2022-23
District Annual Report
Public Hearing

Rockdale ISD
January 17, 2024

8 Sections to the District Annual Report

1. 2022-23 Texas Academic Performance Report (PDF TAPR)
   - ❑ For the District and each Campus in the District

2. PEIMS Financial Standard Report (2021-22 Financial Actual Report)
   - ❑ For the District and each Campus in the District

3. 2022-23 District Accreditation Status

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. 2022-23 TAPR Glossary

2022-23 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

District Number: 166904

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	School Year	State	Region 06	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	2023	76%	79%	**82%**	71%	81%	84%	-	-	-	*	40%	100%	88%	62%	79%	*
	2022	76%	78%	**83%**	*	90%	81%	-	-	-	*	17%	*	83%	88%	80%	82%
At Meets Grade Level or Above	2023	50%	53%	**46%**	57%	44%	49%	-	-	-	*	40%	40%	47%	43%	39%	*
	2022	51%	53%	**46%**	*	49%	46%	-	-	-	*	0%	*	44%	63%	43%	55%
At Masters Grade Level	2023	20%	21%	**9%**	29%	6%	11%	-	-	-	*	10%	0%	11%	5%	6%	*
	2022	30%	32%	**15%**	*	15%	15%	-	-	-	*	0%	*	16%	13%	13%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	77%	**67%**	43%	63%	76%	-	-	-	*	40%	80%	70%	57%	60%	*
	2022	71%	74%	**64%**	*	64%	69%	-	-	-	*	0%	*	63%	75%	61%	82%
At Meets Grade Level or Above	2023	45%	48%	**23%**	0%	21%	32%	-	-	-	*	30%	20%	20%	33%	17%	*
	2022	43%	46%	**33%**	*	38%	27%	-	-	-	*	0%	*	30%	63%	32%	64%
At Masters Grade Level	2023	19%	21%	**9%**	0%	6%	16%	-	-	-	*	30%	0%	9%	10%	7%	*
	2022	21%	24%	**11%**	*	10%	15%	-	-	-	*	0%	*	9%	25%	9%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**65%**	*	71%	66%	-	-	-	*	0%	33%	69%	55%	56%	73%
	2022	77%	79%	**79%**	80%	78%	81%	-	-	-	83%	40%	*	82%	72%	78%	64%
At Meets Grade Level or Above	2023	48%	50%	**30%**	*	29%	34%	-	-	-	*	0%	0%	28%	35%	22%	36%
	2022	54%	57%	**49%**	40%	52%	43%	-	-	-	50%	10%	*	56%	28%	45%	36%
At Masters Grade Level	2023	22%	23%	**6%**	*	4%	10%	-	-	-	*	0%	0%	7%	5%	3%	0%
	2022	28%	30%	**24%**	20%	28%	14%	-	-	-	17%	0%	*	29%	8%	23%	18%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	74%	**43%**	*	42%	48%	-	-	-	*	0%	17%	46%	35%	37%	45%
	2022	70%	72%	**72%**	70%	71%	76%	-	-	-	67%	30%	*	78%	52%	69%	55%
At Meets Grade Level or Above	2023	48%	52%	**23%**	*	18%	34%	-	-	-	*	0%	17%	25%	20%	19%	18%
	2022	43%	46%	**40%**	40%	43%	38%	-	-	-	17%	10%	*	45%	24%	39%	27%
At Masters Grade Level	2023	22%	26%	**9%**	*	7%	14%	-	-	-	*	0%	0%	7%	15%	5%	9%
	2022	23%	26%	**23%**	10%	26%	19%	-	-	-	17%	10%	*	25%	16%	21%	18%
Grade 5 Reading																	

	School Year	State	Region 06	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)
At Approaches Grade Level or Above	2023	81%	81%	**88%**	100%	89%	81%	-	-	-	83%	38%	80%	85%	96%	86%	100%
	2022	81%	80%	**85%**	88%	80%	89%	-	-	-	*	67%	67%	83%	89%	82%	60%
At Meets Grade Level or Above	2023	57%	58%	**54%**	64%	51%	56%	-	-	-	67%	15%	60%	55%	52%	49%	18%
	2022	58%	57%	**63%**	50%	56%	72%	-	-	-	*	56%	50%	60%	70%	57%	30%
At Masters Grade Level	2023	28%	29%	**21%**	27%	19%	26%	-	-	-	0%	8%	40%	23%	15%	18%	18%
	2022	36%	37%	**36%**	38%	29%	42%	-	-	-	*	0%	33%	32%	44%	29%	10%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	81%	**79%**	91%	78%	85%	-	-	-	50%	46%	100%	80%	78%	77%	73%
	2022	77%	77%	**87%**	88%	91%	81%	-	-	-	*	78%	100%	88%	85%	84%	80%
At Meets Grade Level or Above	2023	51%	52%	**44%**	45%	43%	56%	-	-	-	0%	8%	60%	48%	33%	41%	27%
	2022	48%	50%	**54%**	13%	58%	58%	-	-	-	*	56%	50%	52%	59%	50%	50%
At Masters Grade Level	2023	21%	23%	**13%**	18%	14%	11%	-	-	-	0%	8%	20%	15%	7%	11%	0%
	2022	25%	27%	**22%**	0%	20%	28%	-	-	-	*	22%	0%	17%	33%	17%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	68%	**51%**	55%	44%	67%	-	-	-	50%	23%	60%	51%	52%	46%	36%
	2022	66%	69%	**75%**	50%	78%	75%	-	-	-	*	67%	83%	75%	74%	70%	80%
At Meets Grade Level or Above	2023	36%	40%	**15%**	36%	10%	22%	-	-	-	0%	15%	20%	13%	22%	13%	0%
	2022	38%	42%	**40%**	25%	40%	42%	-	-	-	*	44%	33%	38%	44%	36%	30%
At Masters Grade Level	2023	16%	19%	**4%**	0%	0%	15%	-	-	-	0%	15%	0%	1%	11%	1%	0%
	2022	18%	20%	**16%**	0%	16%	19%	-	-	-	*	22%	0%	14%	22%	13%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**83%**	75%	87%	79%	-	-	-	*	36%	*	83%	83%	78%	78%
	2022	70%	73%	**62%**	43%	62%	67%	-	*	-	*	0%	60%	63%	59%	59%	47%
At Meets Grade Level or Above	2023	52%	55%	**51%**	38%	51%	53%	-	-	-	*	27%	*	53%	43%	41%	44%
	2022	43%	47%	**34%**	14%	31%	42%	-	*	-	*	0%	40%	36%	27%	26%	16%
At Masters Grade Level	2023	22%	24%	**16%**	25%	13%	18%	-	-	-	*	0%	*	17%	13%	11%	11%
	2022	23%	26%	**18%**	14%	12%	28%	-	*	-	*	0%	20%	19%	14%	16%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	**84%**	75%	87%	82%	-	-	-	*	64%	*	84%	83%	81%	78%
	2022	73%	79%	**79%**	71%	74%	86%	-	*	-	*	43%	80%	77%	86%	72%	74%

	School Year	State	Region 06	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	2023	40%	45%	**38%**	13%	38%	42%	-	-	-	*	9%	*	36%	43%	32%	33%
	2022	39%	46%	**39%**	29%	33%	50%	-	*	-	*	0%	40%	38%	41%	34%	26%
At Masters Grade Level	2023	16%	21%	**10%**	0%	11%	11%	-	-	-	*	0%	*	11%	4%	5%	0%
	2022	16%	23%	**11%**	14%	10%	11%	-	*	-	*	0%	40%	12%	9%	9%	16%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	80%	**86%**	100%	81%	97%	-	*	-	*	38%	80%	90%	74%	81%	69%
	2022	80%	81%	**75%**	60%	78%	74%	*	*	-	*	17%	*	78%	67%	70%	57%
At Meets Grade Level or Above	2023	55%	56%	**52%**	0%	56%	56%	-	*	-	*	25%	40%	56%	39%	48%	31%
	2022	56%	57%	**44%**	10%	43%	52%	*	*	-	*	8%	*	45%	43%	38%	21%
At Masters Grade Level	2023	27%	28%	**25%**	0%	22%	32%	-	*	-	*	13%	40%	28%	17%	19%	0%
	2022	37%	38%	**25%**	10%	27%	29%	*	*	-	*	0%	*	30%	13%	18%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	63%	**65%**	40%	59%	79%	-	*	-	*	25%	80%	65%	65%	58%	46%
	2022	61%	62%	**60%**	50%	61%	64%	*	*	-	*	17%	*	64%	50%	55%	29%
At Meets Grade Level or Above	2023	37%	36%	**37%**	20%	34%	44%	-	*	-	*	25%	60%	39%	30%	32%	15%
	2022	31%	30%	**27%**	10%	29%	33%	*	*	-	*	8%	*	32%	17%	18%	7%
At Masters Grade Level	2023	11%	9%	**7%**	0%	2%	15%	-	*	-	*	13%	20%	9%	0%	4%	0%
	2022	13%	11%	**11%**	0%	12%	14%	*	*	-	*	8%	*	13%	7%	5%	7%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	**90%**	82%	94%	88%	*	*	-	*	36%	*	93%	81%	88%	77%
	2022	83%	83%	**76%**	82%	78%	73%	-	*	-	*	*	-	79%	68%	71%	75%
At Meets Grade Level or Above	2023	58%	59%	**70%**	64%	69%	73%	*	*	-	*	9%	*	73%	63%	64%	38%
	2022	58%	58%	**53%**	64%	53%	53%	-	*	-	*	*	-	60%	28%	49%	31%
At Masters Grade Level	2023	28%	29%	**34%**	9%	35%	39%	*	*	-	*	9%	*	37%	28%	29%	0%
	2022	37%	38%	**28%**	18%	33%	24%	-	*	-	*	*	-	32%	12%	26%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	80%	**65%**	70%	59%	71%	*	*	-	*	36%	*	65%	64%	64%	50%
	2022	71%	75%	**49%**	75%	42%	50%	-	-	-	*	*	-	50%	45%	47%	33%
At Meets Grade Level or Above	2023	46%	52%	**15%**	10%	13%	21%	*	*	-	*	9%	*	15%	16%	11%	0%
	2022	40%	48%	**11%**	0%	11%	15%	-	-	-	*	*	-	10%	15%	12%	0%

	School Year	State	Region 06	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	2023	17%	22%	**1%**	0%	0%	4%	*	*	-	*	9%	*	0%	4%	0%	0%
	2022	14%	19%	**0%**	0%	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	77%	**55%**	36%	50%	65%	*	*	-	*	9%	*	60%	42%	47%	8%
	2022	74%	77%	**60%**	55%	60%	64%	-	*	-	*	*	-	62%	54%	55%	50%
At Meets Grade Level or Above	2023	47%	51%	**27%**	18%	25%	33%	*	*	-	*	9%	*	29%	23%	22%	0%
	2022	45%	49%	**29%**	9%	25%	38%	-	*	-	*	*	-	32%	19%	21%	13%
At Masters Grade Level	2023	17%	20%	**5%**	0%	6%	5%	*	*	-	*	0%	*	4%	6%	4%	0%
	2022	24%	26%	**8%**	0%	5%	10%	-	*	-	*	*	-	10%	0%	5%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	64%	**55%**	36%	52%	66%	*	*	-	*	9%	*	53%	59%	45%	15%
	2022	61%	63%	**61%**	73%	55%	67%	-	*	-	*	*	-	66%	44%	58%	31%
At Meets Grade Level or Above	2023	33%	35%	**22%**	9%	25%	20%	*	*	-	*	9%	*	25%	16%	14%	0%
	2022	31%	34%	**29%**	0%	24%	43%	-	*	-	*	*	-	33%	16%	24%	19%
At Masters Grade Level	2023	16%	18%	**9%**	0%	10%	10%	*	*	-	*	9%	*	11%	3%	5%	0%
	2022	18%	21%	**18%**	0%	13%	29%	-	*	-	*	*	-	22%	4%	13%	0%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	75%	**73%**	84%	70%	72%	-	*	-	100%	38%	*	79%	58%	68%	64%
	2022	65%	67%	**63%**	46%	64%	68%	-	*	-	*	8%	-	66%	53%	54%	42%
At Meets Grade Level or Above	2023	52%	56%	**49%**	37%	48%	52%	-	*	-	80%	25%	*	52%	42%	42%	32%
	2022	47%	50%	**39%**	21%	34%	59%	-	*	-	*	0%	-	40%	39%	30%	25%
At Masters Grade Level	2023	13%	15%	**12%**	0%	11%	15%	-	*	-	0%	13%	*	14%	4%	8%	5%
	2022	11%	12%	**5%**	0%	0%	14%	-	*	-	*	0%	-	6%	3%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	76%	**76%**	75%	72%	79%	-	*	*	*	25%	-	76%	73%	70%	57%
	2022	72%	74%	**68%**	53%	68%	78%	-	-	-	*	23%	-	69%	68%	64%	56%
At Meets Grade Level or Above	2023	54%	57%	**47%**	50%	41%	56%	-	*	*	*	0%	-	50%	38%	37%	14%
	2022	55%	58%	**53%**	37%	49%	70%	-	-	-	*	23%	-	52%	56%	50%	11%

	School Year	State	Region 06	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	2023	9%	9%	**3%**	6%	0%	8%	-	*	*	*	0%	-	4%	3%	1%	0%
	2022	9%	9%	**4%**	5%	2%	5%	-	-	-	*	15%	-	2%	8%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	80%	**74%**	91%	70%	75%	-	-	-	*	63%	*	80%	62%	71%	50%
	2022	76%	77%	**75%**	56%	74%	81%	-	*	-	*	0%	-	75%	75%	66%	79%
At Meets Grade Level or Above	2023	43%	44%	**28%**	27%	27%	29%	-	-	-	*	38%	*	31%	21%	23%	0%
	2022	43%	45%	**32%**	13%	32%	40%	-	*	-	*	0%	-	33%	28%	26%	50%
At Masters Grade Level	2023	23%	24%	**12%**	0%	14%	13%	-	-	-	*	0%	*	13%	10%	10%	0%
	2022	27%	29%	**13%**	0%	15%	13%	-	*	-	*	0%	-	15%	6%	13%	21%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	90%	**87%**	92%	81%	90%	-	*	*	*	88%	*	90%	78%	85%	72%
	2022	83%	86%	**84%**	75%	86%	87%	-	*	-	*	25%	-	86%	79%	79%	90%
At Meets Grade Level or Above	2023	56%	61%	**44%**	33%	36%	56%	-	*	*	*	25%	*	51%	28%	31%	6%
	2022	55%	60%	**42%**	35%	38%	51%	-	*	-	*	0%	-	44%	33%	31%	30%
At Masters Grade Level	2023	21%	24%	**10%**	0%	11%	12%	-	*	*	*	0%	*	13%	5%	8%	0%
	2022	21%	24%	**6%**	0%	2%	11%	-	*	-	*	0%	-	6%	6%	1%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	95%	**94%**	94%	91%	97%	-	-	-	*	78%	-	94%	92%	92%	100%
	2022	89%	92%	**89%**	73%	91%	89%	-	*	-	*	50%	-	91%	79%	84%	100%
At Meets Grade Level or Above	2023	70%	75%	**69%**	56%	65%	79%	-	-	-	*	44%	-	71%	64%	60%	11%
	2022	68%	74%	**72%**	55%	69%	78%	-	*	-	*	25%	-	75%	58%	67%	17%
At Masters Grade Level	2023	38%	43%	**24%**	13%	20%	30%	-	-	-	*	22%	-	19%	36%	18%	0%
	2022	42%	49%	**35%**	45%	25%	44%	-	*	-	*	0%	-	35%	37%	30%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	94%	**89%**	*	94%	89%	-	*	-	-	-	-	93%	*	90%	-
	2022	92%	95%	**97%**	*	100%	100%	*	-	*	-	-	-	96%	*	94%	-
At Meets Grade Level or Above	2023	61%	72%	**46%**	*	44%	44%	-	*	-	-	-	-	48%	*	60%	-
	2022	64%	72%	**33%**	*	17%	54%	*	-	*	-	-	-	32%	*	18%	-

2022-23 STAAR Performance (TAPR)
ROCKDALE ISD (166904) - MILAM COUNTY

	School Year	State	Region 06	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)
At Masters Grade Level	2023	12%	16%	**4%**	*	0%	0%	-	*	-	-	-	-	4%	*	0%	-
	2022	13%	15%	**0%**	*	0%	0%	*	-	*	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	78%	**74%**	72%	72%	78%	*	100%	*	69%	36%	70%	76%	67%	69%	60%
	2022	74%	76%	**73%**	63%	73%	75%	*	94%	*	69%	32%	74%	74%	67%	68%	61%
At Meets Grade Level or Above	2023	49%	52%	**40%**	34%	38%	45%	*	100%	*	31%	18%	41%	42%	35%	33%	18%
	2022	48%	51%	**42%**	25%	40%	49%	*	83%	*	32%	17%	33%	43%	37%	36%	27%
At Masters Grade Level	2023	20%	22%	**12%**	7%	10%	16%	*	57%	*	4%	8%	15%	13%	10%	9%	2%
	2022	23%	26%	**16%**	8%	15%	20%	*	67%	*	13%	5%	13%	17%	13%	13%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**80%**	80%	80%	80%	*	100%	*	79%	32%	71%	83%	72%	76%	72%
	2022	75%	76%	**73%**	60%	74%	76%	*	86%	-	73%	25%	70%	74%	68%	69%	60%
At Meets Grade Level or Above	2023	53%	55%	**50%**	45%	48%	54%	*	100%	*	48%	18%	39%	52%	45%	43%	31%
	2022	53%	55%	**47%**	31%	45%	56%	*	86%	-	42%	15%	35%	48%	43%	42%	27%
At Masters Grade Level	2023	20%	22%	**15%**	11%	13%	20%	*	71%	*	3%	6%	25%	17%	11%	12%	4%
	2022	25%	27%	**18%**	11%	17%	22%	*	57%	-	19%	3%	15%	20%	14%	16%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**70%**	68%	67%	75%	*	*	-	63%	40%	71%	72%	64%	66%	56%
	2022	72%	75%	**72%**	64%	71%	75%	*	100%	*	75%	30%	75%	73%	67%	67%	62%
At Meets Grade Level or Above	2023	45%	48%	**31%**	21%	30%	37%	*	*	-	13%	16%	43%	33%	27%	26%	14%
	2022	42%	46%	**34%**	17%	35%	40%	*	80%	*	21%	14%	30%	35%	33%	30%	31%
At Masters Grade Level	2023	19%	21%	**9%**	4%	8%	12%	*	*	-	0%	9%	7%	10%	7%	6%	1%
	2022	20%	23%	**13%**	3%	14%	14%	*	60%	*	8%	7%	15%	13%	13%	11%	12%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	80%	**66%**	62%	59%	76%	*	*	*	62%	34%	63%	69%	59%	60%	43%
	2022	76%	78%	**73%**	64%	75%	75%	-	*	-	43%	46%	83%	75%	70%	68%	69%
At Meets Grade Level or Above	2023	47%	51%	**30%**	29%	23%	40%	*	*	*	15%	16%	38%	32%	24%	22%	2%
	2022	47%	51%	**37%**	26%	34%	44%	-	*	-	29%	21%	33%	38%	33%	29%	22%

	School Year	State	Region 06	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)
At Masters Grade Level	2023	18%	21%	**7%**	0%	6%	10%	*	*	*	0%	6%	0%	6%	7%	5%	0%
	2022	21%	24%	**9%**	0%	7%	13%	-	*	-	14%	8%	0%	9%	9%	6%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	79%	**74%**	70%	71%	80%	*	*	-	60%	40%	*	74%	74%	66%	50%
	2022	75%	77%	**75%**	73%	73%	78%	-	*	-	60%	47%	-	78%	59%	70%	50%
At Meets Grade Level or Above	2023	52%	54%	**45%**	37%	45%	46%	*	*	-	60%	25%	*	48%	37%	35%	5%
	2022	50%	54%	**50%**	27%	46%	60%	-	*	-	40%	27%	-	54%	34%	43%	18%
At Masters Grade Level	2023	27%	31%	**16%**	7%	15%	19%	*	*	-	40%	15%	*	15%	18%	11%	0%
	2022	30%	35%	**27%**	23%	19%	36%	-	*	-	0%	0%	-	29%	18%	21%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	40%	**21%**	0%	19%	30%	-	-	-	*	30%	20%	18%	33%	14%	*
	2022	36%	38%	**28%**	*	33%	19%	-	-	-	*	0%	*	25%	50%	27%	55%
Reading and Mathematics Including EOC	2023	37%	40%	**21%**	0%	19%	30%	-	-	-	*	30%	20%	18%	33%	14%	*
	2022	36%	38%	**28%**	*	33%	19%	-	-	-	*	0%	*	25%	50%	27%	55%
Reading Including EOC	2023	50%	53%	**46%**	57%	44%	49%	-	-	-	*	40%	40%	47%	43%	39%	*
	2022	51%	53%	**46%**	*	49%	46%	-	-	-	*	0%	*	44%	63%	43%	55%
Math Including EOC	2023	45%	48%	**23%**	0%	21%	32%	-	-	-	*	30%	20%	20%	33%	17%	*
	2022	43%	46%	**33%**	*	38%	27%	-	-	-	*	0%	*	30%	63%	32%	64%
4th Graders																	
Reading and Mathematics	2023	38%	41%	**19%**	*	13%	28%	-	-	-	*	0%	0%	20%	15%	14%	18%
	2022	36%	39%	**35%**	40%	40%	24%	-	-	-	17%	10%	*	40%	20%	33%	27%
Reading and Mathematics Including EOC	2023	38%	41%	**19%**	*	13%	28%	-	-	-	*	0%	0%	20%	15%	14%	18%
	2022	36%	39%	**35%**	40%	40%	24%	-	-	-	17%	10%	*	40%	20%	33%	27%
Reading Including EOC	2023	48%	50%	**30%**	*	29%	34%	-	-	-	*	0%	0%	28%	35%	22%	36%
	2022	54%	57%	**49%**	40%	52%	43%	-	-	-	50%	10%	*	56%	28%	45%	36%
Math Including EOC	2023	48%	52%	**23%**	*	18%	34%	-	-	-	*	0%	17%	25%	20%	19%	18%
	2022	43%	46%	**40%**	40%	43%	38%	-	-	-	17%	10%	*	45%	24%	39%	27%
5th Graders																	
Reading and Mathematics	2023	43%	44%	**36%**	36%	35%	44%	-	-	-	0%	8%	60%	38%	30%	30%	18%
	2022	41%	42%	**42%**	13%	42%	47%	-	-	-	*	56%	33%	38%	52%	37%	20%

	School Year	State	Region 06	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)
Reading and Mathematics Including EOC	2023	43%	44%	**36%**	36%	35%	44%	-	-	-	0%	8%	60%	38%	30%	30%	18%
	2022	41%	42%	**42%**	13%	42%	47%	-	-	-	*	56%	33%	38%	52%	37%	20%
Reading Including EOC	2023	57%	58%	**54%**	64%	51%	56%	-	-	-	67%	15%	60%	55%	52%	49%	18%
	2022	58%	57%	**63%**	50%	56%	72%	-	-	-	*	56%	50%	60%	70%	57%	30%
Math Including EOC	2023	51%	53%	**44%**	45%	43%	56%	-	-	-	0%	8%	60%	48%	33%	41%	27%
	2022	48%	50%	**54%**	13%	58%	58%	-	-	-	*	56%	50%	52%	59%	50%	50%
6th Graders																	
Reading and Mathematics	2023	35%	39%	**31%**	13%	31%	34%	-	-	-	*	9%	*	30%	35%	23%	22%
	2022	31%	36%	**26%**	14%	22%	36%	-	*	-	*	0%	40%	27%	23%	19%	16%
Reading and Mathematics Including EOC	2023	35%	39%	**31%**	13%	31%	34%	-	-	-	*	9%	*	30%	35%	23%	22%
	2022	31%	36%	**26%**	14%	22%	36%	-	*	-	*	0%	40%	27%	23%	19%	16%
Reading Including EOC	2023	52%	55%	**51%**	38%	51%	53%	-	-	-	*	27%	*	53%	43%	41%	44%
	2022	43%	47%	**34%**	14%	31%	42%	-	*	-	*	0%	40%	36%	27%	26%	16%
Math Including EOC	2023	40%	45%	**38%**	13%	38%	42%	-	-	-	*	9%	*	36%	43%	32%	33%
	2022	40%	46%	**39%**	29%	33%	50%	-	*	-	*	0%	40%	38%	41%	34%	26%
7th Graders																	
Reading and Mathematics	2023	37%	41%	**33%**	0%	31%	41%	-	*	-	*	25%	40%	35%	26%	29%	8%
	2022	32%	36%	**24%**	10%	20%	33%	*	*	-	*	8%	*	26%	17%	14%	0%
Reading and Mathematics Including EOC	2023	38%	42%	**33%**	0%	31%	41%	-	*	-	*	25%	40%	35%	26%	29%	8%
	2022	33%	37%	**24%**	10%	20%	33%	*	*	-	*	8%	*	26%	17%	14%	0%
Reading Including EOC	2023	55%	56%	**52%**	0%	56%	56%	-	*	-	*	25%	40%	56%	39%	48%	31%
	2022	56%	57%	**44%**	10%	43%	52%	*	*	-	*	8%	*	45%	43%	38%	21%
Math Including EOC	2023	43%	47%	**37%**	20%	34%	44%	-	*	-	*	25%	60%	39%	30%	32%	15%
	2022	37%	41%	**27%**	10%	29%	33%	*	*	-	*	8%	*	32%	17%	18%	7%
8th Graders																	
Reading and Mathematics	2023	31%	32%	**14%**	10%	13%	17%	*	*	-	*	9%	*	13%	16%	9%	0%
	2022	27%	30%	**8%**	0%	8%	12%	-	-	-	*	*	-	8%	10%	9%	0%
Reading and Mathematics Including EOC	2023	44%	46%	**30%**	9%	31%	37%	*	*	-	*	9%	*	33%	25%	21%	0%
	2022	41%	44%	**28%**	9%	25%	35%	-	*	-	*	*	-	31%	16%	20%	13%
Reading Including EOC	2023	58%	59%	**70%**	64%	69%	73%	*	*	-	*	9%	*	73%	63%	64%	38%
	2022	58%	58%	**53%**	64%	53%	53%	-	*	-	*	*	-	60%	28%	49%	31%

	School Year	State	Region 06	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	2023	51%	55%	**31%**	9%	31%	39%	*	*	-	*	9%	*	34%	25%	22%	0%
	2022	48%	52%	**29%**	9%	27%	37%	-	*	-	*	*	-	32%	20%	23%	13%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	40%	**27%**	14%	25%	33%	*	*	-	10%	13%	31%	27%	26%	21%	12%
	2022	34%	37%	**28%**	15%	29%	30%	*	*	-	25%	17%	20%	28%	27%	24%	18%
Reading and Mathematics Including EOC	2023	39%	42%	**29%**	13%	27%	35%	*	*	-	10%	13%	33%	29%	27%	22%	12%
	2022	36%	39%	**30%**	16%	31%	34%	*	*	-	24%	17%	20%	31%	27%	25%	20%
Reading Including EOC	2023	53%	55%	**51%**	47%	50%	54%	*	*	-	43%	19%	37%	53%	47%	45%	35%
	2022	53%	55%	**48%**	34%	47%	52%	*	*	-	52%	17%	35%	50%	42%	43%	30%
Math Including EOC	2023	47%	50%	**33%**	18%	31%	41%	*	*	-	10%	13%	41%	34%	31%	27%	17%
	2022	43%	47%	**37%**	18%	38%	41%	*	*	-	24%	17%	30%	38%	34%	32%	28%

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

- Indicates there are no students in the group.

