



EMPOWER • CHALLENGE • ACHIEVE

2024-2025 District Annual Report

February 18, 2026

8 Sections to the 2024-2025 District Annual Report

1. 2024-2025 Texas Academic Performance Report (PDF TAPR) - District and Campuses
2. PEIMS Financial Standard Report (2023-2024 Financial Actual Report) - District and Campuses
3. District Accreditation Status (2023-2024 School Year)
4. District and Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions - High School Campus
7. Progress Toward Board-adopted HB 3 Goals - District and Campuses
8. 2024-2025 TAPR Glossary

The 2024-2025 District Annual Report is posted on the district's website at:

<https://www.rockdaleisd.net/about-us/required-postings/academic-performance-annual-report>



Rockdale
INDEPENDENT SCHOOL DISTRICT

EMPOWER • CHALLENGE • ACHIEVE

**SECTION I:
2024-2025
Texas Academic
Performance
Report (PDF TAPR)**

2024-25 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

District Number: 166904

2025 District Accountability Score: C

2025 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2024-25 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	74%	100%	69%	79%	-	-	-	80%	39%	*	74%	77%	73%	65%
	2024	74%	76%	65%	55%	56%	74%	-	*	-	75%	33%	67%	70%	50%	58%	70%
At Meets Grade Level or Above	2025	52%	53%	47%	40%	48%	47%	-	-	-	40%	22%	*	48%	38%	42%	41%
	2024	48%	51%	43%	27%	35%	53%	-	*	-	50%	29%	50%	47%	32%	37%	50%
At Masters Grade Level	2025	23%	24%	15%	0%	13%	21%	-	-	-	0%	0%	*	17%	0%	8%	12%
	2024	21%	22%	10%	9%	4%	15%	-	*	-	13%	5%	17%	11%	7%	2%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	73%	63%	80%	56%	73%	-	-	-	60%	50%	*	66%	38%	56%	59%
	2024	70%	73%	64%	27%	60%	77%	-	*	-	75%	43%	83%	62%	71%	57%	82%
At Meets Grade Level or Above	2025	46%	48%	36%	0%	33%	49%	-	-	-	20%	17%	*	38%	23%	27%	29%
	2024	42%	44%	33%	18%	30%	38%	-	*	-	38%	19%	33%	33%	32%	26%	45%
At Masters Grade Level	2025	19%	21%	12%	0%	11%	14%	-	-	-	20%	6%	*	14%	0%	8%	6%
	2024	15%	16%	7%	0%	6%	9%	-	*	-	13%	5%	0%	8%	7%	3%	18%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	83%	74%	83%	62%	86%	-	*	-	71%	50%	50%	76%	69%	70%	64%
	2024	81%	82%	88%	83%	87%	89%	-	-	-	*	73%	100%	88%	87%	86%	*
At Meets Grade Level or Above	2025	54%	57%	41%	25%	32%	52%	-	*	-	57%	13%	33%	45%	31%	32%	45%
	2024	51%	53%	48%	33%	40%	61%	-	-	-	*	47%	20%	48%	48%	41%	*
At Masters Grade Level	2025	24%	25%	10%	8%	4%	14%	-	*	-	29%	4%	0%	13%	3%	4%	9%
	2024	23%	24%	17%	17%	17%	18%	-	-	-	*	7%	20%	19%	13%	12%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	73%	60%	33%	55%	74%	-	*	-	57%	21%	67%	61%	59%	52%	73%
	2024	69%	73%	72%	67%	70%	79%	-	-	-	*	53%	100%	70%	77%	68%	*
At Meets Grade Level or Above	2025	47%	52%	35%	8%	23%	55%	-	*	-	57%	13%	50%	38%	28%	29%	27%
	2024	46%	52%	42%	0%	42%	50%	-	-	-	*	40%	40%	33%	61%	36%	*
At Masters Grade Level	2025	24%	28%	12%	0%	6%	21%	-	*	-	14%	4%	17%	15%	3%	9%	18%
	2024	21%	25%	11%	0%	8%	18%	-	-	-	*	13%	0%	7%	19%	7%	*
Grade 5 Reading																	

Texas Education Agency
2024-25 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 Approaches Grade Level or Above	2025	77%	76%	85%	57%	81%	94%	-	-	-	*	50%	100%	89%	73%	81%	64%
	2024	79%	79%	85%	*	88%	87%	-	-	-	80%	53%	50%	84%	88%	83%	80%
At Meets Grade Level or Above	2025	58%	58%	62%	43%	56%	74%	-	-	-	*	21%	60%	68%	46%	58%	36%
	2024	55%	55%	53%	*	49%	65%	-	-	-	60%	20%	33%	51%	60%	48%	47%
At Masters Grade Level	2025	30%	31%	18%	0%	13%	29%	-	-	-	*	0%	20%	18%	15%	13%	0%
	2024	29%	28%	22%	*	18%	26%	-	-	-	40%	13%	0%	21%	24%	20%	27%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	75%	85%	57%	87%	89%	-	-	-	*	57%	100%	87%	77%	78%	64%
	2024	77%	78%	90%	*	88%	97%	-	-	-	80%	87%	67%	90%	88%	88%	93%
At Meets Grade Level or Above	2025	47%	49%	42%	29%	44%	43%	-	-	-	*	36%	60%	41%	46%	36%	27%
	2024	50%	52%	47%	*	44%	65%	-	-	-	0%	20%	33%	45%	52%	48%	43%
At Masters Grade Level	2025	22%	24%	13%	0%	9%	23%	-	-	-	*	14%	20%	14%	12%	9%	0%
	2024	19%	21%	13%	*	13%	16%	-	-	-	0%	7%	0%	11%	16%	11%	21%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	67%	56%	43%	50%	69%	-	-	-	*	43%	60%	56%	54%	48%	36%
	2024	58%	63%	51%	*	45%	61%	-	-	-	60%	47%	17%	46%	64%	48%	33%
At Meets Grade Level or Above	2025	31%	35%	22%	14%	17%	31%	-	-	-	*	21%	20%	21%	23%	16%	9%
	2024	28%	32%	18%	*	12%	32%	-	-	-	0%	13%	17%	13%	32%	15%	13%
At Masters Grade Level	2025	12%	15%	9%	0%	6%	17%	-	-	-	*	7%	0%	10%	8%	6%	0%
	2024	11%	13%	8%	*	8%	10%	-	-	-	0%	7%	0%	8%	8%	8%	13%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	78%	66%	*	61%	80%	-	-	-	*	21%	*	65%	67%	56%	62%
	2024	77%	77%	78%	90%	77%	74%	-	-	-	89%	39%	*	80%	75%	80%	64%
At Meets Grade Level or Above	2025	56%	57%	39%	*	37%	47%	-	-	-	*	14%	*	38%	42%	31%	23%
	2024	57%	58%	43%	50%	35%	59%	-	-	-	56%	17%	*	42%	47%	40%	18%
At Masters Grade Level	2025	29%	30%	9%	*	10%	10%	-	-	-	*	7%	*	8%	13%	6%	8%
	2024	26%	27%	20%	30%	19%	22%	-	-	-	11%	6%	*	19%	22%	20%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	76%	48%	*	49%	53%	-	-	-	*	14%	*	48%	50%	37%	38%
	2024	72%	74%	75%	70%	72%	81%	-	-	-	89%	28%	*	76%	72%	78%	64%

Texas Education Agency
2024-25 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 Meets Grade Level or Above	2025	40%	44%	11%	*	12%	13%	-	-	-	*	7%	*	8%	21%	7%	15%
	2024	39%	44%	37%	30%	38%	37%	-	-	-	33%	6%	*	35%	42%	35%	18%
At Masters Grade Level	2025	16%	21%	2%	*	2%	3%	-	-	-	*	7%	*	0%	8%	2%	8%
	2024	14%	19%	6%	10%	7%	4%	-	-	-	0%	0%	*	6%	6%	7%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	75%	82%	82%	76%	92%	-	-	-	100%	41%	*	84%	76%	82%	82%
	2024	74%	73%	80%	50%	81%	86%	-	-	-	*	60%	*	80%	80%	74%	70%
At Meets Grade Level or Above	2025	54%	54%	51%	55%	48%	56%	-	-	-	63%	6%	*	52%	50%	48%	18%
	2024	54%	54%	51%	38%	52%	54%	-	-	-	*	20%	*	56%	36%	41%	30%
At Masters Grade Level	2025	27%	28%	25%	36%	24%	24%	-	-	-	25%	0%	*	22%	32%	23%	0%
	2024	29%	29%	24%	25%	19%	32%	-	-	-	*	0%	*	26%	20%	19%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	50%	46%	45%	43%	56%	-	-	-	38%	18%	*	43%	52%	44%	36%
	2024	56%	53%	62%	38%	59%	75%	-	-	-	*	56%	*	68%	46%	57%	40%
At Meets Grade Level or Above	2025	33%	28%	24%	27%	26%	20%	-	-	-	13%	6%	*	25%	21%	26%	0%
	2024	34%	30%	36%	13%	31%	50%	-	-	-	*	11%	*	39%	25%	30%	20%
At Masters Grade Level	2025	11%	7%	5%	9%	4%	8%	-	-	-	0%	0%	*	5%	6%	8%	0%
	2024	11%	7%	9%	13%	10%	4%	-	-	-	*	0%	*	11%	4%	9%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	80%	73%	83%	65%	85%	-	-	-	*	44%	*	82%	48%	63%	27%
	2024	81%	80%	85%	*	83%	90%	-	*	-	*	45%	*	86%	82%	81%	71%
At Meets Grade Level or Above	2025	58%	57%	49%	33%	49%	54%	-	-	-	*	11%	*	58%	26%	37%	27%
	2024	56%	56%	50%	*	49%	57%	-	*	-	*	9%	*	53%	41%	47%	14%
At Masters Grade Level	2025	32%	31%	24%	17%	22%	31%	-	-	-	*	0%	*	26%	17%	18%	9%
	2024	29%	30%	25%	*	21%	33%	-	*	-	*	9%	*	26%	23%	21%	7%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	71%	60%	*	66%	58%	-	-	-	*	63%	*	59%	63%	57%	63%
	2024	72%	74%	52%	*	46%	67%	-	-	-	*	18%	*	51%	56%	47%	50%
At Meets Grade Level or Above	2025	47%	48%	6%	*	3%	17%	-	-	-	*	0%	*	6%	6%	3%	0%
	2024	43%	47%	11%	*	10%	14%	-	-	-	*	0%	*	7%	22%	12%	0%

Texas Education Agency
2024-25 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	2025	18%	22%	2%	*	0%	8%	-	-	-	*	0%	*	0%	6%	0%	0%
	2024	16%	20%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	74%	80%	67%	78%	85%	-	-	-	*	67%	*	82%	74%	75%	55%
	2024	70%	72%	58%	*	56%	63%	-	*	-	*	18%	*	59%	55%	56%	21%
At Meets Grade Level or Above	2025	48%	49%	38%	17%	31%	54%	-	-	-	*	11%	*	40%	30%	30%	9%
	2024	44%	46%	25%	*	22%	30%	-	*	-	*	0%	*	26%	23%	23%	0%
At Masters Grade Level	2025	19%	19%	11%	0%	12%	12%	-	-	-	*	0%	*	10%	13%	10%	9%
	2024	17%	18%	6%	*	5%	10%	-	*	-	*	0%	*	6%	5%	4%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	58%	47%	33%	39%	62%	-	-	-	*	56%	*	45%	52%	38%	27%
	2024	60%	61%	39%	*	38%	43%	-	*	-	*	9%	*	38%	41%	35%	7%
At Meets Grade Level or Above	2025	32%	33%	19%	17%	14%	27%	-	-	-	*	11%	*	19%	17%	13%	9%
	2024	33%	35%	16%	*	13%	23%	-	*	-	*	9%	*	17%	14%	15%	7%
At Masters Grade Level	2025	17%	18%	8%	0%	6%	15%	-	-	-	*	0%	*	10%	4%	7%	0%
	2024	17%	19%	6%	*	6%	7%	-	*	-	*	9%	*	4%	14%	8%	7%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	71%	65%	*	66%	63%	-	*	-	*	39%	*	65%	67%	62%	48%
	2024	70%	72%	72%	92%	70%	70%	*	*	-	*	14%	*	75%	65%	70%	55%
At Meets Grade Level or Above	2025	49%	52%	40%	*	42%	35%	-	*	-	*	9%	*	41%	36%	33%	12%
	2024	52%	54%	51%	67%	47%	50%	*	*	-	*	0%	*	52%	48%	46%	23%
At Masters Grade Level	2025	15%	16%	13%	*	11%	12%	-	*	-	*	4%	*	14%	9%	7%	4%
	2024	16%	17%	15%	8%	11%	21%	*	*	-	*	0%	*	15%	15%	9%	0%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	74%	66%	82%	67%	64%	*	*	-	60%	13%	*	70%	56%	66%	36%
	2024	75%	77%	75%	90%	72%	74%	-	*	-	*	17%	*	79%	64%	72%	38%
At Meets Grade Level or Above	2025	55%	57%	48%	73%	47%	44%	*	*	-	60%	0%	*	50%	44%	52%	23%
	2024	58%	60%	55%	60%	49%	62%	-	*	-	*	17%	*	60%	42%	53%	19%

Texas Education Agency
2024-25 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	2025	8%	9%	3%	0%	3%	3%	*	*	-	0%	0%	*	3%	3%	2%	0%
	2024	9%	9%	3%	0%	1%	4%	-	*	-	*	0%	*	3%	3%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	78%	68%	86%	70%	60%	*	-	-	*	29%	*	67%	69%	67%	75%
	2024	81%	81%	72%	70%	72%	72%	*	*	-	*	38%	*	71%	75%	73%	59%
At Meets Grade Level or Above	2025	45%	45%	18%	14%	25%	8%	*	-	-	*	5%	*	18%	18%	19%	25%
	2024	43%	44%	25%	20%	21%	30%	*	*	-	*	0%	*	27%	20%	20%	5%
At Masters Grade Level	2025	27%	27%	7%	14%	10%	2%	*	-	-	*	0%	*	8%	5%	7%	7%
	2024	24%	25%	7%	0%	4%	6%	*	*	-	*	0%	*	8%	5%	4%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	93%	87%	*	85%	87%	*	*	-	*	67%	*	88%	81%	88%	82%
	2024	91%	92%	84%	100%	78%	89%	*	*	-	*	82%	*	84%	84%	80%	77%
At Meets Grade Level or Above	2025	61%	64%	45%	*	43%	44%	*	*	-	*	20%	*	45%	45%	41%	23%
	2024	56%	60%	41%	25%	38%	49%	*	*	-	*	0%	*	41%	42%	34%	14%
At Masters Grade Level	2025	21%	22%	6%	*	6%	5%	*	*	-	*	0%	*	6%	3%	7%	0%
	2024	19%	20%	4%	0%	3%	6%	*	*	-	*	0%	*	3%	5%	2%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2025	95%	95%	91%	89%	91%	90%	-	*	-	*	56%	*	91%	90%	90%	82%
	2024	96%	96%	97%	100%	97%	97%	-	*	-	*	100%	-	99%	92%	97%	*
At Meets Grade Level or Above	2025	68%	70%	53%	44%	46%	63%	-	*	-	*	33%	*	58%	40%	43%	27%
	2024	69%	72%	69%	70%	68%	70%	-	*	-	*	40%	-	69%	69%	71%	*
At Masters Grade Level	2025	37%	39%	19%	0%	16%	25%	-	*	-	*	0%	*	20%	13%	10%	0%
	2024	37%	40%	23%	10%	16%	36%	-	*	-	*	0%	-	22%	23%	19%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	93%	84%	*	83%	80%	-	*	-	-	-	-	86%	*	89%	-
	2024	88%	92%	87%	*	67%	100%	-	-	-	-	-	-	91%	*	86%	*
At Meets Grade Level or Above	2025	59%	67%	38%	*	17%	53%	-	*	-	-	-	-	38%	*	0%	-
	2024	59%	68%	40%	*	17%	50%	-	-	-	-	-	-	45%	*	57%	*

Texas Education Agency
2024-25 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	2025	13%	14%	9%	*	0%	7%	-	*	-	-	-	-	10%	*	0%	-
	2024	12%	15%	0%	*	0%	0%	-	-	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	76%	70%	64%	67%	75%	*	100%	-	69%	39%	81%	71%	65%	65%	58%
	2024	75%	76%	73%	70%	70%	78%	*	95%	-	75%	45%	69%	73%	72%	70%	58%
At Meets Grade Level or Above	2025	50%	51%	37%	28%	35%	43%	*	92%	-	42%	13%	47%	39%	33%	32%	22%
	2024	48%	51%	40%	32%	37%	48%	*	86%	-	35%	16%	38%	41%	40%	36%	21%
At Masters Grade Level	2025	21%	23%	11%	6%	9%	14%	*	58%	-	9%	3%	11%	12%	9%	8%	5%
	2024	20%	21%	11%	7%	10%	15%	*	48%	-	10%	5%	9%	11%	12%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	77%	73%	75%	69%	78%	*	100%	-	79%	38%	78%	75%	66%	69%	54%
	2024	76%	77%	78%	76%	76%	79%	*	100%	-	82%	43%	76%	80%	73%	75%	64%
At Meets Grade Level or Above	2025	54%	55%	47%	42%	45%	50%	*	100%	-	53%	12%	52%	49%	40%	42%	26%
	2024	54%	55%	49%	43%	45%	57%	*	86%	-	56%	21%	44%	51%	45%	44%	28%
At Masters Grade Level	2025	23%	23%	14%	11%	12%	16%	*	60%	-	15%	2%	4%	14%	12%	10%	5%
	2024	22%	22%	16%	13%	13%	20%	*	57%	-	18%	5%	16%	16%	15%	12%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	73%	63%	53%	61%	68%	*	*	-	48%	33%	81%	64%	60%	58%	61%
	2024	72%	74%	71%	57%	67%	79%	*	80%	-	75%	46%	75%	70%	71%	67%	63%
At Meets Grade Level or Above	2025	45%	46%	27%	14%	25%	32%	*	*	-	24%	12%	48%	27%	24%	22%	20%
	2024	43%	46%	33%	19%	30%	41%	*	80%	-	22%	15%	33%	32%	36%	30%	19%
At Masters Grade Level	2025	20%	22%	8%	4%	7%	11%	*	*	-	7%	4%	14%	9%	6%	7%	6%
	2024	17%	19%	7%	4%	6%	9%	*	80%	-	6%	4%	0%	7%	8%	6%	6%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	79%	75%	57%	73%	80%	*	*	-	80%	58%	78%	77%	70%	71%	64%
	2024	75%	77%	67%	83%	61%	74%	*	*	-	64%	49%	25%	65%	71%	64%	49%
At Meets Grade Level or Above	2025	47%	50%	36%	21%	32%	42%	*	*	-	60%	18%	33%	36%	34%	29%	16%
	2024	43%	47%	30%	17%	26%	39%	*	*	-	18%	5%	25%	28%	34%	25%	10%

Texas Education Agency
2024-25 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	2025	17%	19%	8%	0%	8%	11%	*	*	-	0%	3%	11%	8%	8%	8%	2%
	2024	16%	17%	6%	0%	5%	8%	*	*	-	0%	3%	0%	6%	6%	4%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	77%	72%	67%	66%	80%	-	*	-	100%	56%	*	72%	74%	66%	55%
	2024	78%	79%	70%	77%	67%	71%	-	100%	-	*	38%	*	70%	69%	65%	28%
At Meets Grade Level or Above	2025	50%	52%	39%	33%	31%	50%	-	*	-	50%	22%	*	42%	30%	29%	18%
	2024	51%	53%	44%	54%	40%	48%	-	83%	-	*	19%	*	44%	44%	42%	17%
At Masters Grade Level	2025	27%	29%	14%	0%	11%	22%	-	*	-	0%	0%	*	16%	9%	9%	0%
	2024	27%	30%	15%	8%	11%	22%	-	33%	-	*	6%	*	13%	19%	13%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	41%	31%	0%	30%	41%	-	-	-	20%	17%	*	34%	15%	24%	29%
	2024	35%	37%	26%	9%	21%	34%	-	*	-	25%	19%	17%	27%	21%	18%	30%
Reading and Mathematics Including EOC	2025	39%	41%	31%	0%	30%	41%	-	-	-	20%	17%	*	34%	15%	24%	29%
	2024	35%	37%	26%	9%	21%	34%	-	*	-	25%	19%	17%	27%	21%	18%	30%
Reading Including EOC	2025	52%	53%	47%	40%	48%	47%	-	-	-	40%	22%	*	48%	38%	42%	41%
	2024	48%	51%	43%	27%	35%	53%	-	*	-	50%	29%	50%	47%	32%	37%	50%
Math Including EOC	2025	46%	48%	36%	0%	33%	49%	-	-	-	20%	17%	*	38%	23%	27%	29%
	2024	42%	44%	33%	18%	30%	38%	-	*	-	38%	19%	33%	33%	32%	26%	45%
4th Graders																	
Reading and Mathematics	2025	40%	43%	28%	8%	17%	43%	-	*	-	57%	13%	33%	30%	25%	22%	27%
	2024	38%	43%	29%	0%	23%	42%	-	-	-	*	27%	0%	24%	39%	19%	*
Reading and Mathematics Including EOC	2025	40%	43%	28%	8%	17%	43%	-	*	-	57%	13%	33%	30%	25%	22%	27%
	2024	38%	43%	29%	0%	23%	42%	-	-	-	*	27%	0%	24%	39%	19%	*
Reading Including EOC	2025	54%	57%	41%	25%	32%	52%	-	*	-	57%	13%	33%	45%	31%	32%	45%
	2024	51%	53%	48%	33%	40%	61%	-	-	-	*	47%	20%	48%	48%	41%	*
Math Including EOC	2025	47%	52%	35%	8%	23%	55%	-	*	-	57%	13%	50%	38%	28%	29%	27%
	2024	46%	52%	42%	0%	42%	50%	-	-	-	*	40%	40%	33%	61%	36%	*
5th Graders																	
Reading and Mathematics	2025	42%	44%	34%	29%	31%	40%	-	-	-	*	21%	40%	34%	35%	28%	18%
	2024	42%	42%	34%	*	31%	48%	-	-	-	0%	13%	17%	32%	40%	32%	29%

Texas Education Agency
2024-25 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)
Reading and Mathematics Including EOC	2025	42%	44%	34%	29%	31%	40%	-	-	-	*	21%	40%	34%	35%	28%	18%
	2024	42%	42%	34%	*	31%	48%	-	-	-	0%	13%	17%	32%	40%	32%	29%
Reading Including EOC	2025	58%	58%	62%	43%	56%	74%	-	-	-	*	21%	60%	68%	46%	58%	36%
	2024	55%	55%	53%	*	49%	65%	-	-	-	60%	20%	33%	51%	60%	48%	47%
Math Including EOC	2025	48%	49%	42%	29%	44%	43%	-	-	-	*	36%	60%	41%	46%	36%	27%
	2024	51%	52%	47%	*	44%	65%	-	-	-	0%	20%	33%	45%	52%	48%	43%
6th Graders																	
Reading and Mathematics	2025	37%	39%	9%	*	10%	10%	-	-	-	*	7%	*	5%	21%	6%	15%
	2024	36%	40%	27%	30%	26%	26%	-	-	-	33%	6%	*	24%	33%	23%	9%
Reading and Mathematics Including EOC	2025	37%	39%	9%	*	10%	10%	-	-	-	*	7%	*	5%	21%	6%	15%
	2024	36%	40%	27%	30%	26%	26%	-	-	-	33%	6%	*	24%	33%	23%	9%
Reading Including EOC	2025	56%	57%	39%	*	37%	47%	-	-	-	*	14%	*	38%	42%	31%	23%
	2024	57%	58%	43%	50%	35%	59%	-	-	-	56%	17%	*	42%	47%	40%	18%
Math Including EOC	2025	41%	44%	11%	*	12%	13%	-	-	-	*	7%	*	8%	21%	7%	15%
	2024	40%	44%	37%	30%	38%	37%	-	-	-	33%	6%	*	35%	42%	35%	18%
7th Graders																	
Reading and Mathematics	2025	36%	38%	23%	27%	24%	20%	-	-	-	13%	6%	*	23%	21%	24%	0%
	2024	35%	37%	28%	13%	25%	36%	-	-	-	*	0%	*	30%	21%	23%	20%
Reading and Mathematics Including EOC	2025	38%	39%	23%	27%	25%	20%	-	-	-	13%	6%	*	23%	24%	24%	0%
	2024	36%	38%	28%	13%	25%	36%	-	-	-	*	0%	*	30%	21%	23%	20%
Reading Including EOC	2025	54%	54%	51%	55%	48%	56%	-	-	-	63%	6%	*	52%	50%	48%	18%
	2024	54%	54%	51%	38%	52%	54%	-	-	-	*	20%	*	56%	36%	41%	30%
Math Including EOC	2025	43%	44%	24%	27%	27%	20%	-	-	-	13%	6%	*	25%	24%	26%	0%
	2024	40%	42%	36%	13%	31%	50%	-	-	-	*	11%	*	39%	25%	30%	20%
8th Graders																	
Reading and Mathematics	2025	30%	27%	4%	*	3%	8%	-	-	-	*	0%	*	3%	6%	0%	0%
	2024	28%	27%	11%	*	10%	14%	-	-	-	*	0%	*	7%	22%	12%	0%
Reading and Mathematics Including EOC	2025	44%	43%	21%	17%	24%	15%	-	-	-	*	0%	*	26%	9%	19%	18%
	2024	41%	43%	26%	*	24%	30%	-	*	-	*	0%	*	26%	27%	23%	0%
Reading Including EOC	2025	59%	57%	49%	33%	49%	54%	-	-	-	*	11%	*	58%	26%	37%	27%
	2024	57%	56%	50%	*	49%	57%	-	*	-	*	9%	*	53%	41%	47%	14%

