, NIVEL SUPERIOR, IB
I3302100	GEOGRAFÍA, NIVEL ESTÁNDAR, IB
I3302600	POLÍTICA MUNDIAL, NIVEL SUPERIOR, IB
I3302500	POLÍTICA MUNDIAL, NIVEL ESTÁNDAR, IB
I3301200	HISTORIA DE ÁFRICA Y ORIENTE MEDIO, NIVEL SUPERIOR, IB
I3301400	HISTORIA DE ASIA Y OCEANÍA, NIVEL SUPERIOR, IB
I3301300	HISTORIA DE LAS AMÉRICAS, NIVEL SUPERIOR, IB
I3301500	HISTORIA DE EUROPA, NIVEL SUPERIOR, IB
I3301100	HISTORIA, NIVEL ESTÁNDAR, IB
I3304200	PSICOLOGÍA, NIVEL SUPERIOR, IB
I3304100	PSICOLOGÍA, NIVEL ESTÁNDAR, IB
I3302400	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL SUPERIOR, IB
I3302300	ANTROPOLOGÍA SOCIOCULTURAL, NIVEL ESTÁNDAR, IB
03380003	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (1.º VEZ)
03380023	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (2.º VEZ)
03380033	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (3.º VEZ)
03380043	MÉTODOS DE INVESTIGACIÓN EN ESTUDIOS SOCIALES (4.º VEZ)
03380031	ESTUDIOS SOCIALES AVANZADOS, 3.° VEZ
03380041	ESTUDIOS SOCIALES AVANZADOS, 4.° VEZ
03380001	ESTUDIOS SOCIALES AVANZADOS (1.º VEZ)
03380021	ESTUDIOS SOCIALES AVANZADOS (2,º VEZ)

Lengua Extranjera

Código del curso	Título abreviado del curso
03980910	LENG. ESTADOUNIDENSE DE SEÑAS AVANZADO, NIVEL ESTÁNDAR, 1.° VEZ
03980920	LENG. ESTADOUNIDENSE DE SEÑAS AVANZADO, NIVEL ESTÁNDAR, 2.° VEZ
03980930	LENG. ESTADOUNIDENSE DE SEÑAS AVANZADO, NIVEL ESTÁNDAR, 3.° VEZ
A3400400	LENGUA Y CULTURA: ITALIANO, AP
A3120400	LENGUA Y CULTURA: JAPONÉS, AP
A3440100	LENGUA Y CULTURA: ESPAÑOL, AP
A3410100	LENGUA Y CULTURA: FRANCÉS, AP
A3420100	LENGUA Y CULTURA: ALEMÁN, AP
A3490400	LENGUA Y CULTURA: CHINO, AP
A3430100	LATÍN, AP
A3440200	LITERATURA Y CULTURA: ESPAÑOL, AP
03430910	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 1.° VEZ, LATÍN
03430920	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 2.° VEZ, LATÍN
03430930	SEM. DE LENGUAS CLÁSICAS, AVANZADO, 3.° VEZ, LATÍN
I3520500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: HINDI, IB
I3520400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: HINDI, IB
I3996100	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: OTRA, IB
I3996000	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: OTRA, IB
I3110300	LENGUAS AB, INITIO, NIVEL ESTÁNDAR, IB
I3430500	LENGUAS B, LENGUAS CLÁSICAS, NIVEL SUPERIOR: LATÍN, IB
I3430400	LENGUAS B, LENGUAS CLÁSICAS, NIVEL ESTÁNDAR: LATÍN, IB
I3410500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: FRANCÉS, IB
I3420500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: ALEMÁN, IB
I3480500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: HEBREO, IB
I3410400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: FRANCÉS, IB
I3420400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: ALEMÁN, IB
I3480400	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: HEBREO, IB
I3110500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: ÁRABE, IB
I3490500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: CHINO, IB
I3450500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: RUSO, IB
I3440500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: ESPAÑOL, IB
I3110400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: ÁRABE, IB
I3490400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: CHINO, IB
I3450400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: RUSO, IB
I3440400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: ESPAÑOL, IB
I3120500	LENGUAS B, LENGUAS MODERNAS, NIVEL SUPERIOR: JAPONÉS, IB
I3120400	LENGUAS B, LENGUAS MODERNAS, NIVEL ESTÁNDAR: JAPONÉS, IB
03110300	LENGUA DISTINTA AL INGLÉS III: ÁRABE
03420300	LENGUA DISTINTA AL INGLÉS III: ALEMÁN
03980300	LENGUA DISTINTA AL INGLÉS III: LENG. ESTADOUNIDENSE DE SEÑAS
03490300	LENGUA DISTINTA AL INGLÉS III: CHINO
03410300	LENGUA DISTINTA AL INGLÉS III: FRANCÉS
03450300	LENGUA DISTINTA AL INGLÉS III: RUSO
03440300	LENGUA DISTINTA AL INGLÉS III: ESPAÑOL