	School Year	State	Region06	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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	56%	**30%**	*	30%	38%	-	-	-	*	6%	8%	29%	36%	26%	55%
Grade 4 Mathematics	2023	63%	65%	**42%**	*	40%	52%	-	-	-	*	28%	42%	45%	33%	39%	27%
Grade 5 ELA/Reading	2023	65%	64%	**67%**	86%	67%	60%	-	-	-	67%	54%	80%	66%	73%	66%	64%
Grade 5 Mathematics	2023	71%	68%	**62%**	68%	58%	73%	-	-	-	42%	58%	100%	61%	65%	60%	73%
Grade 6 ELA/Reading	2023	51%	54%	**48%**	44%	57%	42%	-	-	-	*	45%	*	48%	50%	46%	56%
Grade 6 Mathematics	2023	54%	59%	**48%**	56%	52%	43%	-	-	-	*	41%	*	51%	38%	45%	50%
Grade 7 ELA/Reading	2023	71%	70%	**82%**	70%	84%	82%	-	*	-	*	50%	100%	80%	86%	78%	88%
Grade 7 Mathematics	2023	56%	51%	**50%**	20%	50%	55%	-	*	-	*	29%	50%	52%	45%	51%	50%
Grade 8 ELA/Reading	2023	63%	63%	**79%**	64%	88%	76%	*	*	-	*	55%	*	85%	66%	80%	85%
Grade 8 Mathematics	2023	74%	75%	**62%**	50%	64%	59%	*	*	-	*	55%	*	64%	58%	60%	54%
End of Course English I	2023	57%	59%	**65%**	82%	62%	61%	-	*	-	*	50%	*	67%	59%	64%	54%
End of Course English II	2023	74%	74%	**73%**	81%	75%	66%	-	*	-	*	29%	-	71%	80%	74%	86%
End of Course Algebra I	2023	76%	72%	**72%**	83%	73%	68%	-	-	-	*	92%	*	74%	69%	73%	64%
All Grades Both Subjects	2023	64%	64%	**61%**	64%	62%	60%	*	90%	-	48%	45%	61%	62%	60%	59%	62%
All Grades ELA/Reading	2023	63%	63%	**65%**	69%	67%	61%	*	86%	-	50%	42%	61%	65%	66%	63%	69%
All Grades Mathematics	2023	66%	66%	**57%**	57%	56%	58%	*	*	-	45%	49%	61%	58%	54%	55%	53%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	35%	**11%**	*	13%	14%	-	-	-	*	0%	*	20%	0%	6%	*
Grade 4 Mathematics	2023	27%	27%	**9%**	*	5%	20%	-	-	-	*	0%	*	13%	0%	7%	*
Grade 5 ELA/Reading	2023	37%	34%	**55%**	*	50%	40%	-	-	-	*	0%	*	50%	*	47%	*
Grade 5 Mathematics	2023	48%	46%	**47%**	*	44%	50%	-	-	-	*	36%	*	48%	44%	43%	60%
Grade 6 ELA/Reading	2023	26%	28%	**38%**	*	44%	*	-	-	-	-	0%	*	36%	*	38%	*
Grade 6 Mathematics	2023	35%	36%	**67%**	*	83%	60%	-	-	-	-	*	-	75%	*	64%	*
Grade 7 ELA/Reading	2023	39%	38%	**65%**	*	50%	100%	-	*	-	*	17%	*	74%	40%	56%	56%
Grade 7 Mathematics	2023	22%	21%	**30%**	*	19%	*	-	-	-	-	*	*	33%	20%	29%	40%
Grade 8 ELA/Reading	2023	39%	40%	**65%**	*	80%	56%	*	-	-	-	33%	*	80%	38%	63%	67%
Grade 8 Mathematics	2023	49%	49%	**49%**	60%	50%	46%	*	-	-	*	22%	*	56%	36%	52%	44%
End of Course English I	2023	26%	28%	**27%**	*	9%	31%	-	-	-	-	*	-	27%	27%	18%	*
End of Course English II	2023	41%	41%	**58%**	60%	57%	50%	-	-	-	*	17%	-	57%	62%	55%	*
End of Course Algebra I	2023	58%	52%	**50%**	*	47%	47%	-	-	-	-	*	-	50%	50%	52%	43%
All Grades Both Subjects	2023	38%	37%	**45%**	62%	41%	46%	*	*	-	31%	18%	13%	49%	37%	41%	48%
All Grades ELA/Reading	2023	35%	35%	**49%**	69%	46%	47%	*	*	-	43%	11%	13%	54%	39%	42%	55%
All Grades Mathematics	2023	40%	39%	**40%**	54%	37%	44%	*	-	-	17%	26%	14%	43%	34%	40%	41%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ROCKDALE ISD (166904) - MILAM COUNTY

	School Year	State	Region 06	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	2023	76%	78%	**74%**	-	-	-	-	-	-	53%	63%	58%	42%	-	75%	53%	80%
	2022	74%	76%	**73%**	-	-	-	-	-	-	45%	58%	38%	-	-	74%	45%	78%
At Meets Grade Level or Above	2023	49%	52%	**40%**	-	-	-	-	-	-	12%	4%	13%	15%	-	42%	12%	48%
	2022	48%	51%	**42%**	-	-	-	-	-	-	13%	33%	3%	-	-	43%	13%	46%
At Masters Grade Level	2023	20%	22%	**12%**	-	-	-	-	-	-	1%	0%	0%	2%	-	12%	1%	15%
	2022	23%	26%	**16%**	-	-	-	-	-	-	3%	8%	0%	-	-	17%	3%	15%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	79%	**80%**	-	-	-	-	-	-	67%	100%	60%	67%	-	81%	67%	86%
	2022	75%	76%	**73%**	-	-	-	-	-	-	41%	50%	35%	-	-	74%	41%	80%
At Meets Grade Level or Above	2023	53%	55%	**50%**	-	-	-	-	-	-	21%	0%	17%	39%	-	52%	21%	61%
	2022	53%	55%	**47%**	-	-	-	-	-	-	12%	28%	3%	-	-	49%	12%	51%
At Masters Grade Level	2023	20%	22%	**15%**	-	-	-	-	-	-	0%	0%	0%	0%	-	16%	0%	20%
	2022	25%	27%	**18%**	-	-	-	-	-	-	4%	11%	0%	-	-	20%	4%	13%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	**70%**	-	-	-	-	-	-	47%	63%	38%	50%	-	71%	47%	78%
	2022	72%	75%	**72%**	-	-	-	-	-	-	53%	61%	48%	-	-	73%	53%	72%
At Meets Grade Level or Above	2023	45%	48%	**31%**	-	-	-	-	-	-	11%	13%	14%	6%	-	32%	11%	38%
	2022	42%	46%	**34%**	-	-	-	-	-	-	21%	44%	4%	-	-	35%	21%	42%
At Masters Grade Level	2023	19%	21%	**9%**	-	-	-	-	-	-	2%	0%	0%	6%	-	9%	2%	11%
	2022	20%	23%	**13%**	-	-	-	-	-	-	2%	6%	0%	-	-	13%	2%	21%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	80%	**66%**	-	-	-	-	-	-	35%	25%	70%	0%	-	68%	35%	74%
	2022	76%	78%	**73%**	-	-	-	-	-	-	46%	*	33%	-	-	74%	46%	82%
At Meets Grade Level or Above	2023	47%	51%	**30%**	-	-	-	-	-	-	0%	0%	0%	0%	-	32%	0%	32%
	2022	47%	51%	**37%**	-	-	-	-	-	-	0%	*	0%	-	-	39%	0%	39%
At Masters Grade Level	2023	18%	21%	**7%**	-	-	-	-	-	-	0%	0%	0%	0%	-	7%	0%	10%
	2022	21%	24%	**9%**	-	-	-	-	-	-	0%	*	0%	-	-	10%	0%	8%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	79%	**74%**	-	-	-	-	-	-	50%	-	100%	13%	-	76%	50%	75%
	2022	75%	77%	**75%**	-	-	-	-	-	-	25%	-	25%	-	-	76%	25%	80%
At Meets Grade Level or Above	2023	52%	54%	**45%**	-	-	-	-	-	-	0%	-	0%	0%	-	47%	0%	55%
	2022	50%	54%	**50%**	-	-	-	-	-	-	0%	-	0%	-	-	52%	0%	51%
At Masters Grade Level	2023	27%	31%	**16%**	-	-	-	-	-	-	0%	-	0%	0%	-	17%	0%	20%
	2022	30%	35%	**27%**	-	-	-	-	-	-	0%	-	0%	-	-	29%	0%	17%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	64%	**61%**	-	-	-	-	-	-	60%	66%	60%	57%	-	61%	60%	68%
All Grades ELA/Reading	2023	63%	63%	**65%**	-	-	-	-	-	-	69%	56%	70%	73%	-	64%	69%	73%

	School Year	State	Region 06	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 Mathematics	2023	66%	66%	**57%**	-	-	-	-	-	-	50%	75%	47%	40%	-	57%	50%	60%
							School Progress - Accelerated Learning											
All Grades Both Subjects	2023	38%	37%	**45%**	-	-	-	-	-	-	48%	75%	45%	39%	-	44%	48%	50%
All Grades ELA/Reading	2023	35%	35%	**49%**	-	-	-	-	-	-	56%	*	54%	38%	-	48%	56%	50%
All Grades Mathematics	2023	40%	39%	**40%**	-	-	-	-	-	-	38%	*	29%	40%	-	39%	38%	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	Region 06	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)
						2023 STAAR Participation (All Grades)										
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**93%**	98%	92%	96%	*	82%	*	92%	92%	92%	97%	84%	94%	81%
Not Included in Accountability: Mobile	4%	4%	**6%**	2%	7%	4%	*	18%	*	8%	8%	8%	3%	13%	5%	12%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	*	0%	*	0%	0%	0%	0%	3%	1%	7%
Not Tested	1%	1%	**0%**	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%	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%	100%	100%
Included in Accountability	92%	93%	**93%**	98%	92%	95%	*	88%	*	94%	90%	90%	97%	84%	93%	79%
Not Included in Accountability: Mobile	4%	4%	**6%**	2%	6%	5%	*	13%	*	6%	10%	10%	3%	13%	5%	12%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	0%	2%	0%	*	0%	*	0%	0%	0%	0%	3%	1%	8%
Not Tested	1%	1%	**0%**	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%	0%
Other	0%	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%	100%
Included in Accountability	94%	94%	**93%**	98%	91%	95%	*	80%	-	92%	90%	90%	97%	83%	93%	78%
Not Included in Accountability: Mobile	5%	4%	**6%**	2%	7%	5%	*	20%	-	8%	10%	10%	3%	14%	6%	15%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	0%	-	0%	0%	0%	0%	3%	1%	7%
Not Tested	1%	1%	**0%**	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%	0%
Other	0%	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%	100%
Included in Accountability	93%	94%	**93%**	97%	91%	98%	*	*	*	93%	97%	100%	98%	84%	94%	84%
Not Included in Accountability: Mobile	4%	4%	**5%**	3%	7%	2%	*	*	*	7%	3%	0%	2%	12%	4%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	*	*	0%	0%	0%	0%	3%	1%	8%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
ROCKDALE ISD (166904) - MILAM COUNTY

	State	Region 06	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%	**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%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	96%	94%	99%	*	*	-	83%	100%	*	99%	89%	96%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	6%	1%	*	*	-	17%	0%	*	1%	11%	4%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**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%
Accelerated Testers																
SAT/ACT Participant	93%	89%	**100%**	*	100%	100%	-	*	-	-	-	-	100%	*	100%	-

2022 STAAR Participation (All Grades)

	State	Region 06	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)
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	94%	94%	94%	*	100%	*	89%	88%	100%	98%	82%	95%	92%
Not Included in Accountability: Mobile	5%	5%	**5%**	6%	4%	6%	*	0%	*	11%	11%	0%	2%	16%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**0%**	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%	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%	100%	100%
Included in Accountability	92%	92%	**94%**	94%	94%	94%	*	100%	-	90%	87%	100%	98%	83%	94%	91%
Not Included in Accountability: Mobile	5%	5%	**6%**	6%	5%	6%	*	0%	-	10%	12%	0%	2%	16%	5%	5%
Not Included in Accountability: Other Exclusions	2%	2%	**0%**	0%	1%	0%	*	0%	-	0%	1%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	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%	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%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	93%	94%	94%	*	100%	*	89%	89%	100%	98%	82%	94%	92%

	State	Region 06	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%	6%	*	0%	*	11%	11%	0%	2%	16%	5%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	1%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	93%	93%	96%	-	*	-	88%	86%	100%	98%	83%	94%	92%
Not Included in Accountability: Mobile	4%	5%	**5%**	7%	6%	4%	-	*	-	13%	14%	0%	2%	15%	5%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	2%	1%	5%
Not Tested	2%	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%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	96%	96%	95%	-	*	-	83%	100%	-	99%	81%	97%	92%
Not Included in Accountability: Mobile	4%	4%	**4%**	4%	3%	5%	-	*	-	17%	0%	-	1%	17%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	-	0%	2%	1%	4%
Not Tested	2%	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%
Accelerated Testers																
SAT/ACT Participant	89%	89%	**94%**	*	86%	100%	*	-	*	-	-	-	93%	*	94%	-

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

\- Indicates there are no students in the group.

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.6%	**94.0%**	93.2%	93.9%	94.3%	*	96.5%	*	93.5%	94.2%	93.6%	94.1%
2020-21	95.0%	94.9%	**94.0%**	93.3%	93.6%	94.7%	*	97.4%	*	94.5%	93.0%	93.7%	94.1%
Chronic Absenteeism													
2021-22	25.7%	19.7%	**21.3%**	27.6%	21.8%	18.9%	*	10.0%	*	22.7%	24.3%	23.0%	20.8%
2020-21	15.0%	15.1%	**19.8%**	24.3%	22.4%	15.3%	*	10.0%	*	16.2%	23.7%	20.8%	17.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.5%	**1.1%**	0.0%	2.2%	0.0%	-	0.0%	-	*	0.0%	1.6%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.2%	**0.2%**	1.9%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.4%	0.0%
2020-21	2.4%	1.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.7%	**96.6%**	88.9%	97.9%	96.7%	*	-	*	*	*	96.4%	*
Received TxCHSE	0.3%	0.5%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
Continued HS	3.5%	2.6%	**1.1%**	0.0%	0.0%	3.3%	*	-	*	*	*	0.0%	*
Dropped Out	6.4%	4.1%	**2.2%**	11.1%	2.1%	0.0%	*	-	*	*	*	3.6%	*
Graduates and TxCHSE	90.0%	93.2%	**96.6%**	88.9%	97.9%	96.7%	*	-	*	*	*	96.4%	*
Graduates, TxCHSE, and Continuers	93.6%	95.9%	**97.8%**	88.9%	97.9%	100.0%	*	-	*	*	*	96.4%	*
Class of 2021													
Graduated	90.0%	92.8%	**99.1%**	100.0%	98.3%	100.0%	-	-	-	*	100.0%	98.4%	*
Received TxCHSE	0.3%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.9%	2.7%	**0.9%**	0.0%	1.7%	0.0%	-	-	-	*	0.0%	1.6%	*
Dropped Out	5.8%	4.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.3%	93.3%	**99.1%**	100.0%	98.3%	100.0%	-	-	-	*	100.0%	98.4%	*
Graduates, TxCHSE, and Continuers	94.2%	96.0%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.5%	**99.1%**	100.0%	100.0%	97.4%	-	-	-	*	100.0%	98.5%	*
Received TxCHSE	0.4%	0.6%	**0.9%**	0.0%	0.0%	2.6%	-	-	-	*	0.0%	1.5%	*
Continued HS	1.0%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.7%	95.1%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	95.7%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2020													
Graduated	92.2%	94.1%	**96.9%**	100.0%	95.6%	97.7%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	0.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	4.6%	**3.1%**	0.0%	4.4%	2.3%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.7%	94.9%	**96.9%**	100.0%	95.6%	97.7%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	95.4%	**96.9%**	100.0%	95.6%	97.7%	-	-	-	*	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.3%	**96.9%**	100.0%	95.6%	97.7%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	0.8%	**1.0%**	0.0%	2.2%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	4.6%	**2.0%**	0.0%	2.2%	2.3%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	95.2%	**98.0%**	100.0%	97.8%	97.7%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	95.4%	**98.0%**	100.0%	97.8%	97.7%	-	-	-	*	100.0%	100.0%	*
Class of 2019													
Graduated	92.6%	93.5%	**91.2%**	100.0%	88.9%	90.5%	-	*	-	*	72.7%	86.7%	*
Received TxCHSE	0.6%	1.1%	**1.8%**	0.0%	0.0%	3.2%	-	*	-	*	0.0%	3.3%	*
Continued HS	0.6%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	5.0%	**7.1%**	0.0%	11.1%	6.3%	-	*	-	*	27.3%	10.0%	*
Graduates and TxCHSE	93.2%	94.6%	**92.9%**	100.0%	88.9%	93.7%	-	*	-	*	72.7%	90.0%	*
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**92.9%**	100.0%	88.9%	93.7%	-	*	-	*	72.7%	90.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.7%	**93.5%**	88.9%	93.9%	93.5%	*	-	*	*	*	93.0%	*
Class of 2021	90.0%	92.8%	**92.7%**	94.4%	93.5%	90.5%	-	-	-	*	87.5%	88.7%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	100.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	4.2%	**3.5%**	0.0%	4.3%	3.4%	*	-	*	*	*	5.7%	*
Class of 2021	3.8%	2.8%	**7.8%**	0.0%	8.6%	10.5%	-	-	-	*	35.7%	7.9%	*
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	84.0%	**84.9%**	75.0%	82.6%	89.7%	*	-	*	*	*	77.4%	*
Class of 2021	81.9%	84.1%	**74.8%**	70.6%	70.7%	81.6%	-	-	-	*	0.0%	71.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.2%	**88.4%**	75.0%	87.0%	93.1%	*	-	*	*	*	83.0%	*
Class of 2021	85.7%	86.9%	**82.6%**	70.6%	79.3%	92.1%	-	-	-	*	35.7%	79.4%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	*	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	51.2%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	4.2%	**3.5%**	0.0%	4.4%	3.4%	*	-	*	*	*	5.7%	*
2020-21	3.8%	2.9%	**7.8%**	0.0%	8.5%	10.5%	-	-	-	*	38.5%	7.9%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.2%	**83.7%**	77.8%	80.0%	89.7%	*	-	*	*	*	77.4%	*
2020-21	80.4%	83.0%	**75.9%**	70.6%	72.9%	81.6%	-	-	-	*	0.0%	73.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	86.5%	**87.2%**	77.8%	84.4%	93.1%	*	-	*	*	*	83.0%	*
2020-21	84.1%	85.8%	**83.6%**	70.6%	81.4%	92.1%	-	-	-	*	38.5%	81.0%	*

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	86	100.0%	368,686	100.0%
By Ethnicity:				
African American	9	10.5%	45,227	12.3%
Hispanic	45	52.3%	191,125	51.8%
White	29	33.7%	103,171	28.0%
American Indian	1	1.2%	1,159	0.3%
Asian	0	0.0%	18,794	5.1%
Pacific Islander	1	1.2%	569	0.2%
Two or More Races	1	1.2%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	11	12.8%	51,023	13.8%
Foundation H.S. Program (Endorsement)	3	3.5%	14,179	3.8%
Foundation H.S. Program (DLA)	72	83.7%	302,917	82.2%
Special Education Graduates	2	2.3%	32,447	8.8%
Economically Disadvantaged Graduates	53	61.6%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.3%	40,398	11.0%
At-Risk Graduates	23	26.7%	159,689	43.3%
CTE Completers	36	41.9%	107,502	29.2%

Academic Year	State	Region 06	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)													
2021-22	70.0%	68.2%	**82.6%**	55.6%	93.3%	79.3%	*	-	*	*	*	81.1%	*
2020-21	65.2%	63.5%	**53.4%**	47.1%	47.5%	68.4%	-	-	-	*	53.8%	50.8%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	48.9%	**46.5%**	22.2%	48.9%	51.7%	*	-	*	*	*	41.5%	*
2020-21	52.7%	48.7%	**24.1%**	5.9%	16.9%	44.7%	-	-	-	*	0.0%	15.9%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	54.7%	**50.0%**	33.3%	40.0%	69.0%	*	-	*	*	*	43.4%	*
2020-21	56.1%	54.2%	**28.4%**	23.5%	16.9%	50.0%	-	-	-	*	0.0%	17.5%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	48.1%	**32.6%**	22.2%	26.7%	44.8%	*	-	*	*	*	30.2%	*
2020-21	45.7%	45.1%	**17.2%**	5.9%	11.9%	28.9%	-	-	-	*	0.0%	9.5%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	42.6%	**26.7%**	11.1%	22.2%	41.4%	*	-	*	*	*	24.5%	*
2020-21	40.4%	40.3%	**14.7%**	5.9%	8.5%	28.9%	-	-	-	*	0.0%	7.9%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	19.7%	**15.1%**	0.0%	22.2%	10.3%	*	-	*	*	*	11.3%	*
2020-21	21.3%	20.0%	**5.2%**	0.0%	10.2%	0.0%	-	-	-	*	0.0%	3.2%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.7%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
2020-21	2.6%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	22.8%	**24.4%**	11.1%	20.0%	34.5%	*	-	*	*	*	17.0%	*
2020-21	25.9%	23.9%	**16.4%**	0.0%	10.2%	34.2%	-	-	-	*	0.0%	9.5%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	1.2%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
2020-21	4.4%	1.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	33.8%	**59.3%**	44.4%	73.3%	44.8%	*	-	*	*	*	66.0%	*
2020-21	24.2%	23.7%	**41.4%**	47.1%	37.3%	47.4%	-	-	-	*	53.8%	44.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	29.1%	**59.3%**	44.4%	73.3%	44.8%	*	-	*	*	*	66.0%	*

Academic Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	18.8%	**35.3%**	41.2%	30.5%	42.1%	-	-	-	*	0.0%	38.1%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
2020-21	0.7%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.7%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
2020-21	2.4%	3.1%	**3.4%**	5.9%	3.4%	2.6%	-	-	-	*	30.8%	3.2%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	4.4%	**2.3%**	0.0%	2.2%	3.4%	*	-	*	*	*	3.8%	*
2020-21	4.4%	3.8%	**4.3%**	0.0%	5.1%	5.3%	-	-	-	*	38.5%	4.8%	*

	Academic Year	State	Region 06	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	2021-22	22.8%	19.4%	**34.9%**	33.3%	28.9%	44.8%	*	-	*	*	*	30.2%	*
	2020-21	25.9%	23.9%	**23.3%**	11.8%	15.3%	42.1%	-	-	-	*	0.0%	12.7%	*
Mathematics	2021-22	18.7%	18.4%	**19.8%**	11.1%	20.0%	20.7%	*	-	*	*	*	20.8%	*
	2020-21	19.4%	18.1%	**12.1%**	5.9%	8.5%	21.1%	-	-	-	*	0.0%	6.3%	*
Both Subjects	2021-22	12.6%	11.1%	**16.3%**	11.1%	15.6%	20.7%	*	-	*	*	*	17.0%	*
	2020-21	14.4%	13.7%	**11.2%**	5.9%	6.8%	21.1%	-	-	-	*	0.0%	4.8%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	10.2%	**3.5%**	0.0%	2.2%	6.9%	*	-	*	*	*	3.8%	*
	2020-21	8.6%	9.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics	2021-22	14.0%	12.6%	**3.5%**	11.1%	2.2%	3.4%	*	-	*	*	*	5.7%	*
	2020-21	10.3%	11.8%	**3.4%**	0.0%	1.7%	5.3%	-	-	-	*	0.0%	1.6%	*
Both Subjects	2021-22	7.5%	6.6%	**2.3%**	0.0%	2.2%	3.4%	*	-	*	*	*	3.8%	*
	2020-21	4.9%	5.7%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	21.3%	**17.2%**	10.0%	19.8%	15.8%	*	*	*	*	0.0%	17.5%	*
	2021	21.1%	19.4%	**16.2%**	17.4%	14.6%	19.4%	*	-	*	*	0.0%	15.7%	0.0%
English Language Arts	2022	13.2%	9.4%	**12.3%**	10.0%	14.9%	9.2%	*	*	*	*	0.0%	13.2%	*
	2021	12.1%	8.3%	**10.8%**	8.7%	8.7%	15.3%	*	-	*	*	0.0%	10.4%	0.0%
Mathematics	2022	6.9%	7.4%	**3.0%**	0.0%	3.0%	3.9%	*	*	*	*	0.0%	0.9%	*
	2021	6.1%	6.6%	**2.9%**	0.0%	2.9%	4.2%	*	-	*	*	0.0%	0.0%	0.0%
Science	2022	9.6%	10.0%	**3.4%**	0.0%	3.0%	5.3%	*	*	*	*	0.0%	2.6%	*
	2021	8.7%	9.5%	**4.9%**	8.7%	3.9%	5.6%	*	-	*	*	0.0%	2.6%	0.0%
Social Studies	2022	12.5%	11.1%	**2.5%**	0.0%	2.0%	3.9%	*	*	*	*	0.0%	4.4%	*
	2021	11.6%	10.2%	**11.3%**	8.7%	8.7%	16.7%	*	-	*	*	0.0%	12.2%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	60.8%	**14.3%**	*	10.0%	25.0%	-	-	*	-	-	5.0%	-
	2021	48.6%	57.4%	**3.0%**	*	6.7%	0.0%	-	-	-	-	-	0.0%	-
English Language Arts	2022	53.2%	59.9%	**0.0%**	*	0.0%	0.0%	-	-	*	-	-	0.0%	-
	2021	42.7%	53.3%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
Mathematics	2022	50.4%	62.2%	**0.0%**	-	*	*	-	-	-	-	-	*	-
	2021	49.4%	61.9%	**0.0%**	-	*	*	-	-	-	-	-	-	-
Science	2022	44.7%	55.8%	**42.9%**	-	*	*	-	-	-	-	-	*	-
	2021	41.4%	50.9%	**10.0%**	*	*	*	-	-	-	-	-	*	-

	Academic Year	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	53.7%	**0.0%**	-	*	*	-	-	-	-	-	0.0%	-
	2021	42.2%	52.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	66.7%	**83.7%**	66.7%	80.0%	93.1%	*	-	*	*	*	81.5%	*
	2020-21	70.8%	61.5%	**43.1%**	47.1%	30.5%	63.2%	-	-	-	*	0.0%	41.3%	*
At/Above Criterion for All Examinees	2021-22	32.1%	38.8%	**13.9%**	0.0%	5.6%	29.6%	*	-	*	*	*	6.8%	*
	2020-21	32.9%	39.2%	**20.0%**	0.0%	22.2%	25.0%	-	-	-	-	-	3.8%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1035	**929**	818	911	971	*	-	*	*	*	896	*
	2020-21	1002	1042	**944**	907	933	974	-	-	-	-	-	887	-
English Language Arts and Writing	2021-22	506	521	**468**	398	458	492	*	-	*	*	*	451	*
	2020-21	504	526	**480**	473	468	496	-	-	-	-	-	456	-
Mathematics	2021-22	496	514	**461**	420	453	479	*	-	*	*	*	445	*
	2020-21	498	516	**464**	434	465	479	-	-	-	-	-	431	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.9	**20.2**	*	18.4	23.6	-	-	-	-	-	18.2	-
	2020-21	20.0	20.4	**19.0**	18.0	19.2	19.1	-	-	-	-	-	17.4	-
English Language Arts	2021-22	19.2	19.5	**19.8**	*	18.2	23.4	-	-	-	-	-	17.9	-
	2020-21	19.6	20.1	**18.5**	17.6	18.9	18.5	-	-	-	-	-	17.5	-
Mathematics	2021-22	19.3	19.6	**19.4**	*	18.1	22.0	-	-	-	-	-	17.5	-
	2020-21	19.9	20.3	**19.3**	18.0	19.4	19.5	-	-	-	-	-	16.9	-
Science	2021-22	19.8	20.3	**21.1**	*	18.9	25.1	-	-	-	-	-	18.8	-
	2020-21	20.3	20.8	**19.4**	19.0	19.2	19.5	-	-	-	-	-	17.0	-

	Academic Year	State	Region 06	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	2021-22	44.2%	40.6%	**34.3%**	31.3%	36.4%	32.7%	*	*	*	14.3%	16.7%	31.7%	30.0%
	2020-21	42.5%	40.4%	**41.8%**	38.5%	44.7%	38.5%	*	*	*	37.5%	37.8%	42.6%	61.5%
English Language Arts	2021-22	16.6%	13.2%	**18.3%**	13.0%	18.6%	19.0%	*	*	*	14.3%	0.0%	13.9%	0.0%
	2020-21	16.3%	13.8%	**16.5%**	10.0%	13.9%	22.2%	*	*	*	14.3%	0.0%	14.5%	0.0%
Mathematics	2021-22	19.9%	19.1%	**26.0%**	21.7%	28.6%	23.7%	*	*	-	14.3%	7.1%	24.0%	20.0%
	2020-21	19.3%	18.8%	**32.8%**	32.0%	33.0%	32.4%	*	*	*	28.6%	22.9%	30.5%	30.8%
Science	2021-22	21.1%	22.0%	**21.0%**	21.7%	20.9%	19.7%	*	*	*	16.7%	10.7%	19.1%	20.0%
	2020-21	20.6%	22.1%	**28.9%**	36.7%	28.5%	26.6%	*	*	*	42.9%	38.2%	28.2%	38.5%
Social Studies	2021-22	22.8%	19.1%	**13.0%**	8.7%	12.3%	15.1%	*	*	*	14.3%	0.0%	9.3%	0.0%
	2020-21	22.8%	19.3%	**16.8%**	8.2%	14.2%	23.3%	*	*	*	12.5%	0.0%	14.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	44.1%	**29.3%**	35.3%	18.6%	44.7%	-	-	-	*	7.7%	23.8%	*
	2019-20	46.1%	43.4%	**40.2%**	50.0%	32.6%	46.3%	-	-	-	*	6.3%	32.8%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

2022-23 Student Information (TAPR)
ROCKDALE ISD (166904) - MILAM COUNTY

Student Information	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,480	100.0%	5,504,150	100.0%	1,488	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	1	0.1%	17,201	0.3%	4	0.3%	25,110	0.5%
Pre-Kindergarten	77	5.2%	243,493	4.4%	78	5.2%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	77	5.2%	203,294	3.7%	78	5.2%	203,749	3.7%
Kindergarten	82	5.5%	367,180	6.7%	82	5.5%	367,633	6.7%
Grade 1	125	8.4%	399,048	7.2%	125	8.4%	399,419	7.2%
Grade 2	121	8.2%	395,639	7.2%	121	8.1%	395,969	7.2%
Grade 3	99	6.7%	393,583	7.2%	99	6.7%	393,871	7.1%
Grade 4	84	5.7%	393,765	7.2%	84	5.6%	394,020	7.1%
Grade 5	115	7.8%	395,111	7.2%	115	7.7%	395,384	7.2%
Grade 6	98	6.6%	399,341	7.3%	98	6.6%	399,557	7.2%
Grade 7	106	7.2%	409,362	7.4%	106	7.1%	409,566	7.4%
Grade 8	112	7.6%	425,589	7.7%	112	7.5%	425,758	7.7%
Grade 9	142	9.6%	477,875	8.7%	142	9.5%	478,101	8.7%
Grade 10	127	8.6%	436,752	7.9%	127	8.5%	437,002	7.9%
Grade 11	86	5.8%	385,894	7.0%	86	5.8%	386,246	7.0%
Grade 12	105	7.1%	364,317	6.6%	109	7.3%	366,512	6.6%
Ethnic Distribution:								
African American	131	8.9%	705,310	12.8%	133	8.9%	706,775	12.8%
Hispanic	735	49.7%	2,915,219	53.0%	739	49.7%	2,921,416	52.9%
White	543	36.7%	1,410,571	25.6%	545	36.6%	1,416,240	25.7%
American Indian	1	0.1%	17,920	0.3%	1	0.1%	17,976	0.3%
Asian	12	0.8%	280,306	5.1%	12	0.8%	280,742	5.1%
Pacific Islander	1	0.1%	8,696	0.2%	1	0.1%	8,718	0.2%
Two or More Races	57	3.9%	166,128	3.0%	57	3.8%	166,565	3.0%
Sex:								
Female	696	47.0%	2,688,496	48.8%	698	46.9%	2,693,780	48.8%
Male	784	53.0%	2,815,654	51.2%	790	53.1%	2,824,652	51.2%
Economically Disadvantaged	1,017	68.7%	3,415,987	62.1%	1,023	68.8%	3,421,217	62.0%
Non-Educationally Disadvantaged	463	31.3%	2,088,163	37.9%	465	31.3%	2,097,215	38.0%
Section 504 Students	105	7.1%	407,619	7.4%	105	7.1%	407,904	7.4%
EB Students/EL	105	7.1%	1,269,408	23.1%	105	7.1%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	32	2.1%	87,162	1.5%				

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	54	3.6%	302,409	5.5%	54	3.6%	302,615	5.5%
Foster Care	3	0.2%	13,415	0.2%	3	0.2%	13,453	0.2%
Homeless	14	0.9%	72,534	1.3%	14	0.9%	72,654	1.3%
Immigrant	13	0.9%	122,390	2.2%	13	0.9%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	1,480	100.0%	3,555,650	64.6%	1,488	100.0%	3,563,890	64.6%
Military Connected	47	3.2%	199,203	3.6%	47	3.2%	199,325	3.6%
At-Risk	830	56.1%	2,935,164	53.3%	831	55.8%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	105	7.1%	1,278,846	23.2%	105	7.1%	1,279,697	23.2%
Career and Technical Education	479	32.4%	1,459,380	26.5%	479	32.2%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	422	91.7%	1,203,083	72.3%	422	90.9%	1,203,363	72.2%
Gifted and Talented Education	65	4.4%	453,585	8.2%	65	4.4%	453,689	8.2%
Special Education	136	9.2%	693,061	12.6%	144	9.7%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	136		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	51	37.5%	305,800	44.1%				
Students with Physical Disabilities	38	27.9%	138,820	20.0%				
Students with Autism	**	**	107,586	15.5%				
Students with Behavioral Disabilities	27	19.9%	130,018	18.8%				
Students with Non-Categorical Early Childhood	*	*	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	192	13.9%	893,031	16.8%				
By Ethnicity:								
African American	20	1.5%	176,665	3.3%				
Hispanic	85	6.2%	462,284	8.7%				
White	79	5.7%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	0	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	8	0.6%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	33	22.9%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	21	26.6%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	135	13.8%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	113	11.2%	751,495	18.1%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.5%	10.0%	4.5%
Grade 1	2.1%	2.5%	0.0%	3.6%
Grade 2	1.1%	1.6%	0.0%	2.0%
Grade 3	1.5%	0.8%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.8%	0.4%	0.0%	0.5%
Grade 9	9.0%	8.7%	25.0%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	16.1	18.7
Grade 1	17.3	19.1
Grade 2	19.3	19.1
Grade 3	16.0	19.3
Grade 4	21.0	19.4
Grade 5	23.0	20.8
Grade 6	14.7	19.2
Secondary:		
English/Language Arts	13.0	16.2
Foreign Languages	15.2	18.8
Mathematics	16.2	17.5
Science	15.0	18.5
Social Studies	18.3	18.9

2022-23 Staff Information (TAPR)
ROCKDALE ISD (166904) - MILAM COUNTY

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	262.7	100.0%	763,729.4	100.0%
Professional Staff:	144.8	55.1%	489,326.8	64.1%
Teachers	109.9	41.8%	371,646.7	48.7%
Professional Support	20.4	7.8%	82,878.8	10.9%
Campus Administration (School Leadership)	9.5	3.6%	25,300.5	3.3%
Central Administration	5.0	1.9%	9,500.8	1.2%
Educational Aides:	42.0	16.0%	86,185.9	11.3%
Auxiliary Staff:	75.9	28.9%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	4.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	78.2	29.8%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	5.0	4.6%	44,033.4	11.8%
Hispanic	14.0	12.7%	110,015.9	29.6%
White	86.6	78.8%	203,967.5	54.9%
American Indian	0.0	0.0%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	4.3	3.9%	4,531.1	1.2%
Teachers by Sex:				
Males	30.7	28.0%	90,752.5	24.4%
Females	79.1	72.0%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	0.9%	7,591.2	2.0%
Bachelors	87.8	79.9%	268,238.6	72.2%
Masters	20.1	18.3%	92,878.9	25.0%
Doctorate	1.0	0.9%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	8.0	7.3%	36,179.6	9.7%
1-5 Years Experience	42.0	38.2%	97,667.0	26.3%
6-10 Years Experience	20.4	18.6%	76,209.5	20.5%
11-20 Years Experience	19.7	18.0%	101,173.2	27.2%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	17.7	16.1%	49,550.0	13.3%
Over 30 Years Experience	2.0	1.8%	10,867.4	2.9%
Number of Students per Teacher	13.5	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	1.8	6.1
Average Years Experience of Principals with District	1.8	5.3
Average Years Experience of Assistant Principals	4.2	5.2
Average Years Experience of Assistant Principals with District	3.2	4.4
Average Years Experience of Teachers:	10.2	11.0
Average Years Experience of Teachers with District:	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$47,526	$53,300
1-5 Years Experience	$48,201	$56,516
6-10 Years Experience	$50,337	$59,732
11-20 Years Experience	$57,884	$63,389
21-30 Years Experience	$63,242	$67,876
Over 30 Years Experience	$66,378	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$53,043	$60,717
Professional Support	$56,235	$72,022
Campus Administration (School Leadership)	$79,821	$85,167
Central Administration	$106,429	$112,702
Instructional Staff Percent:	62.6%	65.1%
Turnover Rate for Teachers:	28.1%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	20.3	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	4.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

| Designation | ------ District ----- | | ------- State ------- | |
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	5,474	$5,974
Exemplary	-	-	4,862	$11,898
Master	-	-	2,224	$21,920

| Program Information | ------ District ----- | | ------- State ------- | |
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	0.5%	22,050.2	5.9%
Career and Technical Education	10.9	10.0%	19,907.7	5.4%
Compensatory Education	7.0	6.4%	11,928.5	3.2%
Gifted and Talented Education	0.0	0.0%	6,181.8	1.7%
Regular Education	76.8	69.9%	262,398.5	70.6%
Special Education	8.1	7.4%	36,110.2	9.7%
Other	6.4	5.8%	13,069.7	3.5%