Texas Education Agency
2024-25 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)
Math Including EOC	2025	51%	49%	23%	17%	24%	19%	-	-	-	*	0%	*	27%	9%	20%	18%
	2024	49%	51%	26%	*	24%	30%	-	*	-	*	0%	*	26%	27%	23%	0%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	39%	24%	15%	21%	31%	-	*	-	24%	12%	35%	24%	22%	19%	17%
	2024	36%	38%	26%	13%	23%	35%	-	*	-	21%	12%	17%	25%	30%	21%	17%
Reading and Mathematics Including EOC	2025	40%	41%	25%	16%	23%	30%	-	*	-	27%	12%	35%	26%	23%	21%	19%
	2024	38%	40%	28%	12%	25%	36%	-	*	-	21%	12%	17%	27%	31%	23%	17%
Reading Including EOC	2025	55%	56%	48%	36%	45%	55%	-	*	-	54%	15%	48%	51%	39%	41%	32%
	2024	54%	54%	48%	32%	43%	58%	-	*	-	50%	24%	43%	49%	44%	42%	33%
Math Including EOC	2025	46%	48%	29%	16%	27%	36%	-	*	-	27%	14%	45%	30%	26%	25%	20%
	2024	45%	48%	36%	15%	35%	45%	-	*	-	25%	17%	35%	35%	41%	32%	25%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
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)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	72%	69%	71%	67%	68%	-	*	-	71%	63%	42%	69%	69%	66%	70%	100%
	2024	67%	67%	68%	50%	63%	78%	-	-	-	*	63%	50%	62%	82%	65%	*	---
Grade 4 Mathematics	2025	65%	69%	63%	54%	58%	68%	-	*	-	71%	54%	50%	64%	59%	62%	64%	89%
	2024	60%	65%	66%	83%	64%	68%	-	-	-	*	40%	90%	61%	78%	63%	*	---
Grade 5 ELA/Reading	2025	69%	67%	72%	43%	69%	82%	-	-	-	*	39%	70%	73%	68%	69%	65%	86%
	2024	70%	67%	86%	*	83%	94%	-	-	-	80%	70%	75%	83%	92%	86%	83%	---
Grade 5 Mathematics	2025	67%	64%	70%	43%	81%	59%	-	-	-	*	71%	90%	74%	60%	70%	64%	100%
	2024	65%	62%	87%	*	86%	94%	-	-	-	40%	93%	75%	90%	79%	88%	93%	---
Grade 6 ELA/Reading	2025	64%	66%	36%	*	37%	40%	-	-	-	*	14%	*	35%	39%	27%	33%	83%
	2024	61%	62%	56%	60%	53%	64%	-	-	-	44%	63%	*	53%	63%	52%	41%	---
Grade 6 Mathematics	2025	56%	60%	12%	*	15%	8%	-	-	-	*	11%	*	11%	16%	9%	8%	17%
	2024	48%	54%	53%	45%	54%	42%	-	-	-	88%	41%	*	49%	63%	56%	50%	---
Grade 7 ELA/Reading	2025	64%	62%	72%	75%	67%	77%	-	-	-	100%	35%	*	73%	69%	71%	77%	100%
	2024	66%	64%	67%	63%	64%	70%	-	-	-	*	61%	*	70%	56%	63%	50%	---
Grade 7 Mathematics	2025	50%	44%	26%	22%	28%	25%	-	-	-	13%	16%	*	30%	15%	26%	5%	43%
	2024	49%	43%	50%	31%	49%	54%	-	-	-	*	50%	*	50%	50%	50%	40%	---
Grade 8 ELA/Reading	2025	72%	70%	64%	75%	61%	69%	-	-	-	*	44%	*	72%	41%	61%	27%	100%
	2024	69%	67%	60%	*	58%	63%	-	*	-	*	45%	*	63%	48%	55%	39%	---
Grade 8 Mathematics	2025	68%	67%	53%	*	55%	50%	-	-	-	*	36%	*	52%	57%	47%	50%	*
	2024	66%	67%	49%	*	50%	45%	-	-	-	*	45%	*	44%	65%	47%	64%	---
End of Course English I	2025	63%	64%	59%	*	60%	55%	-	*	-	*	41%	*	61%	50%	54%	50%	*
	2024	64%	64%	64%	83%	62%	65%	*	*	-	*	39%	*	62%	70%	58%	54%	---
End of Course English II	2025	65%	65%	54%	60%	57%	48%	*	*	-	*	40%	*	53%	54%	63%	63%	60%
	2024	69%	67%	59%	69%	59%	56%	-	*	-	*	60%	*	61%	52%	60%	35%	---
End of Course Algebra I	2025	74%	71%	60%	*	67%	46%	-	-	-	*	67%	*	61%	60%	63%	74%	80%
	2024	72%	68%	58%	44%	60%	57%	*	*	-	*	67%	*	56%	63%	54%	54%	---
All Grades Both Subjects	2025	65%	65%	55%	54%	56%	54%	*	100%	-	54%	42%	59%	57%	51%	55%	51%	79%
	2024	64%	63%	63%	59%	61%	66%	*	75%	-	66%	58%	65%	61%	67%	61%	57%	---
All Grades ELA/Reading	2025	67%	67%	61%	61%	60%	62%	*	100%	-	69%	41%	53%	63%	57%	60%	54%	88%
	2024	67%	65%	65%	65%	62%	69%	*	60%	-	67%	59%	68%	64%	67%	62%	53%	---
All Grades Mathematics	2025	64%	63%	48%	45%	51%	45%	-	*	-	36%	43%	66%	49%	45%	48%	47%	69%
	2024	60%	60%	60%	53%	60%	62%	*	*	-	66%	56%	61%	58%	67%	59%	62%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	42%	47%	83%	35%	55%	-	-	-	*	39%	*	46%	47%	51%	20%	*
	2024	38%	39%	53%	*	56%	33%	-	-	-	-	43%	-	50%	56%	50%	*	---
Grade 4 Mathematics	2025	27%	29%	25%	22%	19%	44%	-	*	-	*	0%	*	27%	20%	23%	17%	-
	2024	26%	26%	38%	*	32%	50%	-	-	-	-	29%	*	33%	45%	36%	*	---

Texas Education Agency
2024-25 STAAR Progress (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)	G/T
Grade 5 ELA/Reading	2025	25%	20%	31%	*	33%	*	-	-	-	-	*	-	25%	40%	30%	*	-
	2024	35%	31%	59%	*	67%	56%	-	-	-	*	36%	*	62%	50%	58%	40%	---
Grade 5 Mathematics	2025	35%	31%	46%	*	61%	33%	-	-	-	*	25%	-	53%	33%	33%	33%	-
	2024	41%	39%	80%	*	76%	93%	-	-	-	*	83%	60%	83%	70%	79%	80%	---
Grade 6 ELA/Reading	2025	27%	27%	8%	*	13%	*	-	-	-	-	0%	*	0%	*	0%	20%	-
	2024	24%	23%	28%	-	25%	40%	-	-	-	*	25%	-	33%	17%	20%	*	---
Grade 6 Mathematics	2025	33%	33%	20%	*	25%	*	-	-	-	-	*	*	29%	*	33%	*	-
	2024	27%	27%	41%	*	32%	*	-	-	-	*	18%	-	42%	38%	47%	40%	---
Grade 7 ELA/Reading	2025	25%	22%	54%	*	35%	86%	-	-	-	*	30%	-	65%	33%	60%	60%	-
	2024	23%	20%	39%	*	40%	40%	-	-	-	*	50%	*	36%	43%	35%	*	---
Grade 7 Mathematics	2025	16%	15%	7%	*	5%	*	-	-	-	*	8%	-	5%	14%	7%	*	*
	2024	14%	13%	21%	*	29%	*	-	-	-	*	*	-	25%	17%	23%	*	---
Grade 8 ELA/Reading	2025	40%	38%	29%	*	10%	*	-	-	-	-	*	-	40%	14%	29%	*	-
	2024	34%	31%	42%	-	36%	-	-	-	-	*	33%	-	43%	40%	36%	40%	---
Grade 8 Mathematics	2025	42%	39%	47%	*	55%	33%	-	-	-	*	*	*	47%	45%	44%	50%	-
	2024	44%	43%	36%	*	28%	67%	-	-	-	*	11%	-	40%	25%	28%	30%	---
End of Course English I	2025	23%	26%	31%	-	27%	*	-	-	-	*	0%	-	42%	*	25%	0%	-
	2024	20%	23%	8%	*	*	0%	-	-	-	*	0%	*	14%	0%	11%	*	---
End of Course English II	2025	29%	28%	5%	*	11%	0%	-	-	-	*	11%	-	7%	0%	9%	17%	-
	2024	29%	27%	17%	-	21%	10%	-	-	-	-	*	-	19%	13%	21%	0%	---
End of Course Algebra I	2025	54%	49%	54%	*	50%	56%	-	-	-	*	40%	-	59%	33%	48%	50%	-
	2024	55%	50%	36%	*	46%	13%	-	-	-	*	33%	*	35%	38%	37%	33%	---
All Grades Both Subjects	2025	33%	31%	35%	34%	32%	40%	-	*	-	36%	17%	38%	37%	29%	34%	26%	*
	2024	32%	31%	43%	40%	42%	43%	-	-	-	60%	32%	46%	45%	37%	42%	33%	---
All Grades ELA/Reading	2025	31%	30%	34%	53%	27%	40%	-	-	-	60%	19%	*	36%	29%	35%	21%	*
	2024	30%	28%	37%	38%	40%	29%	-	-	-	50%	29%	33%	39%	33%	37%	27%	---
All Grades Mathematics	2025	35%	33%	35%	20%	36%	40%	-	*	-	17%	15%	*	38%	28%	33%	32%	*
	2024	35%	34%	47%	42%	43%	55%	-	-	-	67%	36%	57%	50%	41%	46%	38%	---

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

Texas Education Agency
2024-25 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	2025	75%	76%	70%	-	-	-	-	-	-	53%	59%	56%	51%	-	70%	53%	87%
	2024	75%	76%	73%	-	-	-	-	-	-	57%	65%	50%	74%	-	75%	57%	75%
At Meets Grade Level or Above	2025	50%	51%	37%	-	-	-	-	-	-	18%	29%	12%	18%	-	39%	18%	50%
	2024	48%	51%	40%	-	-	-	-	-	-	20%	33%	13%	32%	-	42%	20%	47%
At Masters Grade Level	2025	21%	23%	11%	-	-	-	-	-	-	4%	7%	2%	5%	-	12%	4%	17%
	2024	20%	21%	11%	-	-	-	-	-	-	5%	15%	1%	8%	-	12%	5%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	77%	73%	-	-	-	-	-	-	49%	61%	63%	37%	-	75%	49%	83%
	2024	76%	77%	78%	-	-	-	-	-	-	61%	60%	56%	74%	-	79%	61%	86%
At Meets Grade Level or Above	2025	54%	55%	47%	-	-	-	-	-	-	21%	39%	14%	19%	-	49%	21%	68%
	2024	54%	55%	49%	-	-	-	-	-	-	26%	33%	20%	37%	-	51%	26%	64%
At Masters Grade Level	2025	23%	23%	14%	-	-	-	-	-	-	5%	11%	3%	4%	-	15%	5%	21%
	2024	22%	22%	16%	-	-	-	-	-	-	4%	20%	2%	0%	-	17%	4%	24%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	73%	63%	-	-	-	-	-	-	57%	67%	40%	63%	-	63%	57%	79%
	2024	72%	74%	71%	-	-	-	-	-	-	64%	93%	54%	67%	-	72%	64%	64%
At Meets Grade Level or Above	2025	45%	46%	27%	-	-	-	-	-	-	19%	28%	8%	21%	-	28%	19%	26%
	2024	43%	46%	33%	-	-	-	-	-	-	20%	47%	11%	20%	-	35%	20%	31%
At Masters Grade Level	2025	20%	22%	8%	-	-	-	-	-	-	5%	6%	0%	8%	-	8%	5%	13%
	2024	17%	19%	7%	-	-	-	-	-	-	5%	13%	0%	13%	-	7%	5%	10%
All Grades Science																		

Texas Education Agency
2024-25 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
At Approaches Grade Level or Above	2025	78%	79%	75%	-	-	-	-	-	-	61%	20%	*	63%	-	75%	61%	96%
	2024	75%	77%	67%	-	-	-	-	-	-	48%	30%	48%	*	-	70%	48%	64%
At Meets Grade Level or Above	2025	47%	50%	36%	-	-	-	-	-	-	15%	0%	*	16%	-	38%	15%	52%
	2024	43%	47%	30%	-	-	-	-	-	-	10%	10%	7%	*	-	33%	10%	32%
At Masters Grade Level	2025	17%	19%	8%	-	-	-	-	-	-	2%	0%	*	3%	-	8%	2%	16%
	2024	16%	17%	6%	-	-	-	-	-	-	5%	10%	0%	*	-	6%	5%	4%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	77%	72%	-	-	-	-	-	-	44%	-	*	44%	-	71%	44%	96%
	2024	78%	79%	70%	-	-	-	-	-	-	20%	-	14%	*	-	73%	20%	76%
At Meets Grade Level or Above	2025	50%	52%	39%	-	-	-	-	-	-	6%	-	*	6%	-	41%	6%	50%
	2024	51%	53%	44%	-	-	-	-	-	-	7%	-	0%	*	-	46%	7%	52%
At Masters Grade Level	2025	27%	29%	14%	-	-	-	-	-	-	0%	-	*	0%	-	16%	0%	14%
	2024	27%	30%	15%	-	-	-	-	-	-	0%	-	0%	*	-	14%	0%	28%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	65%	55%	-	-	-	-	-	-	47%	65%	34%	51%	-	56%	47%	64%
	2024	64%	63%	63%	-	-	-	-	-	-	55%	88%	47%	54%	-	64%	55%	66%
All Grades ELA/Reading	2025	67%	67%	61%	-	-	-	-	-	-	50%	55%	54%	46%	-	62%	50%	66%
	2024	67%	65%	65%	-	-	-	-	-	-	50%	82%	41%	56%	-	66%	50%	73%
All Grades Mathematics	2025	64%	63%	48%	-	-	-	-	-	-	45%	75%	6%	55%	-	48%	45%	62%
	2024	60%	60%	60%	-	-	-	-	-	-	61%	95%	54%	*	-	61%	61%	56%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	31%	35%	-	-	-	-	-	-	24%	22%	36%	20%	-	36%	24%	57%
	2024	32%	31%	43%	-	-	-	-	-	-	35%	67%	29%	20%	-	46%	35%	23%

Texas Education Agency
2024-25 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
All Grades ELA/Reading	2025	31%	30%	34%	-	-	-	-	-	-	21%	*	45%	5%	-	38%	21%	*
	2024	30%	28%	37%	-	-	-	-	-	-	25%	40%	19%	*	-	40%	25%	33%
All Grades Mathematics	2025	35%	33%	35%	-	-	-	-	-	-	28%	17%	*	35%	-	34%	28%	64%
	2024	35%	34%	47%	-	-	-	-	-	-	43%	*	36%	*	-	50%	43%	14%

* 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.

Texas Education Agency
2024-25 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 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%	94%	96%	96%	95%	98%	*	100%	-	88%	94%	83%	99%	87%	96%	88%
Not Included in Accountability: Mobile	4%	4%	3%	4%	3%	2%	*	0%	-	12%	6%	17%	0%	11%	3%	7%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	5%
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%	99%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	96%	97%	94%	98%	*	100%	-	89%	95%	85%	99%	86%	96%	85%
Not Included in Accountability: Mobile	4%	4%	4%	3%	4%	2%	*	0%	-	11%	4%	15%	1%	11%	3%	9%
Not Included in Accountability: Other Exclusions	4%	3%	1%	0%	2%	0%	*	0%	-	0%	0%	0%	0%	3%	1%	6%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	100%	*	*	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	94%	96%	94%	95%	97%	*	*	-	91%	95%	78%	99%	87%	96%	89%
Not Included in Accountability: Mobile	4%	4%	3%	6%	3%	2%	*	*	-	9%	5%	22%	1%	10%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	*	-	0%	0%	0%	0%	3%	1%	5%
Not Tested	1%	1%	1%	0%	1%	0%	*	*	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	1%	0%	*	*	-	0%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	96%	93%	96%	98%	*	*	-	71%	93%	82%	100%	87%	97%	90%
Not Included in Accountability: Mobile	4%	4%	3%	7%	3%	2%	*	*	-	29%	7%	18%	0%	11%	2%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	*	-	0%	0%	0%	0%	2%	0%	4%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2024-25 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)	Continuously Enrolled	Non-Continuously 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%	95%	97%	100%	96%	99%	-	*	-	86%	86%	*	99%	90%	96%	92%
Not Included in Accountability: Mobile	4%	3%	3%	0%	4%	1%	-	*	-	14%	14%	*	1%	10%	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	94%	90%	86%	*	75%	94%	-	*	-	-	-	-	88%	*	82%	-
2024 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	92%	93%	94%	97%	92%	97%	*	100%	-	96%	94%	100%	99%	83%	93%	79%
Not Included in Accountability: Mobile	4%	4%	4%	3%	6%	2%	*	0%	-	4%	6%	0%	1%	12%	5%	9%
Not Included in Accountability: Other Exclusions	2%	2%	2%	0%	3%	0%	*	0%	-	0%	0%	0%	0%	5%	2%	12%
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	91%	92%	93%	97%	90%	97%	*	100%	-	97%	95%	100%	99%	82%	92%	74%
Not Included in Accountability: Mobile	4%	4%	4%	3%	6%	3%	*	0%	-	3%	5%	0%	1%	12%	5%	9%
Not Included in Accountability: Other Exclusions	4%	3%	2%	0%	4%	0%	*	0%	-	0%	0%	0%	0%	7%	3%	17%
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%	99%
Included in Accountability	93%	94%	94%	96%	92%	97%	*	100%	-	97%	94%	100%	99%	83%	93%	81%

Texas Education Agency
2024-25 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	5%	4%	6%	3%	*	0%	-	3%	6%	0%	1%	13%	5%	9%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	*	0%	-	0%	0%	0%	0%	4%	1%	8%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
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%	96%	100%	94%	98%	*	*	-	92%	93%	100%	100%	86%	94%	86%
Not Included in Accountability: Mobile	4%	4%	3%	0%	4%	2%	*	*	-	8%	8%	0%	0%	10%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	*	*	-	0%	0%	0%	0%	4%	2%	7%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	93%	93%	98%	-	100%	-	*	89%	*	100%	81%	93%	72%
Not Included in Accountability: Mobile	4%	4%	4%	7%	5%	2%	-	0%	-	*	11%	*	0%	15%	6%	20%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	-	*	0%	*	0%	3%	1%	8%
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%	88%	100%	*	100%	100%	-	-	-	-	-	-	100%	*	100%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (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	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	94.3%	94.8%	94.8%	94.8%	94.9%	*	98.5%	*	93.6%	93.6%	94.5%	95.7%
2022-23	93.3%	94.3%	94.6%	95.2%	94.5%	94.5%	*	96.1%	*	94.3%	93.5%	94.2%	94.8%
Chronic Absenteeism													
2023-24	19.0%	15.8%	13.5%	15.9%	13.9%	11.0%	*	0.0%	*	25.8%	20.3%	14.4%	9.1%
2022-23	20.3%	15.9%	15.8%	17.3%	14.1%	17.4%	*	9.1%	*	23.4%	18.5%	18.1%	11.9%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.4%	0.9%	0.0%	0.8%	0.0%	-	*	-	16.7%	6.5%	0.6%	0.0%
2022-23	0.8%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	1.0%	0.6%	0.0%	0.8%	0.6%	*	0.0%	*	0.0%	5.1%	0.9%	0.0%
2022-23	2.0%	1.1%	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 2024													
Graduated	90.7%	93.8%	98.9%	100.0%	97.9%	100.0%	-	-	-	*	*	100.0%	88.9%
Received TxCHSE	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
Continued HS	3.1%	2.3%	1.1%	0.0%	2.1%	0.0%	-	-	-	*	*	0.0%	11.1%
Dropped Out	5.8%	3.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
Graduates and TxCHSE	91.1%	94.2%	98.9%	100.0%	97.9%	100.0%	-	-	-	*	*	100.0%	88.9%
Graduates, TxCHSE, and Continuers	94.2%	96.6%	100.0%	100.0%	100.0%	100.0%	-	-	-	100.0%	100.0%	100.0%	100.0%
Class of 2023													
Graduated	90.3%	93.8%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	3.1%	2.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	90.6%	94.1%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	96.3%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	95.1%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	1.0%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.5%	3.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	95.7%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.5%	96.4%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (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	Econ Disadv	EB/EL
Class of 2022													
Graduated	91.8%	94.4%	96.7%	100.0%	95.8%	96.7%	*	-	*	*	*	96.4%	*
Received TxCHSE	0.4%	0.6%	1.1%	0.0%	2.1%	0.0%	*	-	*	*	*	1.8%	*
Continued HS	1.0%	0.8%	1.1%	0.0%	0.0%	3.3%	*	-	*	*	*	0.0%	*
Dropped Out	6.8%	4.2%	1.1%	0.0%	2.1%	0.0%	*	-	*	*	*	1.8%	*
Graduates and TxCHSE	92.2%	95.0%	97.8%	100.0%	97.9%	96.7%	*	-	*	*	*	98.2%	*
Graduates, TxCHSE, and Continuers	93.2%	95.8%	98.9%	100.0%	97.9%	100.0%	*	-	*	*	*	98.2%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	94.7%	97.8%	100.0%	95.8%	100.0%	*	-	*	*	*	96.4%	*
Received TxCHSE	0.5%	0.7%	1.1%	0.0%	2.1%	0.0%	*	-	*	*	*	1.8%	*
Continued HS	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
Dropped Out	6.8%	4.1%	1.1%	0.0%	2.1%	0.0%	*	-	*	*	*	1.8%	*
Graduates and TxCHSE	92.7%	95.4%	98.9%	100.0%	97.9%	100.0%	*	-	*	*	*	98.2%	*
Graduates, TxCHSE, and Continuers	93.2%	95.9%	98.9%	100.0%	97.9%	100.0%	*	-	*	*	*	98.2%	*
Class of 2021													
Graduated	92.7%	94.8%	99.1%	100.0%	100.0%	97.4%	-	-	-	*	100.0%	98.5%	*
Received TxCHSE	0.5%	0.7%	0.9%	0.0%	0.0%	2.6%	-	-	-	*	0.0%	1.5%	*
Continued HS	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates and TxCHSE	93.2%	95.4%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	95.8%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	93.8%	92.9%	86.7%	90.4%	100.0%	-	-	-	*	57.1%	96.8%	88.9%
Class of 2023	90.3%	93.8%	96.4%	100.0%	92.7%	100.0%	-	*	-	*	100.0%	98.1%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	4.9%	10.1%	15.4%	12.8%	0.0%	-	-	-	*	*	10.3%	12.5%
Class of 2023	4.3%	4.1%	4.6%	10.0%	2.0%	6.7%	-	*	-	*	45.5%	5.8%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	84.6%	79.8%	69.2%	74.5%	96.4%	-	-	-	*	*	75.9%	50.0%
Class of 2023	84.3%	83.3%	83.3%	90.0%	86.3%	77.8%	-	*	-	*	36.4%	80.8%	*
Texas First-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (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	Econ Disadv	EB/EL
Class of 2024	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
Class of 2023	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.5%	89.9%	84.6%	87.2%	96.4%	-	-	-	*	*	86.2%	62.5%
Class of 2023	88.6%	87.4%	88.0%	100.0%	88.2%	84.4%	-	*	-	*	81.8%	86.5%	*
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	*	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	5.3%	10.3%	16.7%	13.5%	0.0%	-	-	-	*	60.0%	11.1%	22.2%
2022-23	4.4%	4.2%	4.6%	9.1%	2.0%	6.7%	-	*	-	*	45.5%	5.8%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	83.2%	77.3%	75.0%	69.2%	93.5%	-	-	-	*	20.0%	74.6%	44.4%
2022-23	82.5%	81.8%	81.7%	72.7%	86.3%	77.8%	-	*	-	*	36.4%	78.8%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	88.5%	87.6%	91.7%	82.7%	93.5%	-	-	-	*	80.0%	85.7%	66.7%
2022-23	86.8%	86.0%	86.2%	81.8%	88.2%	84.4%	-	*	-	*	81.8%	84.6%	*

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2023-24 Annual Graduates)				
Total Graduates	97	100.0%	382,023	100.0%
By Ethnicity:				
African American	12	12.4%	48,064	12.6%
Hispanic	52	53.6%	200,942	52.6%
White	31	32.0%	101,714	26.6%
American Indian	0	0.0%	1,231	0.3%
Asian	0	0.0%	19,746	5.2%
Pacific Islander	0	0.0%	606	0.2%
Two or More Races	2	2.1%	9,720	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	309	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	101	0.0%
Foundation H.S. Program (No Endorsement)	12	12.4%	46,183	12.1%
Foundation H.S. Program (Endorsement)	10	10.3%	42,042	11.0%
Foundation H.S. Program (DLA)	75	77.3%	293,032	76.7%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	356	0.1%
Special Education Graduates	5	5.2%	35,935	9.4%
Economically Disadvantaged Graduates	63	64.9%	211,984	55.5%
Emergent Bilingual (EB)/English Learner (EL) Graduates	9	9.3%	56,967	14.9%
At-Risk Graduates	45	46.4%	173,035	45.3%
CTE Completers	42	43.3%	127,800	33.5%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

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)													
2023-24	81.8%	80.4%	75.0%	83.3%	68.6%	83.9%	-	-	-	*	100.0%	77.4%	62.5%
2022-23	76.3%	77.9%	92.7%	81.8%	94.1%	93.3%	-	*	-	*	81.8%	86.5%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	61.7%	46.9%	50.0%	43.1%	51.6%	-	-	-	*	80.0%	45.2%	25.0%
2022-23	61.9%	57.9%	51.4%	45.5%	52.9%	51.1%	-	*	-	*	81.8%	46.2%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	62.6%	40.6%	33.3%	35.3%	51.6%	-	-	-	*	0.0%	38.7%	25.0%
2022-23	62.8%	58.5%	53.2%	45.5%	52.9%	55.6%	-	*	-	*	0.0%	40.4%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	55.9%	24.0%	33.3%	13.7%	38.7%	-	-	-	*	0.0%	19.4%	0.0%
2022-23	54.3%	52.8%	35.8%	27.3%	37.3%	35.6%	-	*	-	*	0.0%	23.1%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	50.9%	22.9%	33.3%	13.7%	35.5%	-	-	-	*	0.0%	19.4%	0.0%
2022-23	48.4%	47.1%	33.9%	27.3%	37.3%	31.1%	-	*	-	*	0.0%	23.1%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	21.8%	8.3%	0.0%	13.7%	3.2%	-	-	-	*	0.0%	9.7%	12.5%
2022-23	20.4%	21.1%	11.0%	0.0%	17.6%	6.7%	-	*	-	*	0.0%	15.4%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	0.6%	2.1%	8.3%	2.0%	0.0%	-	-	-	*	0.0%	3.2%	0.0%
2022-23	2.5%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	24.0%	32.3%	33.3%	25.5%	41.9%	-	-	-	*	0.0%	32.3%	12.5%
2022-23	23.6%	23.5%	33.0%	27.3%	35.3%	31.1%	-	*	-	*	0.0%	23.1%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	2.2%	1.0%	0.0%	2.0%	0.0%	-	-	-	*	0.0%	1.6%	0.0%
2022-23	4.8%	1.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	5.2%	4.2%	16.7%	2.0%	3.2%	-	-	-	*	80.0%	3.2%	0.0%
2022-23	5.6%	4.8%	8.3%	18.2%	5.9%	8.9%	-	*	-	*	81.8%	13.5%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	45.7%	61.5%	50.0%	56.9%	74.2%	-	-	-	*	40.0%	59.7%	62.5%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

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
2022-23	36.4%	44.8%	76.1%	54.5%	82.4%	75.6%	-	*	-	*	36.4%	65.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	42.7%	60.4%	50.0%	54.9%	74.2%	-	-	-	*	20.0%	58.1%	62.5%
2022-23	33.4%	42.4%	75.2%	54.5%	80.4%	75.6%	-	*	-	*	36.4%	65.4%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	0.8%	0.2%	0.9%	0.0%	2.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	3.4%	1.0%	0.0%	2.0%	0.0%	-	-	-	*	20.0%	1.6%	0.0%
2022-23	2.7%	2.7%	0.9%	0.0%	0.0%	2.2%	-	*	-	*	9.1%	0.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	0.6%	0.7%	3.7%	0.0%	3.9%	4.4%	-	*	-	*	9.1%	5.8%	*

- Indicates there are no students in the group.