Código del curso	Título abreviado del curso
03400300	LENGUA DISTINTA AL INGLÉS III: ITALIANO
03120300	LENGUA DISTINTA AL INGLÉS III: JAPONÉS
03470300	LENGUA DISTINTA AL INGLÉS III: PORTUGUÉS
03110400	LENGUA DISTINTA AL INGLÉS IV: ÁRABE
03980400	LENGUA DISTINTA AL INGLÉS IV: LENG. ESTADOUNIDENSE DE SEÑAS
03490400	LENGUA DISTINTA AL INGLÉS IV: CHINO
03410400	LENGUA DISTINTA AL INGLÉS IV: FRANCÉS
03420400	LENGUA DISTINTA AL INGLÉS IV: ALEMÁN
03400400	LENGUA DISTINTA AL INGLÉS IV: ITALIANO
03120400	LENGUA DISTINTA AL INGLÉS IV: JAPONÉS
03450400	LENGUA DISTINTA AL INGLÉS IV: RUSO
03440400	LENGUA DISTINTA AL INGLÉS IV: ESPAÑOL
03470400	LENGUA DISTINTA AL INGLÉS IV: PORTUGUÉS
03110500	LENGUA DISTINTA AL INGLÉS V: ÁRABE
03490500	LENGUA DISTINTA AL INGLÉS V: CHINO
03410500	LENGUA DISTINTA AL INGLÉS V: FRANCÉS
03420500	LENGUA DISTINTA AL INGLÉS V: ALEMÁN
03400500	LENGUA DISTINTA AL INGLÉS V: ITALIANO
03450500	LENGUA DISTINTA AL INGLÉS V: RUSO
03440500	LENGUA DISTINTA AL INGLÉS V: ESPAÑOL
03470500	LENGUA DISTINTA AL INGLÉS V: PORTUGUÉS
03110600	LENGUA DISTINTA AL INGLÉS VI: ÁRABE
03490600	LENGUA DISTINTA AL INGLÉS VI: CHINO
03410600	LENGUA DISTINTA AL INGLÉS VI: FRANCÉS
03420600	LENGUA DISTINTA AL INGLÉS VI: ALEMÁN
03400600	LENGUA DISTINTA AL INGLÉS VI: ITALIANO
03120600	LENGUA DISTINTA AL INGLÉS VI: JAPONÉS
03450600	LENGUA DISTINTA AL INGLÉS VI: RUSO
03440600	LENGUA DISTINTA AL INGLÉS VI: ESPAÑOL
03470600	LENGUA DISTINTA AL INGLÉS VI: PORTUGUÉS
03410700	LENGUA DISTINTA AL INGLÉS VII: FRANCÉS
03420700	LENGUA DISTINTA AL INGLÉS VII: ALEMÁN
03440700	LENGUA DISTINTA AL INGLÉS VII: ESPAÑOL
03110700	LENGUA DISTINTA AL INGLÉS VII: ÁRABE
03490700	LENGUA DISTINTA AL INGLÉS VII: CHINO
03400700	LENGUA DISTINTA AL INGLÉS VII: ITALIANO
03120700	LENGUA DISTINTA AL INGLÉS VII: JAPONÉS
03470700	LENGUA DISTINTA AL INGLÉS VII: PORTUGUÉS
03450700	LENGUA DISTINTA AL INGLÉS VII: RUSO
03120500	LENGUA DISTINTA AL INGLÉS V: JAPONÉS
11403100	LENGUA DISTINTA AL INGLÉS, NIVEL III: COREANO
11401300	LENGUA DISTINTA AL INGLÉS, NIVEL III: TURCO
11403200	LENGUA DISTINTA AL INGLÉS, NIVEL IV: COREANO
11401400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: TURCO
11403300	LENGUA DISTINTA AL INGLÉS, NIVEL V: COREANO