- \- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

Campus Name: ROCKDALE H S

Campus Number: 166904001

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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																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	**73%**	84%	70%	72%	-	*	-	100%	38%	*	79%	58%	68%	64%
	2022	65%	63%	**62%**	43%	64%	68%	-	*	-	*	8%	-	65%	53%	53%	42%
At Meets Grade Level or Above	2023	52%	49%	**49%**	37%	48%	52%	-	*	-	80%	25%	*	52%	42%	42%	32%
	2022	47%	39%	**40%**	22%	34%	59%	-	*	-	*	0%	-	40%	39%	30%	25%
At Masters Grade Level	2023	13%	12%	**12%**	0%	11%	15%	-	*	-	0%	13%	*	14%	4%	8%	5%
	2022	11%	5%	**5%**	0%	0%	14%	-	*	-	*	0%	-	6%	3%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	76%	**76%**	75%	72%	79%	-	*	*	*	25%	-	76%	73%	70%	57%
	2022	72%	68%	**68%**	53%	68%	78%	-	-	-	*	23%	-	69%	68%	64%	56%
At Meets Grade Level or Above	2023	54%	47%	**47%**	50%	41%	56%	-	*	*	*	0%	-	50%	38%	37%	14%
	2022	55%	53%	**53%**	37%	49%	70%	-	-	-	*	23%	-	52%	56%	50%	11%
At Masters Grade Level	2023	9%	3%	**3%**	6%	0%	8%	-	*	*	*	0%	-	4%	3%	1%	0%
	2022	9%	4%	**4%**	5%	2%	5%	-	-	-	*	15%	-	2%	8%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	74%	**65%**	90%	59%	63%	-	-	-	*	63%	*	71%	54%	64%	46%
	2022	76%	75%	**63%**	46%	66%	63%	-	*	-	*	0%	-	61%	69%	55%	80%
At Meets Grade Level or Above	2023	43%	28%	**15%**	30%	14%	11%	-	-	-	*	38%	*	16%	14%	15%	0%
	2022	43%	32%	**20%**	8%	23%	21%	-	*	-	*	0%	-	17%	27%	18%	50%
At Masters Grade Level	2023	23%	12%	**2%**	0%	4%	0%	-	-	-	*	0%	*	2%	3%	3%	0%
	2022	27%	13%	**8%**	0%	11%	4%	-	*	-	*	0%	-	10%	4%	8%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	87%	**87%**	92%	81%	90%	-	*	*	*	88%	*	90%	78%	85%	72%
	2022	83%	84%	**84%**	75%	86%	87%	-	*	-	*	25%	-	86%	79%	79%	90%
At Meets Grade Level or Above	2023	56%	44%	**44%**	33%	36%	56%	-	*	*	*	25%	*	51%	28%	31%	6%
	2022	55%	42%	**42%**	35%	38%	51%	-	*	-	*	0%	-	44%	33%	31%	30%
At Masters Grade Level	2023	21%	10%	**10%**	0%	11%	12%	-	*	*	*	0%	*	13%	5%	8%	0%
	2022	21%	6%	**6%**	0%	2%	11%	-	*	-	*	0%	-	6%	6%	1%	0%
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	2023	94%	94%	**94%**	94%	91%	97%	-	-	-	*	78%	-	94%	92%	92%	100%
	2022	89%	89%	**89%**	73%	91%	89%	-	*	-	*	50%	-	91%	79%	84%	100%
At Meets Grade Level or Above	2023	70%	69%	**69%**	56%	65%	79%	-	-	-	*	44%	-	71%	64%	60%	11%
	2022	68%	72%	**72%**	55%	69%	78%	-	*	-	*	25%	-	75%	58%	67%	17%
At Masters Grade Level	2023	38%	24%	**24%**	13%	20%	30%	-	-	-	*	22%	-	19%	36%	18%	0%
	2022	42%	35%	**35%**	45%	25%	44%	-	*	-	*	0%	-	35%	37%	30%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	89%	**89%**	*	94%	89%	-	*	-	-	-	-	93%	*	90%	-
	2022	92%	97%	**97%**	*	100%	100%	*	-	*	-	-	-	96%	*	94%	-
At Meets Grade Level or Above	2023	61%	46%	**46%**	*	44%	44%	-	*	-	-	-	-	48%	*	60%	-
	2022	64%	33%	**33%**	*	17%	54%	*	-	*	-	-	-	32%	*	18%	-
At Masters Grade Level	2023	12%	4%	**4%**	*	0%	0%	-	*	-	-	-	-	4%	*	0%	-
	2022	13%	0%	**0%**	*	0%	0%	*	-	*	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	74%	**79%**	85%	75%	80%	-	100%	*	100%	59%	*	83%	69%	75%	66%
	2022	74%	73%	**74%**	57%	76%	80%	*	100%	*	64%	22%	-	76%	69%	67%	70%
At Meets Grade Level or Above	2023	49%	40%	**45%**	43%	41%	51%	-	100%	*	59%	27%	*	49%	36%	37%	14%
	2022	48%	42%	**45%**	30%	41%	59%	*	88%	*	18%	10%	-	46%	41%	37%	28%
At Masters Grade Level	2023	20%	12%	**10%**	4%	8%	12%	-	67%	*	12%	7%	*	10%	8%	7%	1%
	2022	23%	16%	**11%**	7%	7%	16%	*	75%	*	0%	3%	-	11%	9%	7%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**74%**	80%	71%	75%	-	*	*	100%	31%	*	78%	65%	69%	61%
	2022	75%	73%	**65%**	48%	65%	73%	-	*	-	40%	16%	-	66%	59%	57%	48%
At Meets Grade Level or Above	2023	53%	50%	**48%**	43%	44%	54%	-	*	*	63%	13%	*	51%	40%	40%	25%
	2022	53%	47%	**45%**	29%	40%	64%	-	*	-	0%	12%	-	45%	46%	39%	19%
At Masters Grade Level	2023	20%	15%	**8%**	3%	6%	12%	-	*	*	0%	6%	*	9%	4%	5%	3%
	2022	25%	18%	**5%**	2%	1%	10%	-	*	-	0%	8%	-	5%	5%	2%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	70%	**70%**	83%	68%	68%	-	*	-	*	63%	*	78%	53%	67%	46%
	2022	72%	72%	**71%**	50%	72%	76%	*	*	*	*	0%	-	71%	71%	63%	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	31%	**22%**	33%	22%	18%	-	*	-	*	38%	*	26%	14%	20%	0%
	2022	42%	34%	**23%**	13%	22%	32%	*	*	*	*	0%	-	22%	29%	18%	50%
At Masters Grade Level	2023	19%	9%	**2%**	0%	3%	0%	-	*	-	*	0%	*	2%	3%	2%	0%
	2022	20%	13%	**6%**	0%	9%	3%	*	*	*	*	0%	-	7%	4%	7%	10%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	66%	**87%**	92%	81%	90%	-	*	*	*	88%	*	90%	78%	85%	72%
	2022	76%	73%	**84%**	75%	86%	87%	-	*	-	*	25%	-	86%	79%	79%	90%
At Meets Grade Level or Above	2023	47%	30%	**44%**	33%	36%	56%	-	*	*	*	25%	*	51%	28%	31%	6%
	2022	47%	37%	**42%**	35%	38%	51%	-	*	-	*	0%	-	44%	33%	31%	30%
At Masters Grade Level	2023	18%	7%	**10%**	0%	11%	12%	-	*	*	*	0%	*	13%	5%	8%	0%
	2022	21%	9%	**6%**	0%	2%	11%	-	*	-	*	0%	-	6%	6%	1%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	74%	**94%**	94%	91%	97%	-	-	-	*	78%	-	94%	92%	92%	100%
	2022	75%	75%	**89%**	73%	91%	89%	-	*	-	*	50%	-	91%	79%	84%	100%
At Meets Grade Level or Above	2023	52%	45%	**69%**	56%	65%	79%	-	-	-	*	44%	-	71%	64%	60%	11%
	2022	50%	50%	**72%**	55%	69%	78%	-	*	-	*	25%	-	75%	58%	67%	17%
At Masters Grade Level	2023	27%	16%	**24%**	13%	20%	30%	-	-	-	*	22%	-	19%	36%	18%	0%
	2022	30%	27%	**35%**	45%	25%	44%	-	*	-	*	0%	-	35%	37%	30%	0%

* 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	65%	**65%**	82%	62%	61%	-	*	-	*	50%	*	67%	59%	64%	54%
End of Course English II	2023	74%	73%	**73%**	81%	75%	66%	-	*	-	*	29%	-	71%	80%	74%	86%
End of Course Algebra I	2023	76%	72%	**76%**	94%	80%	64%	-	-	-	*	92%	*	79%	70%	81%	70%
All Grades Both Subjects	2023	64%	61%	**71%**	84%	71%	63%	-	*	-	93%	55%	*	71%	70%	72%	67%
All Grades ELA/Reading	2023	63%	65%	**69%**	81%	69%	63%	-	*	-	100%	38%	*	69%	69%	69%	65%
All Grades Mathematics	2023	66%	57%	**76%**	94%	80%	64%	-	-	-	*	92%	*	79%	70%	81%	70%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	27%	**27%**	*	9%	31%	-	-	-	-	*	-	27%	27%	18%	*
End of Course English II	2023	41%	58%	**58%**	60%	57%	50%	-	-	-	*	17%	-	57%	62%	55%	*
End of Course Algebra I	2023	58%	50%	**50%**	*	47%	47%	-	-	-	-	*	-	50%	50%	52%	43%
All Grades Both Subjects	2023	38%	45%	**47%**	78%	43%	42%	-	-	-	*	21%	-	47%	47%	44%	43%
All Grades ELA/Reading	2023	35%	49%	**45%**	71%	41%	38%	-	-	-	*	10%	-	45%	46%	39%	43%
All Grades Mathematics	2023	40%	40%	**50%**	*	47%	47%	-	-	-	-	*	-	50%	50%	52%	43%

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

\- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM 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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	74%	**79%**	-	-	-	-	-	-	59%	-	59%	-	-	80%	59%	84%
	2022	74%	73%	**74%**	-	-	-	-	-	-	47%	-	47%	-	-	74%	47%	87%
At Meets Grade Level or Above	2023	49%	40%	**45%**	-	-	-	-	-	-	7%	-	7%	-	-	48%	7%	52%
	2022	48%	42%	**45%**	-	-	-	-	-	-	11%	-	11%	-	-	45%	11%	57%
At Masters Grade Level	2023	20%	12%	**10%**	-	-	-	-	-	-	0%	-	0%	-	-	10%	0%	12%
	2022	23%	16%	**11%**	-	-	-	-	-	-	0%	-	0%	-	-	11%	0%	11%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	80%	**74%**	-	-	-	-	-	-	52%	-	52%	-	-	75%	52%	81%
	2022	75%	73%	**65%**	-	-	-	-	-	-	30%	-	30%	-	-	65%	30%	79%
At Meets Grade Level or Above	2023	53%	50%	**48%**	-	-	-	-	-	-	14%	-	14%	-	-	50%	14%	56%
	2022	53%	47%	**45%**	-	-	-	-	-	-	10%	-	10%	-	-	46%	10%	57%
At Masters Grade Level	2023	20%	15%	**8%**	-	-	-	-	-	-	0%	-	0%	-	-	8%	0%	11%
	2022	25%	18%	**5%**	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	4%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	70%	**70%**	-	-	-	-	-	-	29%	-	29%	-	-	72%	29%	75%
	2022	72%	72%	**71%**	-	-	-	-	-	-	*	-	*	-	-	71%	*	91%
At Meets Grade Level or Above	2023	45%	31%	**22%**	-	-	-	-	-	-	0%	-	0%	-	-	20%	0%	40%
	2022	42%	34%	**23%**	-	-	-	-	-	-	*	-	*	-	-	20%	*	55%
At Masters Grade Level	2023	19%	9%	**2%**	-	-	-	-	-	-	0%	-	0%	-	-	1%	0%	10%
	2022	20%	13%	**6%**	-	-	-	-	-	-	*	-	*	-	-	6%	*	18%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	66%	**87%**	-	-	-	-	-	-	70%	-	70%	-	-	88%	70%	89%
	2022	76%	73%	**84%**	-	-	-	-	-	-	*	-	*	-	-	84%	*	93%
At Meets Grade Level or Above	2023	47%	30%	**44%**	-	-	-	-	-	-	0%	-	0%	-	-	49%	0%	42%
	2022	47%	37%	**42%**	-	-	-	-	-	-	*	-	*	-	-	43%	*	43%
At Masters Grade Level	2023	18%	7%	**10%**	-	-	-	-	-	-	0%	-	0%	-	-	11%	0%	11%
	2022	21%	9%	**6%**	-	-	-	-	-	-	*	-	*	-	-	6%	*	7%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	74%	**94%**	-	-	-	-	-	-	100%	-	100%	-	-	93%	100%	100%
	2022	75%	75%	**89%**	-	-	-	-	-	-	*	-	*	-	-	87%	*	94%
At Meets Grade Level or Above	2023	52%	45%	**69%**	-	-	-	-	-	-	0%	-	0%	-	-	73%	0%	82%
	2022	50%	50%	**72%**	-	-	-	-	-	-	*	-	*	-	-	74%	*	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
At Masters Grade Level	2023	27%	16%	**24%**	-	-	-	-	-	-	0%	-	0%	-	-	26%	0%	18%
	2022	30%	27%	**35%**	-	-	-	-	-	-	*	-	*	-	-	38%	*	24%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	61%	**71%**	-	-	-	-	-	-	63%	-	63%	-	-	70%	63%	74%
All Grades ELA/Reading	2023	63%	65%	**69%**	-	-	-	-	-	-	63%	-	63%	-	-	69%	63%	73%
All Grades Mathematics	2023	66%	57%	**76%**	-	-	-	-	-	-	*	-	*	-	-	76%	*	77%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	45%	**47%**	-	-	-	-	-	-	43%	-	43%	-	-	48%	43%	42%
All Grades ELA/Reading	2023	35%	49%	**45%**	-	-	-	-	-	-	*	-	*	-	-	46%	*	33%
All Grades Mathematics	2023	40%	40%	**50%**	-	-	-	-	-	-	*	-	*	-	-	52%	*	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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	94%	94%	98%	-	67%	*	100%	91%	*	99%	85%	96%	82%
Not Included in Accountability: Mobile	4%	6%	**3%**	6%	3%	2%	-	33%	*	0%	9%	*	0%	10%	2%	5%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	3%	0%	-	0%	*	0%	0%	*	0%	5%	2%	13%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**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%	100%	**100%**	100%	100%	100%	-	100%	*	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	93%	**95%**	95%	94%	97%	-	80%	*	100%	89%	*	99%	85%	95%	82%
Not Included in Accountability: Mobile	4%	6%	**3%**	5%	3%	3%	-	20%	*	0%	11%	*	1%	9%	2%	5%
Not Included in Accountability: Other Exclusions	3%	1%	**2%**	0%	3%	0%	-	0%	*	0%	0%	*	0%	5%	2%	14%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**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%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**95%**	92%	94%	100%	-	*	-	*	89%	*	100%	84%	97%	76%
Not Included in Accountability: Mobile	5%	6%	**3%**	8%	1%	0%	-	*	-	*	11%	*	0%	9%	1%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	4%	0%	-	*	-	*	0%	*	0%	7%	2%	18%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	92%	91%	98%	-	*	*	*	89%	*	100%	82%	96%	82%
Not Included in Accountability: Mobile	4%	5%	**4%**	8%	4%	2%	-	*	*	*	11%	*	0%	12%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	0%	4%	0%	-	*	*	*	0%	*	0%	6%	2%	14%
Not Tested	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%	0%	**0%**	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	*	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	94%	96%	100%	-	-	-	*	100%	-	100%	89%	97%	90%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	4%	0%	-	-	-	*	0%	-	0%	11%	3%	10%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	100%	**100%**	*	100%	100%	-	*	-	-	-	-	100%	*	100%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	*	100%	*	100%	100%	-	100%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	94%	91%	96%	*	100%	*	100%	85%	-	97%	82%	91%	90%
Not Included in Accountability: Mobile	5%	5%	**6%**	6%	7%	4%	*	0%	*	0%	13%	-	2%	16%	8%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	*	0%	*	0%	1%	-	0%	2%	1%	8%
Not Tested	1%	0%	**0%**	0%	1%	0%	*	0%	*	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	1%	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	92%	94%	**93%**	93%	90%	95%	-	*	-	100%	81%	-	97%	81%	90%	88%
Not Included in Accountability: Mobile	5%	6%	**7%**	7%	9%	5%	-	*	-	0%	16%	-	3%	17%	9%	4%
Not Included in Accountability: Other Exclusions	2%	0%	**1%**	0%	1%	0%	-	*	-	0%	3%	-	0%	1%	1%	8%
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%	100%	**99%**	100%	97%	100%	*	*	*	*	100%	-	98%	100%	99%	100%
Included in Accountability	93%	94%	**91%**	89%	87%	97%	*	*	*	*	82%	-	95%	78%	89%	91%

	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%	**7%**	11%	9%	3%	*	*	*	*	18%	-	3%	19%	9%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	0%	*	*	*	*	0%	-	0%	3%	1%	9%
Not Tested	1%	0%	**1%**	0%	3%	0%	*	*	*	*	0%	-	2%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	*	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**1%**	0%	3%	0%	*	*	*	*	0%	-	2%	0%	1%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	95%	90%	98%	-	*	-	*	86%	-	97%	85%	91%	91%
Not Included in Accountability: Mobile	4%	5%	**5%**	5%	8%	2%	-	*	-	*	14%	-	3%	13%	8%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	*	-	*	0%	-	0%	3%	1%	9%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**98%**	100%	100%	96%	-	*	-	*	100%	-	100%	90%	99%	100%
Not Included in Accountability: Mobile	4%	4%	**2%**	0%	0%	4%	-	*	-	*	0%	-	0%	10%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	94%	**94%**	*	86%	100%	*	-	*	-	-	-	93%	*	94%	-

* 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													
2021-22	92.2%	94.0%	**93.6%**	92.6%	93.4%	94.0%	*	*	*	94.3%	94.1%	93.0%	92.1%
2020-21	95.0%	94.0%	**91.7%**	92.1%	91.3%	92.0%	*	*	*	91.9%	90.4%	91.4%	89.6%
Chronic Absenteeism													
2021-22	25.7%	21.3%	**24.9%**	30.8%	26.0%	22.2%	*	*	*	28.6%	25.7%	26.9%	33.3%
2020-21	15.0%	19.8%	**31.6%**	31.6%	33.8%	29.4%	*	*	*	25.0%	31.8%	32.2%	28.6%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.2%	**0.2%**	1.9%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.4%	0.0%
2020-21	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	96.6%	**96.6%**	88.9%	97.9%	96.7%	*	-	*	*	*	96.4%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
Continued HS	3.5%	1.1%	**1.1%**	0.0%	0.0%	3.3%	*	-	*	*	*	0.0%	*
Dropped Out	6.4%	2.2%	**2.2%**	11.1%	2.1%	0.0%	*	-	*	*	*	3.6%	*
Graduates and TxCHSE	90.0%	96.6%	**96.6%**	88.9%	97.9%	96.7%	*	-	*	*	*	96.4%	*
Graduates, TxCHSE, and Continuers	93.6%	97.8%	**97.8%**	88.9%	97.9%	100.0%	*	-	*	*	*	96.4%	*
Class of 2021													
Graduated	90.0%	99.1%	**99.1%**	100.0%	98.3%	100.0%	-	-	-	*	100.0%	98.4%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.9%	0.9%	**0.9%**	0.0%	1.7%	0.0%	-	-	-	*	0.0%	1.6%	*
Dropped Out	5.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.3%	99.1%	**99.1%**	100.0%	98.3%	100.0%	-	-	-	*	100.0%	98.4%	*
Graduates, TxCHSE, and Continuers	94.2%	100.0%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.1%	**99.1%**	100.0%	100.0%	97.4%	-	-	-	*	100.0%	98.5%	*
Received TxCHSE	0.4%	0.9%	**0.9%**	0.0%	0.0%	2.6%	-	-	-	*	0.0%	1.5%	*
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.7%	100.0%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*

	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	93.7%	100.0%	**100.0%**	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Class of 2020													
Graduated	92.2%	96.9%	**96.9%**	100.0%	95.6%	97.7%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	3.1%	**3.1%**	0.0%	4.4%	2.3%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.7%	96.9%	**96.9%**	100.0%	95.6%	97.7%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	96.9%	**96.9%**	100.0%	95.6%	97.7%	-	-	-	*	100.0%	100.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.9%	**96.9%**	100.0%	95.6%	97.7%	-	-	-	*	100.0%	100.0%	*
Received TxCHSE	0.5%	1.0%	**1.0%**	0.0%	2.2%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.2%	2.0%	**2.0%**	0.0%	2.2%	2.3%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	98.0%	**98.0%**	100.0%	97.8%	97.7%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	98.0%	**98.0%**	100.0%	97.8%	97.7%	-	-	-	*	100.0%	100.0%	*
Class of 2019													
Graduated	92.6%	91.2%	**91.2%**	100.0%	88.9%	90.5%	-	*	-	*	72.7%	86.7%	*
Received TxCHSE	0.6%	1.8%	**1.8%**	0.0%	0.0%	3.2%	-	*	-	*	0.0%	3.3%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	7.1%	**7.1%**	0.0%	11.1%	6.3%	-	*	-	*	27.3%	10.0%	*
Graduates and TxCHSE	93.2%	92.9%	**92.9%**	100.0%	88.9%	93.7%	-	*	-	*	72.7%	90.0%	*
Graduates, TxCHSE, and Continuers	93.8%	92.9%	**92.9%**	100.0%	88.9%	93.7%	-	*	-	*	72.7%	90.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	93.5%	**93.5%**	88.9%	93.9%	93.5%	*	-	*	*	*	93.0%	*
Class of 2021	90.0%	92.7%	**92.7%**	94.4%	93.5%	90.5%	-	-	-	*	87.5%	88.7%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	**3.5%**	0.0%	4.3%	3.4%	*	-	*	*	*	5.7%	*
Class of 2021	3.8%	7.8%	**7.8%**	0.0%	8.6%	10.5%	-	-	-	*	35.7%	7.9%	*
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 2022	84.3%	84.9%	**84.9%**	75.0%	82.6%	89.7%	*	-	*	*	*	77.4%	*
Class of 2021	81.9%	74.8%	**74.8%**	70.6%	70.7%	81.6%	-	-	-	*	0.0%	71.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.4%	**88.4%**	75.0%	87.0%	93.1%	*	-	*	*	*	83.0%	*
Class of 2021	85.7%	82.6%	**82.6%**	70.6%	79.3%	92.1%	-	-	-	*	35.7%	79.4%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.5%	**3.5%**	0.0%	4.4%	3.4%	*	-	*	*	*	5.7%	*
2020-21	3.8%	7.8%	**7.8%**	0.0%	8.5%	10.5%	-	-	-	*	38.5%	7.9%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	**83.7%**	77.8%	80.0%	89.7%	*	-	*	*	*	77.4%	*
2020-21	80.4%	75.9%	**75.9%**	70.6%	72.9%	81.6%	-	-	-	*	0.0%	73.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.2%	**87.2%**	77.8%	84.4%	93.1%	*	-	*	*	*	83.0%	*
2020-21	84.1%	83.6%	**83.6%**	70.6%	81.4%	92.1%	-	-	-	*	38.5%	81.0%	*

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	86	100.0%	86	368,686
By Ethnicity:				
African American	9	10.5%	9	45,227
Hispanic	45	52.3%	45	191,125
White	29	33.7%	29	103,171
American Indian	1	1.2%	1	1,159
Asian	0	0.0%	0	18,794
Pacific Islander	1	1.2%	1	569
Two or More Races	1	1.2%	1	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	11	12.8%	11	51,023
Foundation H.S. Program (Endorsement)	3	3.5%	3	14,179
Foundation H.S. Program (DLA)	72	83.7%	72	302,917
Special Education Graduates	2	2.3%	2	32,447
Economically Disadvantaged Graduates	53	61.6%	53	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.3%	2	40,398
At-Risk Graduates	23	26.7%	23	159,689
CTE Completers	36	41.9%	36	107,502

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)													
2021-22	70.0%	82.6%	**82.6%**	55.6%	93.3%	79.3%	*	-	*	*	*	81.1%	*
2020-21	65.2%	53.4%	**53.4%**	47.1%	47.5%	68.4%	-	-	-	*	53.8%	50.8%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	46.5%	**46.5%**	22.2%	48.9%	51.7%	*	-	*	*	*	41.5%	*
2020-21	52.7%	24.1%	**24.1%**	5.9%	16.9%	44.7%	-	-	-	*	0.0%	15.9%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	50.0%	**50.0%**	33.3%	40.0%	69.0%	*	-	*	*	*	43.4%	*
2020-21	56.1%	28.4%	**28.4%**	23.5%	16.9%	50.0%	-	-	-	*	0.0%	17.5%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	32.6%	**32.6%**	22.2%	26.7%	44.8%	*	-	*	*	*	30.2%	*
2020-21	45.7%	17.2%	**17.2%**	5.9%	11.9%	28.9%	-	-	-	*	0.0%	9.5%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	26.7%	**26.7%**	11.1%	22.2%	41.4%	*	-	*	*	*	24.5%	*
2020-21	40.4%	14.7%	**14.7%**	5.9%	8.5%	28.9%	-	-	-	*	0.0%	7.9%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	15.1%	**15.1%**	0.0%	22.2%	10.3%	*	-	*	*	*	11.3%	*
2020-21	21.3%	5.2%	**5.2%**	0.0%	10.2%	0.0%	-	-	-	*	0.0%	3.2%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	24.4%	**24.4%**	11.1%	20.0%	34.5%	*	-	*	*	*	17.0%	*
2020-21	25.9%	16.4%	**16.4%**	0.0%	10.2%	34.2%	-	-	-	*	0.0%	9.5%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	59.3%	**59.3%**	44.4%	73.3%	44.8%	*	-	*	*	*	66.0%	*
2020-21	24.2%	41.4%	**41.4%**	47.1%	37.3%	47.4%	-	-	-	*	53.8%	44.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	59.3%	**59.3%**	44.4%	73.3%	44.8%	*	-	*	*	*	66.0%	*

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	35.3%	**35.3%**	41.2%	30.5%	42.1%	-	-	-	*	0.0%	38.1%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
2020-21	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
2020-21	2.4%	3.4%	**3.4%**	5.9%	3.4%	2.6%	-	-	-	*	30.8%	3.2%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	2.3%	**2.3%**	0.0%	2.2%	3.4%	*	-	*	*	*	3.8%	*
2020-21	4.4%	4.3%	**4.3%**	0.0%	5.1%	5.3%	-	-	-	*	38.5%	4.8%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	34.9%	**34.9%**	33.3%	28.9%	44.8%	*	-	*	*	*	30.2%	*
	2020-21	25.9%	23.3%	**23.3%**	11.8%	15.3%	42.1%	-	-	-	*	0.0%	12.7%	*
Mathematics	2021-22	18.7%	19.8%	**19.8%**	11.1%	20.0%	20.7%	*	-	*	*	*	20.8%	*
	2020-21	19.4%	12.1%	**12.1%**	5.9%	8.5%	21.1%	-	-	-	*	0.0%	6.3%	*
Both Subjects	2021-22	12.6%	16.3%	**16.3%**	11.1%	15.6%	20.7%	*	-	*	*	*	17.0%	*
	2020-21	14.4%	11.2%	**11.2%**	5.9%	6.8%	21.1%	-	-	-	*	0.0%	4.8%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	3.5%	**3.5%**	0.0%	2.2%	6.9%	*	-	*	*	*	3.8%	*
	2020-21	8.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics	2021-22	14.0%	3.5%	**3.5%**	11.1%	2.2%	3.4%	*	-	*	*	*	5.7%	*
	2020-21	10.3%	3.4%	**3.4%**	0.0%	1.7%	5.3%	-	-	-	*	0.0%	1.6%	*
Both Subjects	2021-22	7.5%	2.3%	**2.3%**	0.0%	2.2%	3.4%	*	-	*	*	*	3.8%	*
	2020-21	4.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	17.2%	**17.2%**	10.0%	19.8%	15.8%	*	*	*	*	0.0%	17.5%	*
	2021	21.1%	16.2%	**16.2%**	17.4%	14.6%	19.4%	*	-	*	*	0.0%	15.7%	0.0%
English Language Arts	2022	13.2%	12.3%	**12.3%**	10.0%	14.9%	9.2%	*	*	*	*	0.0%	13.2%	*
	2021	12.1%	10.8%	**10.8%**	8.7%	8.7%	15.3%	*	-	*	*	0.0%	10.4%	0.0%
Mathematics	2022	6.9%	3.0%	**3.0%**	0.0%	3.0%	3.9%	*	*	*	*	0.0%	0.9%	*
	2021	6.1%	2.9%	**2.9%**	0.0%	2.9%	4.2%	*	-	*	*	0.0%	0.0%	0.0%
Science	2022	9.6%	3.4%	**3.4%**	0.0%	3.0%	5.3%	*	*	*	*	0.0%	2.6%	*
	2021	8.7%	4.9%	**4.9%**	8.7%	3.9%	5.6%	*	-	*	*	0.0%	2.6%	0.0%
Social Studies	2022	12.5%	2.5%	**2.5%**	0.0%	2.0%	3.9%	*	*	*	*	0.0%	4.4%	*
	2021	11.6%	11.3%	**11.3%**	8.7%	8.7%	16.7%	*	-	*	*	0.0%	12.2%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	14.3%	**14.3%**	*	10.0%	25.0%	-	-	*	-	-	5.0%	-
	2021	48.6%	3.0%	**3.0%**	*	6.7%	0.0%	-	-	-	-	-	0.0%	-
English Language Arts	2022	53.2%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	*	-	-	0.0%	-
	2021	42.7%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
Mathematics	2022	50.4%	0.0%	**0.0%**	-	*	*	-	-	-	-	-	*	-
	2021	49.4%	0.0%	**0.0%**	-	*	*	-	-	-	-	-	-	-
Science	2022	44.7%	42.9%	**42.9%**	-	*	*	-	-	-	-	-	*	-
	2021	41.4%	10.0%	**10.0%**	*	*	*	-	-	-	-	-	*	-