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

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

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

	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	2023-24	20.1%	17.4%	24.7%	25.0%	17.3%	38.7%	-	-	-	*	0.0%	25.4%	11.1%
	2022-23	21.0%	17.2%	25.7%	27.3%	33.3%	15.6%	-	*	-	*	0.0%	13.5%	*
Mathematics	2023-24	21.3%	19.6%	18.6%	33.3%	7.7%	32.3%	-	-	-	*	0.0%	12.7%	0.0%
	2022-23	19.9%	19.2%	21.1%	9.1%	31.4%	11.1%	-	*	-	*	0.0%	7.7%	*
Both Subjects	2023-24	12.7%	10.6%	12.4%	25.0%	5.8%	19.4%	-	-	-	*	0.0%	11.1%	0.0%
	2022-23	12.5%	10.5%	17.4%	9.1%	29.4%	4.4%	-	*	-	*	0.0%	7.7%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	19.5%	4.1%	0.0%	7.7%	0.0%	-	-	-	*	0.0%	4.8%	11.1%
	2022-23	18.2%	13.6%	12.8%	18.2%	9.8%	15.6%	-	*	-	*	0.0%	15.4%	*
Mathematics	2023-24	29.5%	20.7%	1.0%	0.0%	1.9%	0.0%	-	-	-	*	0.0%	1.6%	0.0%
	2022-23	20.2%	16.9%	10.1%	18.2%	3.9%	15.6%	-	*	-	*	0.0%	11.5%	*
Both Subjects	2023-24	20.2%	14.4%	1.0%	0.0%	1.9%	0.0%	-	-	-	*	0.0%	1.6%	0.0%
	2022-23	12.5%	10.0%	10.1%	18.2%	3.9%	15.6%	-	*	-	*	0.0%	11.5%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	23.0%	6.6%	4.0%	5.5%	9.0%	-	*	*	20.0%	0.0%	6.2%	0.0%
	2023	24.2%	23.0%	21.0%	7.7%	26.9%	18.2%	-	*	-	*	0.0%	24.0%	33.3%
English Language Arts	2024	14.6%	10.2%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2023	13.8%	10.3%	14.0%	7.7%	16.1%	13.0%	-	*	-	*	0.0%	16.3%	16.7%
Mathematics	2024	9.6%	8.6%	2.8%	4.0%	2.7%	3.0%	-	*	*	0.0%	0.0%	3.8%	0.0%
	2023	7.4%	7.5%	1.5%	0.0%	1.1%	2.6%	-	*	-	*	0.0%	1.0%	0.0%
Science	2024	10.9%	11.1%	2.8%	4.0%	1.8%	3.0%	-	*	*	20.0%	0.0%	3.1%	0.0%
	2023	10.3%	11.6%	5.0%	0.0%	6.5%	5.2%	-	*	-	*	0.0%	3.8%	0.0%
Social Studies	2024	13.7%	12.1%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2023	13.1%	12.1%	5.5%	0.0%	7.5%	3.9%	-	*	-	*	0.0%	6.7%	16.7%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	64.9%	14.3%	*	33.3%	0.0%	-	-	-	*	-	25.0%	-
	2023	53.3%	61.1%	16.7%	*	12.0%	28.6%	-	-	-	*	-	20.0%	*
English Language Arts	2024	48.8%	57.5%	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	60.8%	14.3%	*	0.0%	40.0%	-	-	-	*	-	11.8%	*
Mathematics	2024	53.4%	60.0%	16.7%	*	*	*	-	-	-	-	-	20.0%	-
	2023	50.1%	61.6%	*	-	*	*	-	-	-	-	-	*	-
Science	2024	46.1%	56.3%	16.7%	*	*	*	-	-	-	*	-	*	-
	2023	44.8%	56.9%	20.0%	-	0.0%	*	-	-	-	-	-	*	-

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

	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	2024	56.8%	66.9%	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	52.0%	9.1%	-	0.0%	*	-	-	-	*	-	0.0%	*
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	64.6%	58.8%	58.3%	51.9%	71.0%	-	-	-	*	0.0%	50.8%	22.2%
	2022-23	79.3%	67.8%	98.2%	72.7%	98.0%	100.0%	-	*	-	*	63.6%	94.3%	*
At/Above Criterion for All Examinees	2023-24	28.8%	39.1%	22.8%	42.9%	14.8%	27.3%	-	-	-	*	-	25.0%	*
	2022-23	28.9%	38.2%	12.1%	12.5%	12.0%	8.9%	-	*	-	*	0.0%	8.0%	*
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	1033	961	1014	941	968	-	-	-	*	-	965	*
	2022-23	978	1039	912	869	906	907	-	1410	-	870	724	855	750
English Language Arts and Writing	2023-24	496	523	496	530	487	493	-	-	-	*	-	501	*
	2022-23	497	525	460	441	457	457	-	705	-	440	339	425	400
Mathematics	2023-24	479	510	466	484	454	475	-	-	-	*	-	464	*
	2022-23	482	515	452	428	449	450	-	705	-	430	386	430	350
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	20.9	17.6	*	16.3	18.6	-	-	-	-	-	16.6	-
	2022-23	19.2	19.6	19.0	16.0	18.4	19.3	-	29.0	-	-	-	14.3	-
English Language Arts	2023-24	19.0	20.6	17.1	*	15.8	18.4	-	-	-	-	-	16.4	-
	2022-23	18.8	19.2	18.8	14.8	17.7	20.5	-	29.0	-	-	-	13.0	-
Mathematics	2023-24	19.0	20.6	17.5	*	15.7	18.7	-	-	-	-	-	16.4	-
	2022-23	18.9	19.5	18.4	17.5	18.5	16.5	-	27.0	-	-	-	14.7	-
Science	2023-24	19.6	21.2	18.0	*	17.1	18.8	-	-	-	-	-	16.2	-
	2022-23	19.5	20.1	20.1	17.0	20.0	18.8	-	32.0	-	-	-	17.3	-

- Indicates there are no students in the group.

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

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

n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2024-25 Other Postsecondary Indicators (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

	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	2023-24	45.7%	42.1%	41.0%	32.6%	43.5%	40.9%	*	50.0%	*	27.3%	20.6%	38.4%	48.8%
	2022-23	45.4%	41.0%	35.5%	27.5%	39.3%	33.7%	-	16.7%	*	37.5%	31.4%	32.0%	40.0%
English Language Arts	2023-24	17.8%	14.5%	10.6%	14.0%	8.8%	11.0%	*	50.0%	*	10.0%	0.0%	9.3%	2.5%
	2022-23	17.4%	14.1%	18.2%	15.7%	17.6%	20.2%	-	16.7%	*	12.5%	0.0%	15.4%	8.0%
Mathematics	2023-24	19.4%	18.8%	30.0%	35.7%	28.3%	31.3%	*	33.3%	-	25.0%	23.3%	27.4%	17.9%
	2022-23	19.5%	18.2%	24.6%	23.5%	24.2%	27.0%	-	0.0%	*	12.5%	28.1%	20.6%	16.7%
Science	2023-24	21.9%	21.8%	22.0%	31.0%	19.7%	22.8%	*	16.7%	-	28.6%	20.0%	21.7%	15.4%
	2022-23	21.5%	21.7%	23.5%	18.0%	24.1%	25.5%	-	16.7%	*	12.5%	33.3%	19.9%	12.5%
Social Studies	2023-24	24.5%	21.7%	11.2%	13.6%	9.3%	11.8%	*	50.0%	*	12.5%	0.0%	10.1%	0.0%
	2022-23	24.0%	20.7%	10.0%	7.8%	11.3%	8.7%	-	16.7%	*	12.5%	0.0%	8.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	45.7%	50.0%	66.7%	46.7%	51.7%	100.0%	-	0.0%	0.0%	0.0%	46.3%	0.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	55.2%	42.1%	20.0%	42.1%	46.2%	100.0%	-	-	-	-	41.7%	-

- Indicates there are no students in the group.

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

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

*** TX IHE data not yet available.

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,473	100.0%	5,530,499	100.0%	1,482	100.0%	5,544,255	100.0%
Students by Grade								
Early Childhood Education	4	0.3%	18,464	0.3%	4	0.3%	26,099	0.5%
Pre-Kindergarten	67	4.5%	249,407	4.5%	70	4.7%	249,875	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	43,727	0.8%	0	0.0%	43,914	0.8%
Pre-Kindergarten: 4-year Old	67	4.5%	205,680	3.7%	70	4.7%	205,961	3.7%
Kindergarten	96	6.5%	359,286	6.5%	96	6.5%	359,871	6.5%
Grade 1	104	7.1%	377,900	6.8%	104	7.0%	378,335	6.8%
Grade 2	83	5.6%	389,823	7.0%	83	5.6%	390,170	7.0%
Grade 3	118	8.0%	406,424	7.3%	118	8.0%	406,747	7.3%
Grade 4	123	8.4%	405,454	7.3%	123	8.3%	405,715	7.3%
Grade 5	103	7.0%	404,900	7.3%	103	7.0%	405,128	7.3%
Grade 6	94	6.4%	404,802	7.3%	94	6.3%	404,988	7.3%
Grade 7	125	8.5%	407,375	7.4%	125	8.4%	407,512	7.4%
Grade 8	94	6.4%	410,722	7.4%	94	6.3%	410,871	7.4%
Grade 9	129	8.8%	459,854	8.3%	129	8.7%	460,045	8.3%
Grade 10	118	8.0%	439,300	7.9%	118	8.0%	439,519	7.9%
Grade 11	109	7.4%	410,245	7.4%	109	7.4%	410,503	7.4%
Grade 12	106	7.2%	386,543	7.0%	112	7.6%	388,877	7.0%
Ethnic Distribution								
African American	108	7.3%	706,216	12.8%	110	7.4%	707,648	12.8%
Hispanic	792	53.8%	2,961,084	53.5%	798	53.8%	2,967,187	53.5%
White	493	33.5%	1,347,596	24.4%	494	33.3%	1,352,852	24.4%
American Indian	1	0.1%	18,175	0.3%	1	0.1%	18,224	0.3%
Asian	14	1.0%	307,983	5.6%	14	0.9%	308,431	5.6%
Pacific Islander	0	0.0%	8,729	0.2%	0	0.0%	8,744	0.2%
Two or More Races	65	4.4%	180,716	3.3%	65	4.4%	181,169	3.3%
Sex								
Female	681	46.2%	2,702,798	48.9%	682	46.0%	2,707,618	48.8%
Male	792	53.8%	2,827,701	51.1%	800	54.0%	2,836,637	51.2%
Other Student Cohorts								
Economically Disadvantaged	909	61.7%	3,346,090	60.5%	913	61.6%	3,349,612	60.4%
Non-Educationally Disadvantaged	564	38.3%	2,184,409	39.5%	569	38.4%	2,194,643	39.6%
Section 504 Students	75	5.1%	375,297	6.8%	75	5.1%	375,601	6.8%
EB Students/EL	168	11.4%	1,343,669	24.3%	168	11.3%	1,345,042	24.3%
Students w/ Disciplinary Placements (2023-24)	59	3.6%	122,515	2.1%				
Students w/ Dyslexia	77	5.2%	356,584	6.4%	77	5.2%	356,830	6.4%

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

	Membership				Enrollment			
	District		State		District		State	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Foster Care	6	0.4%	11,656	0.2%	6	0.4%	11,713	0.2%
Homeless	15	1.0%	77,954	1.4%	15	1.0%	78,060	1.4%
Immigrant	36	2.4%	193,676	3.5%	36	2.4%	193,831	3.5%
Migrant	3	0.2%	13,377	0.2%	3	0.2%	13,426	0.2%
Title I	1,473	100.0%	3,683,060	66.6%	1,482	100.0%	3,689,382	66.5%
Military Connected	63	4.3%	229,259	4.1%	63	4.3%	229,370	4.1%
At-Risk	854	58.0%	2,960,262	53.5%	855	57.7%	2,963,913	53.5%
Students by Instructional Program								
Bilingual/ESL Education	167	11.3%	1,344,546	24.3%	167	11.3%	1,345,594	24.3%
Career and Technical Education	507	34.4%	1,531,679	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	416	90.0%	1,254,694	74.0%	-	-	-	-
Gifted and Talented Education	74	5.0%	483,301	8.7%	74	5.0%	483,373	8.7%
Special Education	190	12.9%	846,876	15.3%	199	13.4%	856,651	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	190		843,012					
Students with Intellectual Disabilities	83	43.7%	407,120	48.3%				
Students with Physical Disabilities	36	18.9%	143,568	17.0%				
Students with Autism	**	**	141,526	16.8%				
Students with Behavioral Disabilities	43	22.6%	137,182	16.3%				
Students with Non-Categorical Early Childhood	*	*	13,616	1.6%				
Mobility (2023-24)								
Total Mobile Students	193	13.5%	882,523	16.4%				
African American	17	1.2%	180,657	3.3%				
Hispanic	102	7.1%	481,794	8.9%				
White	58	4.1%	157,650	2.9%				
American Indian	0	0.0%	3,546	0.1%				
Asian	0	0.0%	27,084	0.5%				
Pacific Islander	1	0.1%	1,905	0.0%				
Two or More Races	15	1.1%	29,887	0.6%				
Special Ed Students who are Mobile	35	18.1%	149,136	17.3%				
Count and Percent of EB Students/EL who are Mobile	33	20.0%	233,506	17.9%				
Count and Percent of Econ Dis Students who are Mobile	141	13.8%	645,101	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	147	12.0%	765,408	18.0%				

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

	Non-Special Education Rates		Special Education Rates	
Student Information	District	State	District	State
Retention Rates by Grade				
Kindergarten	0.0%	1.3%	0.0%	3.6%
Grade 1	1.4%	1.9%	7.7%	3.0%
Grade 2	0.0%	1.1%	0.0%	1.4%
Grade 3	0.0%	0.6%	0.0%	0.6%
Grade 4	1.2%	0.4%	0.0%	0.4%
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	0.0%	0.4%	0.0%	0.5%
Grade 9	10.0%	7.3%	30.0%	11.0%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	0	0.0%	11,417	0.4%

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

Class Size Information	District	State
Elementary		
Kindergarten	15.9	18.9
Grade 1	15.8	19.2
Grade 2	16.4	19.4
Grade 3	16.3	20.1
Grade 4	17.0	20.0
Grade 5	20.0	21.3
Grade 6	15.4	19.8
Secondary		
English/Language Arts	15.0	16.4
Foreign Languages	14.9	18.9
Mathematics	18.5	17.8
Science	20.3	18.9
Social Studies	17.8	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

	District		State	
Staff Information	Count	Percent	Count	Percent
Total Staff	263.8	100.0%	764,857.7	100.0%
Professional Staff	159.4	60.4%	487,682.3	63.8%
Teachers	123.7	46.9%	369,689.2	48.3%
Professional Support	24.4	9.2%	82,751.4	10.8%
Campus Administration (School Leadership)	6.3	2.4%	25,687.5	3.4%
Central Administration	5.0	1.9%	9,554.2	1.2%
Educational Aides	29.6	11.2%	81,972.7	10.7%
Auxiliary Staff	74.8	28.3%	195,202.8	25.5%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	4,125.0	n/a
Part-time Librarians	0.0	n/a	583.0	n/a
Full-time Counselors	4.0	n/a	13,704.0	n/a
Part-time Counselors	1.0	n/a	1,298.0	n/a
Total Minority Staff	73.7	27.9%	423,307.3	55.3%
Teachers by Ethnicity				
African American	7.0	5.7%	47,165.6	12.8%
Hispanic	15.0	12.1%	114,597.9	31.0%
White	99.7	80.6%	193,115.3	52.2%
American Indian	0.0	0.0%	1,235.8	0.3%
Asian	0.0	0.0%	8,295.0	2.2%
Pacific Islander	0.0	0.0%	466.9	0.1%
Two or More Races	2.0	1.6%	4,812.6	1.3%
Teachers by Sex				
Males	27.3	22.0%	90,958.2	24.6%
Females	96.5	78.0%	278,731.0	75.4%
Teachers by Highest Degree Held				
No Degree	2.0	1.6%	8,698.9	2.4%
Bachelors	98.1	79.3%	264,052.9	71.4%
Masters	23.6	19.1%	93,864.5	25.4%
Doctorate	0.0	0.0%	3,072.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	7.0	5.7%	26,999.3	7.3%
1-5 Years Experience	35.4	28.6%	104,446.4	28.3%
6-10 Years Experience	31.7	25.6%	72,857.4	19.7%
11-20 Years Experience	27.6	22.3%	101,940.9	27.6%
21-30 Years Experience	21.5	17.4%	52,207.3	14.1%
Over 30 Years Experience	0.5	0.4%	11,237.9	3.0%
Number of Students per Teacher	11.9	n/a	15.0	n/a

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	7.0	6.0
Average Years Experience of Principals with District	2.3	5.1
Average Years Experience of Assistant Principals	3.5	5.1
Average Years Experience of Assistant Principals with District	3.2	4.3
Average Years Experience of Teachers	10.5	11.2
Average Years Experience of Teachers with District	5.6	7.0
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$51,940	\$55,689
1-5 Years Experience	\$52,356	\$59,266
6-10 Years Experience	\$55,418	\$62,607
11-20 Years Experience	\$62,673	\$66,353
21-30 Years Experience	\$67,059	\$70,976
Over 30 Years Experience	\$68,370	\$75,042
Average Actual Salaries (regular duties only)		
Teachers	\$58,041	\$63,751
Professional Support	\$59,438	\$75,909
Campus Administration (School Leadership)	\$83,016	\$88,786
Central Administration	\$117,994	\$118,447
Instructional Staff Percent	60.8%	64.8%
Turnover Rate for Teachers	22.5%	18.8%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	19.9	1,167.5
Educational Aides	0.0	197.4
Auxiliary Staff	4.0	398.6
Contracted Instructional Staff	0.0	1,637.7

	District		State	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	5	\$5,427	12,718	\$5,567
Exemplary	12	\$12,233	16,951	\$11,062
Master	9	\$20,962	10,103	\$20,910

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE ISD (166904) - MILAM COUNTY

	District		State	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	0.6	0.5%	23,158.4	6.3%
Career and Technical Education	13.3	10.7%	20,492.0	5.5%
Compensatory Education	11.9	9.6%	9,612.7	2.6%
Gifted and Talented Education	0.0	0.0%	5,840.0	1.6%
Regular Education	81.2	65.6%	255,127.2	69.0%
Special Education	8.8	7.1%	42,195.7	11.4%
Other	8.0	6.5%	13,272.1	3.6%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