Código del curso	Título abreviado del curso
11401500	LENGUA DISTINTA AL INGLÉS, NIVEL V: TURCO
11403400	LENGUA DISTINTA AL INGLÉS, NIVEL VI: COREANO
11401600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: TURCO
11403500	LENGUA DISTINTA AL INGLÉS, NIVEL VII: COREANO
11401700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: TURCO
03520300	LENGUA DISTINTA AL INGLÉS, NIVEL III: HINDI
03520700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: HINDI
03520500	LENGUA DISTINTA AL INGLÉS, NIVEL V: HINDI
03520400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: HINDI
03520600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: HINDI
03510300	LENGUA DISTINTA AL INGLÉS, NIVEL III: VIETNAMITA
03510700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: VIETNAMITA
03510400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: VIETNAMITA
03510500	LENGUA DISTINTA AL INGLÉS, NIVEL V: VIETNAMITA
03510600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: VIETNAMITA
03530300	LENGUA DISTINTA AL INGLÉS, NIVEL III: URDU
03530400	LENGUA DISTINTA AL INGLÉS, NIVEL IV: URDU
03530500	LENGUA DISTINTA AL INGLÉS, NIVEL V: URDU
03530600	LENGUA DISTINTA AL INGLÉS, NIVEL VI: URDU
03530700	LENGUA DISTINTA AL INGLÉS, NIVEL VII: URDU
03430300	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL III: LATÍN
03430700	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VII: LATÍN
03430400	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL IV: LATÍN
03430500	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL V: LATÍN
03430600	LENGUA DISTINTA AL INGLÉS, LENGUAS CLÁSICAS, NIVEL VI: LATÍN
03993400	OTRAS LENGUAS EXTRANJERAS, NIVEL III
03996000	OTRAS LENGUAS EXTRANJERAS, NIVEL IV
03996100	OTRAS LENGUAS EXTRANJERAS, NIVEL V
03996200	OTRAS LENGUAS EXTRANJERAS, NIVEL VI
03996300	OTRAS LENGUAS EXTRANJERAS, NIVEL VII
03110910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: ÁRABE
03490910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: CHINO
03410910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: FRANCÉS
03420910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: ALEMÁN
03520910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: HINDI
03400910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: ITALIANO
11403610	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: COREANO
03470910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: PORTUGUÉS
03450910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: RUSO
03440910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: ESPAÑOL
11401910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: TURCO
03530910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: URDU
03510910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: VIETNAMITA
03120910	SEM. DE LENGUA DISTINTA, AVANZADO, 1.° VEZ: JAPONÉS
03110920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: ÁRABE