	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	2022	41.9%	0.0%	**0.0%**	-	*	*	-	-	-	-	-	0.0%	-
	2021	42.2%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	83.7%	**83.7%**	66.7%	80.0%	93.1%	*	-	*	*	*	81.5%	*
	2020-21	70.8%	43.1%	**43.1%**	47.1%	30.5%	63.2%	-	-	-	*	0.0%	41.3%	*
At/Above Criterion for All Examinees	2021-22	32.1%	13.9%	**13.9%**	0.0%	5.6%	29.6%	*	-	*	*	*	6.8%	*
	2020-21	32.9%	20.0%	**20.0%**	0.0%	22.2%	25.0%	-	-	-	-	-	3.8%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	929	**929**	818	911	971	*	-	*	*	*	896	*
	2020-21	1002	944	**944**	907	933	974	-	-	-	-	-	887	-
English Language Arts and Writing	2021-22	506	468	**468**	398	458	492	*	-	*	*	*	451	*
	2020-21	504	480	**480**	473	468	496	-	-	-	-	-	456	-
Mathematics	2021-22	496	461	**461**	420	453	479	*	-	*	*	*	445	*
	2020-21	498	464	**464**	434	465	479	-	-	-	-	-	431	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	20.2	**20.2**	*	18.4	23.6	-	-	-	-	-	18.2	-
	2020-21	20.0	19.0	**19.0**	18.0	19.2	19.1	-	-	-	-	-	17.4	-
English Language Arts	2021-22	19.2	19.8	**19.8**	*	18.2	23.4	-	-	-	-	-	17.9	-
	2020-21	19.6	18.5	**18.5**	17.6	18.9	18.5	-	-	-	-	-	17.5	-
Mathematics	2021-22	19.3	19.4	**19.4**	*	18.1	22.0	-	-	-	-	-	17.5	-
	2020-21	19.9	19.3	**19.3**	18.0	19.4	19.5	-	-	-	-	-	16.9	-
Science	2021-22	19.8	21.1	**21.1**	*	18.9	25.1	-	-	-	-	-	18.8	-
	2020-21	20.3	19.4	**19.4**	19.0	19.2	19.5	-	-	-	-	-	17.0	-

	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	2021-22	44.2%	34.3%	**34.3%**	31.3%	36.4%	32.7%	*	*	*	14.3%	16.7%	31.7%	30.0%
	2020-21	42.5%	41.8%	**41.8%**	38.5%	44.7%	38.5%	*	*	*	37.5%	37.8%	42.6%	61.5%
English Language Arts	2021-22	16.6%	18.3%	**18.3%**	13.0%	18.6%	19.0%	*	*	*	14.3%	0.0%	13.9%	0.0%
	2020-21	16.3%	16.5%	**16.5%**	10.0%	13.9%	22.2%	*	*	*	14.3%	0.0%	14.5%	0.0%
Mathematics	2021-22	19.9%	26.0%	**26.0%**	21.7%	28.6%	23.7%	*	*	-	14.3%	7.1%	24.0%	20.0%
	2020-21	19.3%	32.8%	**32.8%**	32.0%	33.0%	32.4%	*	*	*	28.6%	22.9%	30.5%	30.8%
Science	2021-22	21.1%	21.0%	**21.0%**	21.7%	20.9%	19.7%	*	*	*	16.7%	10.7%	19.1%	20.0%
	2020-21	20.6%	28.9%	**28.9%**	36.7%	28.5%	26.6%	*	*	*	42.9%	38.2%	28.2%	38.5%
Social Studies	2021-22	22.8%	13.0%	**13.0%**	8.7%	12.3%	15.1%	*	*	*	14.3%	0.0%	9.3%	0.0%
	2020-21	22.8%	16.8%	**16.8%**	8.2%	14.2%	23.3%	*	*	*	12.5%	0.0%	14.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	29.3%	**29.3%**	35.3%	18.6%	44.7%	-	-	-	*	7.7%	23.8%	*
	2019-20	46.1%	40.2%	**40.2%**	50.0%	32.6%	46.3%	-	-	-	*	6.3%	32.8%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	460	100.0%	1,480	5,504,150	464	100.0%	1,488	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.2%	4.4%	0	0.0%	5.2%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	5.2%	3.7%	0	0.0%	5.2%	3.7%
Kindergarten	0	0.0%	5.5%	6.7%	0	0.0%	5.5%	6.7%
Grade 1	0	0.0%	8.4%	7.2%	0	0.0%	8.4%	7.2%
Grade 2	0	0.0%	8.2%	7.2%	0	0.0%	8.1%	7.2%
Grade 3	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	5.7%	7.2%	0	0.0%	5.6%	7.1%
Grade 5	0	0.0%	7.8%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.2%
Grade 7	0	0.0%	7.2%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 9	142	30.9%	9.6%	8.7%	142	30.6%	9.5%	8.7%
Grade 10	127	27.6%	8.6%	7.9%	127	27.4%	8.5%	7.9%
Grade 11	86	18.7%	5.8%	7.0%	86	18.5%	5.8%	7.0%
Grade 12	105	22.8%	7.1%	6.6%	109	23.5%	7.3%	6.6%
Ethnic Distribution:								
African American	53	11.5%	8.9%	12.8%	54	11.6%	8.9%	12.8%
Hispanic	221	48.0%	49.7%	53.0%	223	48.1%	49.7%	52.9%
White	171	37.2%	36.7%	25.6%	172	37.1%	36.6%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	5	1.1%	0.8%	5.1%	5	1.1%	0.8%	5.1%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	9	2.0%	3.9%	3.0%	9	1.9%	3.8%	3.0%
Sex:								
Female	218	47.4%	47.0%	48.8%	218	47.0%	46.9%	48.8%
Male	242	52.6%	53.0%	51.2%	246	53.0%	53.1%	51.2%
Economically Disadvantaged	268	58.3%	68.7%	62.1%	270	58.2%	68.8%	62.0%
Non-Educationally Disadvantaged	192	41.7%	31.3%	37.9%	194	41.8%	31.3%	38.0%
Section 504 Students	50	10.9%	7.1%	7.4%	50	10.8%	7.1%	7.4%
EB Students/EL	20	4.3%	7.1%	23.1%	20	4.3%	7.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	18	4.0%	2.1%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	23	5.0%	3.6%	5.5%	23	5.0%	3.6%	5.5%
Foster Care	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Homeless	2	0.4%	0.9%	1.3%	2	0.4%	0.9%	1.3%
Immigrant	4	0.9%	0.9%	2.2%	4	0.9%	0.9%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	460	100.0%	100.0%	64.6%	464	100.0%	100.0%	64.6%
Military Connected	15	3.3%	3.2%	3.6%	15	3.2%	3.2%	3.6%
At-Risk	248	53.9%	56.1%	53.3%	249	53.7%	55.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	20	4.3%	7.1%	23.2%	20	4.3%	7.1%	23.2%
Career and Technical Education	422	91.7%	32.4%	26.5%	422	90.9%	32.2%	26.5%
Career and Technical Education (9-12 grades only)	422	91.7%	91.7%	72.3%	422	90.9%	90.9%	72.2%
Gifted and Talented Education	23	5.0%	4.4%	8.2%	23	5.0%	4.4%	8.2%
Special Education	33	7.2%	9.2%	12.6%	37	8.0%	9.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	33							
By Type of Primary Disability								
Students with Intellectual Disabilities	18	54.5%	37.5%	44.1%				
Students with Physical Disabilities	*	*	27.9%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	11	33.3%	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	58	13.0%	13.9%	16.8%				
By Ethnicity:								
African American	8	1.8%	1.5%	3.3%				
Hispanic	31	7.0%	6.2%	8.7%				
White	18	4.0%	5.7%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	22.9%	22.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	25.0%	26.6%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	32	11.7%	13.8%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	43	12.5%	11.2%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	10.0%	4.5%
Grade 1	-	2.1%	2.5%	-	0.0%	3.6%
Grade 2	-	1.1%	1.6%	-	0.0%	2.0%
Grade 3	-	1.5%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	0.8%	0.4%	-	0.0%	0.5%
Grade 9	9.0%	9.0%	8.7%	25.0%	25.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.1	18.7
Grade 1	-	17.3	19.1
Grade 2	-	19.3	19.1
Grade 3	-	16.0	19.3
Grade 4	-	21.0	19.4
Grade 5	-	23.0	20.8
Grade 6	-	14.7	19.2
Secondary:			
English/Language Arts	12.9	13.0	16.2
Foreign Languages	15.5	15.2	18.8
Mathematics	17.2	16.2	17.5
Science	17.5	15.0	18.5
Social Studies	18.3	18.3	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	55.3	100.0%	100.0%	100.0%
Professional Staff:	46.8	84.6%	55.1%	64.1%
Teachers	39.7	71.8%	41.8%	48.7%
Professional Support	2.8	5.1%	7.8%	10.9%
Campus Administration (School Leadership)	4.3	7.7%	3.6%	3.3%
Educational Aides:	8.5	15.4%	16.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	16.4	29.7%	29.8%	53.2%
Teachers by Ethnicity:				
African American	2.1	5.4%	4.6%	11.8%
Hispanic	7.8	19.6%	12.7%	29.6%
White	28.2	71.1%	78.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.6	3.9%	3.9%	1.2%
Teachers by Sex:				
Males	17.2	43.4%	28.0%	24.4%
Females	22.5	56.6%	72.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	2.5%	0.9%	2.0%
Bachelors	27.9	70.2%	79.9%	72.2%
Masters	9.9	24.8%	18.3%	25.0%
Doctorate	1.0	2.5%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.5%	7.3%	9.7%
1-5 Years Experience	18.1	45.6%	38.2%	26.3%
6-10 Years Experience	8.1	20.4%	18.6%	20.5%
11-20 Years Experience	7.0	17.6%	18.0%	27.2%
21-30 Years Experience	3.6	8.9%	16.1%	13.3%
Over 30 Years Experience	0.0	0.0%	1.8%	2.9%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	11.6	n/a	13.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	1.8	6.1
Average Years Experience of Principals with District	3.0	1.8	5.3
Average Years Experience of Assistant Principals	4.5	4.2	5.2
Average Years Experience of Assistant Principals with District	2.0	3.2	4.4
Average Years Experience of Teachers:	7.9	10.2	11.0
Average Years Experience of Teachers with District:	3.7	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,235	$47,526	$53,300
1-5 Years Experience	$48,756	$48,201	$56,516
6-10 Years Experience	$50,345	$50,337	$59,732
11-20 Years Experience	$59,291	$57,884	$63,389
21-30 Years Experience	$63,188	$63,242	$67,876
Over 30 Years Experience	-	$66,378	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$52,256	$53,043	$60,717
Professional Support	$63,981	$56,235	$72,022
Campus Administration (School Leadership)	$80,234	$79,821	$85,167
Instructional Staff Percent:	n/a	62.6%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.9%	0.5%	5.9%
Career and Technical Education	10.3	25.8%	10.0%	5.4%
Compensatory Education	0.0	0.1%	6.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	22.2	55.7%	69.9%	70.6%
Special Education	3.2	8.1%	7.4%	9.7%
Other	3.7	9.4%	5.8%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

Campus Name: ROCKDALE J H

Campus Number: 166904041

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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	2023	77%	83%	**83%**	75%	87%	79%	-	-	-	*	36%	*	83%	83%	78%	78%
	2022	70%	62%	**62%**	43%	62%	67%	-	*	-	*	0%	60%	63%	59%	59%	47%
At Meets Grade Level or Above	2023	52%	51%	**51%**	38%	51%	53%	-	-	-	*	27%	*	53%	43%	41%	44%
	2022	43%	34%	**34%**	14%	31%	42%	-	*	-	*	0%	40%	36%	27%	26%	16%
At Masters Grade Level	2023	22%	16%	**16%**	25%	13%	18%	-	-	-	*	0%	*	17%	13%	11%	11%
	2022	23%	18%	**18%**	14%	12%	28%	-	*	-	*	0%	20%	19%	14%	16%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	84%	**84%**	75%	87%	82%	-	-	-	*	64%	*	84%	83%	81%	78%
	2022	73%	79%	**79%**	71%	74%	86%	-	*	-	*	43%	80%	77%	86%	72%	74%
At Meets Grade Level or Above	2023	40%	38%	**38%**	13%	38%	42%	-	-	-	*	9%	*	36%	43%	32%	33%
	2022	39%	39%	**39%**	29%	33%	50%	-	*	-	*	0%	40%	38%	41%	34%	26%
At Masters Grade Level	2023	16%	10%	**10%**	0%	11%	11%	-	-	-	*	0%	*	11%	4%	5%	0%
	2022	16%	11%	**11%**	14%	10%	11%	-	*	-	*	0%	40%	12%	9%	9%	16%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	86%	**86%**	100%	81%	97%	-	*	-	*	38%	80%	90%	74%	81%	69%
	2022	80%	75%	**75%**	60%	78%	74%	*	*	-	*	17%	*	78%	67%	70%	57%
At Meets Grade Level or Above	2023	55%	52%	**52%**	0%	56%	56%	-	*	-	*	25%	40%	56%	39%	48%	31%
	2022	56%	44%	**44%**	10%	43%	52%	*	*	-	*	8%	*	45%	43%	38%	21%
At Masters Grade Level	2023	27%	25%	**25%**	0%	22%	32%	-	*	-	*	13%	40%	28%	17%	19%	0%
	2022	37%	25%	**25%**	10%	27%	29%	*	*	-	*	0%	*	30%	13%	18%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	65%	**65%**	40%	59%	79%	-	*	-	*	25%	80%	65%	65%	58%	46%
	2022	61%	60%	**60%**	50%	61%	64%	*	*	-	*	17%	*	64%	50%	55%	29%
At Meets Grade Level or Above	2023	37%	37%	**37%**	20%	34%	44%	-	*	-	*	25%	60%	39%	30%	32%	15%
	2022	31%	27%	**27%**	10%	29%	33%	*	*	-	*	8%	*	32%	17%	18%	7%
At Masters Grade Level	2023	11%	7%	**7%**	0%	2%	15%	-	*	-	*	13%	20%	9%	0%	4%	0%
	2022	13%	11%	**11%**	0%	12%	14%	*	*	-	*	8%	*	13%	7%	5%	7%
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	2023	83%	90%	**90%**	82%	94%	88%	*	*	-	*	36%	*	93%	81%	88%	77%
	2022	83%	76%	**76%**	82%	78%	73%	-	*	-	*	*	-	79%	68%	71%	75%
At Meets Grade Level or Above	2023	58%	70%	**70%**	64%	69%	73%	*	*	-	*	9%	*	73%	63%	64%	38%
	2022	58%	53%	**53%**	64%	53%	53%	-	*	-	*	*	-	60%	28%	49%	31%
At Masters Grade Level	2023	28%	34%	**34%**	9%	35%	39%	*	*	-	*	9%	*	37%	28%	29%	0%
	2022	37%	28%	**28%**	18%	33%	24%	-	*	-	*	*	-	32%	12%	26%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	65%	**65%**	70%	59%	71%	*	*	-	*	36%	*	65%	64%	64%	50%
	2022	71%	49%	**49%**	75%	42%	50%	-	-	-	*	*	-	50%	45%	47%	33%
At Meets Grade Level or Above	2023	46%	15%	**15%**	10%	13%	21%	*	*	-	*	9%	*	15%	16%	11%	0%
	2022	40%	11%	**11%**	0%	11%	15%	-	*	-	*	*	-	10%	15%	12%	0%
At Masters Grade Level	2023	17%	1%	**1%**	0%	0%	4%	*	*	-	*	9%	*	0%	4%	0%	0%
	2022	14%	0%	**0%**	0%	0%	0%	-	-	-	*	*	-	0%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	55%	**55%**	36%	50%	65%	*	*	-	*	9%	*	60%	42%	47%	8%
	2022	74%	60%	**60%**	55%	60%	64%	-	*	-	*	*	-	62%	54%	55%	50%
At Meets Grade Level or Above	2023	47%	27%	**27%**	18%	25%	33%	*	*	-	*	9%	*	29%	23%	22%	0%
	2022	45%	29%	**29%**	9%	25%	38%	-	*	-	*	*	-	32%	19%	21%	13%
At Masters Grade Level	2023	17%	5%	**5%**	0%	6%	5%	*	*	-	*	0%	*	4%	6%	4%	0%
	2022	24%	8%	**8%**	0%	5%	10%	-	*	-	*	*	-	10%	0%	5%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	55%	**55%**	36%	52%	66%	*	*	-	*	9%	*	53%	59%	45%	15%
	2022	61%	61%	**61%**	73%	55%	67%	-	*	-	*	*	-	66%	44%	58%	31%
At Meets Grade Level or Above	2023	33%	22%	**22%**	9%	25%	20%	*	*	-	*	9%	*	25%	16%	14%	0%
	2022	31%	29%	**29%**	0%	24%	43%	-	*	-	*	*	-	33%	16%	24%	19%
At Masters Grade Level	2023	16%	9%	**9%**	0%	10%	10%	*	*	-	*	9%	*	11%	3%	5%	0%
	2022	18%	18%	**18%**	0%	13%	29%	-	*	-	*	*	-	22%	4%	13%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	74%	**100%**	*	100%	100%	-	-	-	-	-	*	100%	100%	100%	*
	2022	76%	75%	**98%**	*	95%	100%	-	*	-	*	-	-	98%	100%	96%	*

	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	2023	43%	28%	**63%**	*	65%	65%	-	-	-	-	-	*	64%	57%	53%	*
	2022	43%	32%	**56%**	*	55%	61%	-	*	-	*	-	-	60%	33%	44%	*
At Masters Grade Level	2023	23%	12%	**40%**	*	41%	41%	-	-	-	-	-	*	39%	43%	37%	*
	2022	27%	13%	**23%**	*	25%	22%	-	*	-	*	-	-	24%	17%	26%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	74%	**74%**	63%	73%	79%	*	100%	-	50%	32%	73%	76%	69%	69%	51%
	2022	74%	73%	**68%**	65%	66%	71%	*	90%	-	58%	26%	64%	70%	60%	63%	52%
At Meets Grade Level or Above	2023	49%	40%	**41%**	23%	41%	45%	*	100%	-	23%	15%	50%	43%	35%	34%	19%
	2022	48%	42%	**36%**	18%	33%	43%	*	80%	-	13%	12%	36%	38%	26%	29%	18%
At Masters Grade Level	2023	20%	12%	**15%**	4%	14%	19%	*	50%	-	5%	6%	23%	17%	11%	11%	1%
	2022	23%	16%	**16%**	6%	15%	19%	*	60%	-	4%	2%	29%	19%	8%	13%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**86%**	83%	87%	88%	*	*	-	63%	37%	73%	89%	79%	82%	74%
	2022	75%	73%	**71%**	64%	72%	72%	*	*	-	78%	14%	57%	73%	65%	67%	59%
At Meets Grade Level or Above	2023	53%	50%	**58%**	42%	59%	61%	*	*	-	38%	20%	45%	61%	50%	51%	37%
	2022	53%	47%	**44%**	32%	42%	50%	*	*	-	33%	9%	29%	47%	34%	38%	22%
At Masters Grade Level	2023	20%	15%	**26%**	13%	24%	30%	*	*	-	13%	7%	36%	27%	21%	20%	3%
	2022	25%	18%	**24%**	14%	23%	27%	*	*	-	11%	0%	14%	27%	13%	20%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	70%	**75%**	67%	72%	81%	*	*	-	50%	43%	82%	75%	73%	71%	57%
	2022	72%	72%	**69%**	68%	66%	74%	*	*	-	67%	32%	71%	71%	63%	63%	51%
At Meets Grade Level or Above	2023	45%	31%	**35%**	13%	34%	42%	*	*	-	13%	13%	55%	36%	32%	28%	14%
	2022	42%	34%	**32%**	14%	29%	39%	*	*	-	0%	9%	43%	34%	24%	24%	16%
At Masters Grade Level	2023	19%	9%	**10%**	0%	8%	15%	*	*	-	0%	7%	9%	12%	6%	6%	0%
	2022	20%	13%	**11%**	4%	10%	12%	*	*	-	0%	5%	43%	12%	6%	8%	12%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	66%	**55%**	36%	50%	65%	*	*	-	*	9%	*	60%	42%	47%	8%
	2022	76%	73%	**60%**	55%	60%	64%	-	*	-	*	*	-	62%	54%	55%	50%
At Meets Grade Level or Above	2023	47%	30%	**27%**	18%	25%	33%	*	*	-	*	9%	*	29%	23%	22%	0%
	2022	47%	37%	**29%**	9%	25%	38%	-	*	-	*	*	-	32%	19%	21%	13%

	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	2023	18%	7%	**5%**	0%	6%	5%	*	*	-	*	0%	*	4%	6%	4%	0%
	2022	21%	9%	**8%**	0%	5%	10%	-	*	-	*	*	-	10%	0%	5%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	74%	**55%**	36%	52%	66%	*	*	-	*	9%	*	53%	59%	45%	15%
	2022	75%	75%	**61%**	73%	55%	67%	-	*	-	*	*	-	66%	44%	58%	31%
At Meets Grade Level or Above	2023	52%	45%	**22%**	9%	25%	20%	*	*	-	*	9%	*	25%	16%	14%	0%
	2022	50%	50%	**29%**	0%	24%	43%	-	*	-	*	*	-	33%	16%	24%	19%
At Masters Grade Level	2023	27%	16%	**9%**	0%	10%	10%	*	*	-	*	9%	*	11%	3%	5%	0%
	2022	30%	27%	**18%**	0%	13%	29%	-	*	-	*	*	-	22%	4%	13%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	31%	**31%**	13%	31%	34%	-	-	-	*	9%	*	30%	35%	23%	22%
	2022	31%	26%	**26%**	14%	22%	36%	-	*	-	*	0%	40%	27%	23%	19%	16%
Reading and Mathematics Including EOC	2023	35%	31%	**31%**	13%	31%	34%	-	-	-	*	9%	*	30%	35%	23%	22%
	2022	31%	26%	**26%**	14%	22%	36%	-	*	-	*	0%	40%	27%	23%	19%	16%
Reading Including EOC	2023	52%	51%	**51%**	38%	51%	53%	-	-	-	*	27%	*	53%	43%	41%	44%
	2022	43%	34%	**34%**	14%	31%	42%	-	*	-	*	0%	40%	36%	27%	26%	16%
Math Including EOC	2023	40%	38%	**38%**	13%	38%	42%	-	-	-	*	9%	*	36%	43%	32%	33%
	2022	40%	39%	**39%**	29%	33%	50%	-	*	-	*	0%	40%	38%	41%	34%	26%
7th Graders																	
Reading and Mathematics	2023	37%	33%	**33%**	0%	31%	41%	-	*	-	*	25%	40%	35%	26%	29%	8%
	2022	32%	24%	**24%**	10%	20%	33%	*	*	-	*	8%	*	26%	17%	14%	0%
Reading and Mathematics Including EOC	2023	38%	33%	**33%**	0%	31%	41%	-	*	-	*	25%	40%	35%	26%	29%	8%
	2022	33%	24%	**24%**	10%	20%	33%	*	*	-	*	8%	*	26%	17%	14%	0%
Reading Including EOC	2023	55%	52%	**52%**	0%	56%	56%	-	*	-	*	25%	40%	56%	39%	48%	31%
	2022	56%	44%	**44%**	10%	43%	52%	*	*	-	*	8%	*	45%	43%	38%	21%
Math Including EOC	2023	43%	37%	**37%**	20%	34%	44%	-	*	-	*	25%	60%	39%	30%	32%	15%
	2022	37%	27%	**27%**	10%	29%	33%	*	*	-	*	8%	*	32%	17%	18%	7%
8th Graders																	
Reading and Mathematics	2023	31%	14%	**14%**	10%	13%	17%	*	*	-	*	9%	*	13%	16%	9%	0%
	2022	27%	8%	**8%**	0%	8%	12%	-	-	-	*	*	-	8%	10%	9%	0%

	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	2023	44%	30%	**30%**	9%	31%	37%	*	*	-	*	9%	*	33%	25%	21%	0%
	2022	41%	28%	**28%**	9%	25%	35%	-	*	-	*	*	-	31%	16%	20%	13%
Reading Including EOC	2023	58%	70%	**70%**	64%	69%	73%	*	*	-	*	9%	*	73%	63%	64%	38%
	2022	58%	53%	**53%**	64%	53%	53%	-	*	-	*	*	-	60%	28%	49%	31%
Math Including EOC	2023	51%	31%	**31%**	9%	31%	39%	*	*	-	*	9%	*	34%	25%	22%	0%
	2022	48%	29%	**29%**	9%	27%	37%	-	*	-	*	*	-	32%	20%	23%	13%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	27%	**27%**	9%	26%	32%	*	*	-	13%	13%	40%	28%	25%	21%	9%
	2022	34%	28%	**21%**	8%	18%	29%	*	*	-	0%	9%	29%	22%	17%	14%	7%
Reading and Mathematics Including EOC	2023	39%	29%	**32%**	8%	31%	37%	*	*	-	13%	13%	45%	33%	28%	24%	9%
	2022	36%	30%	**26%**	11%	23%	35%	*	*	-	0%	9%	29%	28%	18%	18%	10%
Reading Including EOC	2023	53%	51%	**58%**	42%	59%	61%	*	*	-	38%	20%	45%	61%	50%	51%	37%
	2022	53%	48%	**44%**	32%	42%	50%	*	*	-	33%	9%	29%	47%	34%	38%	22%
Math Including EOC	2023	47%	33%	**35%**	13%	34%	42%	*	*	-	13%	13%	55%	36%	32%	28%	14%
	2022	43%	37%	**32%**	14%	30%	39%	*	*	-	0%	9%	43%	34%	25%	24%	16%

* 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	48%	**48%**	44%	57%	42%	-	-	-	*	45%	*	48%	50%	46%	56%
Grade 6 Mathematics	2023	54%	48%	**48%**	56%	52%	43%	-	-	-	*	41%	*	51%	38%	45%	50%
Grade 7 ELA/Reading	2023	71%	82%	**82%**	70%	84%	82%	-	*	-	*	50%	100%	80%	86%	78%	88%
Grade 7 Mathematics	2023	56%	50%	**50%**	20%	50%	55%	-	*	-	*	29%	50%	52%	45%	51%	50%
Grade 8 ELA/Reading	2023	63%	79%	**79%**	64%	88%	76%	*	*	-	*	55%	*	85%	66%	80%	85%
Grade 8 Mathematics	2023	74%	62%	**62%**	50%	64%	59%	*	*	-	*	55%	*	64%	58%	60%	54%
End of Course Algebra I	2023	76%	72%	**65%**	*	59%	74%	-	-	-	-	-	*	65%	64%	50%	*
All Grades Both Subjects	2023	64%	61%	**62%**	51%	66%	61%	*	100%	-	41%	47%	64%	64%	58%	59%	64%
All Grades ELA/Reading	2023	63%	65%	**71%**	58%	77%	67%	*	*	-	31%	50%	77%	72%	68%	68%	79%
All Grades Mathematics	2023	66%	57%	**54%**	44%	55%	55%	*	*	-	50%	43%	50%	56%	49%	51%	50%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	38%	**38%**	*	44%	*	-	-	-	-	0%	*	36%	*	38%	*
Grade 6 Mathematics	2023	35%	67%	**67%**	*	83%	60%	-	-	-	-	*	-	75%	*	64%	*
Grade 7 ELA/Reading	2023	39%	65%	**65%**	*	50%	100%	-	*	-	*	17%	*	74%	40%	56%	56%
Grade 7 Mathematics	2023	22%	30%	**30%**	*	19%	*	-	-	-	-	*	*	33%	20%	29%	40%
Grade 8 ELA/Reading	2023	39%	65%	**65%**	*	80%	56%	*	-	-	-	33%	*	80%	38%	63%	67%
Grade 8 Mathematics	2023	49%	49%	**49%**	60%	50%	46%	*	-	-	*	22%	*	56%	36%	52%	44%
All Grades Both Subjects	2023	38%	45%	**53%**	62%	49%	60%	*	*	-	*	23%	17%	60%	37%	51%	50%
All Grades ELA/Reading	2023	35%	49%	**60%**	67%	56%	68%	*	*	-	*	20%	*	68%	40%	54%	56%
All Grades Mathematics	2023	40%	40%	**47%**	57%	43%	52%	*	-	-	*	27%	*	52%	35%	48%	44%

* 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	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	2023	76%	74%	**74%**	-	-	-	-	-	-	47%	-	57%	38%	-	76%	47%	74%
	2022	74%	73%	**68%**	-	-	-	-	-	-	35%	-	35%	-	-	70%	35%	69%
At Meets Grade Level or Above	2023	49%	40%	**41%**	-	-	-	-	-	-	15%	-	21%	9%	-	43%	15%	45%
	2022	48%	42%	**36%**	-	-	-	-	-	-	0%	-	0%	-	-	38%	0%	38%
At Masters Grade Level	2023	20%	12%	**15%**	-	-	-	-	-	-	0%	-	0%	0%	-	16%	0%	21%
	2022	23%	16%	**16%**	-	-	-	-	-	-	0%	-	0%	-	-	17%	0%	16%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	80%	**86%**	-	-	-	-	-	-	73%	-	71%	75%	-	87%	73%	89%
	2022	75%	73%	**71%**	-	-	-	-	-	-	38%	-	38%	-	-	73%	38%	76%
At Meets Grade Level or Above	2023	53%	50%	**58%**	-	-	-	-	-	-	27%	-	21%	38%	-	59%	27%	70%
	2022	53%	47%	**44%**	-	-	-	-	-	-	0%	-	0%	-	-	47%	0%	45%
At Masters Grade Level	2023	20%	15%	**26%**	-	-	-	-	-	-	0%	-	0%	0%	-	27%	0%	30%
	2022	25%	18%	**24%**	-	-	-	-	-	-	0%	-	0%	-	-	27%	0%	17%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	70%	**75%**	-	-	-	-	-	-	50%	-	43%	63%	-	77%	50%	79%
	2022	72%	72%	**69%**	-	-	-	-	-	-	48%	-	48%	-	-	72%	48%	62%
At Meets Grade Level or Above	2023	45%	31%	**35%**	-	-	-	-	-	-	14%	-	21%	0%	-	37%	14%	36%
	2022	42%	34%	**32%**	-	-	-	-	-	-	0%	-	0%	-	-	33%	0%	36%
At Masters Grade Level	2023	19%	9%	**10%**	-	-	-	-	-	-	0%	-	0%	0%	-	11%	0%	14%
	2022	20%	13%	**11%**	-	-	-	-	-	-	0%	-	0%	-	-	10%	0%	21%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	66%	**55%**	-	-	-	-	-	-	0%	-	-	0%	-	61%	0%	44%
	2022	76%	73%	**60%**	-	-	-	-	-	-	17%	-	17%	-	-	60%	17%	72%
At Meets Grade Level or Above	2023	47%	30%	**27%**	-	-	-	-	-	-	0%	-	-	0%	-	30%	0%	22%
	2022	47%	37%	**29%**	-	-	-	-	-	-	0%	-	0%	-	-	30%	0%	33%
At Masters Grade Level	2023	18%	7%	**5%**	-	-	-	-	-	-	0%	-	-	0%	-	5%	0%	11%
	2022	21%	9%	**8%**	-	-	-	-	-	-	0%	-	0%	-	-	8%	0%	6%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	74%	**55%**	-	-	-	-	-	-	13%	-	-	13%	-	60%	13%	44%
	2022	75%	75%	**61%**	-	-	-	-	-	-	0%	-	0%	-	-	64%	0%	67%
At Meets Grade Level or Above	2023	52%	45%	**22%**	-	-	-	-	-	-	0%	-	-	0%	-	24%	0%	22%
	2022	50%	50%	**29%**	-	-	-	-	-	-	0%	-	0%	-	-	31%	0%	33%

	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 Masters Grade Level	2023	27%	16%	**9%**	-	-	-	-	-	-	0%	-	-	0%	-	8%	0%	22%
	2022	30%	27%	**18%**	-	-	-	-	-	-	0%	-	0%	-	-	21%	0%	11%
							School Progress - Annual Growth											
All Grades Both Subjects	2023	64%	61%	**62%**	-	-	-	-	-	-	64%	-	59%	72%	-	62%	64%	66%
All Grades ELA/Reading	2023	63%	65%	**71%**	-	-	-	-	-	-	80%	-	75%	88%	-	69%	80%	76%
All Grades Mathematics	2023	66%	57%	**54%**	-	-	-	-	-	-	48%	-	43%	56%	-	55%	48%	56%
							School Progress - Accelerated Learning											
All Grades Both Subjects	2023	38%	45%	**53%**	-	-	-	-	-	-	52%	-	46%	60%	-	54%	52%	53%
All Grades ELA/Reading	2023	35%	49%	**60%**	-	-	-	-	-	-	54%	-	56%	*	-	61%	54%	67%
All Grades Mathematics	2023	40%	40%	**47%**	-	-	-	-	-	-	50%	-	*	67%	-	46%	50%	44%