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

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

Campus Name: ROCKDALE H S

Campus Number: 166904001

2025 Campus Accountability Score: C

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	65%	65%	*	66%	63%	-	*	-	*	39%	*	65%	67%	62%	48%
	2024	70%	72%	72%	92%	70%	70%	*	*	-	*	14%	*	75%	65%	70%	55%
At Meets Grade Level or Above	2025	49%	40%	40%	*	42%	35%	-	*	-	*	9%	*	41%	36%	33%	12%
	2024	52%	51%	51%	67%	47%	50%	*	*	-	*	0%	*	52%	48%	46%	23%
At Masters Grade Level	2025	15%	13%	13%	*	11%	12%	-	*	-	*	4%	*	14%	9%	7%	4%
	2024	16%	15%	15%	8%	11%	21%	*	*	-	*	0%	*	15%	15%	9%	0%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	66%	66%	82%	67%	64%	*	*	-	60%	13%	*	70%	56%	66%	36%
	2024	75%	75%	75%	90%	72%	74%	-	*	-	*	17%	*	79%	64%	72%	38%
At Meets Grade Level or Above	2025	55%	48%	48%	73%	47%	44%	*	*	-	60%	0%	*	50%	44%	52%	23%
	2024	58%	55%	55%	60%	49%	62%	-	*	-	*	17%	*	60%	42%	53%	19%
At Masters Grade Level	2025	8%	3%	3%	0%	3%	3%	*	*	-	0%	0%	*	3%	3%	2%	0%
	2024	9%	3%	3%	0%	1%	4%	-	*	-	*	0%	*	3%	3%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	68%	60%	*	64%	51%	*	-	-	*	29%	*	60%	63%	59%	72%
	2024	81%	72%	66%	67%	66%	66%	*	*	-	*	38%	*	63%	73%	67%	59%
At Meets Grade Level or Above	2025	45%	18%	10%	*	15%	3%	*	-	-	*	5%	*	8%	16%	10%	20%
	2024	43%	25%	14%	22%	8%	21%	*	*	-	*	0%	*	13%	18%	12%	5%
At Masters Grade Level	2025	27%	7%	1%	*	1%	0%	*	-	-	*	0%	*	1%	0%	0%	0%
	2024	24%	7%	3%	0%	2%	3%	*	*	-	*	0%	*	1%	5%	2%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	87%	87%	*	85%	87%	*	*	-	*	67%	*	88%	81%	88%	82%
	2024	91%	84%	84%	100%	78%	89%	*	*	-	*	82%	*	84%	84%	80%	77%
At Meets Grade Level or Above	2025	61%	45%	45%	*	43%	44%	*	*	-	*	20%	*	45%	45%	41%	23%
	2024	56%	41%	41%	25%	38%	49%	*	*	-	*	0%	*	41%	42%	34%	14%
At Masters Grade Level	2025	21%	6%	6%	*	6%	5%	*	*	-	*	0%	*	6%	3%	7%	0%
	2024	19%	4%	4%	0%	3%	6%	*	*	-	*	0%	*	3%	5%	2%	0%
End of Course U.S. History																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	95%	91%	91%	89%	91%	90%	-	*	-	*	56%	*	91%	90%	90%	82%
	2024	96%	97%	97%	100%	97%	97%	-	*	-	*	100%	-	99%	92%	97%	*
At Meets Grade Level or Above	2025	68%	53%	53%	44%	46%	63%	-	*	-	*	33%	*	58%	40%	43%	27%
	2024	69%	69%	69%	70%	68%	70%	-	*	-	*	40%	-	69%	69%	71%	*
At Masters Grade Level	2025	37%	19%	19%	0%	16%	25%	-	*	-	*	0%	*	20%	13%	10%	0%
	2024	37%	23%	23%	10%	16%	36%	-	*	-	*	0%	-	22%	23%	19%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	84%	84%	*	83%	80%	-	*	-	-	-	-	86%	*	89%	-
	2024	88%	87%	87%	*	67%	100%	-	-	-	-	-	-	91%	*	86%	*
At Meets Grade Level or Above	2025	59%	38%	38%	*	17%	53%	-	*	-	-	-	-	38%	*	0%	-
	2024	59%	40%	40%	*	17%	50%	-	-	-	-	-	-	45%	*	57%	*
At Masters Grade Level	2025	13%	9%	9%	*	0%	7%	-	*	-	-	-	-	10%	*	0%	-
	2024	12%	0%	0%	*	0%	0%	-	-	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	70%	74%	83%	74%	71%	*	100%	-	76%	38%	100%	75%	70%	72%	62%
	2024	75%	73%	79%	91%	76%	79%	*	100%	-	87%	45%	*	81%	74%	76%	59%
At Meets Grade Level or Above	2025	50%	37%	40%	43%	38%	40%	*	100%	-	47%	11%	100%	41%	36%	35%	20%
	2024	48%	40%	47%	50%	43%	50%	*	89%	-	47%	6%	*	49%	42%	43%	16%
At Masters Grade Level	2025	21%	11%	8%	0%	7%	9%	*	63%	-	6%	1%	40%	9%	5%	5%	1%
	2024	20%	11%	9%	4%	6%	13%	*	44%	-	7%	0%	*	9%	9%	6%	1%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	73%	66%	77%	66%	64%	*	*	-	63%	28%	*	68%	61%	64%	43%
	2024	76%	78%	74%	91%	71%	72%	*	*	-	83%	15%	*	77%	65%	71%	47%
At Meets Grade Level or Above	2025	54%	47%	44%	62%	45%	40%	*	*	-	50%	5%	*	45%	40%	43%	17%
	2024	54%	49%	53%	64%	48%	56%	*	*	-	83%	5%	*	56%	45%	49%	21%
At Masters Grade Level	2025	23%	14%	8%	0%	7%	7%	*	*	-	13%	3%	*	8%	6%	5%	2%
	2024	22%	16%	9%	5%	6%	13%	*	*	-	17%	0%	*	9%	10%	6%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	63%	65%	86%	66%	59%	*	*	-	*	29%	*	66%	63%	62%	72%
	2024	72%	71%	69%	75%	66%	70%	*	*	-	*	38%	*	66%	73%	69%	54%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	45%	27%	16%	0%	15%	17%	*	*	-	*	5%	*	15%	17%	9%	20%
	2024	43%	33%	17%	33%	9%	25%	*	*	-	*	0%	*	17%	18%	16%	4%
At Masters Grade Level	2025	20%	8%	3%	0%	1%	2%	*	*	-	*	0%	*	3%	0%	0%	0%
	2024	17%	7%	2%	0%	2%	2%	*	*	-	*	0%	*	1%	5%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	87%	*	85%	87%	*	*	-	*	67%	*	88%	81%	88%	82%
	2024	75%	67%	84%	100%	78%	89%	*	*	-	*	82%	*	84%	84%	80%	77%
At Meets Grade Level or Above	2025	47%	36%	45%	*	43%	44%	*	*	-	*	20%	*	45%	45%	41%	23%
	2024	43%	30%	41%	25%	38%	49%	*	*	-	*	0%	*	41%	42%	34%	14%
At Masters Grade Level	2025	17%	8%	6%	*	6%	5%	*	*	-	*	0%	*	6%	3%	7%	0%
	2024	16%	6%	4%	0%	3%	6%	*	*	-	*	0%	*	3%	5%	2%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	72%	91%	89%	91%	90%	-	*	-	*	56%	*	91%	90%	90%	82%
	2024	78%	70%	97%	100%	97%	97%	-	*	-	*	100%	-	99%	92%	97%	*
At Meets Grade Level or Above	2025	50%	39%	53%	44%	46%	63%	-	*	-	*	33%	*	58%	40%	43%	27%
	2024	51%	44%	69%	70%	68%	70%	-	*	-	*	40%	-	69%	69%	71%	*
At Masters Grade Level	2025	27%	14%	19%	0%	16%	25%	-	*	-	*	0%	*	20%	13%	10%	0%
	2024	27%	15%	23%	10%	16%	36%	-	*	-	*	0%	-	22%	23%	19%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
End of Course English I	2025	63%	59%	59%	*	60%	55%	-	*	-	*	41%	*	61%	50%	54%	50%	*
	2024	64%	64%	64%	83%	62%	65%	*	*	-	*	39%	*	62%	70%	58%	54%	---
End of Course English II	2025	65%	54%	54%	60%	57%	48%	*	*	-	*	40%	*	53%	54%	63%	63%	60%
	2024	69%	59%	59%	69%	59%	56%	-	*	-	*	60%	*	61%	52%	60%	35%	---
End of Course Algebra I	2025	74%	60%	65%	*	68%	54%	-	-	-	*	67%	*	64%	68%	63%	72%	-
	2024	72%	58%	56%	50%	56%	58%	*	*	-	*	67%	*	52%	66%	53%	54%	---
All Grades Both Subjects	2025	65%	55%	58%	58%	62%	51%	*	*	-	75%	50%	*	59%	57%	60%	61%	63%
	2024	64%	63%	60%	68%	59%	60%	*	*	-	70%	54%	*	59%	63%	57%	49%	---
All Grades ELA/Reading	2025	67%	61%	56%	55%	59%	51%	*	*	-	70%	40%	*	57%	52%	59%	55%	63%
	2024	67%	65%	61%	76%	60%	60%	*	*	-	75%	46%	*	61%	61%	59%	46%	---
All Grades Mathematics	2025	64%	48%	65%	*	68%	54%	-	-	-	*	67%	*	64%	68%	63%	72%	-
	2024	60%	60%	56%	50%	56%	58%	*	*	-	*	67%	*	52%	66%	53%	54%	---
School Progress - Accelerated Learning by Grade and Subject																		
End of Course English I	2025	23%	31%	31%	-	27%	*	-	-	-	*	0%	-	42%	*	25%	0%	-
	2024	20%	8%	8%	*	*	0%	-	-	-	*	0%	*	14%	0%	11%	*	---
End of Course English II	2025	29%	5%	5%	*	11%	0%	-	-	-	*	11%	-	7%	0%	9%	17%	-
	2024	29%	17%	17%	-	21%	10%	-	-	-	-	*	-	19%	13%	21%	0%	---
End of Course Algebra I	2025	54%	54%	53%	-	52%	50%	-	-	-	*	40%	-	59%	33%	44%	50%	-
	2024	55%	36%	36%	*	46%	13%	-	-	-	*	33%	*	35%	38%	37%	33%	---
All Grades Both Subjects	2025	33%	35%	35%	*	39%	24%	-	-	-	*	21%	-	41%	17%	32%	25%	-
	2024	32%	43%	23%	*	32%	8%	-	-	-	*	13%	*	25%	19%	26%	20%	---
All Grades ELA/Reading	2025	31%	34%	17%	*	20%	8%	-	-	-	*	7%	-	22%	0%	17%	8%	-
	2024	30%	37%	14%	*	22%	6%	-	-	-	*	0%	*	17%	8%	18%	11%	---
All Grades Mathematics	2025	35%	35%	53%	-	52%	50%	-	-	-	*	40%	-	59%	33%	44%	50%	-
	2024	35%	47%	36%	*	46%	13%	-	-	-	*	33%	*	35%	38%	37%	33%	---

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

Texas Education Agency
2024-25 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	2025	75%	70%	74%	-	-	-	-	-	-	57%	-	60%	55%	-	75%	57%	86%
	2024	75%	73%	79%	-	-	-	-	-	-	58%	-	58%	59%	-	81%	58%	81%
At Meets Grade Level or Above	2025	50%	37%	40%	-	-	-	-	-	-	16%	-	17%	16%	-	43%	16%	46%
	2024	48%	40%	47%	-	-	-	-	-	-	14%	-	15%	12%	-	50%	14%	53%
At Masters Grade Level	2025	21%	11%	8%	-	-	-	-	-	-	1%	-	3%	0%	-	9%	1%	11%
	2024	20%	11%	9%	-	-	-	-	-	-	0%	-	0%	0%	-	10%	0%	11%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	73%	66%	-	-	-	-	-	-	36%	-	47%	28%	-	69%	36%	82%
	2024	76%	78%	74%	-	-	-	-	-	-	42%	-	41%	44%	-	77%	42%	83%
At Meets Grade Level or Above	2025	54%	47%	44%	-	-	-	-	-	-	12%	-	18%	8%	-	48%	12%	58%
	2024	54%	49%	53%	-	-	-	-	-	-	19%	-	23%	11%	-	57%	19%	60%
At Masters Grade Level	2025	23%	14%	8%	-	-	-	-	-	-	2%	-	6%	0%	-	8%	2%	9%
	2024	22%	16%	9%	-	-	-	-	-	-	0%	-	0%	0%	-	11%	0%	7%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	63%	65%	-	-	-	-	-	-	70%	-	71%	69%	-	64%	70%	68%
	2024	72%	71%	69%	-	-	-	-	-	-	61%	-	62%	60%	-	71%	61%	55%
At Meets Grade Level or Above	2025	45%	27%	16%	-	-	-	-	-	-	22%	-	14%	25%	-	15%	22%	11%
	2024	43%	33%	17%	-	-	-	-	-	-	6%	-	8%	0%	-	21%	6%	0%

Texas Education Agency
2024-25 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
At Masters Grade Level	2025	20%	8%	3%	-	-	-	-	-	-	0%	-	0%	0%	-	2%	0%	11%
	2024	17%	7%	2%	-	-	-	-	-	-	0%	-	0%	0%	-	3%	0%	0%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	87%	-	-	-	-	-	-	80%	-	*	75%	-	86%	80%	94%
	2024	75%	67%	84%	-	-	-	-	-	-	76%	-	73%	*	-	86%	76%	80%
At Meets Grade Level or Above	2025	47%	36%	45%	-	-	-	-	-	-	25%	-	*	25%	-	50%	25%	44%
	2024	43%	30%	41%	-	-	-	-	-	-	12%	-	13%	*	-	45%	12%	50%
At Masters Grade Level	2025	17%	8%	6%	-	-	-	-	-	-	0%	-	*	0%	-	6%	0%	11%
	2024	16%	6%	4%	-	-	-	-	-	-	0%	-	0%	*	-	5%	0%	0%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	72%	91%	-	-	-	-	-	-	71%	-	*	80%	-	90%	71%	100%
	2024	78%	70%	97%	-	-	-	-	-	-	*	-	*	*	-	97%	*	100%
At Meets Grade Level or Above	2025	50%	39%	53%	-	-	-	-	-	-	0%	-	*	0%	-	56%	0%	59%
	2024	51%	44%	69%	-	-	-	-	-	-	*	-	*	*	-	68%	*	91%
At Masters Grade Level	2025	27%	14%	19%	-	-	-	-	-	-	0%	-	*	0%	-	21%	0%	14%
	2024	27%	15%	23%	-	-	-	-	-	-	*	-	*	*	-	21%	*	45%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	55%	58%	-	-	-	-	-	-	58%	-	72%	54%	-	57%	58%	65%
	2024	64%	63%	60%	-	-	-	-	-	-	46%	-	48%	*	-	61%	46%	61%
All Grades ELA/Reading	2025	67%	61%	56%	-	-	-	-	-	-	50%	-	69%	40%	-	56%	50%	61%
	2024	67%	65%	61%	-	-	-	-	-	-	39%	-	39%	*	-	63%	39%	68%

Texas Education Agency
2024-25 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
All Grades Mathematics	2025	64%	48%	65%	-	-	-	-	-	-	71%	-	*	69%	-	61%	71%	75%
	2024	60%	60%	56%	-	-	-	-	-	-	63%	-	63%	-	-	58%	63%	33%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	35%	35%	-	-	-	-	-	-	21%	-	*	20%	-	36%	21%	60%
	2024	32%	43%	23%	-	-	-	-	-	-	18%	-	22%	*	-	23%	18%	33%
All Grades ELA/Reading	2025	31%	34%	17%	-	-	-	-	-	-	8%	-	*	0%	-	18%	8%	*
	2024	30%	37%	14%	-	-	-	-	-	-	0%	-	0%	*	-	12%	0%	*
All Grades Mathematics	2025	35%	35%	53%	-	-	-	-	-	-	43%	-	-	43%	-	52%	43%	63%
	2024	35%	47%	36%	-	-	-	-	-	-	*	-	*	-	-	37%	*	*

* 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.

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	100%	99%	100%	*	100%	-	100%	99%	100%	99%	99%	99%	100%
Included in Accountability	93%	96%	95%	97%	94%	98%	*	100%	-	81%	94%	56%	99%	87%	96%	88%
Not Included in Accountability: Mobile	4%	3%	3%	3%	4%	1%	*	0%	-	19%	4%	44%	0%	11%	3%	8%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	2%	0%	3%
Not Tested	1%	0%	1%	0%	1%	0%	*	0%	-	0%	1%	0%	1%	1%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	1%	0%	0%
Other	0%	0%	1%	0%	1%	0%	*	0%	-	0%	0%	0%	1%	1%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	99%	100%	*	*	-	100%	98%	*	100%	99%	99%	100%
Included in Accountability	91%	96%	94%	93%	92%	99%	*	*	-	80%	95%	*	99%	83%	95%	82%
Not Included in Accountability: Mobile	4%	4%	4%	7%	5%	1%	*	*	-	20%	2%	*	0%	14%	4%	12%
Not Included in Accountability: Other Exclusions	4%	1%	1%	0%	2%	0%	*	*	-	0%	0%	*	0%	2%	1%	5%
Not Tested	1%	0%	0%	0%	1%	0%	*	*	-	0%	2%	*	0%	1%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	*	*	-	0%	2%	*	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	97%	100%	96%	98%	*	*	-	*	100%	*	97%	98%	98%	100%
Included in Accountability	94%	96%	94%	100%	93%	96%	*	*	-	*	95%	*	97%	88%	95%	96%
Not Included in Accountability: Mobile	4%	3%	2%	0%	1%	2%	*	*	-	*	5%	*	0%	8%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	*	-	*	0%	*	0%	3%	0%	4%
Not Tested	1%	1%	3%	0%	4%	2%	*	*	-	*	0%	*	3%	3%	2%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	1%	3%	0%	4%	2%	*	*	-	*	0%	*	3%	3%	2%	0%
Science																
Assessment Participant	99%	100%	100%	*	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	*	98%	98%	*	*	-	*	94%	*	100%	89%	97%	92%
Not Included in Accountability: Mobile	4%	3%	3%	*	2%	3%	*	*	-	*	6%	*	0%	11%	3%	8%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	*	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	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%	
Other	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%	97%	98%	100%	95%	100%	-	*	-	*	90%	*	99%	94%	96%	92%	
Not Included in Accountability: Mobile	4%	3%	2%	0%	5%	0%	-	*	-	*	10%	*	1%	6%	4%	8%	
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	94%	86%	86%	*	75%	94%	-	*	-	-	-	-	88%	*	82%	-	
2024 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%	
Included in Accountability	92%	94%	94%	95%	91%	99%	*	100%	-	100%	100%	*	99%	84%	93%	74%	
Not Included in Accountability: Mobile	4%	4%	2%	5%	3%	1%	*	0%	-	0%	0%	*	0%	6%	2%	5%	
Not Included in Accountability: Other Exclusions	2%	2%	4%	0%	7%	0%	*	0%	-	0%	0%	*	0%	10%	5%	21%	
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%	
Included in Accountability	91%	93%	92%	96%	88%	98%	*	*	-	100%	100%	*	98%	80%	91%	67%	
Not Included in Accountability: Mobile	4%	4%	3%	4%	3%	2%	*	*	-	0%	0%	*	1%	6%	3%	5%	
Not Included in Accountability: Other Exclusions	4%	2%	5%	0%	9%	0%	*	*	-	0%	0%	*	1%	14%	6%	28%	
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%	100%	100%	100%	100%	*	*	-	*	100%	*	100%	100%	100%	100%	
Included in Accountability	93%	94%	95%	92%	93%	100%	*	*	-	*	100%	*	100%	88%	95%	86%	

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	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)
Not Included in Accountability: Mobile	5%	5%	2%	8%	3%	0%	*	*	-	*	0%	*	0%	6%	2%	4%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	4%	0%	*	*	-	*	0%	*	0%	6%	3%	11%
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%	96%	97%	100%	94%	100%	*	*	-	*	100%	*	100%	91%	96%	85%
Not Included in Accountability: Mobile	4%	3%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	3%	0%	6%	0%	*	*	-	*	0%	*	0%	9%	4%	15%
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%
Social Studies																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	91%	93%	100%	-	*	-	*	100%	-	100%	81%	92%	50%
Not Included in Accountability: Mobile	4%	4%	3%	9%	4%	0%	-	*	-	*	0%	-	0%	13%	5%	25%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	3%	0%	-	*	-	*	0%	-	0%	6%	3%	25%
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%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 ROCKDALE H S (166904001) - 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													
2023-24	93.6%	94.8%	94.3%	94.7%	94.1%	94.6%	*	98.6%	*	92.3%	92.3%	93.8%	95.8%
2022-23	93.3%	94.6%	94.4%	94.3%	94.2%	94.8%	-	95.8%	*	92.5%	92.4%	93.9%	93.6%
Chronic Absenteeism													
2023-24	19.0%	13.5%	19.0%	19.6%	21.0%	14.6%	*	0.0%	*	40.0%	35.0%	21.5%	20.0%
2022-23	20.3%	15.8%	20.2%	27.6%	16.6%	20.4%	-	16.7%	*	60.0%	25.0%	24.5%	16.0%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.6%	0.6%	0.0%	0.8%	0.6%	*	0.0%	*	0.0%	5.1%	0.9%	0.0%
2022-23	2.0%	0.0%	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 2024													
Graduated	90.7%	98.9%	98.9%	100.0%	97.9%	100.0%	-	-	-	*	*	100.0%	88.9%
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
Continued HS	3.1%	1.1%	1.1%	0.0%	2.1%	0.0%	-	-	-	*	*	0.0%	11.1%
Dropped Out	5.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
Graduates and TxCHSE	91.1%	98.9%	98.9%	100.0%	97.9%	100.0%	-	-	-	*	*	100.0%	88.9%
Graduates, TxCHSE, and Continuers	94.2%	100.0%	100.0%	100.0%	100.0%	100.0%	-	-	-	100.0%	100.0%	100.0%	100.0%
Class of 2023													
Graduated	90.3%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	3.1%	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	90.6%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates and TxCHSE	92.6%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.5%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 ROCKDALE H S (166904001) - 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
Class of 2022													
Graduated	91.8%	96.7%	96.7%	100.0%	95.8%	96.7%	*	-	*	*	*	96.4%	*
Received TxCHSE	0.4%	1.1%	1.1%	0.0%	2.1%	0.0%	*	-	*	*	*	1.8%	*
Continued HS	1.0%	1.1%	1.1%	0.0%	0.0%	3.3%	*	-	*	*	*	0.0%	*
Dropped Out	6.8%	1.1%	1.1%	0.0%	2.1%	0.0%	*	-	*	*	*	1.8%	*
Graduates and TxCHSE	92.2%	97.8%	97.8%	100.0%	97.9%	96.7%	*	-	*	*	*	98.2%	*
Graduates, TxCHSE, and Continuers	93.2%	98.9%	98.9%	100.0%	97.9%	100.0%	*	-	*	*	*	98.2%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	97.8%	97.8%	100.0%	95.8%	100.0%	*	-	*	*	*	96.4%	*
Received TxCHSE	0.5%	1.1%	1.1%	0.0%	2.1%	0.0%	*	-	*	*	*	1.8%	*
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	*	*	*	0.0%	*
Dropped Out	6.8%	1.1%	1.1%	0.0%	2.1%	0.0%	*	-	*	*	*	1.8%	*
Graduates and TxCHSE	92.7%	98.9%	98.9%	100.0%	97.9%	100.0%	*	-	*	*	*	98.2%	*
Graduates, TxCHSE, and Continuers	93.2%	98.9%	98.9%	100.0%	97.9%	100.0%	*	-	*	*	*	98.2%	*
Class of 2021													
Graduated	92.7%	99.1%	99.1%	100.0%	100.0%	97.4%	-	-	-	*	100.0%	98.5%	*
Received TxCHSE	0.5%	0.9%	0.9%	0.0%	0.0%	2.6%	-	-	-	*	0.0%	1.5%	*
Continued HS	0.5%	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	93.2%	100.0%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	100.0%	100.0%	100.0%	-	-	-	*	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.9%	92.9%	86.7%	90.4%	100.0%	-	-	-	*	57.1%	96.8%	88.9%
Class of 2023	90.3%	96.4%	96.4%	100.0%	92.7%	100.0%	-	*	-	*	100.0%	98.1%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	10.1%	10.1%	15.4%	12.8%	0.0%	-	-	-	*	*	10.3%	12.5%
Class of 2023	4.3%	4.6%	4.6%	10.0%	2.0%	6.7%	-	*	-	*	45.5%	5.8%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	79.8%	79.8%	69.2%	74.5%	96.4%	-	-	-	*	*	75.9%	50.0%
Class of 2023	84.3%	83.3%	83.3%	90.0%	86.3%	77.8%	-	*	-	*	36.4%	80.8%	*
Texas First-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 ROCKDALE H S (166904001) - 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
Class of 2024	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	*	0.0%	0.0%
Class of 2023	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.9%	89.9%	84.6%	87.2%	96.4%	-	-	-	*	*	86.2%	62.5%
Class of 2023	88.6%	88.0%	88.0%	100.0%	88.2%	84.4%	-	*	-	*	81.8%	86.5%	*
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	10.3%	10.3%	16.7%	13.5%	0.0%	-	-	-	*	60.0%	11.1%	22.2%
2022-23	4.4%	4.6%	4.6%	9.1%	2.0%	6.7%	-	*	-	*	45.5%	5.8%	*
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	77.3%	77.3%	75.0%	69.2%	93.5%	-	-	-	*	20.0%	74.6%	44.4%
2022-23	82.5%	81.7%	81.7%	72.7%	86.3%	77.8%	-	*	-	*	36.4%	78.8%	*
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	87.6%	87.6%	91.7%	82.7%	93.5%	-	-	-	*	80.0%	85.7%	66.7%
2022-23	86.8%	86.2%	86.2%	81.8%	88.2%	84.4%	-	*	-	*	81.8%	84.6%	*

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	97	100.0%	97	382,023
By Ethnicity:				
African American	12	12.4%	12	48,064
Hispanic	52	53.6%	52	200,942
White	31	32.0%	31	101,714
American Indian	0	0.0%	0	1,231
Asian	0	0.0%	0	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	2	2.1%	2	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	12	12.4%	12	46,183
Foundation H.S. Program (Endorsement)	10	10.3%	10	42,042
Foundation H.S. Program (DLA)	75	77.3%	75	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	5	5.2%	5	35,935
Economically Disadvantaged Graduates	63	64.9%	63	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	9	9.3%	9	56,967
At-Risk Graduates	45	46.4%	45	173,035
CTE Completers	42	43.3%	42	127,800

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	75.0%	75.0%	83.3%	68.6%	83.9%	-	-	-	*	100.0%	77.4%	62.5%
2022-23	76.3%	92.7%	92.7%	81.8%	94.1%	93.3%	-	*	-	*	81.8%	86.5%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	46.9%	46.9%	50.0%	43.1%	51.6%	-	-	-	*	80.0%	45.2%	25.0%
2022-23	61.9%	51.4%	51.4%	45.5%	52.9%	51.1%	-	*	-	*	81.8%	46.2%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	40.6%	40.6%	33.3%	35.3%	51.6%	-	-	-	*	0.0%	38.7%	25.0%
2022-23	62.8%	53.2%	53.2%	45.5%	52.9%	55.6%	-	*	-	*	0.0%	40.4%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	24.0%	24.0%	33.3%	13.7%	38.7%	-	-	-	*	0.0%	19.4%	0.0%
2022-23	54.3%	35.8%	35.8%	27.3%	37.3%	35.6%	-	*	-	*	0.0%	23.1%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	22.9%	22.9%	33.3%	13.7%	35.5%	-	-	-	*	0.0%	19.4%	0.0%
2022-23	48.4%	33.9%	33.9%	27.3%	37.3%	31.1%	-	*	-	*	0.0%	23.1%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	8.3%	8.3%	0.0%	13.7%	3.2%	-	-	-	*	0.0%	9.7%	12.5%
2022-23	20.4%	11.0%	11.0%	0.0%	17.6%	6.7%	-	*	-	*	0.0%	15.4%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	2.1%	2.1%	8.3%	2.0%	0.0%	-	-	-	*	0.0%	3.2%	0.0%
2022-23	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	32.3%	32.3%	33.3%	25.5%	41.9%	-	-	-	*	0.0%	32.3%	12.5%
2022-23	23.6%	33.0%	33.0%	27.3%	35.3%	31.1%	-	*	-	*	0.0%	23.1%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	1.0%	1.0%	0.0%	2.0%	0.0%	-	-	-	*	0.0%	1.6%	0.0%
2022-23	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	4.2%	4.2%	16.7%	2.0%	3.2%	-	-	-	*	80.0%	3.2%	0.0%
2022-23	5.6%	8.3%	8.3%	18.2%	5.9%	8.9%	-	*	-	*	81.8%	13.5%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	61.5%	61.5%	50.0%	56.9%	74.2%	-	-	-	*	40.0%	59.7%	62.5%

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR) (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	76.1%	76.1%	54.5%	82.4%	75.6%	-	*	-	*	36.4%	65.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	60.4%	60.4%	50.0%	54.9%	74.2%	-	-	-	*	20.0%	58.1%	62.5%
2022-23	33.4%	75.2%	75.2%	54.5%	80.4%	75.6%	-	*	-	*	36.4%	65.4%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	0.8%	0.9%	0.9%	0.0%	2.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	1.0%	1.0%	0.0%	2.0%	0.0%	-	-	-	*	20.0%	1.6%	0.0%
2022-23	2.7%	0.9%	0.9%	0.0%	0.0%	2.2%	-	*	-	*	9.1%	0.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	0.6%	3.7%	3.7%	0.0%	3.9%	4.4%	-	*	-	*	9.1%	5.8%	*

- Indicates there are no students in the group.