Código del curso	Título abreviado del curso
03490920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: CHINO
03410920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: FRANCÉS
03420920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: ALEMÁN
03520920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: HINDI
03400920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: ITALIANO
11403620	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: COREANO
03470920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: PORTUGUÉS
03450920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: RUSO
03440920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: ESPAÑOL
11401920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: TURCO
03530920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: URDU
03510920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: VIETNAMITA
03120920	SEM. DE LENGUA DISTINTA, AVANZADO, 2.° VEZ: JAPONÉS
03110930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: ÁRABE
03490930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: CHINO
03410930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: FRANCÉS
03420930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: ALEMÁN
03520930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: HINDI
03400930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: ITALIANO
11403630	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: COREANO
03470930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: PORTUGUÉS
03450930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: RUSO
03440930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: ESPAÑOL
03530930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: URDU
03510930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: VIETNAMITA
03120930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: JAPONÉS
11401930	SEM. DE LENGUA DISTINTA, AVANZADO, 3.° VEZ: TURCO
03440330	ESPAÑOL PARA HABLANTES DE ESPAÑOL, NIVEL 3
03440440	ESPAÑOL PARA HABLANTES DE ESPAÑOL, NIVEL 4

Apéndice B
Clasificaciones del personal de PEIMS

(En orden alfabético por etiqueta)

ADMINISTRADORES CENTRALES

004.....Asistente/Asociado/Superintendente adjunto
027.....Superintendente/Director administrativo (CAO)/Director ejecutivo (CEO)/Presidente
061.....Asistente/Asociado/Director ejecutivo adjunto
062.....Director de componente/departamento
063.....Coordinador/Gerente/Supervisor

ADMINISTRADORES DE CAMPUS

003.....Subdirector
020.....Director

ADMINISTRADORES CENTRALES O DE CAMPUS*

012.....Funcionario educativo
028.....Supervisor docente
040.....Director deportivo
043.....Gerente de negocios
044.....Tasador o recaudador de impuestos
045.....Director (de personal/Recursos Humanos)
055.....Secretario de admisiones
060.....Director ejecutivo
120.....Instructor educativo

PERSONAL DE APOYO PROFESIONAL

002 .....Terapeuta artístico
005 .....Asociado en psicología
006.....Audiólogo
007.....Terapeuta correctivo
008.....Consejero
011 .....Diagnosticador educativo
013.....Bibliotecario
015.....Terapeuta musical
016.....Terapeuta ocupacional
017.....Especialista certificado en orientación y movilidad
018.....Fisioterapeuta
019 .....Médico
021.....Terapeuta recreativo
022.....Enfermera escolar
023.....LSSP/Psicólogo
024.....Trabajador social
026.....Terapeuta del habla/Patólogo del habla y del lenguaje
030.....Maestro visitante/Inspector de ausentismo escolar
032.....Coordinador de sede de aprendizaje en el lugar de trabajo
041.....Facilitador docente
042.....Tasador docente
054.....Jefe de departamento
056.....Entrenador deportivo

058.....Otro tipo de personal profesional de campus
064.....Especialista/Consultor
065.....Agente de servicio de campo
079.....Otro tipo de personal profesional de ESC
080.....Otro tipo de personal profesional distinto de campus
100..... Coordinador de materiales educativos
101..... Servicios legales
102 .....Profesional en comunicaciones
103 .....Profesional en investigación/evaluación
104 .....Auditor interno
105 .....Seguridad
106 .....Profesional en tecnología de la información del distrito/campus
107 .....Profesional en servicio de alimentos
108 .....Transporte
109 .....Atletismo
110 .....Conserjería
111 .....Mantenimiento
112 .....Profesional en servicios empresariales
113 .....Otro tipo de auxiliar profesional exento de distrito
114 .....Otro tipo de auxiliar profesional exento de campus
115.....Enfermera psiquiátrica
116.....Trabajador social clínico autorizado
117.....Consejero profesional autorizado
118.....Terapeuta matrimonial y familiar autorizado
119.....Funcionario de enlace familiar y comunitario
121.....Capellán

MAESTROS

087.....Maestro
047.....Maestro sustituto

ASISTENTES EDUCATIVOS

033.....Asistente educativo
036.....Intérprete certificado

PERSONAL AUXILIAR

Historial laboral, pero no de responsabilidad.

* Los administradores notificados con estas funciones se clasifican como oficina central o campus, según la identificación de la organización a la que rinden cuentas.