* 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	100%	91%	98%	*	100%	-	85%	95%	87%	97%	88%	94%	84%
Not Included in Accountability: Mobile	4%	6%	**5%**	0%	8%	2%	*	0%	-	15%	5%	13%	3%	11%	5%	14%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	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%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**94%**	100%	91%	98%	*	*	-	89%	94%	85%	97%	88%	94%	81%
Not Included in Accountability: Mobile	4%	6%	**5%**	0%	8%	2%	*	*	-	11%	6%	15%	3%	11%	5%	16%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**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%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	100%	91%	98%	*	*	-	89%	94%	85%	97%	88%	94%	81%
Not Included in Accountability: Mobile	5%	6%	**5%**	0%	8%	2%	*	*	-	11%	6%	15%	3%	11%	5%	16%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**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%	100%	**100%**	100%	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	100%	92%	98%	*	*	-	*	100%	*	97%	89%	95%	93%
Not Included in Accountability: Mobile	4%	5%	**5%**	0%	8%	2%	*	*	-	*	0%	*	3%	11%	5%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	**95%**	100%	92%	98%	*	*	-	*	100%	*	97%	89%	95%	93%
Not Included in Accountability: Mobile	4%	4%	**5%**	0%	8%	2%	*	*	-	*	0%	*	3%	11%	5%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	92%	94%	94%	*	100%	-	80%	93%	100%	98%	80%	96%	90%
Not Included in Accountability: Mobile	5%	5%	**6%**	8%	5%	6%	*	0%	-	20%	7%	0%	2%	19%	4%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	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%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**93%**	90%	94%	93%	*	*	-	82%	92%	100%	97%	81%	95%	91%
Not Included in Accountability: Mobile	5%	6%	**7%**	10%	5%	7%	*	*	-	18%	8%	0%	3%	18%	5%	7%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**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%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	93%	95%	93%	*	*	-	82%	92%	100%	98%	81%	96%	91%
Not Included in Accountability: Mobile	5%	5%	**6%**	7%	4%	7%	*	*	-	18%	8%	0%	2%	18%	4%	7%

	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%	1%	0%	*	*	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**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	98%	100%	**100%**	100%	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	92%	93%	94%	-	*	-	*	*	-	99%	76%	97%	89%
Not Included in Accountability: Mobile	4%	5%	**6%**	8%	5%	6%	-	*	-	*	*	-	1%	21%	2%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	*	-	*	*	-	0%	3%	1%	6%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**93%**	92%	93%	94%	-	*	-	*	*	-	99%	76%	97%	89%
Not Included in Accountability: Mobile	4%	4%	**6%**	8%	5%	6%	-	*	-	*	*	-	1%	21%	2%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	-	*	-	*	*	-	0%	3%	1%	6%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	*	-	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	94.0%	**94.0%**	93.7%	94.0%	94.1%	*	*	-	93.3%	95.2%	93.7%	94.4%
2020-21	95.0%	94.0%	**95.1%**	94.3%	94.3%	96.2%	*	98.1%	-	94.0%	93.4%	94.4%	93.8%
Chronic Absenteeism													
2021-22	25.7%	21.3%	**20.6%**	25.0%	20.7%	19.6%	*	*	-	20.0%	18.2%	22.0%	21.4%
2020-21	15.0%	19.8%	**13.1%**	16.7%	16.5%	7.9%	*	0.0%	-	16.7%	25.0%	15.6%	16.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	1.1%	**1.1%**	0.0%	2.2%	0.0%	-	0.0%	-	*	0.0%	1.6%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-

	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	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	92.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	92.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	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 2022	84.3%	84.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	82.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	75.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	83.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	86	368,686
By Ethnicity:				
African American	-	-	9	45,227
Hispanic	-	-	45	191,125
White	-	-	29	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	11	51,023
Foundation H.S. Program (Endorsement)	-	-	3	14,179
Foundation H.S. Program (DLA)	-	-	72	302,917
Special Education Graduates	-	-	2	32,447
Economically Disadvantaged Graduates	-	-	53	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	40,398
At-Risk Graduates	-	-	23	159,689
CTE Completers	-	-	36	107,502

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	316	100.0%	1,480	5,504,150	316	100.0%	1,488	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.2%	4.4%	0	0.0%	5.2%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	5.2%	3.7%	0	0.0%	5.2%	3.7%
Kindergarten	0	0.0%	5.5%	6.7%	0	0.0%	5.5%	6.7%
Grade 1	0	0.0%	8.4%	7.2%	0	0.0%	8.4%	7.2%
Grade 2	0	0.0%	8.2%	7.2%	0	0.0%	8.1%	7.2%
Grade 3	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	5.7%	7.2%	0	0.0%	5.6%	7.1%
Grade 5	0	0.0%	7.8%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	98	31.0%	6.6%	7.3%	98	31.0%	6.6%	7.2%
Grade 7	106	33.5%	7.2%	7.4%	106	33.5%	7.1%	7.4%
Grade 8	112	35.4%	7.6%	7.7%	112	35.4%	7.5%	7.7%
Grade 9	0	0.0%	9.6%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.5%	7.9%
Grade 11	0	0.0%	5.8%	7.0%	0	0.0%	5.8%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	26	8.2%	8.9%	12.8%	26	8.2%	8.9%	12.8%
Hispanic	159	50.3%	49.7%	53.0%	159	50.3%	49.7%	52.9%
White	119	37.7%	36.7%	25.6%	119	37.7%	36.6%	25.7%
American Indian	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Asian	3	0.9%	0.8%	5.1%	3	0.9%	0.8%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	8	2.5%	3.9%	3.0%	8	2.5%	3.8%	3.0%
Sex:								
Female	143	45.3%	47.0%	48.8%	143	45.3%	46.9%	48.8%
Male	173	54.7%	53.0%	51.2%	173	54.7%	53.1%	51.2%
Economically Disadvantaged	222	70.3%	68.7%	62.1%	222	70.3%	68.8%	62.0%
Non-Educationally Disadvantaged	94	29.7%	31.3%	37.9%	94	29.7%	31.3%	38.0%
Section 504 Students	28	8.9%	7.1%	7.4%	28	8.9%	7.1%	7.4%
EB Students/EL	23	7.3%	7.1%	23.1%	23	7.3%	7.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	14	3.6%	2.1%	1.5%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	15	4.7%	3.6%	5.5%	15	4.7%	3.6%	5.5%
Foster Care	1	0.3%	0.2%	0.2%	1	0.3%	0.2%	0.2%
Homeless	2	0.6%	0.9%	1.3%	2	0.6%	0.9%	1.3%
Immigrant	1	0.3%	0.9%	2.2%	1	0.3%	0.9%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	316	100.0%	100.0%	64.6%	316	100.0%	100.0%	64.6%
Military Connected	15	4.7%	3.2%	3.6%	15	4.7%	3.2%	3.6%
At-Risk	184	58.2%	56.1%	53.3%	184	58.2%	55.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	23	7.3%	7.1%	23.2%	23	7.3%	7.1%	23.2%
Career and Technical Education	57	18.0%	32.4%	26.5%	57	18.0%	32.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	91.7%	72.3%	0	-	90.9%	72.2%
Gifted and Talented Education	13	4.1%	4.4%	8.2%	13	4.1%	4.4%	8.2%
Special Education	29	9.2%	9.2%	12.6%	29	9.2%	9.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	29							
By Type of Primary Disability Students with Intellectual Disabilities	18	62.1%	37.5%	44.1%				
Students with Physical Disabilities	*	*	27.9%	20.0%				
Students with Autism	*	*	**	15.5%				
Students with Behavioral Disabilities	5	17.2%	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	61	15.9%	13.9%	16.8%				
By Ethnicity: African American	8	2.1%	1.5%	3.3%				
Hispanic	25	6.5%	6.2%	8.7%				
White	26	6.8%	5.7%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	24.2%	22.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	9	32.1%	26.6%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	42	16.0%	13.8%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	24	11.0%	11.2%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	10.0%	4.5%
Grade 1	-	2.1%	2.5%	-	0.0%	3.6%
Grade 2	-	1.1%	1.6%	-	0.0%	2.0%
Grade 3	-	1.5%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.8%	0.8%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	9.0%	8.7%	-	25.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.1	18.7
Grade 1	-	17.3	19.1
Grade 2	-	19.3	19.1
Grade 3	-	16.0	19.3
Grade 4	-	21.0	19.4
Grade 5	-	23.0	20.8
Grade 6	14.7	14.7	19.2
Secondary:			
English/Language Arts	13.0	13.0	16.2
Foreign Languages	14.6	15.2	18.8
Mathematics	14.6	16.2	17.5
Science	11.7	15.0	18.5
Social Studies	18.3	18.3	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	38.9	100.0%	100.0%	100.0%
Professional Staff:	32.4	83.3%	55.1%	64.1%
Teachers	27.6	70.8%	41.8%	48.7%
Professional Support	2.9	7.4%	7.8%	10.9%
Campus Administration (School Leadership)	2.0	5.1%	3.6%	3.3%
Educational Aides:	6.5	16.7%	16.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	7.6	19.4%	29.8%	53.2%
Teachers by Ethnicity:				
African American	1.9	6.7%	4.6%	11.8%
Hispanic	3.2	11.6%	12.7%	29.6%
White	20.0	72.5%	78.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	2.5	9.2%	3.9%	1.2%
Teachers by Sex:				
Males	9.9	36.0%	28.0%	24.4%
Females	17.7	64.0%	72.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	2.0%
Bachelors	20.3	73.5%	79.9%	72.2%
Masters	7.3	26.5%	18.3%	25.0%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.0	18.1%	7.3%	9.7%
1-5 Years Experience	14.9	54.0%	38.2%	26.3%
6-10 Years Experience	2.1	7.6%	18.6%	20.5%
11-20 Years Experience	1.2	4.3%	18.0%	27.2%
21-30 Years Experience	4.4	16.0%	16.1%	13.3%
Over 30 Years Experience	0.0	0.0%	1.8%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	11.5	n/a	13.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	1.8	6.1
Average Years Experience of Principals with District	1.0	1.8	5.3
Average Years Experience of Assistant Principals	2.0	4.2	5.2
Average Years Experience of Assistant Principals with District	2.0	3.2	4.4
Average Years Experience of Teachers:	7.2	10.2	11.0
Average Years Experience of Teachers with District:	4.3	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,500	$47,526	$53,300
1-5 Years Experience	$48,084	$48,201	$56,516
6-10 Years Experience	$51,722	$50,337	$59,732
11-20 Years Experience	$56,725	$57,884	$63,389
21-30 Years Experience	$63,219	$63,242	$67,876
Over 30 Years Experience	-	$66,378	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$50,861	$53,043	$60,717
Professional Support	$57,329	$56,235	$72,022
Campus Administration (School Leadership)	$84,262	$79,821	$85,167
Instructional Staff Percent:	n/a	62.6%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.9%	0.5%	5.9%
Career and Technical Education	0.7	2.5%	10.0%	5.4%
Compensatory Education	0.5	1.7%	6.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	21.8	79.1%	69.9%	70.6%
Special Education	1.7	6.1%	7.4%	9.7%
Other	2.7	9.8%	5.8%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

Campus Name: ROCKDALE INT

Campus Number: 166904103

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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	2023	76%	82%	**82%**	71%	81%	84%	-	-	-	*	40%	100%	88%	62%	79%	*
	2022	76%	83%	**83%**	*	90%	81%	-	-	-	*	17%	*	83%	88%	80%	82%
At Meets Grade Level or Above	2023	50%	46%	**46%**	57%	44%	49%	-	-	-	*	40%	40%	47%	43%	39%	*
	2022	51%	46%	**46%**	*	49%	46%	-	-	-	*	0%	*	44%	63%	43%	55%
At Masters Grade Level	2023	20%	9%	**9%**	29%	6%	11%	-	-	-	*	10%	0%	11%	5%	6%	*
	2022	30%	15%	**15%**	*	15%	15%	-	-	-	*	0%	*	16%	13%	13%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	67%	**67%**	43%	63%	76%	-	-	-	*	40%	80%	70%	57%	60%	*
	2022	71%	64%	**64%**	*	64%	69%	-	-	-	*	0%	*	63%	75%	61%	82%
At Meets Grade Level or Above	2023	45%	23%	**23%**	0%	21%	32%	-	-	-	*	30%	20%	20%	33%	17%	*
	2022	43%	33%	**33%**	*	38%	27%	-	-	-	*	0%	*	30%	63%	32%	64%
At Masters Grade Level	2023	19%	9%	**9%**	0%	6%	16%	-	-	-	*	30%	0%	9%	10%	7%	*
	2022	21%	11%	**11%**	*	10%	15%	-	-	-	*	0%	*	9%	25%	9%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	65%	**65%**	*	71%	66%	-	-	-	*	0%	33%	69%	55%	56%	73%
	2022	77%	79%	**79%**	80%	78%	81%	-	-	-	83%	40%	*	82%	72%	78%	64%
At Meets Grade Level or Above	2023	48%	30%	**30%**	*	29%	34%	-	-	-	*	0%	0%	28%	35%	22%	36%
	2022	54%	49%	**49%**	40%	52%	43%	-	-	-	50%	10%	*	56%	28%	45%	36%
At Masters Grade Level	2023	22%	6%	**6%**	*	4%	10%	-	-	-	*	0%	0%	7%	5%	3%	0%
	2022	28%	24%	**24%**	20%	28%	14%	-	-	-	17%	0%	*	29%	8%	23%	18%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	43%	**43%**	*	42%	48%	-	-	-	*	0%	17%	46%	35%	37%	45%
	2022	70%	72%	**72%**	70%	71%	76%	-	-	-	67%	30%	*	78%	52%	69%	55%
At Meets Grade Level or Above	2023	48%	23%	**23%**	*	18%	34%	-	-	-	*	0%	17%	25%	20%	19%	18%
	2022	43%	40%	**40%**	40%	43%	38%	-	-	-	17%	10%	*	45%	24%	39%	27%
At Masters Grade Level	2023	22%	9%	**9%**	*	7%	14%	-	-	-	*	0%	0%	7%	15%	5%	9%
	2022	23%	23%	**23%**	10%	26%	19%	-	-	-	17%	10%	*	25%	16%	21%	18%
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	2023	81%	88%	**88%**	100%	89%	81%	-	-	-	83%	38%	80%	85%	96%	86%	100%
	2022	81%	85%	**85%**	88%	80%	89%	-	-	-	*	67%	67%	83%	89%	82%	60%
At Meets Grade Level or Above	2023	57%	54%	**54%**	64%	51%	56%	-	-	-	67%	15%	60%	55%	52%	49%	18%
	2022	58%	63%	**63%**	50%	56%	72%	-	-	-	*	56%	50%	60%	70%	57%	30%
At Masters Grade Level	2023	28%	21%	**21%**	27%	19%	26%	-	-	-	0%	8%	40%	23%	15%	18%	18%
	2022	36%	36%	**36%**	38%	29%	42%	-	-	-	*	0%	33%	32%	44%	29%	10%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	**79%**	91%	78%	85%	-	-	-	50%	46%	100%	80%	78%	77%	73%
	2022	77%	87%	**87%**	88%	91%	81%	-	-	-	*	78%	100%	88%	85%	84%	80%
At Meets Grade Level or Above	2023	51%	44%	**44%**	45%	43%	56%	-	-	-	0%	8%	60%	48%	33%	41%	27%
	2022	48%	54%	**54%**	13%	58%	58%	-	-	-	*	56%	50%	52%	59%	50%	50%
At Masters Grade Level	2023	21%	13%	**13%**	18%	14%	11%	-	-	-	0%	8%	20%	15%	7%	11%	0%
	2022	25%	22%	**22%**	0%	20%	28%	-	-	-	*	22%	0%	17%	33%	17%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	51%	**51%**	55%	44%	67%	-	-	-	50%	23%	60%	51%	52%	46%	36%
	2022	66%	75%	**75%**	50%	78%	75%	-	-	-	*	67%	83%	75%	74%	70%	80%
At Meets Grade Level or Above	2023	36%	15%	**15%**	36%	10%	22%	-	-	-	0%	15%	20%	13%	22%	13%	0%
	2022	38%	40%	**40%**	25%	40%	42%	-	-	-	*	44%	33%	38%	44%	36%	30%
At Masters Grade Level	2023	16%	4%	**4%**	0%	0%	15%	-	-	-	0%	15%	0%	1%	11%	1%	0%
	2022	18%	16%	**16%**	0%	16%	19%	-	-	-	*	22%	0%	14%	22%	13%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	74%	**69%**	66%	67%	73%	-	-	-	66%	29%	65%	71%	64%	64%	66%
	2022	74%	73%	**78%**	69%	78%	79%	-	-	-	81%	46%	78%	79%	76%	75%	72%
At Meets Grade Level or Above	2023	49%	40%	**34%**	38%	31%	40%	-	-	-	22%	16%	30%	34%	34%	29%	21%
	2022	48%	42%	**47%**	29%	48%	49%	-	-	-	56%	27%	31%	47%	48%	43%	42%
At Masters Grade Level	2023	20%	12%	**10%**	13%	9%	15%	-	-	-	0%	10%	8%	11%	10%	8%	5%
	2022	23%	16%	**21%**	12%	22%	23%	-	-	-	26%	8%	6%	21%	24%	18%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	80%	**80%**	76%	81%	77%	-	-	-	77%	28%	69%	81%	74%	75%	84%
	2022	75%	73%	**82%**	77%	82%	84%	-	-	-	83%	44%	77%	83%	82%	80%	69%

	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	2023	53%	50%	**45%**	52%	42%	46%	-	-	-	46%	19%	31%	45%	44%	38%	32%
	2022	53%	47%	**53%**	36%	52%	57%	-	-	-	67%	24%	38%	53%	52%	49%	41%
At Masters Grade Level	2023	20%	15%	**13%**	24%	11%	15%	-	-	-	0%	6%	13%	14%	9%	10%	8%
	2022	25%	18%	**26%**	23%	25%	27%	-	-	-	33%	0%	15%	26%	25%	22%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	70%	**65%**	62%	63%	70%	-	-	-	62%	31%	63%	67%	59%	60%	60%
	2022	72%	72%	**75%**	68%	75%	76%	-	-	-	75%	40%	77%	76%	70%	72%	72%
At Meets Grade Level or Above	2023	45%	31%	**31%**	24%	29%	40%	-	-	-	8%	13%	31%	32%	29%	26%	20%
	2022	42%	34%	**43%**	23%	46%	43%	-	-	-	42%	24%	23%	43%	45%	41%	47%
At Masters Grade Level	2023	19%	9%	**11%**	10%	10%	14%	-	-	-	0%	13%	6%	11%	10%	8%	4%
	2022	20%	13%	**19%**	5%	20%	22%	-	-	-	17%	12%	0%	17%	25%	17%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	66%	**51%**	55%	44%	67%	-	-	-	50%	23%	60%	51%	52%	46%	36%
	2022	76%	73%	**75%**	50%	78%	75%	-	-	-	*	67%	83%	75%	74%	70%	80%
At Meets Grade Level or Above	2023	47%	30%	**15%**	36%	10%	22%	-	-	-	0%	15%	20%	13%	22%	13%	0%
	2022	47%	37%	**40%**	25%	40%	42%	-	-	-	*	44%	33%	38%	44%	36%	30%
At Masters Grade Level	2023	18%	7%	**4%**	0%	0%	15%	-	-	-	0%	15%	0%	1%	11%	1%	0%
	2022	21%	9%	**16%**	0%	16%	19%	-	-	-	*	22%	0%	14%	22%	13%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	21%	**21%**	0%	19%	30%	-	-	-	*	30%	20%	18%	33%	14%	*
	2022	36%	28%	**28%**	*	33%	19%	-	-	-	*	0%	*	25%	50%	27%	55%
Reading and Mathematics Including EOC	2023	37%	21%	**21%**	0%	19%	30%	-	-	-	*	30%	20%	18%	33%	14%	*
	2022	36%	28%	**28%**	*	33%	19%	-	-	-	*	0%	*	25%	50%	27%	55%
Reading Including EOC	2023	50%	46%	**46%**	57%	44%	49%	-	-	-	*	40%	40%	47%	43%	39%	*
	2022	51%	46%	**46%**	*	49%	46%	-	-	-	*	0%	*	44%	63%	43%	55%
Math Including EOC	2023	45%	23%	**23%**	0%	21%	32%	-	-	-	*	30%	20%	20%	33%	17%	*
	2022	43%	33%	**33%**	*	38%	27%	-	-	-	*	0%	*	30%	63%	32%	64%
4th Graders																	
Reading and Mathematics	2023	38%	19%	**19%**	*	13%	28%	-	-	-	*	0%	0%	20%	15%	14%	18%
	2022	36%	35%	**35%**	40%	40%	24%	-	-	-	17%	10%	*	40%	20%	33%	27%

	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	2023	38%	19%	**19%**	*	13%	28%	-	-	-	*	0%	0%	20%	15%	14%	18%
	2022	36%	35%	**35%**	40%	40%	24%	-	-	-	17%	10%	*	40%	20%	33%	27%
Reading Including EOC	2023	48%	30%	**30%**	*	29%	34%	-	-	-	*	0%	0%	28%	35%	22%	36%
	2022	54%	49%	**49%**	40%	52%	43%	-	-	-	50%	10%	*	56%	28%	45%	36%
Math Including EOC	2023	48%	23%	**23%**	*	18%	34%	-	-	-	*	0%	17%	25%	20%	19%	18%
	2022	43%	40%	**40%**	40%	43%	38%	-	-	-	17%	10%	*	45%	24%	39%	27%
5th Graders																	
Reading and Mathematics	2023	43%	36%	**36%**	36%	35%	44%	-	-	-	0%	8%	60%	38%	30%	30%	18%
	2022	41%	42%	**42%**	13%	42%	47%	-	-	-	*	56%	33%	38%	52%	37%	20%
Reading and Mathematics Including EOC	2023	43%	36%	**36%**	36%	35%	44%	-	-	-	0%	8%	60%	38%	30%	30%	18%
	2022	41%	42%	**42%**	13%	42%	47%	-	-	-	*	56%	33%	38%	52%	37%	20%
Reading Including EOC	2023	57%	54%	**54%**	64%	51%	56%	-	-	-	67%	15%	60%	55%	52%	49%	18%
	2022	58%	63%	**63%**	50%	56%	72%	-	-	-	*	56%	50%	60%	70%	57%	30%
Math Including EOC	2023	51%	44%	**44%**	45%	43%	56%	-	-	-	0%	8%	60%	48%	33%	41%	27%
	2022	48%	54%	**54%**	13%	58%	58%	-	-	-	*	56%	50%	52%	59%	50%	50%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	27%	**26%**	19%	24%	33%	-	-	-	8%	13%	25%	26%	26%	20%	16%
	2022	34%	28%	**36%**	23%	39%	33%	-	-	-	42%	24%	15%	35%	38%	33%	34%
Reading and Mathematics Including EOC	2023	39%	29%	**26%**	19%	24%	33%	-	-	-	8%	13%	25%	26%	26%	20%	16%
	2022	36%	30%	**36%**	23%	39%	33%	-	-	-	42%	24%	15%	35%	38%	33%	34%
Reading Including EOC	2023	53%	51%	**45%**	52%	42%	46%	-	-	-	46%	19%	31%	45%	44%	38%	32%
	2022	53%	48%	**53%**	36%	52%	57%	-	-	-	67%	24%	38%	53%	52%	49%	41%
Math Including EOC	2023	47%	33%	**31%**	24%	29%	40%	-	-	-	8%	13%	31%	32%	29%	26%	20%
	2022	43%	37%	**43%**	23%	46%	43%	-	-	-	42%	24%	23%	43%	45%	41%	47%

* 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)
						School Progress - Annual Growth by Grade and Subject											
Grade 4 ELA/Reading	2023	55%	30%	**30%**	*	30%	38%	-	-	-	*	6%	8%	29%	36%	26%	55%
Grade 4 Mathematics	2023	63%	42%	**42%**	*	40%	52%	-	-	-	*	28%	42%	45%	33%	39%	27%
Grade 5 ELA/Reading	2023	65%	67%	**67%**	86%	67%	60%	-	-	-	67%	54%	80%	66%	73%	66%	64%
Grade 5 Mathematics	2023	71%	62%	**62%**	68%	58%	73%	-	-	-	42%	58%	100%	61%	65%	60%	73%
All Grades Both Subjects	2023	64%	61%	**53%**	63%	51%	55%	-	-	-	38%	40%	55%	52%	55%	50%	55%
All Grades ELA/Reading	2023	63%	65%	**52%**	68%	52%	48%	-	-	-	40%	34%	41%	50%	58%	49%	59%
All Grades Mathematics	2023	66%	57%	**54%**	57%	50%	62%	-	-	-	35%	45%	68%	54%	52%	51%	50%
						School Progress - Accelerated Learning by Grade and Subject											
Grade 4 ELA/Reading	2023	33%	11%	**11%**	*	13%	14%	-	-	-	*	0%	*	20%	0%	6%	*
Grade 4 Mathematics	2023	27%	9%	**9%**	*	5%	20%	-	-	-	*	0%	*	13%	0%	7%	*
Grade 5 ELA/Reading	2023	37%	55%	**55%**	*	50%	40%	-	-	-	*	0%	*	50%	*	47%	*
Grade 5 Mathematics	2023	48%	47%	**47%**	*	44%	50%	-	-	-	*	36%	*	48%	44%	43%	60%
All Grades Both Subjects	2023	38%	45%	**30%**	43%	29%	30%	-	-	-	29%	11%	11%	33%	23%	25%	47%
All Grades ELA/Reading	2023	35%	49%	**35%**	*	36%	25%	-	-	-	*	0%	*	39%	25%	26%	63%
All Grades Mathematics	2023	40%	40%	**27%**	*	24%	33%	-	-	-	*	20%	20%	30%	21%	24%	33%

* 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	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	2023	76%	74%	**69%**	-	-	-	-	-	-	57%	63%	-	50%	-	69%	57%	88%
	2022	74%	73%	**78%**	-	-	-	-	-	-	58%	58%	-	-	-	79%	58%	88%
At Meets Grade Level or Above	2023	49%	40%	**34%**	-	-	-	-	-	-	14%	4%	-	25%	-	35%	14%	41%
	2022	48%	42%	**47%**	-	-	-	-	-	-	33%	33%	-	-	-	48%	33%	53%
At Masters Grade Level	2023	20%	12%	**10%**	-	-	-	-	-	-	2%	0%	-	5%	-	11%	2%	12%
	2022	23%	16%	**21%**	-	-	-	-	-	-	8%	8%	-	-	-	23%	8%	21%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	80%	**80%**	-	-	-	-	-	-	78%	100%	-	60%	-	79%	78%	100%
	2022	75%	73%	**82%**	-	-	-	-	-	-	50%	50%	-	-	-	84%	50%	93%
At Meets Grade Level or Above	2023	53%	50%	**45%**	-	-	-	-	-	-	22%	0%	-	40%	-	46%	22%	57%
	2022	53%	47%	**53%**	-	-	-	-	-	-	28%	28%	-	-	-	55%	28%	57%
At Masters Grade Level	2023	20%	15%	**13%**	-	-	-	-	-	-	0%	0%	-	0%	-	13%	0%	29%
	2022	25%	18%	**26%**	-	-	-	-	-	-	11%	11%	-	-	-	27%	11%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	70%	**65%**	-	-	-	-	-	-	50%	63%	-	40%	-	66%	50%	86%
	2022	72%	72%	**75%**	-	-	-	-	-	-	61%	61%	-	-	-	75%	61%	86%
At Meets Grade Level or Above	2023	45%	31%	**31%**	-	-	-	-	-	-	11%	13%	-	10%	-	32%	11%	43%
	2022	42%	34%	**43%**	-	-	-	-	-	-	44%	44%	-	-	-	43%	44%	50%
At Masters Grade Level	2023	19%	9%	**11%**	-	-	-	-	-	-	6%	0%	-	10%	-	11%	6%	0%
	2022	20%	13%	**19%**	-	-	-	-	-	-	6%	6%	-	-	-	20%	6%	21%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	66%	**51%**	-	-	-	-	-	-	25%	25%	-	-	-	53%	25%	*
	2022	76%	73%	**75%**	-	-	-	-	-	-	*	*	-	-	-	74%	*	83%
At Meets Grade Level or Above	2023	47%	30%	**15%**	-	-	-	-	-	-	0%	0%	-	-	-	17%	0%	*
	2022	47%	37%	**40%**	-	-	-	-	-	-	*	*	-	-	-	41%	*	50%
At Masters Grade Level	2023	18%	7%	**4%**	-	-	-	-	-	-	0%	0%	-	-	-	4%	0%	*
	2022	21%	9%	**16%**	-	-	-	-	-	-	*	*	-	-	-	17%	*	17%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	61%	**53%**	-	-	-	-	-	-	53%	66%	-	39%	-	52%	53%	57%
All Grades ELA/Reading	2023	63%	65%	**52%**	-	-	-	-	-	-	57%	56%	-	57%	-	51%	57%	64%
All Grades Mathematics	2023	66%	57%	**54%**	-	-	-	-	-	-	50%	75%	-	21%	-	54%	50%	50%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	45%	**30%**	-	-	-	-	-	-	44%	75%	-	13%	-	27%	44%	*

	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	2023	35%	49%	**35%**	-	-	-	-	-	-	63%	*	-	*	-	28%	63%	-
All Grades Mathematics	2023	40%	40%	**27%**	-	-	-	-	-	-	25%	*	-	*	-	26%	25%	*

* 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**91%**	100%	90%	90%	-	-	-	94%	89%	95%	96%	79%	91%	74%
Not Included in Accountability: Mobile	4%	6%	**8%**	0%	8%	10%	-	-	-	6%	11%	5%	4%	17%	7%	17%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	-	-	-	0%	0%	0%	0%	3%	1%	9%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**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%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**91%**	100%	90%	89%	-	-	-	93%	86%	94%	96%	78%	91%	74%
Not Included in Accountability: Mobile	4%	6%	**8%**	0%	8%	11%	-	-	-	7%	14%	6%	4%	18%	8%	18%
Not Included in Accountability: Other Exclusions	3%	1%	**1%**	0%	2%	0%	-	-	-	0%	0%	0%	0%	3%	1%	9%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**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%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**91%**	100%	90%	89%	-	-	-	93%	86%	94%	96%	78%	91%	74%
Not Included in Accountability: Mobile	5%	6%	**8%**	0%	8%	11%	-	-	-	7%	14%	6%	4%	18%	8%	18%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	-	-	0%	0%	0%	0%	3%	1%	9%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**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%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**92%**	100%	89%	96%	-	-	-	100%	100%	100%	95%	84%	93%	79%
Not Included in Accountability: Mobile	4%	5%	**7%**	0%	10%	4%	-	-	-	0%	0%	0%	5%	13%	6%	14%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	3%	1%	7%
Not Tested	1%	0%	**0%**	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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**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%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	95%	97%	94%	-	-	-	93%	88%	100%	99%	86%	96%	95%
Not Included in Accountability: Mobile	5%	5%	**4%**	5%	2%	6%	-	-	-	7%	12%	0%	1%	12%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	**0%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	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%
Reading																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**95%**	96%	97%	93%	-	-	-	92%	89%	100%	99%	86%	95%	94%
Not Included in Accountability: Mobile	5%	6%	**4%**	4%	2%	7%	-	-	-	8%	11%	0%	1%	13%	4%	3%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	**0%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	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%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	99%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	96%	97%	93%	-	-	-	92%	89%	100%	99%	86%	95%	94%
Not Included in Accountability: Mobile	5%	5%	**4%**	4%	2%	7%	-	-	-	8%	11%	0%	1%	13%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	0%	**0%**	0%	1%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	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%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	89%	98%	95%	-	-	-	*	82%	100%	98%	90%	96%	100%
Not Included in Accountability: Mobile	4%	5%	**4%**	11%	2%	5%	-	-	-	*	18%	0%	2%	10%	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%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	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%

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

\- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	94.0%	**94.6%**	93.3%	94.7%	95.0%	-	-	-	93.6%	94.3%	94.3%	94.5%
2020-21	95.0%	94.0%	**95.5%**	93.8%	95.4%	96.2%	-	*	-	94.8%	94.6%	95.1%	97.0%
Chronic Absenteeism													
2021-22	25.7%	21.3%	**16.5%**	31.4%	15.2%	14.2%	-	-	-	21.1%	21.8%	17.9%	17.9%
2020-21	15.0%	19.8%	**12.5%**	18.5%	14.3%	7.3%	-	*	-	16.7%	17.9%	14.3%	4.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-