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Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	24.7%	24.7%	25.0%	17.3%	38.7%	-	-	-	*	0.0%	25.4%	11.1%
	2022-23	21.0%	25.7%	25.7%	27.3%	33.3%	15.6%	-	*	-	*	0.0%	13.5%	*
Mathematics	2023-24	21.3%	18.6%	18.6%	33.3%	7.7%	32.3%	-	-	-	*	0.0%	12.7%	0.0%
	2022-23	19.9%	21.1%	21.1%	9.1%	31.4%	11.1%	-	*	-	*	0.0%	7.7%	*
Both Subjects	2023-24	12.7%	12.4%	12.4%	25.0%	5.8%	19.4%	-	-	-	*	0.0%	11.1%	0.0%
	2022-23	12.5%	17.4%	17.4%	9.1%	29.4%	4.4%	-	*	-	*	0.0%	7.7%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	4.1%	4.1%	0.0%	7.7%	0.0%	-	-	-	*	0.0%	4.8%	11.1%
	2022-23	18.2%	12.8%	12.8%	18.2%	9.8%	15.6%	-	*	-	*	0.0%	15.4%	*
Mathematics	2023-24	29.5%	1.0%	1.0%	0.0%	1.9%	0.0%	-	-	-	*	0.0%	1.6%	0.0%
	2022-23	20.2%	10.1%	10.1%	18.2%	3.9%	15.6%	-	*	-	*	0.0%	11.5%	*
Both Subjects	2023-24	20.2%	1.0%	1.0%	0.0%	1.9%	0.0%	-	-	-	*	0.0%	1.6%	0.0%
	2022-23	12.5%	10.1%	10.1%	18.2%	3.9%	15.6%	-	*	-	*	0.0%	11.5%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	6.6%	6.6%	4.0%	5.5%	9.0%	-	*	*	20.0%	0.0%	6.2%	0.0%
	2023	24.2%	21.0%	21.0%	7.7%	26.9%	18.2%	-	*	-	*	0.0%	24.0%	33.3%
English Language Arts	2024	14.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2023	13.8%	14.0%	14.0%	7.7%	16.1%	13.0%	-	*	-	*	0.0%	16.3%	16.7%
Mathematics	2024	9.6%	2.8%	2.8%	4.0%	2.7%	3.0%	-	*	*	0.0%	0.0%	3.8%	0.0%
	2023	7.4%	1.5%	1.5%	0.0%	1.1%	2.6%	-	*	-	*	0.0%	1.0%	0.0%
Science	2024	10.9%	2.8%	2.8%	4.0%	1.8%	3.0%	-	*	*	20.0%	0.0%	3.1%	0.0%
	2023	10.3%	5.0%	5.0%	0.0%	6.5%	5.2%	-	*	-	*	0.0%	3.8%	0.0%
Social Studies	2024	13.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%
	2023	13.1%	5.5%	5.5%	0.0%	7.5%	3.9%	-	*	-	*	0.0%	6.7%	16.7%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	14.3%	14.3%	*	33.3%	0.0%	-	-	-	*	-	25.0%	-
	2023	53.3%	16.7%	16.7%	*	12.0%	28.6%	-	-	-	*	-	20.0%	*
English Language Arts	2024	48.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	14.3%	14.3%	*	0.0%	40.0%	-	-	-	*	-	11.8%	*
Mathematics	2024	53.4%	16.7%	16.7%	*	*	*	-	-	-	-	-	20.0%	-
	2023	50.1%	*	*	-	*	*	-	-	-	-	-	*	-
Science	2024	46.1%	16.7%	16.7%	*	*	*	-	-	-	*	-	*	-
	2023	44.8%	20.0%	20.0%	-	0.0%	*	-	-	-	-	-	*	-

Texas Education Agency
2024-25 CCMR-Related Indicators (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2024	56.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	9.1%	9.1%	-	0.0%	*	-	-	-	*	-	0.0%	*
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	58.8%	58.8%	58.3%	51.9%	71.0%	-	-	-	*	0.0%	50.8%	22.2%
	2022-23	79.3%	98.2%	98.2%	72.7%	98.0%	100.0%	-	*	-	*	63.6%	94.3%	*
At/Above Criterion for All Examinees	2023-24	28.8%	22.8%	22.8%	42.9%	14.8%	27.3%	-	-	-	*	-	25.0%	*
	2022-23	28.9%	12.1%	12.1%	12.5%	12.0%	8.9%	-	*	-	*	0.0%	8.0%	*
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	961	961	1014	941	968	-	-	-	*	-	965	*
	2022-23	978	912	912	869	906	907	-	1410	-	870	724	855	750
English Language Arts and Writing	2023-24	496	496	496	530	487	493	-	-	-	*	-	501	*
	2022-23	497	460	460	441	457	457	-	705	-	440	339	425	400
Mathematics	2023-24	479	466	466	484	454	475	-	-	-	*	-	464	*
	2022-23	482	452	452	428	449	450	-	705	-	430	386	430	350
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	17.6	17.6	*	16.3	18.6	-	-	-	-	-	16.6	-
	2022-23	19.2	19.0	19.0	16.0	18.4	19.3	-	29.0	-	-	-	14.3	-
English Language Arts	2023-24	19.0	17.1	17.1	*	15.8	18.4	-	-	-	-	-	16.4	-
	2022-23	18.8	18.8	18.8	14.8	17.7	20.5	-	29.0	-	-	-	13.0	-
Mathematics	2023-24	19.0	17.5	17.5	*	15.7	18.7	-	-	-	-	-	16.4	-
	2022-23	18.9	18.4	18.4	17.5	18.5	16.5	-	27.0	-	-	-	14.7	-
Science	2023-24	19.6	18.0	18.0	*	17.1	18.8	-	-	-	-	-	16.2	-
	2022-23	19.5	20.1	20.1	17.0	20.0	18.8	-	32.0	-	-	-	17.3	-

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n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2024-25 Other Postsecondary Indicators (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	41.0%	41.0%	32.6%	43.5%	40.9%	*	50.0%	*	27.3%	20.6%	38.4%	48.8%
	2022-23	45.4%	35.5%	35.5%	27.5%	39.3%	33.7%	-	16.7%	*	37.5%	31.4%	32.0%	40.0%
English Language Arts	2023-24	17.8%	10.6%	10.6%	14.0%	8.8%	11.0%	*	50.0%	*	10.0%	0.0%	9.3%	2.5%
	2022-23	17.4%	18.2%	18.2%	15.7%	17.6%	20.2%	-	16.7%	*	12.5%	0.0%	15.4%	8.0%
Mathematics	2023-24	19.4%	30.0%	30.0%	35.7%	28.3%	31.3%	*	33.3%	-	25.0%	23.3%	27.4%	17.9%
	2022-23	19.5%	24.6%	24.6%	23.5%	24.2%	27.0%	-	0.0%	*	12.5%	28.1%	20.6%	16.7%
Science	2023-24	21.9%	22.0%	22.0%	31.0%	19.7%	22.8%	*	16.7%	-	28.6%	20.0%	21.7%	15.4%
	2022-23	21.5%	23.5%	23.5%	18.0%	24.1%	25.5%	-	16.7%	*	12.5%	33.3%	19.9%	12.5%
Social Studies	2023-24	24.5%	11.2%	11.2%	13.6%	9.3%	11.8%	*	50.0%	*	12.5%	0.0%	10.1%	0.0%
	2022-23	24.0%	10.0%	10.0%	7.8%	11.3%	8.7%	-	16.7%	*	12.5%	0.0%	8.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	50.0%	50.0%	66.7%	46.7%	51.7%	100.0%	-	0.0%	0.0%	0.0%	46.3%	0.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	42.1%	42.1%	20.0%	42.1%	46.2%	100.0%	-	-	-	-	41.7%	-

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*** TX IHE data not yet available.

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	462	100.0%	1,473	5,530,499	468	100.0%	1,482	5,544,255
Students by Grade								
Grade 9	129	27.9%	8.8%	8.3%	129	27.6%	8.7%	8.3%
Grade 10	118	25.5%	8.0%	7.9%	118	25.2%	8.0%	7.9%
Grade 11	109	23.6%	7.4%	7.4%	109	23.3%	7.4%	7.4%
Grade 12	106	22.9%	7.2%	7.0%	112	23.9%	7.6%	7.0%
Ethnic Distribution								
African American	32	6.9%	7.3%	12.8%	34	7.3%	7.4%	12.8%
Hispanic	245	53.0%	53.8%	53.5%	248	53.0%	53.8%	53.5%
White	164	35.5%	33.5%	24.4%	165	35.3%	33.3%	24.4%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	8	1.7%	1.0%	5.6%	8	1.7%	0.9%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	12	2.6%	4.4%	3.3%	12	2.6%	4.4%	3.3%
Sex								
Female	216	46.8%	46.2%	48.9%	217	46.4%	46.0%	48.8%
Male	246	53.2%	53.8%	51.1%	251	53.6%	54.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	250	54.1%	61.7%	60.5%	251	53.6%	61.6%	60.4%
Non-Educationally Disadvantaged	212	45.9%	38.3%	39.5%	217	46.4%	38.4%	39.6%
Section 504 Students	35	7.6%	5.1%	6.8%	35	7.5%	5.1%	6.8%
EB Students/EL	38	8.2%	11.4%	24.3%	38	8.1%	11.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	45	9.0%	3.6%	2.1%				
Students w/ Dyslexia	22	4.8%	5.2%	6.4%	22	4.7%	5.2%	6.4%
Foster Care	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Homeless	3	0.6%	1.0%	1.4%	3	0.6%	1.0%	1.4%
Immigrant	5	1.1%	2.4%	3.5%	5	1.1%	2.4%	3.5%
Migrant	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Title I	462	100.0%	100.0%	66.6%	468	100.0%	100.0%	66.5%
Military Connected	22	4.8%	4.3%	4.1%	22	4.7%	4.3%	4.1%
At-Risk	252	54.5%	58.0%	53.5%	253	54.1%	57.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	38	8.2%	11.3%	24.3%	38	8.1%	11.3%	24.3%
Career and Technical Education	416	90.0%	34.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	416	90.0%	90.0%	74.0%	-	-	-	-
Gifted and Talented Education	19	4.1%	5.0%	8.7%	19	4.1%	5.0%	8.7%
Special Education	39	8.4%	12.9%	15.3%	45	9.6%	13.4%	15.5%

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	39							
Students with Intellectual Disabilities	22	56.4%	43.7%	48.3%				
Students with Physical Disabilities	0	0.0%	18.9%	17.0%				
Students with Autism	*	*	**	16.8%				
Students with Behavioral Disabilities	**	**	22.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	76	15.4%	13.5%	16.4%				
African American	11	2.2%	1.2%	3.3%				
Hispanic	38	7.7%	7.1%	8.9%				
White	20	4.0%	4.1%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	1	0.2%	0.1%	0.0%				
Two or More Races	6	1.2%	1.1%	0.6%				
Special Ed Students who are Mobile	9	22.5%	18.1%	17.3%				
Count and Percent of EB Students/EL who are Mobile	11	24.4%	20.0%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	51	15.6%	13.8%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	50	13.2%	12.0%	18.0%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	10.0%	10.0%	7.3%	30.0%	30.0%	11.0%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	14.1	15.0	16.4
Foreign Languages	13.5	14.9	18.9
Mathematics	17.1	18.5	17.8

Texas Education Agency
2024-25 Student Information (TAPR)
ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

Class Size Information	Campus	District	State
Science	21.8	20.3	18.9
Social Studies	17.7	17.8	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	53.8	100.0%	100.0%	100.0%
Professional Staff	48.6	90.2%	60.4%	63.8%
Teachers	43.2	80.3%	46.9%	48.3%
Professional Support	3.8	7.0%	9.2%	10.8%
Campus Administration (School Leadership)	1.6	3.0%	2.4%	3.4%
Educational Aides	5.3	9.8%	11.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	2.0	n/a	4.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	14.3	26.6%	27.9%	55.3%
Teachers by Ethnicity				
African American	3.8	8.9%	5.7%	12.8%
Hispanic	8.0	18.5%	12.1%	31.0%
White	31.4	72.6%	80.6%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.6%	1.3%
Teachers by Sex				
Males	19.0	43.9%	22.0%	24.6%
Females	24.2	56.1%	78.0%	75.4%
Teachers by Highest Degree Held				
No Degree	2.0	4.6%	1.6%	2.4%
Bachelors	27.4	63.3%	79.3%	71.4%
Masters	13.9	32.1%	19.1%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	4.6%	5.7%	7.3%
1-5 Years Experience	13.3	30.7%	28.6%	28.3%
6-10 Years Experience	11.2	25.9%	25.6%	19.7%
11-20 Years Experience	11.8	27.2%	22.3%	27.6%
21-30 Years Experience	5.0	11.5%	17.4%	14.1%
Over 30 Years Experience	0.0	0.0%	0.4%	3.0%
Number of Students per Teacher	10.7	n/a	11.9	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	14.0	7.0	6.0
Average Years Experience of Principals with District	1.0	2.3	5.1
Average Years Experience of Assistant Principals	1.5	3.5	5.1
Average Years Experience of Assistant Principals with District	1.5	3.2	4.3
Average Years Experience of Teachers	9.5	10.5	11.2
Average Years Experience of Teachers with District	3.5	5.6	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$55,348	\$51,940	\$55,689
1-5 Years Experience	\$53,234	\$52,356	\$59,266
6-10 Years Experience	\$55,509	\$55,418	\$62,607
11-20 Years Experience	\$67,230	\$62,673	\$66,353
21-30 Years Experience	\$69,023	\$67,059	\$70,976
Over 30 Years Experience	-	\$68,370	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$59,542	\$58,041	\$63,751
Professional Support	\$71,770	\$59,438	\$75,909
Campus Administration (School Leadership)	\$87,373	\$83,016	\$88,786
Instructional Staff Percent	n/a	60.8%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.2	0.5%	0.5%	6.3%
Career and Technical Education	11.6	26.7%	10.7%	5.5%
Compensatory Education	0.6	1.5%	9.6%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	24.5	56.8%	65.6%	69.0%
Special Education	2.1	4.9%	7.1%	11.4%
Other	4.2	9.6%	6.5%	3.6%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

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

Texas Education Agency
2024-25 Staff Information (TAPR)
ROCKDALE H S (166904001) - ROCKDALE ISD - MILAM COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

Campus Name: ROCKDALE J H

Campus Number: 166904041

2025 Campus Accountability Score: D

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	66%	66%	*	61%	80%	-	-	-	*	21%	*	65%	67%	56%	62%
	2024	77%	78%	78%	90%	77%	74%	-	-	-	89%	39%	*	80%	75%	80%	64%
At Meets Grade Level or Above	2025	56%	39%	39%	*	37%	47%	-	-	-	*	14%	*	38%	42%	31%	23%
	2024	57%	43%	43%	50%	35%	59%	-	-	-	56%	17%	*	42%	47%	40%	18%
At Masters Grade Level	2025	29%	9%	9%	*	10%	10%	-	-	-	*	7%	*	8%	13%	6%	8%
	2024	26%	20%	20%	30%	19%	22%	-	-	-	11%	6%	*	19%	22%	20%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	48%	48%	*	49%	53%	-	-	-	*	14%	*	48%	50%	37%	38%
	2024	72%	75%	75%	70%	72%	81%	-	-	-	89%	28%	*	76%	72%	78%	64%
At Meets Grade Level or Above	2025	40%	11%	11%	*	12%	13%	-	-	-	*	7%	*	8%	21%	7%	15%
	2024	39%	37%	37%	30%	38%	37%	-	-	-	33%	6%	*	35%	42%	35%	18%
At Masters Grade Level	2025	16%	2%	2%	*	2%	3%	-	-	-	*	7%	*	0%	8%	2%	8%
	2024	14%	6%	6%	10%	7%	4%	-	-	-	0%	0%	*	6%	6%	7%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	82%	82%	82%	76%	92%	-	-	-	100%	41%	*	84%	76%	82%	82%
	2024	74%	80%	80%	50%	81%	86%	-	-	-	*	60%	*	80%	80%	74%	70%
At Meets Grade Level or Above	2025	54%	51%	51%	55%	48%	56%	-	-	-	63%	6%	*	52%	50%	48%	18%
	2024	54%	51%	51%	38%	52%	54%	-	-	-	*	20%	*	56%	36%	41%	30%
At Masters Grade Level	2025	27%	25%	25%	36%	24%	24%	-	-	-	25%	0%	*	22%	32%	23%	0%
	2024	29%	24%	24%	25%	19%	32%	-	-	-	*	0%	*	26%	20%	19%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	46%	46%	45%	43%	56%	-	-	-	38%	18%	*	43%	52%	44%	36%
	2024	56%	62%	62%	38%	59%	75%	-	-	-	*	56%	*	68%	46%	57%	40%
At Meets Grade Level or Above	2025	33%	24%	24%	27%	26%	20%	-	-	-	13%	6%	*	25%	21%	26%	0%
	2024	34%	36%	36%	13%	31%	50%	-	-	-	*	11%	*	39%	25%	30%	20%
At Masters Grade Level	2025	11%	5%	5%	9%	4%	8%	-	-	-	0%	0%	*	5%	6%	8%	0%
	2024	11%	9%	9%	13%	10%	4%	-	-	-	*	0%	*	11%	4%	9%	0%
Grade 8 Reading																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	82%	73%	73%	83%	65%	85%	-	-	-	*	44%	*	82%	48%	63%	27%
	2024	81%	85%	85%	*	83%	90%	-	*	-	*	45%	*	86%	82%	81%	71%
At Meets Grade Level or Above	2025	58%	49%	49%	33%	49%	54%	-	-	-	*	11%	*	58%	26%	37%	27%
	2024	56%	50%	50%	*	49%	57%	-	*	-	*	9%	*	53%	41%	47%	14%
At Masters Grade Level	2025	32%	24%	24%	17%	22%	31%	-	-	-	*	0%	*	26%	17%	18%	9%
	2024	29%	25%	25%	*	21%	33%	-	*	-	*	9%	*	26%	23%	21%	7%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	60%	60%	*	66%	58%	-	-	-	*	63%	*	59%	63%	57%	63%
	2024	72%	52%	52%	*	46%	67%	-	-	-	*	18%	*	51%	56%	47%	50%
At Meets Grade Level or Above	2025	47%	6%	6%	*	3%	17%	-	-	-	*	0%	*	6%	6%	3%	0%
	2024	43%	11%	11%	*	10%	14%	-	-	-	*	0%	*	7%	22%	12%	0%
At Masters Grade Level	2025	18%	2%	2%	*	0%	8%	-	-	-	*	0%	*	0%	6%	0%	0%
	2024	16%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	80%	80%	67%	78%	85%	-	-	-	*	67%	*	82%	74%	75%	55%
	2024	70%	58%	58%	*	56%	63%	-	*	-	*	18%	*	59%	55%	56%	21%
At Meets Grade Level or Above	2025	48%	38%	38%	17%	31%	54%	-	-	-	*	11%	*	40%	30%	30%	9%
	2024	44%	25%	25%	*	22%	30%	-	*	-	*	0%	*	26%	23%	23%	0%
At Masters Grade Level	2025	19%	11%	11%	0%	12%	12%	-	-	-	*	0%	*	10%	13%	10%	9%
	2024	17%	6%	6%	*	5%	10%	-	*	-	*	0%	*	6%	5%	4%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	47%	47%	33%	39%	62%	-	-	-	*	56%	*	45%	52%	38%	27%
	2024	60%	39%	39%	*	38%	43%	-	*	-	*	9%	*	38%	41%	35%	7%
At Meets Grade Level or Above	2025	32%	19%	19%	17%	14%	27%	-	-	-	*	11%	*	19%	17%	13%	9%
	2024	33%	16%	16%	*	13%	23%	-	*	-	*	9%	*	17%	14%	15%	7%
At Masters Grade Level	2025	17%	8%	8%	0%	6%	15%	-	-	-	*	0%	*	10%	4%	7%	0%
	2024	17%	6%	6%	*	6%	7%	-	*	-	*	9%	*	4%	14%	8%	7%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	68%	92%	*	95%	86%	-	-	-	*	-	-	90%	100%	95%	*
	2024	81%	72%	100%	*	100%	100%	-	*	-	-	-	-	100%	*	100%	-

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	45%	18%	46%	*	63%	21%	-	-	-	*	-	-	50%	29%	50%	*
	2024	43%	25%	72%	*	77%	67%	-	*	-	-	-	-	76%	*	63%	-
At Masters Grade Level	2025	27%	7%	27%	*	42%	7%	-	-	-	*	-	-	27%	29%	32%	*
	2024	24%	7%	24%	*	15%	22%	-	*	-	-	-	-	29%	*	13%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	70%	64%	56%	61%	73%	-	-	-	70%	36%	85%	65%	62%	59%	50%
	2024	75%	73%	68%	63%	65%	73%	-	100%	-	72%	33%	86%	69%	66%	65%	47%
At Meets Grade Level or Above	2025	50%	37%	32%	27%	31%	36%	-	-	-	37%	8%	30%	34%	29%	27%	15%
	2024	48%	40%	35%	25%	33%	42%	-	88%	-	31%	9%	57%	36%	33%	32%	12%
At Masters Grade Level	2025	21%	11%	12%	13%	12%	14%	-	-	-	7%	2%	0%	12%	14%	11%	7%
	2024	20%	11%	13%	15%	11%	15%	-	50%	-	9%	3%	21%	13%	12%	11%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	73%	74%	70%	68%	85%	-	-	-	92%	35%	86%	78%	65%	68%	57%
	2024	76%	78%	81%	76%	80%	84%	-	*	-	86%	46%	100%	82%	78%	79%	69%
At Meets Grade Level or Above	2025	54%	47%	47%	40%	45%	52%	-	-	-	54%	10%	43%	50%	41%	39%	23%
	2024	54%	49%	48%	38%	44%	56%	-	*	-	43%	15%	67%	50%	42%	42%	20%
At Masters Grade Level	2025	23%	14%	20%	25%	19%	21%	-	-	-	15%	3%	0%	19%	22%	16%	6%
	2024	22%	16%	23%	24%	20%	29%	-	*	-	14%	5%	33%	23%	22%	20%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	63%	55%	45%	55%	60%	-	-	-	38%	26%	71%	54%	58%	51%	49%
	2024	72%	71%	68%	57%	63%	78%	-	*	-	79%	32%	67%	70%	62%	65%	51%
At Meets Grade Level or Above	2025	45%	27%	20%	20%	22%	17%	-	-	-	15%	5%	14%	20%	19%	18%	11%
	2024	43%	33%	33%	19%	31%	39%	-	*	-	29%	5%	33%	33%	33%	30%	11%
At Masters Grade Level	2025	20%	8%	7%	10%	7%	6%	-	-	-	0%	3%	0%	6%	9%	7%	9%
	2024	17%	7%	7%	10%	6%	5%	-	*	-	7%	0%	0%	8%	4%	6%	0%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	80%	67%	78%	85%	-	-	-	*	67%	*	82%	74%	75%	55%
	2024	75%	67%	58%	*	56%	63%	-	*	-	*	18%	*	59%	55%	56%	21%
At Meets Grade Level or Above	2025	47%	36%	38%	17%	31%	54%	-	-	-	*	11%	*	40%	30%	30%	9%
	2024	43%	30%	25%	*	22%	30%	-	*	-	*	0%	*	26%	23%	23%	0%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	8%	11%	0%	12%	12%	-	-	-	*	0%	*	10%	13%	10%	9%
	2024	16%	6%	6%	*	5%	10%	-	*	-	*	0%	*	6%	5%	4%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	72%	47%	33%	39%	62%	-	-	-	*	56%	*	45%	52%	38%	27%
	2024	78%	70%	39%	*	38%	43%	-	*	-	*	9%	*	38%	41%	35%	7%
At Meets Grade Level or Above	2025	50%	39%	19%	17%	14%	27%	-	-	-	*	11%	*	19%	17%	13%	9%
	2024	51%	44%	16%	*	13%	23%	-	*	-	*	9%	*	17%	14%	15%	7%
At Masters Grade Level	2025	27%	14%	8%	0%	6%	15%	-	-	-	*	0%	*	10%	4%	7%	0%
	2024	27%	15%	6%	*	6%	7%	-	*	-	*	9%	*	4%	14%	8%	7%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2025	37%	9%	9%	*	10%	10%	-	-	-	*	7%	*	5%	21%	6%	15%
	2024	36%	27%	27%	30%	26%	26%	-	-	-	33%	6%	*	24%	33%	23%	9%
Reading and Mathematics Including EOC	2025	37%	9%	9%	*	10%	10%	-	-	-	*	7%	*	5%	21%	6%	15%
	2024	36%	27%	27%	30%	26%	26%	-	-	-	33%	6%	*	24%	33%	23%	9%
Reading Including EOC	2025	56%	39%	39%	*	37%	47%	-	-	-	*	14%	*	38%	42%	31%	23%
	2024	57%	43%	43%	50%	35%	59%	-	-	-	56%	17%	*	42%	47%	40%	18%
Math Including EOC	2025	41%	11%	11%	*	12%	13%	-	-	-	*	7%	*	8%	21%	7%	15%
	2024	40%	37%	37%	30%	38%	37%	-	-	-	33%	6%	*	35%	42%	35%	18%
7th Graders																	
Reading and Mathematics	2025	36%	23%	23%	27%	24%	20%	-	-	-	13%	6%	*	23%	21%	24%	0%
	2024	35%	28%	28%	13%	25%	36%	-	-	-	*	0%	*	30%	21%	23%	20%
Reading and Mathematics Including EOC	2025	38%	23%	23%	27%	25%	20%	-	-	-	13%	6%	*	23%	24%	24%	0%
	2024	36%	28%	28%	13%	25%	36%	-	-	-	*	0%	*	30%	21%	23%	20%
Reading Including EOC	2025	54%	51%	51%	55%	48%	56%	-	-	-	63%	6%	*	52%	50%	48%	18%
	2024	54%	51%	51%	38%	52%	54%	-	-	-	*	20%	*	56%	36%	41%	30%
Math Including EOC	2025	43%	24%	24%	27%	27%	20%	-	-	-	13%	6%	*	25%	24%	26%	0%
	2024	40%	36%	36%	13%	31%	50%	-	-	-	*	11%	*	39%	25%	30%	20%
8th Graders																	
Reading and Mathematics	2025	30%	4%	4%	*	3%	8%	-	-	-	*	0%	*	3%	6%	0%	0%
	2024	28%	11%	11%	*	10%	14%	-	-	-	*	0%	*	7%	22%	12%	0%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	44%	21%	21%	17%	24%	15%	-	-	-	*	0%	*	26%	9%	19%	18%
	2024	41%	26%	26%	*	24%	30%	-	*	-	*	0%	*	26%	27%	23%	0%
Reading Including EOC	2025	59%	49%	49%	33%	49%	54%	-	-	-	*	11%	*	58%	26%	37%	27%
	2024	57%	50%	50%	*	49%	57%	-	*	-	*	9%	*	53%	41%	47%	14%
Math Including EOC	2025	51%	23%	23%	17%	24%	19%	-	-	-	*	0%	*	27%	9%	20%	18%
	2024	49%	26%	26%	*	24%	30%	-	*	-	*	0%	*	26%	27%	23%	0%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	24%	14%	18%	15%	13%	-	-	-	8%	5%	14%	13%	18%	12%	6%
	2024	36%	26%	23%	20%	21%	26%	-	-	-	29%	3%	33%	21%	27%	20%	9%
Reading and Mathematics Including EOC	2025	40%	25%	19%	20%	20%	15%	-	-	-	15%	5%	14%	18%	19%	17%	11%
	2024	38%	28%	27%	19%	25%	31%	-	*	-	29%	3%	33%	26%	28%	23%	9%
Reading Including EOC	2025	55%	48%	47%	40%	45%	52%	-	-	-	54%	10%	43%	50%	41%	39%	23%
	2024	54%	48%	48%	38%	44%	56%	-	*	-	43%	15%	67%	50%	42%	42%	20%
Math Including EOC	2025	46%	29%	20%	20%	22%	17%	-	-	-	15%	5%	14%	20%	19%	18%	11%
	2024	45%	36%	33%	19%	31%	39%	-	*	-	29%	5%	33%	33%	33%	30%	11%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 6 ELA/Reading	2025	64%	36%	36%	*	37%	40%	-	-	-	*	14%	*	35%	39%	27%	33%	83%
	2024	61%	56%	56%	60%	53%	64%	-	-	-	44%	63%	*	53%	63%	52%	41%	---
Grade 6 Mathematics	2025	56%	12%	12%	*	15%	8%	-	-	-	*	11%	*	11%	16%	9%	8%	17%
	2024	48%	53%	53%	45%	54%	42%	-	-	-	88%	41%	*	49%	63%	56%	50%	---
Grade 7 ELA/Reading	2025	64%	72%	72%	75%	67%	77%	-	-	-	100%	35%	*	73%	69%	71%	77%	100%
	2024	66%	67%	67%	63%	64%	70%	-	-	-	*	61%	*	70%	56%	63%	50%	---
Grade 7 Mathematics	2025	50%	26%	26%	22%	28%	25%	-	-	-	13%	16%	*	30%	15%	26%	5%	43%
	2024	49%	50%	50%	31%	49%	54%	-	-	-	*	50%	*	50%	50%	50%	40%	---
Grade 8 ELA/Reading	2025	72%	64%	64%	75%	61%	69%	-	-	-	*	44%	*	72%	41%	61%	27%	100%
	2024	69%	60%	60%	*	58%	63%	-	*	-	*	45%	*	63%	48%	55%	39%	---
Grade 8 Mathematics	2025	68%	53%	53%	*	55%	50%	-	-	-	*	36%	*	52%	57%	47%	50%	*
	2024	66%	49%	49%	*	50%	45%	-	-	-	*	45%	*	44%	65%	47%	64%	---
End of Course Algebra I	2025	74%	60%	51%	*	63%	32%	-	-	-	*	-	-	55%	36%	64%	*	80%
	2024	72%	58%	64%	*	69%	56%	-	*	-	-	-	-	67%	*	56%	-	---
All Grades Both Subjects	2025	65%	55%	44%	51%	45%	42%	-	-	-	38%	24%	46%	46%	39%	42%	35%	71%
	2024	64%	63%	56%	49%	55%	57%	-	*	-	69%	51%	67%	56%	58%	54%	48%	---
All Grades ELA/Reading	2025	67%	61%	59%	66%	56%	61%	-	-	-	65%	30%	36%	61%	51%	54%	46%	95%
	2024	67%	65%	60%	60%	58%	65%	-	*	-	54%	57%	100%	61%	57%	57%	43%	---
All Grades Mathematics	2025	64%	48%	30%	36%	33%	24%	-	-	-	12%	18%	57%	31%	26%	30%	24%	47%
	2024	60%	60%	52%	38%	53%	48%	-	*	-	83%	44%	33%	50%	59%	52%	53%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 6 ELA/Reading	2025	27%	8%	8%	*	13%	*	-	-	-	-	0%	*	0%	*	0%	20%	-
	2024	24%	28%	28%	-	25%	40%	-	-	-	*	25%	-	33%	17%	20%	*	---
Grade 6 Mathematics	2025	33%	20%	20%	*	25%	*	-	-	-	-	*	*	29%	*	33%	*	-
	2024	27%	41%	41%	*	32%	*	-	-	-	*	18%	-	42%	38%	47%	40%	---
Grade 7 ELA/Reading	2025	25%	54%	54%	*	35%	86%	-	-	-	*	30%	-	65%	33%	60%	60%	-
	2024	23%	39%	39%	*	40%	40%	-	-	-	*	50%	*	36%	43%	35%	*	---
Grade 7 Mathematics	2025	16%	7%	7%	*	5%	*	-	-	-	*	8%	-	5%	14%	7%	*	*
	2024	14%	21%	21%	*	29%	*	-	-	-	*	*	-	25%	17%	23%	*	---
Grade 8 ELA/Reading	2025	40%	29%	29%	*	10%	*	-	-	-	-	*	-	40%	14%	29%	*	-
	2024	34%	42%	42%	-	36%	-	-	-	-	*	33%	-	43%	40%	36%	40%	---
Grade 8 Mathematics	2025	42%	47%	47%	*	55%	33%	-	-	-	*	*	*	47%	45%	44%	50%	-
	2024	44%	36%	36%	*	28%	67%	-	-	-	*	11%	-	40%	25%	28%	30%	---
End of Course Algebra I	2025	54%	54%	*	*	*	*	-	-	-	-	-	-	*	-	*	-	-
	2024	55%	36%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2025	33%	35%	31%	36%	26%	46%	-	-	-	*	13%	*	33%	27%	33%	28%	*
	2024	32%	43%	35%	17%	31%	42%	-	-	-	75%	24%	*	38%	30%	32%	30%	---

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
All Grades ELA/Reading	2025	31%	34%	36%	50%	23%	57%	-	-	-	*	14%	*	42%	25%	33%	29%	-
	2024	30%	37%	35%	*	33%	40%	-	-	-	*	33%	*	37%	33%	32%	27%	---
All Grades Mathematics	2025	35%	35%	28%	25%	28%	33%	-	-	-	*	11%	*	27%	29%	33%	27%	*
	2024	35%	47%	35%	*	29%	43%	-	-	-	80%	14%	-	38%	27%	33%	32%	---

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

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 ROCKDALE J H (166904041) - 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	2025	75%	70%	64%	-	-	-	-	-	-	48%	-	53%	44%	-	65%	48%	86%
	2024	75%	73%	68%	-	-	-	-	-	-	46%	-	46%	-	-	71%	46%	71%
At Meets Grade Level or Above	2025	50%	37%	32%	-	-	-	-	-	-	14%	-	8%	17%	-	34%	14%	52%
	2024	48%	40%	35%	-	-	-	-	-	-	11%	-	11%	-	-	38%	11%	43%
At Masters Grade Level	2025	21%	11%	12%	-	-	-	-	-	-	7%	-	0%	12%	-	12%	7%	27%
	2024	20%	11%	13%	-	-	-	-	-	-	1%	-	1%	-	-	13%	1%	21%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	73%	74%	-	-	-	-	-	-	55%	-	78%	27%	-	76%	55%	81%
	2024	76%	78%	81%	-	-	-	-	-	-	67%	-	67%	-	-	82%	67%	88%
At Meets Grade Level or Above	2025	54%	47%	47%	-	-	-	-	-	-	18%	-	11%	27%	-	49%	18%	81%
	2024	54%	49%	48%	-	-	-	-	-	-	18%	-	18%	-	-	50%	18%	67%
At Masters Grade Level	2025	23%	14%	20%	-	-	-	-	-	-	6%	-	0%	13%	-	20%	6%	44%
	2024	22%	16%	23%	-	-	-	-	-	-	3%	-	3%	-	-	24%	3%	42%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	63%	55%	-	-	-	-	-	-	45%	-	28%	67%	-	54%	45%	88%
	2024	72%	71%	68%	-	-	-	-	-	-	52%	-	52%	-	-	70%	52%	67%
At Meets Grade Level or Above	2025	45%	27%	20%	-	-	-	-	-	-	12%	-	6%	20%	-	20%	12%	31%
	2024	43%	33%	33%	-	-	-	-	-	-	12%	-	12%	-	-	35%	12%	42%

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 ROCKDALE J H (166904041) - 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
At Masters Grade Level	2025	20%	8%	7%	-	-	-	-	-	-	9%	-	0%	20%	-	6%	9%	13%
	2024	17%	7%	7%	-	-	-	-	-	-	0%	-	0%	-	-	7%	0%	13%
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	80%	-	-	-	-	-	-	55%	-	-	55%	-	82%	55%	100%
	2024	75%	67%	58%	-	-	-	-	-	-	17%	-	17%	-	-	64%	17%	64%
At Meets Grade Level or Above	2025	47%	36%	38%	-	-	-	-	-	-	9%	-	-	9%	-	40%	9%	67%
	2024	43%	30%	25%	-	-	-	-	-	-	0%	-	0%	-	-	28%	0%	29%
At Masters Grade Level	2025	17%	8%	11%	-	-	-	-	-	-	9%	-	-	9%	-	9%	9%	33%
	2024	16%	6%	6%	-	-	-	-	-	-	0%	-	0%	-	-	7%	0%	7%
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	72%	47%	-	-	-	-	-	-	27%	-	-	27%	-	47%	27%	83%
	2024	78%	70%	39%	-	-	-	-	-	-	0%	-	0%	-	-	42%	0%	57%
At Meets Grade Level or Above	2025	50%	39%	19%	-	-	-	-	-	-	9%	-	-	9%	-	21%	9%	17%
	2024	51%	44%	16%	-	-	-	-	-	-	0%	-	0%	-	-	18%	0%	21%
At Masters Grade Level	2025	27%	14%	8%	-	-	-	-	-	-	0%	-	-	0%	-	9%	0%	17%
	2024	27%	15%	6%	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	14%
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	55%	44%	-	-	-	-	-	-	33%	-	24%	43%	-	45%	33%	58%
	2024	64%	63%	56%	-	-	-	-	-	-	47%	-	47%	-	-	56%	47%	66%
All Grades ELA/Reading	2025	67%	61%	59%	-	-	-	-	-	-	42%	-	47%	37%	-	60%	42%	69%
	2024	67%	65%	60%	-	-	-	-	-	-	42%	-	42%	-	-	61%	42%	75%

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 ROCKDALE J H (166904041) - 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
All Grades Mathematics	2025	64%	48%	30%	-	-	-	-	-	-	23%	-	0%	50%	-	29%	23%	47%
	2024	60%	60%	52%	-	-	-	-	-	-	52%	-	52%	-	-	52%	52%	56%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	35%	31%	-	-	-	-	-	-	28%	-	40%	20%	-	32%	28%	*
	2024	32%	43%	35%	-	-	-	-	-	-	31%	-	31%	-	-	38%	31%	17%
All Grades ELA/Reading	2025	31%	34%	36%	-	-	-	-	-	-	29%	-	57%	0%	-	39%	29%	*
	2024	30%	37%	35%	-	-	-	-	-	-	27%	-	27%	-	-	40%	27%	*
All Grades Mathematics	2025	35%	35%	28%	-	-	-	-	-	-	27%	-	*	38%	-	27%	27%	*
	2024	35%	47%	35%	-	-	-	-	-	-	33%	-	33%	-	-	37%	33%	*

* 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.

Texas Education Agency
2024-25 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	96%	96%	97%	97%	-	-	-	88%	91%	95%	100%	88%	97%	90%
Not Included in Accountability: Mobile	4%	3%	3%	4%	3%	3%	-	-	-	12%	9%	5%	0%	11%	3%	6%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	1%	0%	-	-	-	0%	0%	0%	0%	2%	1%	4%
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	91%	96%	97%	100%	97%	96%	-	-	-	93%	93%	100%	100%	89%	96%	90%
Not Included in Accountability: Mobile	4%	4%	3%	0%	2%	4%	-	-	-	7%	7%	0%	0%	9%	3%	5%
Not Included in Accountability: Other Exclusions	4%	1%	1%	0%	1%	0%	-	-	-	0%	0%	0%	0%	2%	1%	5%
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%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	91%	97%	98%	-	-	-	93%	93%	88%	100%	88%	97%	90%
Not Included in Accountability: Mobile	4%	3%	3%	9%	2%	2%	-	-	-	7%	7%	13%	0%	10%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	0%	0%	0%	0%	2%	1%	5%
Not Tested	1%	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%	0%
Other	0%	1%	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	94%	96%	96%	100%	96%	96%	-	-	-	*	82%	*	100%	85%	97%	92%
Not Included in Accountability: Mobile	4%	3%	4%	0%	4%	4%	-	-	-	*	18%	*	0%	15%	3%	8%
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%

Texas Education Agency
2024-25 STAAR Participation (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 (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%	97%	96%	100%	96%	96%	-	-	-	*	82%	*	100%	85%	97%	92%
Not Included in Accountability: Mobile	4%	3%	4%	0%	4%	4%	-	-	-	*	18%	*	0%	15%	3%	8%
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%
2024 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	92%	94%	94%	100%	93%	97%	-	100%	-	100%	91%	100%	99%	83%	93%	83%
Not Included in Accountability: Mobile	4%	4%	5%	0%	7%	3%	-	0%	-	0%	9%	0%	1%	16%	6%	14%
Not Included in Accountability: Other Exclusions	2%	2%	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	91%	93%	94%	100%	92%	97%	-	*	-	100%	93%	100%	99%	83%	93%	83%
Not Included in Accountability: Mobile	4%	4%	5%	0%	7%	3%	-	*	-	0%	7%	0%	1%	15%	6%	12%
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	1%	0%	-	*	-	0%	0%	0%	0%	2%	1%	5%
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%	100%	92%	97%	-	*	-	100%	93%	100%	99%	83%	93%	83%
Not Included in Accountability: Mobile	5%	5%	5%	0%	7%	3%	-	*	-	0%	7%	0%	1%	15%	6%	12%

Texas Education Agency
2024-25 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	*	-	0%	0%	0%	0%	2%	1%	5%
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%
Included in Accountability	93%	96%	95%	*	94%	97%	-	*	-	*	85%	*	100%	81%	94%	82%
Not Included in Accountability: Mobile	4%	3%	5%	*	6%	3%	-	*	-	*	15%	*	0%	19%	6%	18%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	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	99%	100%	100%	*	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	*	94%	97%	-	*	-	*	85%	*	100%	81%	94%	82%
Not Included in Accountability: Mobile	4%	4%	5%	*	6%	3%	-	*	-	*	15%	*	0%	19%	6%	18%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	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
2024-25 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													
2023-24	93.6%	94.8%	94.8%	93.6%	95.0%	94.8%	-	*	-	94.1%	93.5%	94.7%	95.3%
2022-23	93.3%	94.6%	94.8%	96.7%	94.7%	94.7%	*	*	-	91.2%	94.2%	94.4%	95.6%
Chronic Absenteeism													
2023-24	19.0%	13.5%	12.9%	24.0%	10.5%	14.3%	-	*	-	20.0%	16.7%	12.1%	7.5%
2022-23	20.3%	15.8%	13.7%	7.4%	14.3%	13.4%	*	*	-	33.3%	15.4%	15.7%	6.7%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.9%	0.9%	0.0%	0.8%	0.0%	-	*	-	16.7%	6.5%	0.6%	0.0%
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 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
Graduates, TxCHSE, and Continuers	93.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	10.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	4.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 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
Class of 2024	78.5%	79.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	83.3%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	88.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	10.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	4.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	86.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	97	382,023
By Ethnicity:				
African American	-	-	12	48,064
Hispanic	-	-	52	200,942
White	-	-	31	101,714
American Indian	-	-	0	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	2	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	12	46,183
Foundation H.S. Program (Endorsement)	-	-	10	42,042
Foundation H.S. Program (DLA)	-	-	75	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	5	35,935
Economically Disadvantaged Graduates	-	-	63	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	9	56,967
At-Risk Graduates	-	-	45	173,035
CTE Completers	-	-	42	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	313	100.0%	1,473	5,530,499	313	100.0%	1,482	5,544,255
Students by Grade								
Grade 6	94	30.0%	6.4%	7.3%	94	30.0%	6.3%	7.3%
Grade 7	125	39.9%	8.5%	7.4%	125	39.9%	8.4%	7.4%
Grade 8	94	30.0%	6.4%	7.4%	94	30.0%	6.3%	7.4%
Ethnic Distribution								
African American	24	7.7%	7.3%	12.8%	24	7.7%	7.4%	12.8%
Hispanic	186	59.4%	53.8%	53.5%	186	59.4%	53.8%	53.5%
White	90	28.8%	33.5%	24.4%	90	28.8%	33.3%	24.4%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	1.0%	5.6%	0	0.0%	0.9%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	13	4.2%	4.4%	3.3%	13	4.2%	4.4%	3.3%
Sex								
Female	148	47.3%	46.2%	48.9%	148	47.3%	46.0%	48.8%
Male	165	52.7%	53.8%	51.1%	165	52.7%	54.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	195	62.3%	61.7%	60.5%	195	62.3%	61.6%	60.4%
Non-Educationally Disadvantaged	118	37.7%	38.3%	39.5%	118	37.7%	38.4%	39.6%
Section 504 Students	28	8.9%	5.1%	6.8%	28	8.9%	5.1%	6.8%
EB Students/EL	37	11.8%	11.4%	24.3%	37	11.8%	11.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	13	3.7%	3.6%	2.1%				
Students w/ Dyslexia	23	7.3%	5.2%	6.4%	23	7.3%	5.2%	6.4%
Foster Care	1	0.3%	0.4%	0.2%	1	0.3%	0.4%	0.2%
Homeless	4	1.3%	1.0%	1.4%	4	1.3%	1.0%	1.4%
Immigrant	5	1.6%	2.4%	3.5%	5	1.6%	2.4%	3.5%
Migrant	1	0.3%	0.2%	0.2%	1	0.3%	0.2%	0.2%
Title I	313	100.0%	100.0%	66.6%	313	100.0%	100.0%	66.5%
Military Connected	13	4.2%	4.3%	4.1%	13	4.2%	4.3%	4.1%
At-Risk	200	63.9%	58.0%	53.5%	200	63.9%	57.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	37	11.8%	11.3%	24.3%	37	11.8%	11.3%	24.3%
Career and Technical Education	91	29.1%	34.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	90.0%	74.0%	-	-	-	-
Gifted and Talented Education	23	7.3%	5.0%	8.7%	23	7.3%	5.0%	8.7%
Special Education	45	14.4%	12.9%	15.3%	45	14.4%	13.4%	15.5%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students with Disabilities	45							
Students with Intellectual Disabilities	30	66.7%	43.7%	48.3%				
Students with Physical Disabilities	*	*	18.9%	17.0%				
Students with Autism	*	*	**	16.8%				
Students with Behavioral Disabilities	9	20.0%	22.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	39	11.1%	13.5%	16.4%				
African American	3	0.9%	1.2%	3.3%				
Hispanic	19	5.4%	7.1%	8.9%				
White	14	4.0%	4.1%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	3	0.9%	1.1%	0.6%				
Special Ed Students who are Mobile	9	18.4%	18.1%	17.3%				
Count and Percent of EB Students/EL who are Mobile	6	14.6%	20.0%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	30	11.7%	13.8%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	22	10.0%	12.0%	18.0%				

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

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

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 6	15.4	15.4	19.8
Secondary			
English/Language Arts	17.7	15.0	16.4
Foreign Languages	17.6	14.9	18.9
Mathematics	21.9	18.5	17.8
Science	18.3	20.3	18.9
Social Studies	18.2	17.8	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	35.9	100.0%	100.0%	100.0%
Professional Staff	31.4	87.5%	60.4%	63.8%
Teachers	26.1	72.6%	46.9%	48.3%
Professional Support	3.1	8.6%	9.2%	10.8%
Campus Administration (School Leadership)	2.3	6.3%	2.4%	3.4%
Educational Aides	4.5	12.5%	11.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	0.0	n/a	4.0	13,704.0
Part-time Counselors	1.0	n/a	1.0	1,298.0
Total Minority Staff	6.7	18.5%	27.9%	55.3%
Teachers by Ethnicity				
African American	2.2	8.3%	5.7%	12.8%
Hispanic	1.0	3.8%	12.1%	31.0%
White	21.9	84.1%	80.6%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	3.8%	1.6%	1.3%
Teachers by Sex				
Males	6.8	26.0%	22.0%	24.6%
Females	19.3	74.0%	78.0%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.6%	2.4%
Bachelors	20.5	78.8%	79.3%	71.4%
Masters	5.5	21.2%	19.1%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.0	7.7%	5.7%	7.3%
1-5 Years Experience	8.8	33.9%	28.6%	28.3%
6-10 Years Experience	7.5	28.8%	25.6%	19.7%
11-20 Years Experience	4.0	15.3%	22.3%	27.6%
21-30 Years Experience	3.7	14.3%	17.4%	14.1%
Over 30 Years Experience	0.0	0.0%	0.4%	3.0%
Number of Students per Teacher	12.0	n/a	11.9	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	4.0	7.0	6.0
Average Years Experience of Principals with District	4.0	2.3	5.1
Average Years Experience of Assistant Principals	2.5	3.5	5.1
Average Years Experience of Assistant Principals with District	1.5	3.2	4.3
Average Years Experience of Teachers	8.1	10.5	11.2
Average Years Experience of Teachers with District	4.5	5.6	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$50,577	\$51,940	\$55,689
1-5 Years Experience	\$52,046	\$52,356	\$59,266
6-10 Years Experience	\$58,680	\$55,418	\$62,607
11-20 Years Experience	\$57,377	\$62,673	\$66,353
21-30 Years Experience	\$64,938	\$67,059	\$70,976
Over 30 Years Experience	-	\$68,370	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$56,508	\$58,041	\$63,751
Professional Support	\$56,052	\$59,438	\$75,909
Campus Administration (School Leadership)	\$79,619	\$83,016	\$88,786
Instructional Staff Percent	n/a	60.8%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.3	1.3%	0.5%	6.3%
Career and Technical Education	1.7	6.7%	10.7%	5.5%
Compensatory Education	1.4	5.5%	9.6%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	17.4	66.7%	65.6%	69.0%
Special Education	1.3	5.1%	7.1%	11.4%
Other	3.8	14.7%	6.5%	3.6%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

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

Texas Education Agency
2024-25 Staff Information (TAPR)
ROCKDALE J H (166904041) - ROCKDALE ISD - MILAM COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