	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	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	92.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	92.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	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 2022	84.3%	84.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	82.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	75.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	83.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	86	368,686
By Ethnicity:				
African American	-	-	9	45,227
Hispanic	-	-	45	191,125
White	-	-	29	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	11	51,023
Foundation H.S. Program (Endorsement)	-	-	3	14,179
Foundation H.S. Program (DLA)	-	-	72	302,917
Special Education Graduates	-	-	2	32,447
Economically Disadvantaged Graduates	-	-	53	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	40,398
At-Risk Graduates	-	-	23	159,689
CTE Completers	-	-	36	107,502

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	419	100.0%	1,480	5,504,150	419	100.0%	1,488	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.3%	0.5%
Pre-Kindergarten	0	0.0%	5.2%	4.4%	0	0.0%	5.2%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	5.2%	3.7%	0	0.0%	5.2%	3.7%
Kindergarten	0	0.0%	5.5%	6.7%	0	0.0%	5.5%	6.7%
Grade 1	0	0.0%	8.4%	7.2%	0	0.0%	8.4%	7.2%
Grade 2	121	28.9%	8.2%	7.2%	121	28.9%	8.1%	7.2%
Grade 3	99	23.6%	6.7%	7.2%	99	23.6%	6.7%	7.1%
Grade 4	84	20.0%	5.7%	7.2%	84	20.0%	5.6%	7.1%
Grade 5	115	27.4%	7.8%	7.2%	115	27.4%	7.7%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.2%
Grade 7	0	0.0%	7.2%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 9	0	0.0%	9.6%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.5%	7.9%
Grade 11	0	0.0%	5.8%	7.0%	0	0.0%	5.8%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	35	8.4%	8.9%	12.8%	35	8.4%	8.9%	12.8%
Hispanic	213	50.8%	49.7%	53.0%	213	50.8%	49.7%	52.9%
White	147	35.1%	36.7%	25.6%	147	35.1%	36.6%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.5%	0.8%	5.1%	2	0.5%	0.8%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	22	5.3%	3.9%	3.0%	22	5.3%	3.8%	3.0%
Sex:								
Female	202	48.2%	47.0%	48.8%	202	48.2%	46.9%	48.8%
Male	217	51.8%	53.0%	51.2%	217	51.8%	53.1%	51.2%
Economically Disadvantaged	317	75.7%	68.7%	62.1%	317	75.7%	68.8%	62.0%
Non-Educationally Disadvantaged	102	24.3%	31.3%	37.9%	102	24.3%	31.3%	38.0%
Section 504 Students	26	6.2%	7.1%	7.4%	26	6.2%	7.1%	7.4%
EB Students/EL	30	7.2%	7.1%	23.1%	30	7.2%	7.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	2.1%	1.5%				

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	16	3.8%	3.6%	5.5%	16	3.8%	3.6%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	4	1.0%	0.9%	1.3%	4	1.0%	0.9%	1.3%
Immigrant	4	1.0%	0.9%	2.2%	4	1.0%	0.9%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	419	100.0%	100.0%	64.6%	419	100.0%	100.0%	64.6%
Military Connected	9	2.1%	3.2%	3.6%	9	2.1%	3.2%	3.6%
At-Risk	258	61.6%	56.1%	53.3%	258	61.6%	55.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	30	7.2%	7.1%	23.2%	30	7.2%	7.1%	23.2%
Career and Technical Education	0	0.0%	32.4%	26.5%	0	0.0%	32.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	91.7%	72.3%	0	-	90.9%	72.2%
Gifted and Talented Education	22	5.3%	4.4%	8.2%	22	5.3%	4.4%	8.2%
Special Education	50	11.9%	9.2%	12.6%	50	11.9%	9.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	50							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	26.0%	37.5%	44.1%				
Students with Physical Disabilities	22	44.0%	27.9%	20.0%				
Students with Autism	5	10.0%	**	15.5%				
Students with Behavioral Disabilities	10	20.0%	19.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	57	13.4%	13.9%	16.8%				
By Ethnicity:								
African American	4	0.9%	1.5%	3.3%				
Hispanic	20	4.7%	6.2%	8.7%				
White	29	6.8%	5.7%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.9%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	15	27.3%	22.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	6	20.0%	26.6%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	48	14.0%	13.8%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	34	11.6%	11.2%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.5%	-	10.0%	4.5%
Grade 1	-	2.1%	2.5%	-	0.0%	3.6%
Grade 2	1.1%	1.1%	1.6%	0.0%	0.0%	2.0%
Grade 3	1.5%	1.5%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	0.8%	0.4%	-	0.0%	0.5%
Grade 9	-	9.0%	8.7%	-	25.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.1	18.7
Grade 1	-	17.3	19.1
Grade 2	19.3	19.3	19.1
Grade 3	16.0	16.0	19.3
Grade 4	21.0	21.0	19.4
Grade 5	23.0	23.0	20.8
Grade 6	-	14.7	19.2
Secondary:			
English/Language Arts	-	13.0	16.2
Foreign Languages	-	15.2	18.8
Mathematics	-	16.2	17.5
Science	-	15.0	18.5
Social Studies	-	18.3	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	44.0	100.0%	100.0%	100.0%
Professional Staff:	32.0	72.7%	55.1%	64.1%
Teachers	25.7	58.4%	41.8%	48.7%
Professional Support	3.3	7.6%	7.8%	10.9%
Campus Administration (School Leadership)	3.0	6.8%	3.6%	3.3%
Educational Aides:	12.0	27.3%	16.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	10.0	22.7%	29.8%	53.2%
Teachers by Ethnicity:				
African American	1.0	3.9%	4.6%	11.8%
Hispanic	2.0	7.8%	12.7%	29.6%
White	22.6	87.9%	78.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.1	0.4%	3.9%	1.2%
Teachers by Sex:				
Males	3.6	14.0%	28.0%	24.4%
Females	22.1	86.0%	72.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	2.0%
Bachelors	23.6	91.8%	79.9%	72.2%
Masters	2.1	8.2%	18.3%	25.0%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.3%	9.7%
1-5 Years Experience	5.0	19.5%	38.2%	26.3%
6-10 Years Experience	6.1	23.7%	18.6%	20.5%
11-20 Years Experience	7.6	29.5%	18.0%	27.2%
21-30 Years Experience	5.0	19.5%	16.1%	13.3%
Over 30 Years Experience	2.0	7.8%	1.8%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	16.3	n/a	13.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	1.8	6.1
Average Years Experience of Principals with District	2.0	1.8	5.3
Average Years Experience of Assistant Principals	5.0	4.2	5.2
Average Years Experience of Assistant Principals with District	5.0	3.2	4.4
Average Years Experience of Teachers:	14.6	10.2	11.0
Average Years Experience of Teachers with District:	9.7	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$47,526	$53,300
1-5 Years Experience	$47,120	$48,201	$56,516
6-10 Years Experience	$50,605	$50,337	$59,732
11-20 Years Experience	$56,598	$57,884	$63,389
21-30 Years Experience	$61,580	$63,242	$67,876
Over 30 Years Experience	$66,378	$66,378	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$55,061	$53,043	$60,717
Professional Support	$52,645	$56,235	$72,022
Campus Administration (School Leadership)	$75,810	$79,821	$85,167
Instructional Staff Percent:	n/a	62.6%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.5%	5.9%
Career and Technical Education	0.0	0.0%	10.0%	5.4%
Compensatory Education	2.0	7.8%	6.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	21.6	84.0%	69.9%	70.6%
Special Education	2.1	8.2%	7.4%	9.7%
Other	0.0	0.0%	5.8%	3.5%

- 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

Campus Name: ROCKDALE EL

Campus Number: 166904101

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

This campus is not rated on Progress (TAPR).

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	94.0%	**93.2%**	94.6%	92.0%	94.3%	-	*	-	92.8%	92.8%	92.5%	94.5%
2020-21	95.0%	94.0%	**94.4%**	93.9%	93.8%	95.3%	-	-	-	*	94.5%	94.1%	94.7%
Chronic Absenteeism													
2021-22	25.7%	21.3%	**26.6%**	9.1%	35.2%	20.4%	-	*	-	25.0%	38.1%	32.6%	11.1%
2020-21	15.0%	19.8%	**18.1%**	27.8%	22.3%	9.9%	-	-	-	0.0%	17.9%	21.3%	26.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	92.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	92.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	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 2022	84.3%	84.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	74.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	82.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	7.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	75.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	83.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	86	368,686
By Ethnicity:				
African American	-	-	9	45,227
Hispanic	-	-	45	191,125
White	-	-	29	103,171
American Indian	-	-	1	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	1	569
Two or More Races	-	-	1	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	11	51,023
Foundation H.S. Program (Endorsement)	-	-	3	14,179
Foundation H.S. Program (DLA)	-	-	72	302,917
Special Education Graduates	-	-	2	32,447
Economically Disadvantaged Graduates	-	-	53	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	40,398
At-Risk Graduates	-	-	23	159,689
CTE Completers	-	-	36	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	285	100.0%	1,480	5,504,150	289	100.0%	1,488	5,518,432
Students by Grade:								
Early Childhood Education	1	0.4%	0.1%	0.3%	4	1.4%	0.3%	0.5%
Pre-Kindergarten	77	27.0%	5.2%	4.4%	78	27.0%	5.2%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	77	27.0%	5.2%	3.7%	78	27.0%	5.2%	3.7%
Kindergarten	82	28.8%	5.5%	6.7%	82	28.4%	5.5%	6.7%
Grade 1	125	43.9%	8.4%	7.2%	125	43.3%	8.4%	7.2%
Grade 2	0	0.0%	8.2%	7.2%	0	0.0%	8.1%	7.2%
Grade 3	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	5.7%	7.2%	0	0.0%	5.6%	7.1%
Grade 5	0	0.0%	7.8%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.2%
Grade 7	0	0.0%	7.2%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.6%	7.7%	0	0.0%	7.5%	7.7%
Grade 9	0	0.0%	9.6%	8.7%	0	0.0%	9.5%	8.7%
Grade 10	0	0.0%	8.6%	7.9%	0	0.0%	8.5%	7.9%
Grade 11	0	0.0%	5.8%	7.0%	0	0.0%	5.8%	7.0%
Grade 12	0	0.0%	7.1%	6.6%	0	0.0%	7.3%	6.6%
Ethnic Distribution:								
African American	17	6.0%	8.9%	12.8%	18	6.2%	8.9%	12.8%
Hispanic	142	49.8%	49.7%	53.0%	144	49.8%	49.7%	52.9%
White	106	37.2%	36.7%	25.6%	107	37.0%	36.6%	25.7%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.7%	0.8%	5.1%	2	0.7%	0.8%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	18	6.3%	3.9%	3.0%	18	6.2%	3.8%	3.0%
Sex:								
Female	133	46.7%	47.0%	48.8%	135	46.7%	46.9%	48.8%
Male	152	53.3%	53.0%	51.2%	154	53.3%	53.1%	51.2%
Economically Disadvantaged	210	73.7%	68.7%	62.1%	214	74.0%	68.8%	62.0%
Non-Educationally Disadvantaged	75	26.3%	31.3%	37.9%	75	26.0%	31.3%	38.0%
Section 504 Students	1	0.4%	7.1%	7.4%	1	0.3%	7.1%	7.4%
EB Students/EL	32	11.2%	7.1%	23.1%	32	11.1%	7.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	2.1%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	0	0.0%	3.6%	5.5%	0	0.0%	3.6%	5.5%
Foster Care	1	0.4%	0.2%	0.2%	1	0.3%	0.2%	0.2%
Homeless	6	2.1%	0.9%	1.3%	6	2.1%	0.9%	1.3%
Immigrant	4	1.4%	0.9%	2.2%	4	1.4%	0.9%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	285	100.0%	100.0%	64.6%	289	100.0%	100.0%	64.6%
Military Connected	8	2.8%	3.2%	3.6%	8	2.8%	3.2%	3.6%
At-Risk	140	49.1%	56.1%	53.3%	140	48.4%	55.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	32	11.2%	7.1%	23.2%	32	11.1%	7.1%	23.2%
Career and Technical Education	0	0.0%	32.4%	26.5%	0	0.0%	32.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	91.7%	72.3%	0	-	90.9%	72.2%
Gifted and Talented Education	7	2.5%	4.4%	8.2%	7	2.4%	4.4%	8.2%
Special Education	24	8.4%	9.2%	12.6%	28	9.7%	9.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	24							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	37.5%	44.1%				
Students with Physical Disabilities	13	54.2%	27.9%	20.0%				
Students with Autism	6	25.0%	**	15.5%				
Students with Behavioral Disabilities	*	*	19.9%	18.8%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2021-22):								
Total Mobile Students	16	12.9%	13.9%	16.8%				
By Ethnicity: African American	0	0.0%	1.5%	3.3%				
Hispanic	9	7.3%	6.2%	8.7%				
White	6	4.8%	5.7%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.8%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	2	9.5%	22.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	33.3%	26.6%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	13	13.3%	13.8%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	12	7.6%	11.2%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.5%	10.0%	10.0%	4.5%
Grade 1	2.1%	2.1%	2.5%	0.0%	0.0%	3.6%
Grade 2	-	1.1%	1.6%	-	0.0%	2.0%
Grade 3	-	1.5%	0.8%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.3%	-	0.0%	0.4%
Grade 6	-	0.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.0%	0.4%	-	0.0%	0.5%
Grade 8	-	0.8%	0.4%	-	0.0%	0.5%
Grade 9	-	9.0%	8.7%	-	25.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.1	16.1	18.7
Grade 1	17.3	17.3	19.1
Grade 2	-	19.3	19.1
Grade 3	-	16.0	19.3
Grade 4	-	21.0	19.4
Grade 5	-	23.0	20.8
Grade 6	-	14.7	19.2
Secondary:			
English/Language Arts	-	13.0	16.2
Foreign Languages	-	15.2	18.8
Mathematics	-	16.2	17.5
Science	-	15.0	18.5
Social Studies	-	18.3	18.9

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	33.5	100.0%	100.0%	100.0%
Professional Staff:	18.5	55.2%	55.1%	64.1%
Teachers	16.9	50.4%	41.8%	48.7%
Professional Support	1.3	3.9%	7.8%	10.9%
Campus Administration (School Leadership)	0.3	0.9%	3.6%	3.3%
Educational Aides:	15.0	44.8%	16.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	8.0	23.9%	29.8%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	4.6%	11.8%
Hispanic	1.0	5.9%	12.7%	29.6%
White	15.7	93.4%	78.8%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.1	0.7%	3.9%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	28.0%	24.4%
Females	16.9	100.0%	72.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	2.0%
Bachelors	16.0	95.1%	79.9%	72.2%
Masters	0.8	4.9%	18.3%	25.0%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.3%	9.7%
1-5 Years Experience	4.0	23.7%	38.2%	26.3%
6-10 Years Experience	4.1	24.4%	18.6%	20.5%
11-20 Years Experience	4.0	23.7%	18.0%	27.2%
21-30 Years Experience	4.7	28.1%	16.1%	13.3%
Over 30 Years Experience	0.0	0.0%	1.8%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	16.9	n/a	13.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	1.8	6.1
Average Years Experience of Principals with District	1.0	1.8	5.3
Average Years Experience of Assistant Principals	0.0	4.2	5.2
Average Years Experience of Assistant Principals with District	0.0	3.2	4.4
Average Years Experience of Teachers:	14.4	10.2	11.0
Average Years Experience of Teachers with District:	9.9	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$47,526	$53,300
1-5 Years Experience	$47,475	$48,201	$56,516
6-10 Years Experience	$49,218	$50,337	$59,732
11-20 Years Experience	$58,214	$57,884	$63,389
21-30 Years Experience	$65,056	$63,242	$67,876
Over 30 Years Experience	-	$66,378	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$55,394	$53,043	$60,717
Professional Support	$53,823	$56,235	$72,022
Campus Administration (School Leadership)	$84,600	$79,821	$85,167
Instructional Staff Percent:	n/a	62.6%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.5%	5.9%
Career and Technical Education	0.0	0.0%	10.0%	5.4%
Compensatory Education	4.5	26.7%	6.4%	3.2%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	11.2	66.5%	69.9%	70.6%
Special Education	1.1	6.8%	7.4%	9.7%
Other	0.0	0.0%	5.8%	3.5%

- 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.

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$5,796,556	36.61%	$4,094	$5,796,556	24.88%	$4,094	$26,795,122,749	39.67%	$4,960
State Operating Funds	$8,679,729	54.82%	$6,130	$8,828,124	37.90%	$6,235	$24,396,897,632	36.12%	$4,516
Federal Funds	$727,988	4.60%	$514	$7,370,157	31.64%	$5,205	$14,103,811,039	20.88%	$2,611
Other Local	$627,487	3.96%	$443	$1,299,786	5.58%	$918	$2,250,851,644	3.33%	$417
Total Operating Revenue	$15,831,760	100.00%	$11,181	$23,294,623	100.00%	$16,451	$67,546,683,064	100.00%	$12,504
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$2,170,845	92.42%	$1,533	$8,860,960,306	86.81%	$1,640
State Assistance for Debt Service	$0	0.00%	$0	$29,978	1.28%	$21	$319,288,915	3.13%	$59
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$10,231	0.44%	$7	$75,078,438	0.74%	$14
Other Receipts (excluding debt service financing)	$137,949	100.00%	$97	$137,949	5.87%	$97	$952,245,471	9.33%	$176
Total Other Revenue	$137,949	100.00%	$97	$2,349,003	100.00%	$1,659	$10,207,573,130	100.00%	$1,890
Subtotal: Operating and Other Revenue	$15,969,709	100.00%	$11,278	$25,643,626	100.00%	$18,110	$77,754,256,194	100.00%	$14,394
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	100.00%	$556
Subtotal: Operating, Other and Recaptured Revenue	$15,969,709	100.00%	$11,278	$25,643,626	100.00%	$18,110	$80,756,295,511	100.00%	$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$8,809,531	92.60%	$6,221	$4,864,835,809	65.96%	$901
Estimated State TRS Contributions	$680,228	100.00%	$480	$703,868	7.40%	$497	$2,510,251,870	34.04%	$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	$680,228	100.00%	$480	$9,513,399	100.00%	$6,719	$7,375,087,679	100.00%	$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$16,649,937	100.00%	$11,758	$35,157,025	100.00%	$24,828	$85,129,343,873	100.00%	$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$9,906,172	78.70%	$6,996	$14,964,736	75.59%	$10,568	$50,301,683,879	77.97%	$9,312

2021 - 2022 Actual Financial Data
Totals for ROCKDALE ISD (166904)
Total Enrolled Membership: 1,416

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	$1,392,884	11.07%	$984	$2,080,737	10.51%	$1,469	$6,402,537,996	9.92%	$1,185
Supplies & Materials (Object 63xx)	$905,261	7.19%	$639	$2,213,369	11.18%	$1,563	$5,961,153,130	9.24%	$1,104
Other Operating Expenditures (Object 64xx)	$382,144	3.04%	$270	$539,255	2.72%	$381	$1,852,436,057	2.87%	$343
Total Operating Expenditures by Object	$12,586,461	100.00%	$8,889	$19,798,097	100.00%	$13,982	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Debt Services (Object 65xx)	$270,707	75.95%	$191	$2,798,528	97.03%	$1,976	$9,844,903,533	48.41%	$1,822
Capital Outlay (Object 66xx)	$85,739	24.05%	$61	$85,739	2.97%	$61	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Object	$356,446	100.00%	$252	$2,884,267	100.00%	$2,037	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	$12,942,907	100.00%	$9,140	$22,682,364	100.00%	$16,019	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	$7,091,842	56.35%	$5,008	$10,450,315	52.78%	$7,380	$36,035,016,731	55.85%	$6,671
Instructional Resources & Media Services (Function 12)	$10,890	0.09%	$8	$113,753	0.57%	$80	$646,159,944	1.00%	$120
Curriculum & Staff Development (Function 13)	$58,996	0.47%	$42	$98,473	0.50%	$70	$1,570,292,996	2.43%	$291
Instructional Leadership (Function 21)	$314,722	2.50%	$222	$345,649	1.75%	$244	$1,113,087,133	1.73%	$206
School Leadership (Function 23)	$429,820	3.41%	$304	$1,204,637	6.08%	$851	$3,715,762,954	5.76%	$688
Guidance Counseling Services (Function 31)	$325,994	2.59%	$230	$954,298	4.82%	$674	$2,527,496,320	3.92%	$468
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0	$230,790,970	0.36%	$43
Health Services (Function 33)	$11,397	0.09%	$8	$192,568	0.97%	$136	$753,509,900	1.17%	$139
Transportation (Function 34)	$542,239	4.31%	$383	$723,169	3.65%	$511	$1,904,677,571	2.95%	$353
Food Services (Function 35)	$0	0.00%	$0	$1,014,915	5.13%	$717	$3,228,715,442	5.00%	$598
Extracurricular (Function 36)	$814,346	6.47%	$575	$849,438	4.29%	$600	$1,918,276,966	2.97%	$355
General Administration (Function 41,92)	$883,036	7.02%	$624	$1,325,454	6.69%	$936	$2,123,586,250	3.29%	$393
Facilities Maintenance & Operations (Function 51)	$1,758,680	13.97%	$1,242	$1,976,900	9.99%	$1,396	$6,359,467,682	9.86%	$1,177
Security & Monitoring Services (Function 52)	$10,319	0.08%	$7	$10,319	0.05%	$7	$710,274,203	1.10%	$131
Data Processing Services (Function 53)	$310,249	2.46%	$219	$381,222	1.93%	$269	$1,330,336,046	2.06%	$246
Community Services (Function 61)	$23,931	0.19%	$17	$156,987	0.79%	$111	$326,634,310	0.51%	$60
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$23,725,644	0.04%	$4

2021 - 2022 Actual Financial Data
Totals for ROCKDALE ISD (166904)
Total Enrolled Membership: 1,416

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	$12,586,461	100.00%	$8,889	$19,798,097	100.00%	$13,982	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	$270,707	75.95%	$191	$2,798,528	97.03%	$1,976	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	$85,739	24.05%	$61	$85,739	2.97%	$61	$10,445,000,110	51.36%	$1,934
Total Non-Operating Expenditures by Function	$356,446	100.00%	$252	$2,884,267	100.00%	$2,037	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	$12,942,907	100.00%	$9,140	$22,682,364	100.00%	$16,019	$84,854,165,916	100.00%	$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$4,334,495	34.44%	$3,061	$4,397,309	22.21%	$3,105	$26,146,309,896	40.53%	$4,840
Gifted and Talented (PIC 21)	$254,630	2.02%	$180	$254,630	1.29%	$180	$395,634,789	0.61%	$73
Career and Technical (PIC 22)	$881,852	7.01%	$623	$904,223	4.57%	$639	$2,129,549,811	3.30%	$394
Students with Disabilities (PICs 23,33,43)	$1,259,120	10.00%	$889	$3,423,373	17.29%	$2,418	$7,957,924,392	12.33%	$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	$907,004	7.21%	$641	$4,446,374	22.46%	$3,140	$6,383,291,216	9.89%	$1,182
Bilingual (PICs 25,35)	$92,009	0.73%	$65	$95,718	0.48%	$68	$731,950,646	1.13%	$135
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0	$10,905,874	0.02%	$2
PreKindergarten (PIC 32)	$17,183	0.14%	$12	$17,183	0.09%	$12	$522,860,562	0.81%	$97
Early Education Allotment (PIC 36)	$370,794	2.95%	$262	$370,794	1.87%	$262	$1,241,323,456	1.92%	$230
Dyslexia or Related Disorder Services (PIC 37)	$80,031	0.64%	$57	$80,031	0.40%	$57	$348,794,218	0.54%	$65
College, Career, and Military Readiness (CCMR) (PIC 38)	$10,367	0.08%	$7	$10,367	0.05%	$7	$340,365,348	0.53%	$63
Athletics/Related Activities (PIC 91)	$723,112	5.75%	$511	$729,998	3.69%	$516	$1,264,746,717	1.96%	$234
Un-Allocated (PIC 99)	$3,655,864	29.05%	$2,582	$5,068,097	25.60%	$3,579	$17,044,154,137	26.42%	$3,155
Total Operating Expenditures by Program Intent Code (PIC)	$12,586,461	100.00%	$8,889	$19,798,097	100.00%	$13,982	$64,517,811,062	100.00%	$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.23%	$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$270,707	75.95%	$191	$2,798,528	97.03%	$1,976	$9,844,903,533	48.41%	$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$85,739	24.05%	$61	$85,739	2.97%	$61	$10,445,000,110	51.36%	$1,934

2021 - 2022 Actual Financial Data
Totals for ROCKDALE ISD (166904)
Total Enrolled Membership: 1,416

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	$356,446	100.00%	$252	$2,884,267	100.00%	$2,037	$20,336,354,854	100.00%	$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$12,942,907	100.00%	$9,140	$22,682,364	100.00%	$16,019	$84,854,165,916	100.00%	$15,708

Disbursements
Total Disbursements

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$12,586,461	90.64%	$8,889	$19,798,097	83.80%	$13,982	$64,517,811,062	71.92%	$11,943
Recapture	$0	0.00%	$0	$0	0.00%	$0	$3,002,039,317	3.35%	$556
Total Other Uses	$628,581	4.53%	$444	$628,581	2.66%	$444	$1,174,039,601	1.31%	$217
Intergovernmental Charge	$314,364	2.26%	$222	$314,364	1.33%	$222	$681,506,755	0.76%	$126
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$46,451,211	0.05%	$9
Debt Service (Object 65xx)	$270,707	1.95%	$191	$2,798,528	11.85%	$1,976	$9,844,903,533	10.97%	$1,822
Capital Projects (Object 66xx)	$85,739	0.62%	$61	$85,739	0.36%	$61	$10,445,000,110	11.64%	$1,934
Total Disbursements	$13,885,852	100.00%	$9,806	$23,625,309	100.00%	$16,685	$89,711,751,589	100.00%	$16,607

Tax Rates
2021 - 2022 (current tax year) Tax Rates

Maintenance & Operations Tax Rate				0.9603			0.9543		
Interest & Sinking Tax Rate				0.3619			0.2270		
Total Tax Rate				1.3222			1.1813		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8220			0.8616		
Tier I Tax Rate				0.8220			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.1383			0.0928		

Fund Balance**
Fund Balance

	General Fund		Per Student	All Funds		Per Student	All Funds		Per Student
Nonspendable Fund Balance	$218,058		$154	$223,350		$158	$390,605,886		$78
Restricted Fund Balance	$0		$0	$5,792,489		$4,091	$24,753,496,577		$4,926

2021 - 2022 Actual Financial Data
Totals for ROCKDALE ISD (166904)
Total Enrolled Membership: 1,416

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Committed Fund Balance	$418,943		$296	$418,943		$296	$4,412,645,483		$878
Assigned Fund Balance	$80,000		$56	$80,000		$56	$4,020,147,608		$800
Unassigned Fund Balance	$8,162,967		$5,765	$8,162,967		$5,765	$17,164,429,624		$3,416
Total Fund Balance**	$8,879,968		$6,271	$14,677,749		$10,366	$50,741,325,178		$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	$6,115,875		$4,235	$10,987,782		$7,609			
2021-2022 Excess (Deficiency) Operating Expenditures	$0		$0	$0		$0	$-7,094,836,097		$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	$0		$0	$0		$0	$13,356,331,866		$2,658
2021-2022 Uncommon Items	$2,764,093		$1,952	$3,689,967		$2,606			
2021-2022 Total Fund Balance	$8,879,968		$6,271	$14,677,749		$10,366			

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE H S (166904001)
ROCKDALE ISD

Total Enrolled Membership: 415

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,874,517	100.00%	$9,336	$4,454,948	100.00%	$10,735
Operating-Payroll	$3,246,328	83.79%	$7,822	$3,738,450	83.92%	$9,008
Other Operating	$628,189	16.21%	$1,514	$716,498	16.08%	$1,727
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,874,517	100.00%	$9,336	$4,454,948	100.00%	$10,735
Instruction (11,95) *	$2,522,565	65.11%	$6,078	$2,642,719	59.32%	$6,368
Instructional Res/Media (12) *	$1,904	0.05%	$5	$23,761	0.53%	$57
Curriculum/Staff Develop (13) *	$7,619	0.20%	$18	$13,514	0.30%	$33
Instructional Leadership (21) *	$181,773	4.69%	$438	$183,117	4.11%	$441
School Leadership (23) *	$126,970	3.28%	$306	$378,018	8.49%	$911
Guidance/Counseling Svcs (31) *	$140,762	3.63%	$339	$140,762	3.16%	$339
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$2,998	0.08%	$7	$41,223	0.93%	$99
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$127,169	2.85%	$306
Extracurricular (36) **	$649,223	16.76%	$1,564	$659,719	14.81%	$1,590
Plant Maint/Operation (51) **	$237,289	6.12%	$572	$241,532	5.42%	$582
Security/Monitoring (52) **	$3,414	0.09%	$8	$3,414	0.08%	$8

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE H S (166904001)
ROCKDALE ISD

Total Enrolled Membership: 415

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	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	$3,874,517	100.00%	$9,336	$4,454,948	100.00%	$10,735
Regular	$1,402,905	36.21%	$3,380	$1,404,490	31.53%	$3,384
Gifted & Talented	$196,768	5.08%	$474	$196,768	4.42%	$474
Career & Technical	$827,800	21.37%	$1,995	$850,171	19.08%	$2,049
Students with Disabilities	$402,072	10.38%	$969	$402,072	9.03%	$969
State Compensatory ED	$111,834	2.89%	$269	$519,227	11.66%	$1,251
Bilingual	$24,086	0.62%	$58	$24,086	0.54%	$58
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$17,483	0.45%	$42	$17,483	0.39%	$42
CCMR	$10,367	0.27%	$25	$10,367	0.23%	$25
Athletic Programming	$609,544	15.73%	$1,469	$610,272	13.70%	$1,471
Un-Allocated	$271,658	7.01%	$655	$420,012	9.43%	$1,012

Total Enrolled Membership: 415

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.

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE J H (166904041)
ROCKDALE ISD

Total Enrolled Membership: 351

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$1,748,289	100.00%	$4,981	$2,760,194	100.00%	$7,864
Operating-Payroll	$1,588,295	90.85%	$4,525	$2,500,612	90.60%	$7,124
Other Operating	$159,994	9.15%	$456	$259,582	9.40%	$740
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$1,748,289	100.00%	$4,981	$2,760,194	100.00%	$7,864
Instruction (11,95) *	$1,289,831	73.78%	$3,675	$1,947,532	70.56%	$5,549
Instructional Res/Media (12) *	$2,270	0.13%	$6	$31,187	1.13%	$89
Curriculum/Staff Develop (13) *	$6,418	0.37%	$18	$8,821	0.32%	$25
Instructional Leadership (21) *	$41,653	2.38%	$119	$41,653	1.51%	$119
School Leadership (23) *	$120,854	6.91%	$344	$305,221	11.06%	$870
Guidance/Counseling Svcs (31) *	$82,448	4.72%	$235	$82,479	2.99%	$235
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$2,091	0.12%	$6	$36,366	1.32%	$104
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$84,295	3.05%	$240
Extracurricular (36) **	$103,698	5.93%	$295	$108,281	3.92%	$308
Plant Maint/Operation (51) **	$98,361	5.63%	$280	$113,694	4.12%	$324
Security/Monitoring (52) **	$665	0.04%	$2	$665	0.02%	$2

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE J H (166904041)
ROCKDALE ISD

Total Enrolled Membership: 351

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	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	$1,748,289	100.00%	$4,981	$2,760,194	100.00%	$7,864
Regular	$759,703	43.45%	$2,164	$761,190	27.58%	$2,169
Gifted & Talented	$56,527	3.23%	$161	$56,527	2.05%	$161
Career & Technical	$54,052	3.09%	$154	$54,052	1.96%	$154
Students with Disabilities	$277,899	15.90%	$792	$277,899	10.07%	$792
State Compensatory ED	$345,530	19.76%	$984	$1,245,582	45.13%	$3,549
Bilingual	$25,778	1.47%	$73	$25,778	0.93%	$73
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$26,076	1.49%	$74	$26,076	0.94%	$74
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$101,258	5.79%	$288	$101,258	3.67%	$288
Un-Allocated	$101,466	5.80%	$289	$211,832	7.67%	$604

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.