Campus Name: ROCKDALE INT

Campus Number: 166904103

2025 Campus Accountability Score: C

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	74%	74%	100%	69%	79%	-	-	-	80%	39%	*	74%	77%	73%	65%
	2024	74%	65%	65%	55%	56%	74%	-	*	-	75%	33%	67%	70%	50%	58%	70%
At Meets Grade Level or Above	2025	52%	47%	47%	40%	48%	47%	-	-	-	40%	22%	*	48%	38%	42%	41%
	2024	48%	43%	43%	27%	35%	53%	-	*	-	50%	29%	50%	47%	32%	37%	50%
At Masters Grade Level	2025	23%	15%	15%	0%	13%	21%	-	-	-	0%	0%	*	17%	0%	8%	12%
	2024	21%	10%	10%	9%	4%	15%	-	*	-	13%	5%	17%	11%	7%	2%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	63%	63%	80%	56%	73%	-	-	-	60%	50%	*	66%	38%	56%	59%
	2024	70%	64%	64%	27%	60%	77%	-	*	-	75%	43%	83%	62%	71%	57%	82%
At Meets Grade Level or Above	2025	46%	36%	36%	0%	33%	49%	-	-	-	20%	17%	*	38%	23%	27%	29%
	2024	42%	33%	33%	18%	30%	38%	-	*	-	38%	19%	33%	33%	32%	26%	45%
At Masters Grade Level	2025	19%	12%	12%	0%	11%	14%	-	-	-	20%	6%	*	14%	0%	8%	6%
	2024	15%	7%	7%	0%	6%	9%	-	*	-	13%	5%	0%	8%	7%	3%	18%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	74%	74%	83%	62%	86%	-	*	-	71%	50%	50%	76%	69%	70%	64%
	2024	81%	88%	88%	83%	87%	89%	-	-	-	*	73%	100%	88%	87%	86%	*
At Meets Grade Level or Above	2025	54%	41%	41%	25%	32%	52%	-	*	-	57%	13%	33%	45%	31%	32%	45%
	2024	51%	48%	48%	33%	40%	61%	-	-	-	*	47%	20%	48%	48%	41%	*
At Masters Grade Level	2025	24%	10%	10%	8%	4%	14%	-	*	-	29%	4%	0%	13%	3%	4%	9%
	2024	23%	17%	17%	17%	17%	18%	-	-	-	*	7%	20%	19%	13%	12%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	60%	60%	33%	55%	74%	-	*	-	57%	21%	67%	61%	59%	52%	73%
	2024	69%	72%	72%	67%	70%	79%	-	-	-	*	53%	100%	70%	77%	68%	*
At Meets Grade Level or Above	2025	47%	35%	35%	8%	23%	55%	-	*	-	57%	13%	50%	38%	28%	29%	27%
	2024	46%	42%	42%	0%	42%	50%	-	-	-	*	40%	40%	33%	61%	36%	*
At Masters Grade Level	2025	24%	12%	12%	0%	6%	21%	-	*	-	14%	4%	17%	15%	3%	9%	18%
	2024	21%	11%	11%	0%	8%	18%	-	-	-	*	13%	0%	7%	19%	7%	*
Grade 5 Reading																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	85%	85%	57%	81%	94%	-	-	-	*	50%	100%	89%	73%	81%	64%
	2024	79%	85%	85%	*	88%	87%	-	-	-	80%	53%	50%	84%	88%	83%	80%
At Meets Grade Level or Above	2025	58%	62%	62%	43%	56%	74%	-	-	-	*	21%	60%	68%	46%	58%	36%
	2024	55%	53%	53%	*	49%	65%	-	-	-	60%	20%	33%	51%	60%	48%	47%
At Masters Grade Level	2025	30%	18%	18%	0%	13%	29%	-	-	-	*	0%	20%	18%	15%	13%	0%
	2024	29%	22%	22%	*	18%	26%	-	-	-	40%	13%	0%	21%	24%	20%	27%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	85%	85%	57%	87%	89%	-	-	-	*	57%	100%	87%	77%	78%	64%
	2024	77%	90%	90%	*	88%	97%	-	-	-	80%	87%	67%	90%	88%	88%	93%
At Meets Grade Level or Above	2025	47%	42%	42%	29%	44%	43%	-	-	-	*	36%	60%	41%	46%	36%	27%
	2024	50%	47%	47%	*	44%	65%	-	-	-	0%	20%	33%	45%	52%	48%	43%
At Masters Grade Level	2025	22%	13%	13%	0%	9%	23%	-	-	-	*	14%	20%	14%	12%	9%	0%
	2024	19%	13%	13%	*	13%	16%	-	-	-	0%	7%	0%	11%	16%	11%	21%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	56%	56%	43%	50%	69%	-	-	-	*	43%	60%	56%	54%	48%	36%
	2024	58%	51%	51%	*	45%	61%	-	-	-	60%	47%	17%	46%	64%	48%	33%
At Meets Grade Level or Above	2025	31%	22%	22%	14%	17%	31%	-	-	-	*	21%	20%	21%	23%	16%	9%
	2024	28%	18%	18%	*	12%	32%	-	-	-	0%	13%	17%	13%	32%	15%	13%
At Masters Grade Level	2025	12%	9%	9%	0%	6%	17%	-	-	-	*	7%	0%	10%	8%	6%	0%
	2024	11%	8%	8%	*	8%	10%	-	-	-	0%	7%	0%	8%	8%	8%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	70%	71%	62%	66%	80%	-	*	-	63%	43%	75%	72%	65%	65%	61%
	2024	75%	73%	73%	51%	70%	80%	-	*	-	73%	54%	68%	72%	75%	69%	71%
At Meets Grade Level or Above	2025	50%	37%	41%	22%	36%	50%	-	*	-	44%	19%	50%	43%	34%	34%	31%
	2024	48%	40%	41%	16%	36%	51%	-	*	-	33%	26%	33%	39%	46%	35%	38%
At Masters Grade Level	2025	21%	11%	13%	2%	9%	20%	-	*	-	15%	5%	13%	15%	7%	8%	7%
	2024	20%	11%	12%	5%	10%	16%	-	*	-	12%	8%	5%	12%	13%	8%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	73%	77%	79%	71%	86%	-	*	-	77%	46%	71%	79%	72%	75%	64%
	2024	76%	78%	78%	60%	77%	83%	-	*	-	79%	51%	71%	79%	75%	74%	79%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	54%	47%	49%	33%	45%	57%	-	*	-	54%	18%	50%	53%	38%	43%	41%
	2024	54%	49%	48%	25%	41%	59%	-	*	-	57%	31%	35%	48%	46%	42%	48%
At Masters Grade Level	2025	23%	14%	14%	4%	10%	21%	-	*	-	15%	2%	7%	16%	7%	8%	8%
	2024	22%	16%	16%	10%	13%	19%	-	*	-	21%	8%	12%	16%	14%	10%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	63%	69%	50%	65%	78%	-	*	-	54%	39%	85%	70%	62%	61%	64%
	2024	72%	71%	74%	45%	72%	83%	-	*	-	71%	59%	82%	73%	79%	69%	83%
At Meets Grade Level or Above	2025	45%	27%	38%	13%	33%	49%	-	*	-	38%	20%	62%	39%	34%	30%	28%
	2024	43%	33%	40%	10%	38%	49%	-	*	-	21%	25%	35%	36%	49%	35%	41%
At Masters Grade Level	2025	20%	8%	12%	0%	9%	19%	-	*	-	15%	7%	23%	14%	6%	9%	8%
	2024	17%	7%	10%	0%	8%	14%	-	*	-	7%	8%	0%	9%	14%	6%	17%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	75%	56%	43%	50%	69%	-	-	-	*	43%	60%	56%	54%	48%	36%
	2024	75%	67%	51%	*	45%	61%	-	-	-	60%	47%	17%	46%	64%	48%	33%
At Meets Grade Level or Above	2025	47%	36%	22%	14%	17%	31%	-	-	-	*	21%	20%	21%	23%	16%	9%
	2024	43%	30%	18%	*	12%	32%	-	-	-	0%	13%	17%	13%	32%	15%	13%
At Masters Grade Level	2025	17%	8%	9%	0%	6%	17%	-	-	-	*	7%	0%	10%	8%	6%	0%
	2024	16%	6%	8%	*	8%	10%	-	-	-	0%	7%	0%	8%	8%	8%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	31%	31%	0%	30%	41%	-	-	-	20%	17%	*	34%	15%	24%	29%
	2024	35%	26%	26%	9%	21%	34%	-	*	-	25%	19%	17%	27%	21%	18%	30%
Reading and Mathematics Including EOC	2025	39%	31%	31%	0%	30%	41%	-	-	-	20%	17%	*	34%	15%	24%	29%
	2024	35%	26%	26%	9%	21%	34%	-	*	-	25%	19%	17%	27%	21%	18%	30%
Reading Including EOC	2025	52%	47%	47%	40%	48%	47%	-	-	-	40%	22%	*	48%	38%	42%	41%
	2024	48%	43%	43%	27%	35%	53%	-	*	-	50%	29%	50%	47%	32%	37%	50%
Math Including EOC	2025	46%	36%	36%	0%	33%	49%	-	-	-	20%	17%	*	38%	23%	27%	29%
	2024	42%	33%	33%	18%	30%	38%	-	*	-	38%	19%	33%	33%	32%	26%	45%
4th Graders																	
Reading and Mathematics	2025	40%	28%	28%	8%	17%	43%	-	*	-	57%	13%	33%	30%	25%	22%	27%
	2024	38%	29%	29%	0%	23%	42%	-	-	-	*	27%	0%	24%	39%	19%	*

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2025	40%	28%	28%	8%	17%	43%	-	*	-	57%	13%	33%	30%	25%	22%	27%
	2024	38%	29%	29%	0%	23%	42%	-	-	-	*	27%	0%	24%	39%	19%	*
Reading Including EOC	2025	54%	41%	41%	25%	32%	52%	-	*	-	57%	13%	33%	45%	31%	32%	45%
	2024	51%	48%	48%	33%	40%	61%	-	-	-	*	47%	20%	48%	48%	41%	*
Math Including EOC	2025	47%	35%	35%	8%	23%	55%	-	*	-	57%	13%	50%	38%	28%	29%	27%
	2024	46%	42%	42%	0%	42%	50%	-	-	-	*	40%	40%	33%	61%	36%	*
5th Graders																	
Reading and Mathematics	2025	42%	34%	34%	29%	31%	40%	-	-	-	*	21%	40%	34%	35%	28%	18%
	2024	42%	34%	34%	*	31%	48%	-	-	-	0%	13%	17%	32%	40%	32%	29%
Reading and Mathematics Including EOC	2025	42%	34%	34%	29%	31%	40%	-	-	-	*	21%	40%	34%	35%	28%	18%
	2024	42%	34%	34%	*	31%	48%	-	-	-	0%	13%	17%	32%	40%	32%	29%
Reading Including EOC	2025	58%	62%	62%	43%	56%	74%	-	-	-	*	21%	60%	68%	46%	58%	36%
	2024	55%	53%	53%	*	49%	65%	-	-	-	60%	20%	33%	51%	60%	48%	47%
Math Including EOC	2025	48%	42%	42%	29%	44%	43%	-	-	-	*	36%	60%	41%	46%	36%	27%
	2024	51%	47%	47%	*	44%	65%	-	-	-	0%	20%	33%	45%	52%	48%	43%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	24%	31%	13%	26%	41%	-	*	-	38%	16%	46%	32%	27%	25%	26%
	2024	36%	26%	29%	5%	25%	41%	-	*	-	14%	20%	12%	28%	33%	23%	29%
Reading and Mathematics Including EOC	2025	40%	25%	31%	13%	26%	41%	-	*	-	38%	16%	46%	32%	27%	25%	26%
	2024	38%	28%	29%	5%	25%	41%	-	*	-	14%	20%	12%	28%	33%	23%	29%
Reading Including EOC	2025	55%	48%	49%	33%	45%	57%	-	*	-	54%	18%	50%	53%	38%	43%	41%
	2024	54%	48%	48%	25%	41%	59%	-	*	-	57%	31%	35%	48%	46%	42%	48%
Math Including EOC	2025	46%	29%	38%	13%	33%	49%	-	*	-	38%	20%	62%	39%	34%	30%	28%
	2024	45%	36%	40%	10%	38%	49%	-	*	-	21%	25%	35%	36%	49%	35%	41%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 STAAR Progress (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	69%	69%	71%	67%	68%	-	*	-	71%	63%	42%	69%	69%	66%	70%	100%
	2024	67%	68%	68%	50%	63%	78%	-	-	-	*	63%	50%	62%	82%	65%	*	---
Grade 4 Mathematics	2025	65%	63%	63%	54%	58%	68%	-	*	-	71%	54%	50%	64%	59%	62%	64%	89%
	2024	60%	66%	66%	83%	64%	68%	-	-	-	*	40%	90%	61%	78%	63%	*	---
Grade 5 ELA/Reading	2025	69%	72%	72%	43%	69%	82%	-	-	-	*	39%	70%	73%	68%	69%	65%	86%
	2024	70%	86%	86%	*	83%	94%	-	-	-	80%	70%	75%	83%	92%	86%	83%	---
Grade 5 Mathematics	2025	67%	70%	70%	43%	81%	59%	-	-	-	*	71%	90%	74%	60%	70%	64%	100%
	2024	65%	87%	87%	*	86%	94%	-	-	-	40%	93%	75%	90%	79%	88%	93%	---
All Grades Both Subjects	2025	65%	55%	68%	55%	69%	69%	-	*	-	72%	57%	61%	70%	64%	66%	65%	94%
	2024	64%	63%	76%	72%	74%	82%	-	-	-	58%	67%	73%	74%	83%	75%	82%	---
All Grades ELA/Reading	2025	67%	61%	70%	61%	68%	75%	-	*	-	75%	54%	55%	71%	68%	68%	68%	94%
	2024	67%	65%	76%	56%	72%	85%	-	-	-	83%	67%	64%	72%	86%	75%	82%	---
All Grades Mathematics	2025	64%	48%	66%	50%	70%	64%	-	*	-	69%	61%	68%	69%	59%	65%	64%	94%
	2024	60%	60%	76%	89%	75%	80%	-	-	-	33%	67%	82%	75%	79%	74%	83%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	47%	47%	83%	35%	55%	-	-	-	*	39%	*	46%	47%	51%	20%	*
	2024	38%	53%	53%	*	56%	33%	-	-	-	-	43%	-	50%	56%	50%	*	---
Grade 4 Mathematics	2025	27%	25%	25%	22%	19%	44%	-	*	-	*	0%	*	27%	20%	23%	17%	-
	2024	26%	38%	38%	*	32%	50%	-	-	-	-	29%	*	33%	45%	36%	*	---
Grade 5 ELA/Reading	2025	25%	31%	31%	*	33%	*	-	-	-	-	*	-	25%	40%	30%	*	-
	2024	35%	59%	59%	*	67%	56%	-	-	-	*	36%	*	62%	50%	58%	40%	---
Grade 5 Mathematics	2025	35%	46%	46%	*	61%	33%	-	-	-	*	25%	-	53%	33%	33%	33%	-
	2024	41%	80%	80%	*	76%	93%	-	-	-	*	83%	60%	83%	70%	79%	80%	---
All Grades Both Subjects	2025	33%	35%	37%	35%	35%	46%	-	*	-	20%	20%	*	39%	35%	35%	25%	*
	2024	32%	43%	60%	55%	59%	65%	-	-	-	*	51%	50%	62%	55%	58%	54%	---
All Grades ELA/Reading	2025	31%	34%	43%	63%	34%	54%	-	-	-	*	32%	*	42%	45%	47%	25%	*
	2024	30%	37%	57%	60%	63%	47%	-	-	-	*	39%	*	59%	53%	55%	50%	---
All Grades Mathematics	2025	35%	35%	33%	17%	36%	40%	-	*	-	*	8%	*	37%	25%	27%	25%	-
	2024	35%	47%	62%	50%	57%	76%	-	-	-	*	63%	67%	64%	57%	61%	57%	---

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

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 ROCKDALE INT (166904103) - 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	2025	75%	70%	71%	-	-	-	-	-	-	56%	59%	-	54%	-	72%	56%	100%
	2024	75%	73%	73%	-	-	-	-	-	-	72%	65%	-	86%	-	73%	72%	67%
At Meets Grade Level or Above	2025	50%	37%	41%	-	-	-	-	-	-	25%	29%	-	21%	-	42%	25%	89%
	2024	48%	40%	41%	-	-	-	-	-	-	38%	33%	-	48%	-	41%	38%	42%
At Masters Grade Level	2025	21%	11%	13%	-	-	-	-	-	-	5%	7%	-	3%	-	14%	5%	22%
	2024	20%	11%	12%	-	-	-	-	-	-	15%	15%	-	14%	-	12%	15%	25%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	73%	77%	-	-	-	-	-	-	60%	61%	-	59%	-	79%	60%	*
	2024	76%	78%	78%	-	-	-	-	-	-	76%	60%	-	100%	-	78%	76%	*
At Meets Grade Level or Above	2025	54%	47%	49%	-	-	-	-	-	-	34%	39%	-	29%	-	51%	34%	*
	2024	54%	49%	48%	-	-	-	-	-	-	44%	33%	-	60%	-	48%	44%	*
At Masters Grade Level	2025	23%	14%	14%	-	-	-	-	-	-	6%	11%	-	0%	-	15%	6%	*
	2024	22%	16%	16%	-	-	-	-	-	-	12%	20%	-	0%	-	16%	12%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	63%	69%	-	-	-	-	-	-	60%	67%	-	53%	-	69%	60%	*
	2024	72%	71%	74%	-	-	-	-	-	-	84%	93%	-	70%	-	73%	84%	*
At Meets Grade Level or Above	2025	45%	27%	38%	-	-	-	-	-	-	23%	28%	-	18%	-	39%	23%	*
	2024	43%	33%	40%	-	-	-	-	-	-	40%	47%	-	30%	-	40%	40%	*

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 ROCKDALE INT (166904103) - 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
At Masters Grade Level	2025	20%	8%	12%	-	-	-	-	-	-	6%	6%	-	6%	-	13%	6%	*
	2024	17%	7%	10%	-	-	-	-	-	-	16%	13%	-	20%	-	9%	16%	*
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	75%	56%	-	-	-	-	-	-	30%	20%	-	40%	-	58%	30%	*
	2024	75%	67%	51%	-	-	-	-	-	-	36%	30%	-	*	-	55%	36%	*
At Meets Grade Level or Above	2025	47%	36%	22%	-	-	-	-	-	-	0%	0%	-	0%	-	23%	0%	*
	2024	43%	30%	18%	-	-	-	-	-	-	18%	10%	-	*	-	19%	18%	*
At Masters Grade Level	2025	17%	8%	9%	-	-	-	-	-	-	0%	0%	-	0%	-	10%	0%	*
	2024	16%	6%	8%	-	-	-	-	-	-	18%	10%	-	*	-	7%	18%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2025	65%	55%	68%	-	-	-	-	-	-	62%	65%	-	58%	-	68%	62%	*
	2024	64%	63%	76%	-	-	-	-	-	-	81%	88%	-	63%	-	76%	81%	88%
All Grades ELA/Reading	2025	67%	61%	70%	-	-	-	-	-	-	64%	55%	-	75%	-	71%	64%	*
	2024	67%	65%	76%	-	-	-	-	-	-	80%	82%	-	*	-	76%	80%	*
All Grades Mathematics	2025	64%	48%	66%	-	-	-	-	-	-	60%	75%	-	45%	-	66%	60%	*
	2024	60%	60%	76%	-	-	-	-	-	-	82%	95%	-	*	-	75%	82%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2025	33%	35%	37%	-	-	-	-	-	-	21%	22%	-	20%	-	39%	21%	*
	2024	32%	43%	60%	-	-	-	-	-	-	58%	67%	-	*	-	61%	58%	*
All Grades ELA/Reading	2025	31%	34%	43%	-	-	-	-	-	-	25%	*	-	20%	-	46%	25%	-
	2024	30%	37%	57%	-	-	-	-	-	-	50%	40%	-	*	-	58%	50%	-
All Grades Mathematics	2025	35%	35%	33%	-	-	-	-	-	-	18%	17%	-	20%	-	34%	18%	*
	2024	35%	47%	62%	-	-	-	-	-	-	67%	*	-	*	-	63%	67%	*

- * 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.

Texas Education Agency
2024-25 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	96%	95%	94%	98%	-	*	-	93%	97%	82%	99%	86%	96%	85%
Not Included in Accountability: Mobile	4%	3%	3%	5%	4%	2%	-	*	-	7%	3%	18%	1%	10%	3%	8%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	-	*	-	0%	0%	0%	0%	4%	1%	8%
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	91%	96%	96%	96%	94%	97%	-	*	-	93%	97%	82%	99%	86%	95%	85%
Not Included in Accountability: Mobile	4%	4%	4%	4%	4%	3%	-	*	-	7%	3%	18%	1%	11%	4%	9%
Not Included in Accountability: Other Exclusions	4%	1%	1%	0%	2%	0%	-	*	-	0%	0%	0%	0%	4%	1%	7%
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%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	96%	94%	97%	-	*	-	93%	97%	81%	99%	86%	95%	85%
Not Included in Accountability: Mobile	4%	3%	4%	4%	4%	3%	-	*	-	7%	3%	19%	1%	11%	4%	9%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	0%	-	*	-	0%	0%	0%	0%	4%	1%	7%
Not Tested	1%	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%	0%
Other	0%	1%	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%
Included in Accountability	94%	96%	96%	88%	95%	100%	-	-	-	*	100%	83%	100%	87%	97%	85%
Not Included in Accountability: Mobile	4%	3%	2%	13%	2%	0%	-	-	-	*	0%	17%	0%	7%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	2%	0%	4%	0%	-	-	-	*	0%	0%	0%	7%	2%	15%
Not Tested	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%

Texas Education Agency
2024-25 STAAR Participation (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 (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%	0%	
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	
2024 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	99%	
Included in Accountability	92%	94%	93%	96%	91%	96%	-	*	-	92%	94%	100%	99%	81%	92%	79%	
Not Included in Accountability: Mobile	4%	4%	5%	4%	7%	3%	-	*	-	8%	6%	0%	1%	16%	6%	10%	
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	1%	-	*	-	0%	0%	0%	0%	3%	1%	10%	
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	1%	
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	1%	
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	91%	93%	93%	95%	91%	97%	-	*	-	93%	94%	100%	99%	82%	92%	76%	
Not Included in Accountability: Mobile	4%	4%	5%	5%	7%	3%	-	*	-	7%	6%	0%	1%	15%	6%	11%	
Not Included in Accountability: Other Exclusions	4%	2%	2%	0%	2%	1%	-	*	-	0%	0%	0%	0%	4%	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%	
Mathematics																	
Assessment Participant	99%	100%	100%	100%	99%	100%	-	*	-	100%	100%	100%	100%	100%	100%	97%	
Included in Accountability	93%	94%	93%	95%	91%	96%	-	*	-	93%	94%	100%	99%	81%	92%	76%	
Not Included in Accountability: Mobile	5%	5%	5%	5%	7%	3%	-	*	-	7%	6%	0%	1%	15%	6%	11%	
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	2%	1%	-	*	-	0%	0%	0%	0%	4%	1%	11%	
Not Tested	1%	0%	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	3%	
Absent	1%	0%	0%	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	3%	
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%	
Included in Accountability	93%	96%	94%	*	92%	97%	-	-	-	83%	94%	100%	100%	81%	92%	94%	
Not Included in Accountability: Mobile	4%	3%	6%	*	8%	3%	-	-	-	17%	6%	0%	0%	19%	8%	6%	

Texas Education Agency
2024-25 STAAR Participation (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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously 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	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%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 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													
2023-24	93.6%	94.8%	95.2%	96.0%	95.3%	95.1%	-	*	-	93.8%	94.1%	95.0%	96.0%
2022-23	93.3%	94.6%	94.8%	95.6%	94.9%	94.4%	-	*	-	96.1%	94.3%	94.7%	95.3%
Chronic Absenteeism													
2023-24	19.0%	13.5%	10.3%	7.1%	12.2%	6.8%	-	*	-	20.8%	18.9%	11.2%	5.1%
2022-23	20.3%	15.8%	12.7%	8.3%	11.4%	16.2%	-	*	-	8.7%	14.7%	14.0%	13.9%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 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
Graduates, TxCHSE, and Continuers	93.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	10.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	4.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 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
Class of 2024	78.5%	79.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	83.3%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	88.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	10.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	4.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	86.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	97	382,023
By Ethnicity:				
African American	-	-	12	48,064
Hispanic	-	-	52	200,942
White	-	-	31	101,714
American Indian	-	-	0	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	2	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	12	46,183
Foundation H.S. Program (Endorsement)	-	-	10	42,042
Foundation H.S. Program (DLA)	-	-	75	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	5	35,935
Economically Disadvantaged Graduates	-	-	63	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	9	56,967
At-Risk Graduates	-	-	45	173,035
CTE Completers	-	-	42	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	344	100.0%	1,473	5,530,499	344	100.0%	1,482	5,544,255
Students by Grade								
Grade 3	118	34.3%	8.0%	7.3%	118	34.3%	8.0%	7.3%
Grade 4	123	35.8%	8.4%	7.3%	123	35.8%	8.3%	7.3%
Grade 5	103	29.9%	7.0%	7.3%	103	29.9%	7.0%	7.3%
Ethnic Distribution								
African American	26	7.6%	7.3%	12.8%	26	7.6%	7.4%	12.8%
Hispanic	177	51.5%	53.8%	53.5%	177	51.5%	53.8%	53.5%
White	126	36.6%	33.5%	24.4%	126	36.6%	33.3%	24.4%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.6%	1.0%	5.6%	2	0.6%	0.9%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	13	3.8%	4.4%	3.3%	13	3.8%	4.4%	3.3%
Sex								
Female	159	46.2%	46.2%	48.9%	159	46.2%	46.0%	48.8%
Male	185	53.8%	53.8%	51.1%	185	53.8%	54.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	221	64.2%	61.7%	60.5%	221	64.2%	61.6%	60.4%
Non-Educationally Disadvantaged	123	35.8%	38.3%	39.5%	123	35.8%	38.4%	39.6%
Section 504 Students	11	3.2%	5.1%	6.8%	11	3.2%	5.1%	6.8%
EB Students/EL	41	11.9%	11.4%	24.3%	41	11.9%	11.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	1	0.2%	3.6%	2.1%				
Students w/ Dyslexia	30	8.7%	5.2%	6.4%	30	8.7%	5.2%	6.4%
Foster Care	4	1.2%	0.4%	0.2%	4	1.2%	0.4%	0.2%
Homeless	4	1.2%	1.0%	1.4%	4	1.2%	1.0%	1.4%
Immigrant	16	4.7%	2.4%	3.5%	16	4.7%	2.4%	3.5%
Migrant	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Title I	344	100.0%	100.0%	66.6%	344	100.0%	100.0%	66.5%
Military Connected	8	2.3%	4.3%	4.1%	8	2.3%	4.3%	4.1%
At-Risk	196	57.0%	58.0%	53.5%	196	57.0%	57.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	41	11.9%	11.3%	24.3%	41	11.9%	11.3%	24.3%
Career and Technical Education	0	0.0%	34.4%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	90.0%	74.0%	-	-	-	-
Gifted and Talented Education	24	7.0%	5.0%	8.7%	24	7.0%	5.0%	8.7%
Special Education	60	17.4%	12.9%	15.3%	60	17.4%	13.4%	15.5%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students with Disabilities	60							
Students with Intellectual Disabilities	28	46.7%	43.7%	48.3%				
Students with Physical Disabilities	10	16.7%	18.9%	17.0%				
Students with Autism	8	13.3%	**	16.8%				
Students with Behavioral Disabilities	14	23.3%	22.6%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	65	13.3%	13.5%	16.4%				
African American	2	0.4%	1.2%	3.3%				
Hispanic	37	7.6%	7.1%	8.9%				
White	20	4.1%	4.1%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	6	1.2%	1.1%	0.6%				
Special Ed Students who are Mobile	15	16.7%	18.1%	17.3%				
Count and Percent of EB Students/EL who are Mobile	12	20.3%	20.0%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	51	13.9%	13.8%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	45	12.5%	12.0%	18.0%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 2	0.0%	0.0%	1.1%	0.0%	0.0%	1.4%
Grade 3	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 4	1.2%	1.2%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Texas Education Agency
2024-25 Student Information (TAPR)
ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 3	16.3	16.3	20.1
Grade 4	17.0	17.0	20.0
Grade 5	20.0	20.0	21.3