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE INT (166904103)
ROCKDALE ISD

Total Enrolled Membership: 385

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,174,613	100.00%	$5,648	$2,805,250	100.00%	$7,286
Operating-Payroll	$2,014,747	92.65%	$5,233	$2,561,693	91.32%	$6,654
Other Operating	$159,866	7.35%	$415	$243,557	8.68%	$633
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,174,613	100.00%	$5,648	$2,805,250	100.00%	$7,286
Instruction (11,95) *	$1,858,023	85.44%	$4,826	$2,163,231	77.11%	$5,619
Instructional Res/Media (12) *	$4,803	0.22%	$12	$28,146	1.00%	$73
Curriculum/Staff Develop (13) *	$32,406	1.49%	$84	$34,233	1.22%	$89
Instructional Leadership (21) *	$52,136	2.40%	$135	$52,136	1.86%	$135
School Leadership (23) *	$71,856	3.30%	$187	$241,019	8.59%	$626
Guidance/Counseling Svcs (31) *	$41,027	1.89%	$107	$57,068	2.03%	$148
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$4,261	0.20%	$11	$27,795	0.99%	$72
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$86,232	3.07%	$224
Extracurricular (36) **	$1,238	0.06%	$3	$6,527	0.23%	$17
Plant Maint/Operation (51) **	$108,863	5.01%	$283	$108,863	3.88%	$283
Security/Monitoring (52) **	$0	0.00%	$0	$0	0.00%	$0

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE INT (166904103)
ROCKDALE ISD

Total Enrolled Membership: 385

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	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	$2,174,613	100.00%	$5,648	$2,805,250	100.00%	$7,286
Regular	$1,285,494	59.11%	$3,339	$1,286,794	45.87%	$3,342
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$324,757	14.93%	$844	$324,757	11.58%	$844
State Compensatory ED	$241,644	11.11%	$628	$767,361	27.35%	$1,993
Bilingual	$32,194	1.48%	$84	$32,194	1.15%	$84
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$163,196	7.50%	$424	$163,196	5.82%	$424
Dyslexia or Related Disorder Serv	$17,227	0.79%	$45	$17,227	0.61%	$45
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$110,101	5.06%	$286	$213,721	7.62%	$555

Total Enrolled Membership: 385

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.

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE EL (166904101)
ROCKDALE ISD

Total Enrolled Membership: 265

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$1,774,408	100.00%	$6,696	$2,144,064	100.00%	$8,091
Operating-Payroll	$1,624,439	91.55%	$6,130	$1,949,853	90.94%	$7,358
Other Operating	$149,969	8.45%	$566	$194,211	9.06%	$733
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$1,774,408	100.00%	$6,696	$2,144,064	100.00%	$8,091
Instruction (11,95) *	$1,370,186	77.22%	$5,171	$1,473,027	68.70%	$5,559
Instructional Res/Media (12) *	$1,913	0.11%	$7	$28,117	1.31%	$106
Curriculum/Staff Develop (13) *	$12,526	0.71%	$47	$15,026	0.70%	$57
Instructional Leadership (21) *	$37,759	2.13%	$142	$37,759	1.76%	$142
School Leadership (23) *	$110,140	6.21%	$416	$262,687	12.25%	$991
Guidance/Counseling Svcs (31) *	$61,757	3.48%	$233	$61,757	2.88%	$233
Social Work Services (32) *	$0	0.00%	$0	$0	0.00%	$0
Health Services (33) *	$2,018	0.11%	$8	$40,539	1.89%	$153
Transportation(34) *	$0	0.00%	$0	$0	0.00%	$0
Food (35) **	$0	0.00%	$0	$41,006	1.91%	$155
Extracurricular (36) **	$1,012	0.06%	$4	$7,049	0.33%	$27
Plant Maint/Operation (51) **	$177,097	9.98%	$668	$177,097	8.26%	$668
Security/Monitoring (52) **	$0	0.00%	$0	$0	0.00%	$0

2021-2022 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE EL (166904101)
ROCKDALE ISD

Total Enrolled Membership: 265

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	$0	0.00%	$0	$0	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	$1,774,408	100.00%	$6,696	$2,144,064	100.00%	$8,091
Regular	$886,393	49.95%	$3,345	$887,015	41.37%	$3,347
Gifted & Talented	$1,335	0.08%	$5	$1,335	0.06%	$5
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$200,829	11.32%	$758	$200,829	9.37%	$758
State Compensatory ED	$253,765	14.30%	$958	$572,762	26.71%	$2,161
Bilingual	$9,951	0.56%	$38	$9,951	0.46%	$38
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$17,183	0.97%	$65	$17,183	0.80%	$65
Early Education Allotment	$207,598	11.70%	$783	$207,598	9.68%	$783
Dyslexia or Related Disorder Serv	$19,245	1.08%	$73	$19,245	0.90%	$73
CCMR	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
Un-Allocated	$178,109	10.04%	$672	$228,146	10.64%	$861

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.

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
166904	ROCKDALE ISD	6	A - Superior Achievement	B	ACCREDITED		

Rockdale Independent School District

District Improvement Plan

2022-2023 Board Evaluation Review

Accountability Rating: Not Rated

Board Approval Date: June 20, 2022
Public Presentation Date: June 20, 2022

Goals

Revised/Approved: June 20, 2022

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 1: Provide effective instruction to all students by training 100% of teachers in Capturing Kids Hearts, TEKS Resource System, and the Effective Schools Framework by October 2022 with ongoing professional development throughout the school year.

> **High Priority**
>
> **Evaluation Data Sources:** 2023 STAAR data, failure reports, teacher surveys, course completion, ECC records, At-risk documents in student folders, Intervention logs, failure reports, attendance data, disaggregated assessment data
>
> **Summative Evaluation:** Met Objective
>
> **Next Year's Recommendation:** Provide effective instruction to all students by training 100% of teachers in Capturing Kids Hearts, TEKS Resource System, and the Effective Schools Framework by October 2023 with ongoing professional development throughout the school year.

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 2: Increase the number of graduates who meet the definition of College, Career, and Military Ready (CCMR) from 85% in June of 2022 to 90% by May 2023.

> **HB3 Goal**
>
> **Evaluation Data Sources:** Qualifying scores for community college, college, military, or industry certification, Practicum level courses, introductory certifications - certification eligibility through preparation and training, number of certifications obtained by students, testing performance, course and pathway completion
>
> **Summative Evaluation:** Exceeded Objective
>
> **Next Year's Recommendation:** Increase the number of graduates who meet the definition of College, Career, and Military Ready (CCMR) from 90% in June of 2023 to 92% by May 2024.

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 3: Increase the school progress indicator scores on the TEA Accountability system from 84 in 2022 to 87 in 2023.

> **Evaluation Data Sources:** STAAR 2023 Accountability Reports

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

> **Performance Objective 4:** Provide appropriate services to all students in special programs including special education, English Learners, 504, Dyslexic, and Gifted and Talented students so that the percentage of students in special programs show an increase in closing the gaps in the TEA Accountability system from 78% in 2022 to 83% in 2023.
>
> > **Evaluation Data Sources:** State Assessment Report, course completion rate, Special Education student review folders, inclusion schedules, ESL review folders, ECC minutes, assessment data, failure reports

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

> **Performance Objective 5:** Provide proper training and support to 100% of students and teachers in order to utilize multiple technology resources for student learning by May 2023.
>
> > **Evaluation Data Sources:** Survey results, program evaluation, 100% of campuses receiving installation of technology infrastructure and online access; increased utilization of software programs among district employees
> >
> > **Summative Evaluation:** Met Objective
> >
> > **Next Year's Recommendation:** Provide proper training and support to 100% of students and teachers in order to utilize multiple technology resources for student learning by May 2024.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

> **Performance Objective 1:** Fill 100% of all instructional positions with qualified teachers and paraprofessionals who meet required state certification and retain 90% of staff for the 2023-2024 school year.
>
> > **Evaluation Data Sources:** Certification Records, hiring and resignation records, exit surveys
> >
> > **Summative Evaluation:** No progress made toward meeting Objective
> >
> > **Next Year's Recommendation:** Fill 100% of all instructional positions with qualified teachers and paraprofessionals who meet required state certification and retain 82 % of staff for the 2024-2025 school year.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

> **Performance Objective 2:** Train 100% of teacher evaluators on the RISD system for evaluation and teacher growth model by October 2022.
>
> > **Evaluation Data Sources:** T-TESS summary data for all teachers, T-TESS and walkthrough evaluations, student performance data, PLC documentation. Lead4ward and

EduHero documentation.

Summative Evaluation: Met Objective

Next Year's Recommendation: Train 100% of teacher evaluators on the RISD system for evaluation and teacher growth model by October 2023.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 3: 100% of new-to-profession teachers will meet at least six times per year in order to provide teacher support and increase teacher retention by May 2023.

Evaluation Data Sources: Recruitment and retention percentages compared to previous years, data from staff surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: 100% of new-to-profession teachers will meet at least six times per year in order to provide teacher support and increase teacher retention by May 2024.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 4: Provide all (100%) eligible RISD teachers with information on the implementation of the Teacher Incentive Allotment (TIA) from Texas Education Agency (TEA) by September 2023.

Evaluation Data Sources: Professional development agendas

Summative Evaluation: Met Objective

Next Year's Recommendation: Provide all (100%) eligible RISD teachers with information on the implementation of the Teacher Incentive Allotment (TIA) from Texas Education Agency (TEA) by September 2024.

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 1: Provide a minimum of one opportunity per grading period for parents and community members to offer input and suggestions and to participate as partners in the education of their child, district-wide, during the 2022-2023 school year.

Evaluation Data Sources: Sign-in sheets for DEC, SHAC, public forums and other district-level parent activities, minutes from meetings.

Summative Evaluation: Met Objective

Next Year's Recommendation: Provide a minimum of one opportunity per grading period for parents and community members to offer input and suggestions and to participate as partners in the education of their child, district-wide, during the 2023-2024 school year.

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

    Performance Objective 2: Increase the number of users utilizing the website, Rockdale ISD phone app, social media and other sources of communication used to connect with parents, families, businesses, and the community 15% by May 2023.

        Evaluation Data Sources: Survey results, parent feedback, network traffic reports

        Summative Evaluation: Met Objective

        Next Year's Recommendation: Increase the number of users utilizing the website, Rockdale ISD phone app, social media and other sources of communication used to connect with parents, families, businesses, and the community from 57% in May 2023 to 65% in May of 2024.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

    Performance Objective 1: Train all instructional staff in all required areas of educator responsibilities, basic health safety, student mental health, and other areas of concern using online modules with 100% compliance by October 2022 to ensure student safety.

        Evaluation Data Sources: Meeting agendas, lesson plans, website, campus handbooks, minutes, board presentations

        Summative Evaluation: Met Objective

        Next Year's Recommendation: Train all instructional staff in all required areas of educator responsibilities, basic health safety, student mental health, and other areas of concern using online modules with 100% compliance by October 2023 to ensure student safety.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

    Performance Objective 2: By June 2023, the average attendance rate will increase from 93.9% to a minimum of 96%.

        Evaluation Data Sources: Attendance reports

        Summative Evaluation: Some progress made toward meeting Objective

        Next Year's Recommendation: By June 2024, the average attendance rate will increase from 94.5% to a minimum of 96%.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

    Performance Objective 3: Identify target areas of growth and set goals in District maintenance, custodial, grounds, and transportation operations in order to reach 100% customer satisfaction on the year end surveys in May 2023.

        Evaluation Data Sources: District Reports, Survey Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Identify target areas of growth and set goals in District maintenance, custodial, grounds, and transportation operations in order to reach 100% customer satisfaction on the year end surveys in May 2024.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 4: Maintain a strong financial base for academic and operational functions so that the district fund balance is no less than 25% (3 months operating) of the appropriations budget for the General Operating Fund at the end of the fiscal year in June 2023.

Evaluation Data Sources: District bond rating

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Maintain a strong financial base for academic and operational functions so that the district fund balance is no less than 25% (3 months operating) of the appropriations budget for the General Operating Fund at the end of the fiscal year in June 2024.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 5: Configure and maintain the district technology infrastructure to increase access for students to quality technology resources.

Evaluation Data Sources: Technology reports, Skyward reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Configure and maintain the district technology infrastructure to increase access for students to quality technology resources.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 6: Utilize ESSER funds to mitigate learning loss and recover funds dedicated to COVID Protocols.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Utilize ESSER funds to mitigate learning loss and recover funds dedicated to COVID Protocols.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 1: Conduct all required and recommended safety and security audits, drills, crisis management plan requirements and COVID-19 protocols in order to be 100% compliant by May 2023.

Evaluation Data Sources: 100% on Safety Audit, reduction in safety-related incidents, sign-in sheets, meeting and training agendas

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Conduct all required and recommended safety and security audits, drills, crisis management plan requirements and COVID-19 protocols in order to be 100% compliant by May 2024.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 2: Maintain the coordinated school health system in order to provide the skills and knowledge that all students need to maintain a healthy lifestyle to see a 5% increase in the number of students in the healthy fitness zone on the FitnessGram by May 2023.

Evaluation Data Sources: Food Service data, SHAC minutes, FitnessGram data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Maintain the coordinated school health system in order to provide the skills and knowledge that all students need to maintain a healthy lifestyle to see an increase in the number of students in the healthy fitness zone on the FitnessGram from 74% in 2023 to 79% in 2024.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 3: Provide a safe online environment by ensuring that the network and its users are protected from misuse and inappropriate content to see a 10% decrease in the number of network violations by May 2023.

Evaluation Data Sources: Network usage reports,

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The number of network violations related to misuse and inappropriate content will be tracked on a monthly basis. The target is to minimize the number of violations by implementing and enforcing the network policies and security measures effectively.

Rockdale Independent School District

Rockdale High School

2022-2023 Board Evaluation Review

Accountability Rating: Not Rated

Board Approval Date: June 20, 2022
Public Presentation Date: June 20, 2022

Goals

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 1: RHS will use CBAs, unit assessments, benchmarks, and researched based tier 1 instruction in order to facilitate continued growth for each student and increase overall student performance on state EOC exams in ELA from 75%/53%/9% in 2022 to 79%/56%/10% in 2023. (Approaches/Meets/Masters)

> **Evaluation Data Sources:** 2022 STAAR data, CBA data, failure reports, ECC records, At-Risk documents, intervention logs, attendance data, and dis-aggregated assessment data.
>
> **Summative Evaluation:** Exceeded Objective
>
> **Next Year's Recommendation:** RHS will use CBAs, unit assessments, benchmarks, and researched based tier 1 instruction in order to facilitate continued growth for each student and increase overall student performance on state EOC exams in ELA by 5% by June 2024.

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 2: The percentage of RHS graduates who are College and Career Ready (CCR) will be 85% by July 2023.

> **Evaluation Data Sources:** Qualifying scores for community college, college, military, or industry certification. Practicum level courses, introductory certifications, military enrollment, and course/pathway completion.
>
> **Summative Evaluation:** Exceeded Objective
>
> **Next Year's Recommendation:** The percentage of RHS graduates who are College and Career Ready (CCR) will be 90% by July 2024.

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 3: Increase focus on differentiation and rigor so that the average score for RHS students taking Advanced Placement tests will increase with the number of students passing with a score of 3 or higher also increasing by July 2023.

> **Evaluation Data Sources:** College board summary reports 2021, 2022 and 2023.
>
> **Summative Evaluation:** Some progress made toward meeting Objective
>
> **Next Year's Recommendation:** Increase focus on differentiation and rigor so that the average score for RHS students taking Advanced Placement tests will increase with the number of students passing with a score of 3 or higher also increasing by July 2024.

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 4: The percentage of RHS students that score in the readiness range for TSI Reading exams will increase by 10% by July 2023.

Evaluation Data Sources: Exam summary reports.

Summative Evaluation: Met Objective

Next Year's Recommendation: The percentage of RHS students that score in the readiness range for TSI Reading exams will increase by 5% by July 2024.

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 5: RHS will train teachers and staff on best practices related to designing engaging and student centered activities for all students showing evidence by 100% of teachers using the district lesson plan template effectively, regularly completing their lesson plans through the "Agenda" section through May 2023.

Evaluation Data Sources: Meeting Agendas, PLC Agendas, Professional development records.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: RHS will train teachers and staff on best practices related to designing engaging and student centered activities for all students showing evidence by 100% of teachers using the district lesson plan template effectively, regularly completing their lesson plans through the "Agenda" section through May 2024.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 1: RHS will create a positive culture and community of growth through professional learning communities, Wednesday planning sessions and regular mentor collaboration while monitoring with walkthroughs and making sure that 100% of teachers have been given feedback at least once a six weeks by May 2023.

Evaluation Data Sources: Agendas, certification records, hiring & resignation records, and exit surveys.

Summative Evaluation: Met Objective

Next Year's Recommendation: RHS will create a positive culture and community of growth through professional learning communities and regular mentor collaboration while monitoring with walkthroughs and making sure that 100% of teachers have been given feedback at least once a six weeks by May 2024.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 2: Through a point system on TTESS evaluations, 100% of returning teachers will see an overall score improvement in TTESS by May 2023.

> **Evaluation Data Sources:** T-TESS summary data, T-TESS walk through data, and T-TESS performance data.

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

> **Next Year's Recommendation:** Through a point system on TTESS evaluations, 100% of returning teachers will see an overall score improvement in TTESS by May 2024.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 3: Teachers will be provided time and opportunities for training, that meets the specific needs decided in their TTESS goals, within our professional development days during the 2022-23 school year.

> **Evaluation Data Sources:** Meeting Agendas, PLC Agendas, Observations and summative reports.

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

> **Next Year's Recommendation:** Teachers will be provided time and opportunities for training, that meets the specific needs decided in their TTESS goals, within our professional development days during the 2023-24 school year.

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 1: RHS will provide multiple opportunities for parents, students and community members to offer input during CEC, SHAC, Booster Clubs Meetings, College Readiness Activities, and other campus-level parent activities throughout the 2022-2023 school year.

> **Evaluation Data Sources:** Sign-in sheets CEC, SHAC, Booster Clubs Meetings, and College Readiness Activities, and other campus-level parent activities. Minutes from meetings.

> **Summative Evaluation:** Met Objective

> **Next Year's Recommendation:** RHS will provide multiple opportunities for parents, students and community members to offer input during CEC, SHAC, Booster Clubs Meetings, College Readiness Activities, and other campus-level parent activities throughout the 2023-2024 school year.

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 2: RHS will strive to keep parents and community members informed through Smore, Facebook, Parent Square and Twitter and throughout the year, checking analytics and reports to make sure constant communication is kept throughout the year. Checks will be made each six weeks through May 2023.

> **Evaluation Data Sources:** Sign-in sheets, survey results, parent feedback, and newsletter & webpage statistics

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: RHS will strive to keep parents and community members informed through Smore, Facebook, Parent Square and Twitter and throughout the year, checking analytics and reports to make sure constant communication is kept throughout the year. Checks will be made each six weeks through May 2023.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 1: RHS will continue to use best practices from Capturing Kids Hearts in order to build relationships and create an environment and culture that is safe and conducive to learning. We will review CKH in August, October, January and March with our staff to make sure we continue our focus and work to have 100% of our classrooms and teachers following CKH principles (greeting at door, social contract, four questions)by the end of the school year.

Evaluation Data Sources: Meeting agendas, website, campus handbooks, presentations, and student data.

Summative Evaluation: Met Objective

Next Year's Recommendation: RHS will continue to use best practices from Capturing Kids Hearts in order to build relationships and create an environment and culture that is safe and conducive to learning. We will review CKH in August, October, January and March with our staff to make sure we continue our focus and work to have 100% of our classrooms and teachers following CKH principles (greeting at door, social contract, four questions)by the end of the school year.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 2: RHS will monitor student attendance, and work to increase our average daily attendance rate to 95% through May 2023 in order to increase the amount of time students are in class.

Evaluation Data Sources: Student attendance records.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: RHS will monitor student attendance, and work to increase our average daily attendance rate to 95% through May 2024 in order to increase the amount of time students are in class.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 3: RHS will provide appropriate services to all students in special programs including special education, English Learners, 504, Dyslexic, and Gifted and Talented students so that the percentage of students in special programs showing progress in the TEA Accountability system increases by 5% when compared to May 2022 scores.

Evaluation Data Sources: Service schedules, grade reports, local and state testing scores.

Summative Evaluation: Met Objective

Next Year's Recommendation: RHS will provide appropriate services to all students in special programs including special education, English Learners, 504, Dyslexic, and Gifted and Talented students so that the percentage of students in special programs showing progress in the TEA Accountability system increases by 5% when compared to May 2023 scores.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 4: RHS will continue to adjust and improve the discipline process in order to decrease ISS placements by 5% through May 2023, keeping more students in direct instruction. Focus will be placed on building relationships and building skills within students to make good decisions.

Evaluation Data Sources: Skyward reports on discipline, detention logs and referrals.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: RHS will continue to adjust and improve the discipline process in order to decrease ISS placements by 5% through May 2023, keeping more students in direct instruction. Focus will be placed on building relationships and building skills within students to make good decisions.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 1: RHS will be 100% compliant with safety and security audits, drills, and crisis management plan requirements through the 2022-2023 school year.

Evaluation Data Sources: 100% on Safety Audit, reduction in safety-related incidents, sign-in sheets, meeting and training agendas

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: RHS will be 100% compliant with safety and security audits, drills, and crisis management plan requirements through the 2023-2024 school year.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 2: RHS will evaluate procedures and protocols at the end of each six weeks and make needed adjustments throughout the year in an effort to create our best environment.

Evaluation Data Sources: Meeting agendas, signs, referral data, and safety audit data.

Summative Evaluation: Met Objective

Next Year's Recommendation: RHS will evaluate procedures and protocols at the end of each six weeks and make needed adjustments throughout the year in an effort to create our best environment.

Rockdale Independent School District

Rockdale Junior High School

2022-2023 Board Evaluation Review

Accountability Rating: Not Rated

Board Approval Date: June 20, 2022
Public Presentation Date: June 20, 2022

Goals

Revised/Approved: June 20, 2022

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 1: RJH will strengthen the effective school's framework by increasing teacher performance of meeting the needs of all students by using best practices to deliver high-quality Tier 1 classroom instruction. 100% of al teachers will write and align instruction to Daily Learning Objectives.

High Priority

Evaluation Data Sources: Assistant Principal
Principal

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: RJH will strengthen the effective school's framework by increasing teacher performance of meeting the needs of all students by using best practices to deliver high-quality Tier 1 classroom instruction. 100% of al teachers will write and align instruction to Daily Learning Objectives.

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 2: The percentage of students meeting or mastering grade level in Math and Reading STAAR will increase from 40% in June 2022 to 45% in June 2023.

Evaluation Data Sources: 2022 STAAR Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Increase from 44% in 2023

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 3: The percentage of students approaching grade-level performance in 8th grade Social Studies STAAR will increase from 59% June 2022 to 70% by June 2023.

Evaluation Data Sources: 2022 STAAR Results

Summative Evaluation: No progress made toward meeting Objective

Rockdale Junior High School
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Next Year's Recommendation: The percentage of students approaching grade-level performance in 8th grade Social Studies STAAR will increase from 59% June 2023 to 70% by June 2024.

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 4: The percentage of students approaching grade level in 8th grade Science STAAR will increase from 57% June 2022 to 70% in June 2023.

Evaluation Data Sources: 2022 STAAR Results

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: The percentage of students approaching grade level in 8th grade Science STAAR will increase from 55% June 2023 to 70% in June 2024.

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 5: Increase STAAR scale score in academic growth from 56 in 2022 to 80 by June 2023.

Evaluation Data Sources: 2022 STAAR Results

Goal 1: Rockdale ISD will ensure that all students have a strong foundation for success.

Performance Objective 6: Plan to target College, Career, and Military Readiness within all grade levels.

Evaluation Data Sources: Student Participation

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Plan to target College, Career, and Military Readiness within all grade levels.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 1: Sustain 85% of proficient teachers as indicated by the TTESS Rubric by July 2023.

Evaluation Data Sources: TTESS Observation Rubric
Summative Evaluation

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Sustain 85% of proficient teachers as indicated by the TTESS Rubric by July 2023.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 2: The percentage of teachers who receive proficient or above on each dimension of T-TESS will be 85% by 2023.

Evaluation Data Sources: Eduphoria Strive Evaluation Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The percentage of teachers who receive proficient or above on each dimension of T-TESS will be 85% by 2023.

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 1: Implement a strategic Response to Intervention for students below grade level and effectively communicate progress to stakeholders every grading period in Spanish and English.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Implement a strategic Response to Intervention for students below grade level and effectively communicate progress to stakeholders every grading period in Spanish and English.

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 2: RJH will maintain weekly parent communication during the 2022-23 school year by utilizing Parent Square, HERO, weekly newsletters, and social media.

Evaluation Data Sources: Parent call log, Weekly newsletters, HERO reports, ALC reports

Summative Evaluation: Met Objective

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 3: By June of 2023, RJH will hold 6 or more parent involvement opportunities to communicate information necessary for families to support their student's education at home.

Evaluation Data Sources: Parent Sign-in Sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: By June of 2023, RJH will hold 6 or more parent involvement opportunities to communicate information necessary for families to support

their student's education at home.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 1: Continue implementation of Positive Behavior Interventions and Supports system to improve communication of campus expectations.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue implementation of Positive Behavior Interventions and Supports system to improve communication of campus expectations.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 2: Utilize Google classroom a minimum of once a week in all classrooms for an effective, interactive digital learning platform accessible to all students.

Summative Evaluation: Met Objective

Next Year's Recommendation: Utilize Google classroom a minimum of once a week in all classrooms for an effective, interactive digital learning platform accessible to all students.

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 3: RJH will monitor student attendance, and work to increase our average daily attendance rate to 96% through May 2023 in order to increase student learning with students in class.

Evaluation Data Sources: Student attendance records.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: RJH will monitor student attendance, and work to increase our average daily attendance rate to 96% through May 2023 in order to increase student learning with students in class.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 1: Provide a safe online environment by ensuring that the network and its users are protected from misuse and inappropriate content.

Summative Evaluation: Met Objective

Next Year's Recommendation: Provide a safe online environment by ensuring that the network and its users are protected from misuse and inappropriate content.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 2: The campus will restructure campus-wide safety procedures and crisis management plan for teachers and students.

Evaluation Data Sources: Documented emergency drills
Emergency Response meeting minutes

Summative Evaluation: Met Objective

Next Year's Recommendation: The campus will continue to implement review and revise campus-wide safety procedures and crisis management plan for teachers and students in accordance with industry best practices.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 3: Build a coordinated school health system designed to establish the necessary skills to maintain a healthy physical and emotional lifestyle.

Evaluation Data Sources: SHAC minutes, FitnessGram data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Build a coordinated school health system designed to establish the necessary skills to maintain a healthy physical and emotional lifestyle.

Rockdale Independent School District

Rockdale Intermediate School

2022-2023 Board Evaluation Review

Accountability Rating: Not Rated

Board Approval Date: June 20, 2022
Public Presentation Date: June 20, 2022

Goals

Goal 1: Rockdale ISD will ensure that all students have a foundation for success.

   Performance Objective 1: The percent of students approaching grade level on the reading STAAR tests will increase from 81% in 2022 to 85% in 2023.

   Evaluation Data Sources: 2022 STAAR Scores

   Summative Evaluation: No progress made toward meeting Objective

   Next Year's Recommendation: The percent of students approaching grade level on the reading STAAR tests will increase from 80% in 2023 to 85% in 2024.

Goal 1: Rockdale ISD will ensure that all students have a foundation for success.

   Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% in 2022 to 50% in 2023.

   HB3 Goal

   Evaluation Data Sources: STAAR 2022 Scores

   Summative Evaluation: Some progress made toward meeting Objective

   Next Year's Recommendation: Increase STAAR from 44% to 50%

Goal 1: Rockdale ISD will ensure that all students have a foundation for success.

   Performance Objective 3: The percent of students approaching grade level on the Science STAAR test will increase from 73% in 2022 to 78% in 2023.

   Evaluation Data Sources: 2022 STAAR Scores

   Summative Evaluation: No progress made toward meeting Objective

   Next Year's Recommendation: Increase from 52% to 70%

Goal 1: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 4: The percent of all students approaching grade level on the math STAAR tests will increase from 73% in 2022 to 80% in 2023.

    Evaluation Data Sources: 2022 STAAR Scores

    Summative Evaluation: No progress made toward meeting Objective

    Next Year's Recommendation: Increase from 65% to 75%

Goal 1: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 5: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% in 2022 to 40% by June in 2023.

    HB3 Goal

    Evaluation Data Sources: STAAR 2022 Scores

    Summative Evaluation: Some progress made toward meeting Objective

    Next Year's Recommendation: Increase from 30% to 40%

Goal 1: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 6: Increase the percent at STAAR meets grade level standard from 47% in 2022 to 50% in 2023.

    Evaluation Data Sources: 2022 STAAR Scores

    Summative Evaluation: No progress made toward meeting Objective

    Next Year's Recommendation: Increase from 40% to 50%

Goal 1: Rockdale ISD will ensure that all students have a foundation for success.

Performance Objective 7: Identify and provide appropriate services to all students in special programs including special education, English as a Second Language, 504, Dyslexic, and migrant so that the RIS improves from meeting 11 of 12 academic growth targets in 2022 to 12 of 12 targets in 2023.

    Evaluation Data Sources: State Assessment Report, Special Education student review folders, inclusion schedules, ESL review folders, ECC minutes, assessment data, failure reports

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 1: 100% of content teachers will be trained in Professional Learning Communities by May 2023.

Evaluation Data Sources: Eduphoria Workshop Certificates, Training Agendas

Summative Evaluation: Met Objective

Next Year's Recommendation: All teachers were trained in PLC at the campus level. PLC training will take place over the summer through Solution Tree.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 2: 100% of classroom teachers will be ESL certified by May 2023.

Evaluation Data Sources: Number of teachers with ESL certification

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Teachers in other programs have to complete that first before they can begin ESL certifications.

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 3: 100% of teachers will score proficient or better on 16 of 16 T-TESS dimensions during their summative conferences by May 2023.

Evaluation Data Sources: Eduphoria Strive Evaluation Reports

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: Rockdale ISD will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 4: Increase teacher retention from 87% in June 2022 to 95% in June 2023.

Evaluation Data Sources: Signed Contracts

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Moved to 93% this year

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

Performance Objective 1: The number of students who have parents or guardians attend parent conferences by phone or face to face will increase from

86% in 2022 to 95% in 2023.

      Evaluation Data Sources: Parent Conference Sign-in Sheets

      Summative Evaluation: Some progress made toward meeting Objective

      Next Year's Recommendation: Increased from 86% to 87%

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

    Performance Objective 2: RIS will maintain 10 parent involvement opportunities in 2023 that provide parents opportunities to acquire the necessary information, knowledge, and skills to support their children's education at home and at school.

      Evaluation Data Sources: Parent Sign-in Sheets

      Summative Evaluation: Exceeded Objective

      Next Year's Recommendation: 12 Parental Involvement activities took place

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

    Performance Objective 3: RIS teachers will communicate with parents through Parent Square on a weekly basis as evidenced by the application reports during the 2023 school year.

      Evaluation Data Sources: Principal's Weekly Newsletter Online, School Messenger Call Log, Printed Monthly Newsletters

      Summative Evaluation: Met Objective

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

    Performance Objective 4: RIS will maintain 5 community service/enrichment activities during 2023 school year.

      Evaluation Data Sources: Community Service Flyers, Social Media Postings

      Summative Evaluation: Met Objective

Goal 3: Rockdale ISD will provide strong communication of district and student performance to all stakeholders.

    Performance Objective 5: RIS will hold end-of-year transition meetings with RIS and RJH.

      Evaluation Data Sources: Meeting sign in sheet

Summative Evaluation: Met Objective

Next Year's Recommendation: Transition meetings held

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 1: RIS will establish and maintain an infrastructure and equipment that will provide current technological tools and personnel to ensure 100% of all RIS students have access to instructional technology resources and instructional staff to support learning at the individual level by May 2023.

Evaluation Data Sources: Survey results, program evaluation, installation of technology infrastructure and online access; student utilization of instructional software programs

Summative Evaluation: Met Objective

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 2: RIS will monitor student attendance, and work to increase our average daily attendance rate to 98% through May 2023 in order to increase the amount of time students are in class.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Attendance was at 95.5%

Goal 4: Rockdale ISD will use its available resources to continually improve student outcomes.

Performance Objective 3: RIS will hold transition meetings with elementary and junior high at the end of the school year to promote smooth transitions for students.

Summative Evaluation: Met Objective

Next Year's Recommendation: Transition meetings take place end of May or early June

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 1: Maintain the coordinated school health system in order to provide the skills and knowledge that all students need to maintain a healthy lifestyle to see a 5% increase in the number of students in the healthy fitness zone on the FitnessGram by May 2023.

Evaluation Data Sources: Food Service data, SHAC minutes, FitnessGram data

Summative Evaluation: Met Objective

Next Year's Recommendation: Maintain the coordinated school health system in order to provide the skills and knowledge that all students need to maintain a healthy lifestyle to see a 5% increase in the number of students in the healthy fitness zone on the FitnessGram from 75% in 2022 to 80% in 2023.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 2: RIS will reduce the number of clinic referrals for injuries on campus from 486 in 2022 to less than 300 in 2023.

Evaluation Data Sources: Skyward Referral Data

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: RIS will reduce the number of clinic referrals for injuries on campus from 258 in 2023 to less than 250 in 2024.

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 3: RIS will conduct 8 student wellness activities by May 2023.

Evaluation Data Sources: Wellness Activity Flyers

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 4: Conduct all required and recommended safety and security audits, drills, crisis management plan requirements, and COVID-19 protocols in order to be 100% compliant by May 2023.

Evaluation Data Sources: 100% on Safety Audit, reduction in safety-related incidents, sign-in sheets, meeting and training agendas

Summative Evaluation: Met Objective

Goal 5: Rockdale ISD will ensure the wellness, safety and security of students and staff.

Performance Objective 5: Students will participate in the Positive Behavior Intervention Support (PBIS) training in safety, respect and responsibility which will decrease campus based office referrals from 167 referrals in 2022 to less than 120 in 2023.

Evaluation Data Sources: Skyward Office Referrals

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Referrals including bus raised to 467

Rockdale Independent School District

Rockdale Elementary School

2022-2023 Board Evaluation Review

Accountability Rating: Not Rated

Board Approval Date: June 20, 2022
Public Presentation Date: June 20, 2022

Goals

Goal 1: Rockdale Elementary will ensure that all students have a strong foundation for success.

Performance Objective 1: RES will meet the needs of all student using best practices to deliver high-quality Tier 1 classroom instruction and targeted Tier II and III interventions ensuring at least 80% of students show one year's growth or more in reading and math.

High Priority

Evaluation Data Sources: Universal Screeners: CLI, Amplify Reading, Amplify Math
Running Records
Classroom anecdotal data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue with this objective as tier 1 instruction often fails to meet the rigor indicated by the verb in TEKS.

Goal 1: Rockdale Elementary will ensure that all students have a strong foundation for success.

Performance Objective 2: By May 2023, 87% of Pre-K students will score on level or above in math as assessed using CIRCLE Progress Monitoring.

Evaluation Data Sources: CIRCLE data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: RES did not meet its goal of 87% on track for math. We will continue this goal. More targeted instruction aligned to the Pre-K guideliness will be developed and implemented in the classroom.

Goal 1: Rockdale Elementary will ensure that all students have a strong foundation for success.

Performance Objective 3: By May 2023, 50% of Pre-K students will score on level or above in reading as assessed using CIRCLE Progress Monitoring.

HB3 Goal

Evaluation Data Sources: CIRLCE data

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: RES surpassed the reading objective with 68% of our students on track. This goal will be inceased to 73% next year with the plan of

meeting it by digging deeper into the new Pre-K Guidelines and developing lessons that target specific skills.

Goal 1: Rockdale Elementary will ensure that all students have a strong foundation for success.

    Performance Objective 4: By May 2024, 83% of RES kindergarten students will achieve on level performance in reading.

        High Priority

        HB3 Goal

        Evaluation Data Sources: Amplify Reading

        Summative Evaluation: Met Objective

        Next Year's Recommendation: Increase Kinder on level performance in reading to 88%.

Goal 1: Rockdale Elementary will ensure that all students have a strong foundation for success.

    Performance Objective 5: By May 2024, at least 80% of RES Kindergarten students will achieve on level performance and 5% will achieve masters in math.

        Evaluation Data Sources: Amplify Math
        Standardized Report Cards

        Summative Evaluation: Met Objective

        Next Year's Recommendation: Increase next year's kinder math goal to 80% using Amplify Math data.

Goal 1: Rockdale Elementary will ensure that all students have a strong foundation for success.

    Performance Objective 6: By May of 2024, 85% of RES first grade students will achieve on level performance in reading.

        Evaluation Data Sources: Amplify Reading
        Running Records
        Standardized Report Cards

        Summative Evaluation: Exceeded Objective

        Next Year's Recommendation: 80% of our students were on level or above, so we will update the percentage of first grade students on level or above to 85%.

Goal 1: Rockdale Elementary will ensure that all students have a strong foundation for success.

Performance Objective 7: By May 2023, 75% of RES first grade students will achieve on level performance and 5% will achieve masters in math.

Summative Evaluation: Met Objective

Next Year's Recommendation: 92% of students were on level this year according to standardized report cards. Next year, we will monitor math progress using Amplify Math. With a new progress monitoring tool in use, a goal of 80% on level will be set.

Goal 1: Rockdale Elementary will ensure that all students have a strong foundation for success.

Performance Objective 8: 100% of identified special populations will be provided appropriate services including special education, English as a Second Language, 504, Dyslexia, and Gifted and Talented.

Evaluation Data Sources: IEPs
Lesson Plans
RTI paperwork and documentation
LPACs
Report Cards

Summative Evaluation: Met Objective

Next Year's Recommendation: RES will continue to provide our special populations with the necessary instructional practices needed to ensure their continued success. A reading interventionist was hired for next year and GT students will participate in a pull out program with a GT trained teacher.

Goal 2: Rockdale Elementary will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 1: RES will develop and retain 90% of its educators.

Evaluation Data Sources: Staff Roster

Summative Evaluation: Met Objective

Next Year's Recommendation: RES will continue to develop teachers in an effort to retain at least 90% of our educators.

Goal 2: Rockdale Elementary will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 2: RES will provide targeted, ongoing professional development to staff that supports and improves upon best instructional practices in the classroom.

Evaluation Data Sources: Documented professional development plan, classroom walk-thrus, T-TESS, Universal Screener data

Summative Evaluation: Met Objective

Next Year's Recommendation: RES will continue to provide professional development to staff that supports and improves upon instructional practices in the classroom.

Goal 2: Rockdale Elementary will implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel.

Performance Objective 3: RES will continuously refine system-wide practices that support best instructional practices and impact all students' learning.

Evaluation Data Sources: Meeting agendas and notes, reflections, surveys

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: RES will continue to build systems that support instructional practices.

Goal 3: Rockdale Elementary will provide strong communication of district and student performance to all stakeholders.

Performance Objective 1: RES will provide at least 3 opportunities for parents, the community, and other stakeholders to meet with campus administration and faculty to increase participation in the decision making process for the campus.

Evaluation Data Sources: Agendas, Notes, Sign-In Sheets

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: RES will continue to provide opportunities for stakeholders to meet with campus admin and faculty to create a cohesive decision making process that supports our campus.

Goal 3: Rockdale Elementary will provide strong communication of district and student performance to all stakeholders.

Performance Objective 2: 100% of RES teachers will communicate effectively with parents and guardians consistently throughout the year concerning student progress, curriculum, school and district events, and other experiences that impact student progress.

Evaluation Data Sources: Report Cards, Newsletters, Conference Logs, Parent Square, Agendas, Notes

Summative Evaluation: Met Objective

Next Year's Recommendation: RES educators will be expected to communicate effectively with parents and guardians regarding their students' progress, school and district events, and other experiences that impact students' progress.

Goal 3: Rockdale Elementary will provide strong communication of district and student performance to all stakeholders.

Performance Objective 3: RES will host at least 4 opportunities for parents/guardians to interact with their students at school functions including class programs, academic nights, and other school sponsored events.

Evaluation Data Sources: Newsletters, Artifacts

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: RES will continue to offer at least 4 opportunities for parents/ guardians to interact with their students at school function including class programs, academic nights, and other school sponsored events.

Goal 4: Rockdale Elementary will use its available resources to continually improve student outcomes.

Performance Objective 1: RES will support College, Career, and Military Readiness by engaging in 3 events throughout the year that introduce students to college and career opportunities as outlined by the CCMR organizer.

Evaluation Data Sources: Campus Calendar, Schedule of Events, Products, Bulletin Boards, Lesson Plans, Community Sign-in Sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: RES will continue with this objective and provide multiple opportunities for students to engage in college and career activities.

Goal 4: Rockdale Elementary will use its available resources to continually improve student outcomes.

Performance Objective 2: RES classrooms will establish systems and structures that provide 100% of students the opportunity to engage with, and become proficient with, different technological tools and resources

Evaluation Data Sources: Student Usage of Programs, Program Evaluations, Surveys, Agendas, and Notes from Different PLC meetings

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: RES will continue this goal for next year providing opportunities for students to engage with, and become proficient with, different technological tools and resources.

Goal 4: Rockdale Elementary will use its available resources to continually improve student outcomes.

Performance Objective 3: RES will provide all students daily experiences with various texts to enhance their love of reading.

Evaluation Data Sources: Library Calendar, Student Work Samples, Teacher-Student Conference Logs

Summative Evaluation: Met Objective

Next Year's Recommendation: RES will continue with this objective.   Students need the opportunity to interact with various genres to build a foundation of literacy.

Goal 4: Rockdale Elementary will use its available resources to continually improve student outcomes.

Performance Objective 4: RES will improve its overall attendance rate of 93.3% to at least 96% by May '23.

High Priority

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with this goal. The flu and strep throat made it difficult in the Spring semester to meet this goal. Our students suffered from many rounds of the flue and strep throat causing them to miss several days of school each time they contracted the illness.

Goal 4: Rockdale Elementary will use its available resources to continually improve student outcomes.

Performance Objective 5: RES will cultivate a value for diversity through educational opportunities for both students and staff.

Evaluation Data Sources: Professional learning opportunities, Artifacts, Surveys

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: RES will continue this goal for next year. We will look for different ways to celebrate diversity including a cultural day.

Goal 5: Rockdale Elementary ensures the wellness, safety, and security of students and staff.

Performance Objective 1: RES will be 100% compliant with safety and security audits, drills, and crisis management requirements and will develop, train, and implement a plan to ensure safety in emergency situations throughout the 22-23 school year.

Evaluation Data Sources: Documented emergency drills, Emergency Response Meetings, Agendas

Summative Evaluation: Met Objective

Next Year's Recommendation: RES will continue to calendar out drills and provide any training needed towards crisis management.

Goal 5: Rockdale Elementary ensures the wellness, safety, and security of students and staff.

Performance Objective 2: RES will cultivate a culture of kindness, compassion, respectfulness, and responsibility that includes 100 % of teachers and students and how they feel about themselves and each other.

Evaluation Data Sources: Student Success Specialist lesson plans, Artifacts, Activities, Surveys, Reflections

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: A majority of students indicated they had friends, enjoyed learning, and felt safe at RES. Our counselor will provide classroom lessons and work with groups of students who need support with self-awareness, self-control, self-regularion, social skills, and responsible decision making.

Goal 5: Rockdale Elementary ensures the wellness, safety, and security of students and staff.

Performance Objective 3: RES will provide opportunities for students to engage in organized physical education activities.

Evaluation Data Sources: Agendas, Parent Letters, Photographs, Lesson Plans

Summative Evaluation: Met Objective

Next Year's Recommendation: RES will continue encouraging students to participate in physical education activities..

Goal 5: Rockdale Elementary ensures the wellness, safety, and security of students and staff.

Performance Objective 4: At the end of the year, students will be provided opportunities that allow for the smooth transition from one grade to the next.

Summative Evaluation: Met Objective

Next Year's Recommendation: RES will continue to allow for smooth transitions from one grade level to the next.

Rockdale ISD

2022-23 School Year Report on Violent or Criminal 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	166904001	166904041	166904103	166904101
		ROCKDALE H S	ROCKDALE J H	ROCKDALE INT	ROCKDALE 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)	0	0	0	0
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)	0	0	0	0
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)	0	0	0	0
16	Arson – TEC §37.007(a)(2)(B)	0	0	0	0
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)	0	0	0	0
18	Indecency With A Child – TEC §37.007(a)(2)(D)	0	0	0	0
19	Aggravated Kidnapping – TEC §37.007(a)(2)€	0	0	0	0
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)	0	0	0	0
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)	0	0	0	0
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)	0	0	0	0
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	0	0	0	0
37	Felony Alcohol Violation – TEC §37.007(a)(3)	0	0	0	0
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)	0	0	0	0
47	Manslaughter – TEC §37.007(a)(2)(G)	0	0	0	0
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	0	0	0	0
49	Engages in Deadly Conduct - TEC §37.007(b)(3)	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)	0	0	0	0
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	0	0	0	0
	Total Incidents	0	0	0	0
	Student Enrollment (Fall 2022 PEIMS Snapshot)	460	316	419	285
	Incident Rate	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.

Report of 2019-2020 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2021

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

Student performance is measured by the Grade Point Average (GPA) earned by 2019-2020 high school graduates who attended public four-year and two-year higher education in FY 2021. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2020, spring 2021, and summer 2021 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2021, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2021 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

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
MILAM									
	CAMERON ISD								
	166901002	CAMERON YOE H S							
		Four-Year Public University	11	5	1	0	2	3	0
		Two-Year Public Colleges	26	9	2	3	6	4	2
		Independent Colleges & Universities	4						
		Not Trackable	1						
		Not Found	62						
		Total High School Graduates	104						
	MILANO ISD								
	166903001	MILANO H S							
		Four-Year Public University	5	1	1	1	1	1	0
		Two-Year Public Colleges	11	4	1	4	0	2	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	26						
		Total High School Graduates	43						
	ROCKDALE ISD								
	166904001	ROCKDALE H S							
		Four-Year Public University	14	2	1	2	2	7	0
		Two-Year Public Colleges	22	11	2	1	4	3	1
		Independent Colleges & Universities	3						
		Not Trackable	4						
		Not Found	54						
		Total High School Graduates	97						

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.

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above, as assessed on STAAR Reading, will increase from 39% in June of 2019 to 49% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
41%	43%	45%	47%	49%
ACTUAL	**37%**	**46%**	**46%**	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020 Goal	22%	34%	55%	*	*	-	*	21%	30%	*	34%	42%	35%
2021 Goal	24%	36%	57%	*	*	-	*	22%	32%	*	36%	44%	37%
ACTUAL 2021	**60%**	**32%**	**43%**	*	*	-	*	**18%**	**29%**	*	*		
2022 Goal	26%	38%	75%	*	*	-	*	26%	34%	*	38%	46%	39%
ACTUAL 2022	*	**49%**	**46%**	*	*	-	*	*	**43%**	*	**55%**	*	**46%**
2023 Goal	28%	40%	61%	*	*	-	*	24%	36%	*	40%	48%	41%
ACTUAL 2023	**57%**	**44%**	**49%**	-	-	-	-	**40%**	**39%**	**40%**	*	**47%**	**43%**
2024 Goal	30%	42%	63%	*	*	-	*	25%	38%	*	42%	50%	43%

*Symbols used for masking: - No student data   * Small student group   ^ Category not included in data*

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score on grade level or above in Reading, as assessed using Circle Progress Monitoring, will increase from 46% in June of 2019 to 70% by June 2024.

Yearly Target Goals VS. Actual Performance

2020	2021	2022	2023	2024
50%	58%	62%	66%	70%
*54%	42%	30%	62%	

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten students that score grade level or above, as assessed using mClass DIBELS, will increase from 69% in June of 2021 to 78% by June of 2024.

Yearly Target Goals VS. Actual Performance

2020	2021	2022	2023	2024
	69%	72%	75%	78%
ACTUAL	69%	79%	79%	

Early Childhood Literacy Progress Measure 3

The percent of 1st grade students at or above benchmark in reading, as assessed using mClass DIBELS, will increase from 47% in June of 2021 to 60% by June of 2024.

Yearly Target Goals VS. Actual Performance

2020	2021	2022	2023	2024
	47%	50%	54%	60%
ACTUAL	47%	63%	80%	

Early Childhood Literacy Progress Measure 4

The percent of 2nd grade students at or above benchmark in reading, as assessed using mClass DIBELS, will increase from 38% in June of 2021 to 60% by June of 2024.

Yearly Target Goals VS. Actual Performance

2020	2021	2022	2023	2024
	38%	45%	53%	60%
ACTUAL	38%	58%	54%	

EC Literacy Targeted Professional Development Plan

1. Campus professional learning communities will hold weekly meetings to allow teachers to share best practices and collaborate to improve learning and support student achievement.

2. Campus administration will conduct weekly classroom walkthroughs to identify areas of growth for teachers and to systematically support their growth using the coaching cycle.

3. All PreK-3rd grade teachers will complete The Science of Reading Academies by the end of the 2023-2024 school year.

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% in June of 2019 to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	38%	40%	43%	46%
ACTUAL	26%	33%	23%	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020 Goal	22%	32%	41%	*	*	-	*	25%	27%	*	34%	36%	32%
2021 Goal	24%	34%	45%	*	*	-	*	27%	32%	*	35%	39%	35%
ACTUAL 2021	30%	25%	30%	*	*	-	*	9%	20%	*	*		
2022 Goal	27%	36%	50%	*	*	-	*	29%	36%	*	37%	41%	39%
ACTUAL 2022	*	38%	27%	*	*	-	*	*	32%	*	64%	*	33%
2023 Goal	29%	38%	54%	*	*	-	*	31%	41%	*	*	44%	42%
ACTUAL 2023	0%	21%	32%	-	-	-	*	30%	17%	20%	*	20%	33%
2024 Goal	31%	40%	59%	*	*	-	*	33%	46%	*	40%	47%	45%

*Symbols used for masking: - No student data   * Small student group   ^ Category not included in data*

Early Childhood Math Progress Measure 1

The percent of PreK students that score on grade level or above in math, as assessed using Circle Progress Monitoring, will increase from 81% in June of 2019 to 91% by June of 2024.

Yearly Target Goals VS. Actual Performance

2020	2021	2022	2023	2024
83%	85%	87%	89%	91%
80%	81%	82%	83%	

Early Childhood Math Progress Measure 2

The percent of Kindergarten students scoring on grade level or above in math, as assessed using Standards-based Report Cards, will increase from from 75% in February of 2020 to 87% by June of 2024.

Yearly Target Goals VS. Actual Performance

2020	2021	2022	2023**	2024
			84%	87%
ACTUAL			91%	

**Implemented standards based report cards as porgress monitor

Early Childhood Math Progress Measure 3

The percent of 1st grade students scoring on grade level or above in math, as assessed using Renaissance Star Math, will increase from 84% in February of 2020 to 96% by June of 2024.

Yearly Target Goals VS. Actual Performance

2020	2021	2022	2023*	2024
			84%	86%
ACTUAL	73%	82%	78%	

Early Childhood Math Progress Measure 4

The percent of 2nd grade students scoring on grade level or above in math, as assessed using Renaissance Star Math, will increase from 73% in February of 2020 to 90% by June of 2024.

Yearly Target Goals VS. Actual Performance

2020	2021	2022	2023*	2024
			85%	87%
ACTUAL	72%	83%	81%	

*Implemented Renaissance Star Math as progress monitor

EC Math Targeted Professional Development Plan

1. Campus professional learning communities will hold weekly meetings to allow teachers to share best practices and collaborate to improve learning and support student achievement.

2. Campus administration will conduct weekly classroom walkthroughs to identify areas of growth for teachers and to systematically support their growth using the coaching cycle.

3. All PreK-3rd grade teachers will complete small group instruction for math professional development.

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 55% to 85% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
55%	62%	70%	77%	85%
ACTUAL	**64.9%**	**53%**	**83%**	

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	42%	50%	63%	-	*	-	*	39%	48%	^	*	^	^
ACTUAL 2020	**45.5%**	**67.2%**	**68.4%**					**75%**	**60.6%**				
2021	53%	59%	69%	-	*	-	*	50%	57%	^	*	^	^
ACTUAL 2021	**33.3%**	**52.2%**	**82.9%**					**71.4%**	**61%**				
2022	63%	67%	74%	-	*	-	*	62%	67%	^	*	^	^
ACTUAL 2022	**56%**	**93%**	**79%**	*	-	-	*	*	**81%**	*	*	^	^
2023	74%	76%	80%	-	*	-	*	73%	76%	^	*	^	^
2024	85%	85%	85%	-	*	-	*	85%	85%	^	*	^	^

*Symbols used for masking: - No student data   * Small student group   ^ Category not included in data*

CCMR Progress Measure 1

The percent of students that meet the TSI college-ready criteria will increase from 29% to 50% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	35%	40%	45%	50%

CCMR Progress Measure 2

The percent of students obtaining a state-approved Industry-Based Certification will increase from 9% to 50% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
9%	20%	30%	40%	50%
ACTUAL	**28%**	**46%**	**59%**	

*Symbols used for masking: - No student data   * Small student group   ^ Category not included in data*

CCMR Progress Measure 1
In High School Campus Plan with specific strategies for improvement

**The percent of students that meet the TSI college-ready criteria will increase
from 29% to 50% by August 2024.**

Yearly Target Goals

2020	2021	2022	2023	2024
29%	35%	40%	45%	50%
ACTUAL	28%	15%		

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	9%	38%	30%	-	*	-	*	0%	23%	^	*	^	^
2021	15%	42%	35%	-	*	-	*	15%	30%	^	*	^	^
2022	30%	45%	40%	-	*	-	*	30%	38%	^	*	^	^
2023	45%	48%	45%	-	*	-	*	40%	45%	^	*	^	^
2024	50%	50%	50%	-	*	-	*	50%	50%	^	*	^	^

CCMR Progress Measure 2
In High School Campus Plan with specific strategies for improvement

**The percent of students obtaining a state-approved Industry-Based Certification will increase
from 9% to 50% by August 2024.**

Yearly Target Goals

2020	2021	2022	2023	2024
9%	20%	30%	40%	50%
ACTUAL	28%	35%		

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	0%	6%	15%	-	*	-	*	0%	6%	^	*	^	^
2021	15%	15%	20%	-	*	-	*	15%	15%	^	*	^	^
2022	30%	30%	30%	-	*	-	*	30%	30%	^	*	^	^
2023	40%	40%	40%	-	*	-	*	40%	40%	^	*	^	^
2024	50%	50%	50%	-	*	-	*	50%	50%	^	*	^	^

CCMR Targeted Professional Development Plan

-TSI Prep in Freshmen Focus course

-SAT School Day for ALL 11th Graders that is paid for by the district

-PSAT School Day for ALL 10th Graders that is paid for by the district

-CCMR Tracking to help ensure all students have every opportunity to become College and Career Ready

-Temple College Dual Credit opportunities with additional structured support available on Wednesdays

-College Bridge courses to increase TSI scores

-Increased number of Industry-Based Certifications available

-Course alignment to State-approved Programs of Study

-Increased career counseling to ensure students complete intended Programs of Study

*Symbols used for masking: - No student data   * Small student group   ^ Category not included in data*

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, *A–F* ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the *A–F* ratings under 2023 rule is pending and subject to change**.**

2023 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.

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/2023/masking.html.

STAAR Performance (2022–23)

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

School Progress Domain— Annual Growth Score is the percentage of improvement or growth students have made from year to 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 Score 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, Accelerated Learning and STAAR Progress 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.

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STAAR Participation (2022–23)

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

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

- *Included in Accountability:* scored answer documents

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

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

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

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

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

    - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.

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

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

- *Absent:* answer documents with score code A

- *Other:* answer documents with score code O

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

Attendance, Graduation, and Dropout Rates (2022–23)

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.

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Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2021–22 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2021–22 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2021–22 school year}}$$

(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

- 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:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2021–22 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

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, 2021-22* 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 *2023 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 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

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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 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. 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, 2022 for the 2022 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

(3) *Continued High School:* The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort*}}$$

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(4) *Dropped Out:* The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort*}}$$

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

$$\frac{\text{number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

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

$$\frac{\begin{array}{c}\text{number of students from the cohort who received a high school diploma by August 31, 2022}\\\text{plus}\\\text{number of students from the cohort who received a TxCHSE by August 32, 2022}\\\text{plus}\\\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}\end{array}}{\text{number of students in the 2022 cohort*}}$$

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 four-year rates.

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2021 cohort*}}$$

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(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

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number of students in the 2021 cohort*

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2022–23 school year

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number of students in the 2021 cohort*

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022
plus
number of students from the cohort who received a TxCHSE by August 31, 2022

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number of students in the 2021 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022
plus
number of students from the cohort who received a TxCHSE by August 31, 2022
plus
number of students from the cohort who were enrolled in the fall of the 2022–23 school year

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number of students in the 2021 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, 2022, for the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

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number of students in the 2020 cohort*

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2020 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2020 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\substack{\text{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022}}}{\text{number of students in the 2020 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\substack{\text{number of students from the cohort who received a high school diploma by August 31, 2022}\\ \textbf{plus}\\ \text{number of students from the cohort who received a TxCHSE by August 31, 2022}\\ \textbf{plus}\\ \text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}}{\text{number of students in the 2020 cohort*}}$$

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 2018–19. They are followed through 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, 2022

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number of students in the 2022 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

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number of students in the 2021 cohort**

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

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number of students in the 2020 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.

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For further information on these rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2021-22*. *(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 2022) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2022 with reported graduation plans}}$$

(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.

$$\frac{\text{number of graduates in the Class of 2022 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2022 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2022 with reported graduation plans}}$$

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RHSP/DAP Graduates (Annual Rate) (2021-22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)}}$$

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2021–22 who earn an FHSP-E}}{\text{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2021–22 who earn an FHSP-DLA}}{\text{number of graduates in SY 2021–22 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2021–22 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2022-2023)

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 2021–22 are also shown:

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- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The 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)*

$$\frac{\text{number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance}}{\text{total number of graduates in the 2021-22 school year}}$$

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)*

$$\frac{\text{number of graduates in the 2021–22 school year considered as at risk}}{\text{total number of graduates in the 2021-22 school year}}$$

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) (2022–23)

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

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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 2022, SAT and ACT results through the July 2022 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)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. 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. *(Data source: PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Degree 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), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) (*Data source: PEIMS 40203 and 40110*)

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

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10) ***Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard *(Data source: PEIMS 40203)*

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.

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, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 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 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

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:

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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**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course	
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**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:

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English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}{\text{number of 2021-22 annual graduates}}$$

Any Subject.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2021-22 annual graduates}}$$

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

$$\frac{\text{number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{Number of 2021-22 annual graduates}}$$

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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)*

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2023 Accountability Manual*. *(Data source: PEIMS 48011)*

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

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 *2023 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

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)*

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

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CCMR-related Indicators (2022–23)

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.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA
number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics
number of 2021-22 annual graduates

Both Subjects.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA <u>and</u> mathematics
number of 2021-22 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.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA
number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics
number of 2021-21 annual graduates

Both Subjects.

number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics
number of 2021-22 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)*

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All Subjects.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination}}{\text{total students enrolled in grades 11 \& 12}}$$

English Language Arts.

$$\frac{\text{number of students in grades 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in ELA}}{\text{total students enrolled in grades 11 \& 12}}$$

Mathematics.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics}}{\text{total students enrolled in grades 11 \& 12}}$$

Science.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in science}}{\text{total students enrolled in grades 11 \& 12}}$$

Social Studies.

$$\frac{\text{number of students in grade 11 \& 12 in the 2021-22 school year who took at least one AP or IB examination in social studies}}{\text{total students enrolled in grades 11 \& 12}}$$

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies.

$$\frac{\text{number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

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

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.

$$\frac{\text{number of 11}^{th}\text{ and 12}^{th}\text{ graders in the 2021-22 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11}^{th}\text{ and 12}^{th}\text{ grades}}$$

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:

number of 2021-22 graduates who took either the SAT or the ACT

$$\frac{}{\text{number of 2021-22 graduates reported}}$$

(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 *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2021-22 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2021-22 graduates reported}}$$

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.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2021-22 graduates who took the SAT}}{\text{number of 2021-22 graduates who took the SAT}}$$

(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.

$$\frac{\text{sum of ACT composite scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2021-22 graduates who took the ACT}}{\text{number of 2021-22 graduates who took the ACT}}$$

Other Postsecondary Indicators (2022–23)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25.](#)

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2021-22}}$$

English Language Arts.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2021-22}}$$

Mathematics.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22}}$$

Science.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2021-22}}$$

Social Studies.

$$\frac{\text{number of students in grades 9–12 in 2021-22 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2021-22}}$$

(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.

$$\frac{\text{number of graduates during the 2020-21 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2020-21 school year}}$$

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 (2022–23)

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 2020–2021, use the data displayed under Membership.

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Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- • scheduled to attend at least two hours of instruction each school day or

- • participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

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

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

(Data source: PEIMS 40100 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 40110)*

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

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report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements
***
number of students who were in attendance at any time during the school year

For 2022–23, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —
    (A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and
    (B) includes —

        (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

        (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

        (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

        (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the 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 40100)*

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Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\text{number of students in the 2022–23 school year considered as at risk}}{\text{total number of students}}$$

(Data source: PEIMS 40110)
Student by Instructional Program:
The count and percentage of students served in programs and/or courses for 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 40110, 41163 and 41169)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

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- 01—Orthopedic Impairment (OI)

- 03—Auditory Impairment (AI)

- 04—Visual Impairment (VI)

- 05—Deaf-Blind (DB)

- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)

- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile students in 2021–22}}{\text{number of students who were in membership at any time during the 2021–22 school year}}$$

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 42400)*

Attrition Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. 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 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. 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 2022-23.

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Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2021 – number of students who returned in fall 2022}}{\textbf{number of students enrolled in fall 2021}}$$

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 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

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

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, 2021–22* available from TEA*. (Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2021–22 the end of the school-start window was September 30, 2022)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2021–22 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.

- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.

- Classes where the number of students served is reported as zero are not included.

- Service codes with the "SR" prefix are not included.

- Teacher roles coded as "teacher" and/or "substitute teacher" are included.

- Only class settings coded as "regular class" are included.

- Missing partial FTE counts are not included.

- Elementary classes in which the number of students exceeds 100 are not included.

- Mixed grade-level class averages are not included.

    (Data source: PEIMS 30090)

Staff Information (2022–23)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities

record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

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Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

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.

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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 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

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 2022-23 school year. *(Data source: Division of District Talent Systems)*

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Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A

Advanced Academic Courses

- All courses shown were for the 2020–21 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	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

Course Code	Course Name
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)

Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

Course Code	Course Name
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

Course Code	Course Name
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

Course Code	Course Name
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II

Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL

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Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH

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Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

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Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

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Course Code	Course Name
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

Appendix B
PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004...Assistant/Associate/Deputy Superintendent
027...Superintendent/CAO/CEO/President
061...Asst/Assoc/Deputy Exec Director
062...Component/Department Director
063...Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003...Assistant Principal
020...Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012...Instructional Officer
028...Teacher Supervisor
040...Athletic Director
043...Business Manager
044...Tax Assessor and/or Collector
045...Director - Personnel/Human Resources
055...Registrar
060...Executive Director

PROFESSIONAL SUPPORT STAFF

002 ....Art Therapist
005 ....Psychological Associate
006...Audiologist
007...Corrective Therapist

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008...Counselor
011 ....Educational Diagnostician
013...Librarian
015...Music Therapist
016...Occupational Therapist
017...Certified Orientation & Mobility Specialist
018...Physical Therapist
019 ....Physician
021...Recreational Therapist
022...School Nurse
023...LSSP/Psychologist
024...Social Worker
026...Speech Therapist/Speech-Lang Pathologist
030...Visiting Teacher/Truant Officer
032...Work-Based Learning Site Coordinator
041...Teacher Facilitator
042...Teacher Appraiser
054...Department Head
056...Athletic Trainer
058...Other Campus Professional Personnel
064...Specialist/Consultant
065...Field Service Agent
079...Other ESC Professional Personnel
080...Other Non-Campus Professional Personnel
100... Instructional Materials Coordinator
101... Legal Services
102 ....Communications Professional
103 ....Research/Evaluation Professional
104 ....Internal Auditor
105 ....Security
106 ....District/Campus Information Technology Professional
107 ....Food Service Professional
108 ....Transportation
109 ....Athletics
110 ....Custodial
111 ....Maintenance
112 ....Business Services Professional
113 ....Other District Exempt Professional Auxiliary
114 ....Other Campus Exempt Professional Auxiliary
115...Psychiatric Nurse
116...Licensed Clinical Social Worker
117...Licensed Professional Counselor
118...Licensed Marriage & Family Therapist

TEACHERS
087...Teacher
047...Substitute Teacher

EDUCATIONAL AIDES
033...Educational Aide
036...Certified Interpreter

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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.