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	38.7	100.0%	100.0%	100.0%
Professional Staff	29.7	76.8%	60.4%	63.8%
Teachers	24.7	63.8%	46.9%	48.3%
Professional Support	3.0	7.8%	9.2%	10.8%
Campus Administration (School Leadership)	2.0	5.2%	2.4%	3.4%
Educational Aides	9.0	23.2%	11.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	4.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	10.0	25.8%	27.9%	55.3%
Teachers by Ethnicity				
African American	1.0	4.0%	5.7%	12.8%
Hispanic	3.0	12.1%	12.1%	31.0%
White	19.7	79.8%	80.6%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	4.0%	1.6%	1.3%
Teachers by Sex				
Males	1.5	6.1%	22.0%	24.6%
Females	23.2	93.9%	78.0%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.6%	2.4%
Bachelors	21.2	85.8%	79.3%	71.4%
Masters	3.5	14.2%	19.1%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	5.7%	7.3%
1-5 Years Experience	5.1	20.8%	28.6%	28.3%
6-10 Years Experience	7.0	28.3%	25.6%	19.7%
11-20 Years Experience	8.0	32.4%	22.3%	27.6%
21-30 Years Experience	4.1	16.5%	17.4%	14.1%
Over 30 Years Experience	0.5	2.0%	0.4%	3.0%
Number of Students per Teacher	13.9	n/a	11.9	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	7.0	6.0
Average Years Experience of Principals with District	1.0	2.3	5.1
Average Years Experience of Assistant Principals	11.0	3.5	5.1
Average Years Experience of Assistant Principals with District	11.0	3.2	4.3
Average Years Experience of Teachers	13.1	10.5	11.2
Average Years Experience of Teachers with District	8.3	5.6	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$51,940	\$55,689
1-5 Years Experience	\$52,013	\$52,356	\$59,266
6-10 Years Experience	\$53,434	\$55,418	\$62,607
11-20 Years Experience	\$59,677	\$62,673	\$66,353
21-30 Years Experience	\$64,749	\$67,059	\$70,976
Over 30 Years Experience	\$68,370	\$68,370	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$57,323	\$58,041	\$63,751
Professional Support	\$62,944	\$59,438	\$75,909
Campus Administration (School Leadership)	\$83,515	\$83,016	\$88,786
Instructional Staff Percent	n/a	60.8%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.5%	6.3%
Career and Technical Education	0.0	0.0%	10.7%	5.5%
Compensatory Education	0.5	2.0%	9.6%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	21.0	85.0%	65.6%	69.0%
Special Education	3.2	13.0%	7.1%	11.4%
Other	0.0	0.0%	6.5%	3.6%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

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

Texas Education Agency
2024-25 Staff Information (TAPR)
ROCKDALE INT (166904103) - ROCKDALE ISD - MILAM COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2024-25 Texas Academic Performance Report (TAPR)

District Name: ROCKDALE ISD

Campus Name: ROCKDALE EL

Campus Number: 166904101

2025 Campus Accountability Score: C

This school is paired with 166904103, ROCKDALE INT

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Texas Education Agency
2024-25 STAAR Performance (TAPR)
ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

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

Texas Education Agency
2024-25 STAAR Progress (TAPR)
ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

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

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

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

Texas Education Agency
2024-25 STAAR Participation (TAPR)
ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

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

Texas Education Agency
2024-25 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
Attendance Rate													
2023-24	93.6%	94.8%	95.5%	95.3%	95.3%	96.6%	-	*	-	93.7%	94.4%	95.3%	95.7%
2022-23	93.3%	94.6%	93.7%	94.6%	94.0%	93.2%	-	-	-	*	91.2%	93.2%	94.5%
Chronic Absenteeism													
2023-24	19.0%	13.5%	4.3%	0.0%	1.9%	4.2%	-	*	-	25.0%	0.0%	6.0%	0.0%
2022-23	20.3%	15.8%	16.3%	16.7%	14.5%	20.0%	-	-	-	0.0%	28.6%	20.4%	11.1%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 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	93.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	10.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	4.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 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
Class of 2024	78.5%	79.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	83.3%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	88.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	10.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	4.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	77.3%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	81.7%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	87.6%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	86.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	-	-	97	382,023
By Ethnicity:				
African American	-	-	12	48,064
Hispanic	-	-	52	200,942
White	-	-	31	101,714
American Indian	-	-	0	1,231
Asian	-	-	0	19,746
Pacific Islander	-	-	0	606
Two or More Races	-	-	2	9,720
By Graduation Type:				
Minimum H.S. Program	-	-	0	309
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	101
Foundation H.S. Program (No Endorsement)	-	-	12	46,183
Foundation H.S. Program (Endorsement)	-	-	10	42,042
Foundation H.S. Program (DLA)	-	-	75	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	356
Special Education Graduates	-	-	5	35,935
Economically Disadvantaged Graduates	-	-	63	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	9	56,967
At-Risk Graduates	-	-	45	173,035
CTE Completers	-	-	42	127,800

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	354	100.0%	1,473	5,530,499	357	100.0%	1,482	5,544,255
Students by Grade								
Early Childhood Education	4	1.1%	0.3%	0.3%	4	1.1%	0.3%	0.5%
Pre-Kindergarten	67	18.9%	4.5%	4.5%	70	19.6%	4.7%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	67	18.9%	4.5%	3.7%	70	19.6%	4.7%	3.7%
Kindergarten	96	27.1%	6.5%	6.5%	96	26.9%	6.5%	6.5%
Grade 1	104	29.4%	7.1%	6.8%	104	29.1%	7.0%	6.8%
Grade 2	83	23.4%	5.6%	7.0%	83	23.2%	5.6%	7.0%
Ethnic Distribution								
African American	26	7.3%	7.3%	12.8%	26	7.3%	7.4%	12.8%
Hispanic	184	52.0%	53.8%	53.5%	187	52.4%	53.8%	53.5%
White	113	31.9%	33.5%	24.4%	113	31.7%	33.3%	24.4%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	4	1.1%	1.0%	5.6%	4	1.1%	0.9%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	27	7.6%	4.4%	3.3%	27	7.6%	4.4%	3.3%
Sex								
Female	158	44.6%	46.2%	48.9%	158	44.3%	46.0%	48.8%
Male	196	55.4%	53.8%	51.1%	199	55.7%	54.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	243	68.6%	61.7%	60.5%	246	68.9%	61.6%	60.4%
Non-Educationally Disadvantaged	111	31.4%	38.3%	39.5%	111	31.1%	38.4%	39.6%
Section 504 Students	1	0.3%	5.1%	6.8%	1	0.3%	5.1%	6.8%
EB Students/EL	52	14.7%	11.4%	24.3%	52	14.6%	11.3%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	3.6%	2.1%				
Students w/ Dyslexia	2	0.6%	5.2%	6.4%	2	0.6%	5.2%	6.4%
Foster Care	1	0.3%	0.4%	0.2%	1	0.3%	0.4%	0.2%
Homeless	4	1.1%	1.0%	1.4%	4	1.1%	1.0%	1.4%
Immigrant	10	2.8%	2.4%	3.5%	10	2.8%	2.4%	3.5%
Migrant	2	0.6%	0.2%	0.2%	2	0.6%	0.2%	0.2%
Title I	354	100.0%	100.0%	66.6%	357	100.0%	100.0%	66.5%
Military Connected	20	5.6%	4.3%	4.1%	20	5.6%	4.3%	4.1%
At-Risk	206	58.2%	58.0%	53.5%	206	57.7%	57.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	51	14.4%	11.3%	24.3%	51	14.3%	11.3%	24.3%
Career and Technical Education	0	0.0%	34.4%	27.7%	-	-	-	-

Texas Education Agency
2024-25 Student Information (TAPR)
 ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Career and Technical Education (9-12 grades only)	0	0.0%	90.0%	74.0%	-	-	-	-
Gifted and Talented Education	8	2.3%	5.0%	8.7%	8	2.2%	5.0%	8.7%
Special Education	46	13.0%	12.9%	15.3%	49	13.7%	13.4%	15.5%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	46							
Students with Intellectual Disabilities	*	*	43.7%	48.3%				
Students with Physical Disabilities	24	52.2%	18.9%	17.0%				
Students with Autism	9	19.6%	**	16.8%				
Students with Behavioral Disabilities	6	13.0%	22.6%	16.3%				
Students with Non-Categorical Early Childhood	*	*	*	1.6%				
Mobility (2023-24)								
Total Mobile Students	13	13.7%	13.5%	16.4%				
African American	1	1.1%	1.2%	3.3%				
Hispanic	8	8.4%	7.1%	8.9%				
White	4	4.2%	4.1%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	1.1%	0.6%				
Special Ed Students who are Mobile	2	14.3%	18.1%	17.3%				
Count and Percent of EB Students/EL who are Mobile	4	20.0%	20.0%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	9	12.5%	13.8%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	30	11.0%	12.0%	18.0%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	0.0%	1.3%	0.0%	0.0%	3.6%
Grade 1	1.4%	1.4%	1.9%	7.7%	7.7%	3.0%

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

Texas Education Agency
2024-25 Student Information (TAPR)
ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

Class Size Information	Campus	District	State
Elementary			
Kindergarten	15.9	15.9	18.9
Grade 1	15.8	15.8	19.2
Grade 2	16.4	16.4	19.4

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	43.5	100.0%	100.0%	100.0%
Professional Staff	32.7	75.1%	60.4%	63.8%
Teachers	29.7	68.3%	46.9%	48.3%
Professional Support	2.5	5.8%	9.2%	10.8%
Campus Administration (School Leadership)	0.5	1.0%	2.4%	3.4%
Educational Aides	10.8	24.9%	11.2%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	0.0	583.0
Full-time Counselors	1.0	n/a	4.0	13,704.0
Part-time Counselors	0.0	n/a	1.0	1,298.0
Total Minority Staff	8.0	18.4%	27.9%	55.3%
Teachers by Ethnicity				
African American	0.0	0.0%	5.7%	12.8%
Hispanic	3.0	10.1%	12.1%	31.0%
White	26.7	89.9%	80.6%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.6%	1.3%
Teachers by Sex				
Males	0.0	0.0%	22.0%	24.6%
Females	29.7	100.0%	78.0%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.6%	2.4%
Bachelors	29.0	97.5%	79.3%	71.4%
Masters	0.7	2.5%	19.1%	25.4%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	3.0	10.1%	5.7%	7.3%
1-5 Years Experience	8.1	27.4%	28.6%	28.3%
6-10 Years Experience	6.0	20.2%	25.6%	19.7%
11-20 Years Experience	3.8	12.8%	22.3%	27.6%
21-30 Years Experience	8.8	29.6%	17.4%	14.1%
Over 30 Years Experience	0.0	0.0%	0.4%	3.0%
Number of Students per Teacher	11.9	n/a	11.9	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
 ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	7.0	6.0
Average Years Experience of Principals with District	3.0	2.3	5.1
Average Years Experience of Assistant Principals	2.0	3.5	5.1
Average Years Experience of Assistant Principals with District	2.0	3.2	4.3
Average Years Experience of Teachers	12.3	10.5	11.2
Average Years Experience of Teachers with District	8.0	5.6	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$50,577	\$51,940	\$55,689
1-5 Years Experience	\$51,473	\$52,356	\$59,266
6-10 Years Experience	\$53,477	\$55,418	\$62,607
11-20 Years Experience	\$60,449	\$62,673	\$66,353
21-30 Years Experience	\$67,922	\$67,059	\$70,976
Over 30 Years Experience	-	\$68,370	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$57,798	\$58,041	\$63,751
Professional Support	\$58,108	\$59,438	\$75,909
Campus Administration (School Leadership)	\$82,520	\$83,016	\$88,786
Instructional Staff Percent	n/a	60.8%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.5%	6.3%
Career and Technical Education	0.0	0.0%	10.7%	5.5%
Compensatory Education	9.3	31.4%	9.6%	2.6%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	18.2	61.3%	65.6%	69.0%
Special Education	2.2	7.3%	7.1%	11.4%
Other	0.0	0.0%	6.5%	3.6%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

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

Texas Education Agency
2024-25 Staff Information (TAPR)
ROCKDALE EL (166904101) - ROCKDALE ISD - MILAM COUNTY

Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



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SECTION II:

PEIMS Financial

Standard Report

(2023-2024

Financial

Actual Report)

2023 - 2024 Actual Financial Data
Totals for ROCKDALE ISD (166904)
Total Enrolled Membership: 1,507

	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)	\$5,901,705	33.52%	\$3,916	\$5,901,705	24.77%	\$3,916	\$25,115,673,157	34.92%	\$4,553
State Operating Funds	\$10,659,834	60.55%	\$7,074	\$11,209,472	47.05%	\$7,438	\$30,587,705,535	42.53%	\$5,545
Federal Funds	\$185,218	1.05%	\$123	\$4,884,371	20.50%	\$3,241	\$11,797,301,551	16.40%	\$2,138
Other Local	\$858,840	4.88%	\$570	\$1,829,774	7.68%	\$1,214	\$4,418,441,068	6.14%	\$801
Total Operating Revenue	\$17,605,597	100.00%	\$11,683	\$23,825,322	100.00%	\$15,810	\$71,919,121,311	100.00%	\$13,037
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$2,725,153	79.72%	\$1,808	\$10,895,016,475	80.59%	\$1,975
State Assistance for Debt Service	\$0	0.00%	\$0	\$427,915	12.52%	\$284	\$1,105,366,975	8.18%	\$200
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$265,316	7.76%	\$176	\$389,717,405	2.88%	\$71
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,129,524,892	8.35%	\$205
Total Other Revenue	\$0	0.00%	\$0	\$3,418,384	100.00%	\$2,268	\$13,519,625,747	100.00%	\$2,451
Subtotal: Operating and Other Revenue	\$17,605,597	100.00%	\$11,683	\$27,243,706	100.00%	\$18,078	\$85,438,747,058	100.00%	\$15,487
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	100.00%	\$488
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	100.00%	\$488
Subtotal: Operating, Other and Recaptured Revenue	\$17,605,597	100.00%	\$11,683	\$27,243,706	100.00%	\$18,078	\$88,132,050,638	100.00%	\$15,975
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$502,575	34.77%	\$333	\$3,466,427,330	53.10%	\$628
Estimated State TRS Contributions	\$913,610	100.00%	\$606	\$943,006	65.23%	\$626	\$3,062,147,998	46.90%	\$555
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$913,610	100.00%	\$606	\$1,445,581	100.00%	\$959	\$6,528,575,328	100.00%	\$1,183
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$18,519,207	100.00%	\$12,289	\$28,689,287	100.00%	\$19,037	\$91,967,322,386	100.00%	\$16,671
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$13,677,862	82.12%	\$9,076	\$17,408,241	76.30%	\$11,552	\$55,579,370,977	77.80%	\$10,075

2023 - 2024 Actual Financial Data
Totals for ROCKDALE ISD (166904)
Total Enrolled Membership: 1,507

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$1,501,960	9.02%	\$997	\$2,867,298	12.57%	\$1,903	\$7,412,529,453	10.38%	\$1,344
Supplies & Materials (Object 63xx)	\$1,028,632	6.18%	\$683	\$1,851,374	8.11%	\$1,229	\$6,022,343,036	8.43%	\$1,092
Other Operating Expenditures (Object 64xx)	\$447,956	2.69%	\$297	\$688,459	3.02%	\$457	\$2,426,950,644	3.40%	\$440
Total Operating Expenditures by Object	\$16,656,410	100.00%	\$11,053	\$22,815,372	100.00%	\$15,140	\$71,441,194,110	100.00%	\$12,950
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Debt Services (Object 65xx)	\$39,327	12.01%	\$26	\$3,303,270	19.64%	\$2,192	\$12,475,005,940	43.70%	\$2,261
Capital Outlay (Object 66xx)	\$288,088	87.99%	\$191	\$13,515,252	80.36%	\$8,968	\$16,033,551,537	56.17%	\$2,906
Total Non-Operating Expenditures by Object	\$327,415	100.00%	\$217	\$16,818,522	100.00%	\$11,160	\$28,546,823,519	100.00%	\$5,175
Grand Total: Operating and Non-Operating Expenditures by Object	\$16,983,825	100.00%	\$11,270	\$39,633,894	100.00%	\$26,300	\$99,988,017,629	100.00%	\$18,125
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$9,009,832	54.09%	\$5,979	\$11,683,910	51.21%	\$7,753	\$39,176,659,787	54.84%	\$7,101
Instructional Resources & Media Services (Function 12)	\$99,490	0.60%	\$66	\$110,712	0.49%	\$73	\$657,456,589	0.92%	\$119
Curriculum & Staff Development (Function 13)	\$29,124	0.17%	\$19	\$115,171	0.50%	\$76	\$1,768,032,392	2.47%	\$320
Instructional Leadership (Function 21)	\$218,204	1.31%	\$145	\$468,934	2.06%	\$311	\$1,299,882,283	1.82%	\$236
School Leadership (Function 23)	\$1,402,247	8.42%	\$930	\$1,444,819	6.33%	\$959	\$4,090,184,319	5.73%	\$741
Guidance Counseling Services (Function 31)	\$349,912	2.10%	\$232	\$1,222,740	5.36%	\$811	\$2,896,985,750	4.06%	\$525
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$248,791,333	0.35%	\$45
Health Services (Function 33)	\$213,908	1.28%	\$142	\$213,908	0.94%	\$142	\$730,487,490	1.02%	\$132
Transportation (Function 34)	\$612,920	3.68%	\$407	\$612,920	2.69%	\$407	\$2,180,244,579	3.05%	\$395
Food Services (Function 35)	\$0	0.00%	\$0	\$1,313,606	5.76%	\$872	\$3,765,975,564	5.27%	\$683
Extracurricular (Function 36)	\$1,013,622	6.09%	\$673	\$1,063,984	4.66%	\$706	\$2,209,273,631	3.09%	\$400
General Administration (Function 41,92)	\$722,477	4.34%	\$479	\$1,145,589	5.02%	\$760	\$2,353,926,229	3.29%	\$427
Facilities Maintenance & Operations (Function 51)	\$2,188,179	13.14%	\$1,452	\$2,238,522	9.81%	\$1,485	\$7,189,345,570	10.06%	\$1,303
Security & Monitoring Services (Function 52)	\$106,703	0.64%	\$71	\$439,826	1.93%	\$292	\$1,152,159,150	1.61%	\$209
Data Processing Services (Function 53)	\$463,916	2.79%	\$308	\$468,671	2.05%	\$311	\$1,330,101,476	1.86%	\$241
Community Services (Function 61)	\$225,876	1.36%	\$150	\$272,060	1.19%	\$181	\$367,631,791	0.51%	\$67
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$24,056,177	0.03%	\$4

2023 - 2024 Actual Financial Data
Totals for ROCKDALE ISD (166904)
Total Enrolled Membership: 1,507

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$16,656,410	100.00%	\$11,053	\$22,815,372	100.00%	\$15,140	\$71,441,194,110	100.00%	\$12,950
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$39,327	12.01%	\$26	\$3,303,270	19.64%	\$2,192	\$12,475,005,940	43.70%	\$2,261
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$288,088	87.99%	\$191	\$13,515,252	80.36%	\$8,968	\$16,033,551,537	56.17%	\$2,906
Total Non-Operating Expenditures by Function	\$327,415	100.00%	\$217	\$16,818,522	100.00%	\$11,160	\$28,546,823,519	100.00%	\$5,175
Grand Total: Operating and Non-Operating Expenditures by Function	\$16,983,825	100.00%	\$11,270	\$39,633,894	100.00%	\$26,300	\$99,988,017,629	100.00%	\$18,125
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$6,340,609	38.07%	\$4,207	\$6,530,336	28.62%	\$4,333	\$28,879,935,685	40.42%	\$5,235
Gifted and Talented (PIC 21)	\$271,689	1.63%	\$180	\$273,086	1.20%	\$181	\$387,893,289	0.54%	\$70
Career and Technical (PIC 22)	\$939,522	5.64%	\$623	\$963,509	4.22%	\$639	\$2,465,499,880	3.45%	\$447
Students with Disabilities (PICs 23,33,43)	\$1,750,489	10.51%	\$1,162	\$4,194,569	18.38%	\$2,783	\$9,477,470,234	13.27%	\$1,718
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,521,571	9.14%	\$1,010	\$3,212,525	14.08%	\$2,132	\$6,534,482,938	9.15%	\$1,184
Bilingual (PICs 25,35)	\$197,676	1.19%	\$131	\$205,773	0.90%	\$137	\$830,420,586	1.16%	\$151
Early Education Allotment (PIC 36)	\$266,732	1.60%	\$177	\$271,685	1.19%	\$180	\$1,353,176,371	1.89%	\$245
Dyslexia or Related Disorder Services (PIC 37)	\$77,655	0.47%	\$52	\$77,655	0.34%	\$52	\$417,573,465	0.58%	\$76
College, Career, and Military Readiness (CCMR) (PIC 38)	\$7,213	0.04%	\$5	\$7,213	0.03%	\$5	\$394,493,831	0.55%	\$72
Athletics/Related Activities (PIC 91)	\$892,832	5.36%	\$592	\$901,385	3.95%	\$598	\$1,419,449,950	1.99%	\$257
Un-Allocated (PIC 99)	\$4,390,422	26.36%	\$2,913	\$6,177,636	27.08%	\$4,099	\$19,280,797,881	26.99%	\$3,495
Total Operating Expenditures by Program Intent Code (PIC)	\$16,656,410	100.00%	\$11,053	\$22,815,372	100.00%	\$15,140	\$71,441,194,110	100.00%	\$12,950
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.13%	\$7
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$39,327	12.01%	\$26	\$3,303,270	19.64%	\$2,192	\$12,475,005,940	43.70%	\$2,261
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$288,088	87.99%	\$191	\$13,515,252	80.36%	\$8,968	\$16,033,551,537	56.17%	\$2,906
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$327,415	100.00%	\$217	\$16,818,522	100.00%	\$11,160	\$28,546,823,519	100.00%	\$5,175

2023 - 2024 Actual Financial Data
Totals for ROCKDALE ISD (166904)
Total Enrolled Membership: 1,507

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$16,983,825	100.00%	\$11,270	\$39,633,894	100.00%	\$26,300	\$99,988,017,629	100.00%	\$18,125
Disbursements Total Disbursements									
Operating Expenditures	\$16,656,410	92.52%	\$11,053	\$22,815,372	56.12%	\$15,140	\$71,441,194,110	68.44%	\$12,950
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,693,303,580	2.58%	\$488
Total Other Uses	\$502,575	2.79%	\$333	\$502,575	1.24%	\$333	\$915,610,042	0.88%	\$166
Intergovernmental Charge	\$516,632	2.87%	\$343	\$516,632	1.27%	\$343	\$782,603,994	0.75%	\$142
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$38,266,042	0.04%	\$7
Debt Service (Object 65xx)	\$39,327	0.22%	\$26	\$3,303,270	8.13%	\$2,192	\$12,475,005,940	11.95%	\$2,261
Capital Projects (Object 66xx)	\$288,088	1.60%	\$191	\$13,515,252	33.25%	\$8,968	\$16,033,551,537	15.36%	\$2,906
Total Disbursements	\$18,003,032	100.00%	\$11,946	\$40,653,101	100.00%	\$26,976	\$104,379,535,245	100.00%	\$18,921
Tax Rates 2023 - 2024 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.7575			0.7333		
Interest & Sinking Tax Rate				0.3619			0.2408		
Total Tax Rate				1.1194			0.9741		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.6192			0.6379		
Tier I Tax Rate				0.6192			0.6375		
Tier II Tax Rate (Enrichment Pennies)				0.1383			0.0958		
Fund Balance** Fund Balance									
Nonspendable Fund Balance	\$283,719		\$188	\$283,719		\$188	\$448,350,489		\$88
Restricted Fund Balance	\$0		\$0	\$23,308,363		\$15,467	\$42,873,980,540		\$8,417
Committed Fund Balance	\$0		\$0	\$34,822		\$23	\$4,159,077,592		\$816

2023 - 2024 Actual Financial Data
Totals for ROCKDALE ISD (166904)
Total Enrolled Membership: 1,507

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Assigned Fund Balance	\$500,000		\$332	\$500,000		\$332	\$4,058,981,212		\$797
Unassigned Fund Balance	\$9,133,681		\$6,061	\$9,133,681		\$6,061	\$17,734,264,080		\$3,481
Total Fund Balance**	\$9,917,400		\$6,581	\$33,260,585		\$22,071	\$69,274,653,913		\$13,600
Fund Balance Reconciliation									
2022-2023 Total Fund Balance (Previous Year)	\$9,401,225		\$6,352	\$13,479,080		\$9,107	\$61,508,592,008		\$12,062
2023-2024 Excess (Deficiency) Operating Expenditures	\$1,018,750		\$676	\$-10,640,446		\$-7,061	\$-12,858,865,614		\$-2,524
2023-2024 Excess (Deficiency) Non-Operating Expenditures	\$-502,575		\$-333	\$30,421,951		\$20,187	\$20,418,148,729		\$4,008
2023-2024 Uncommon Items	\$0		\$0	\$0		\$0	\$206,778,790		\$41
2023-2024 Total Fund Balance	\$9,917,400		\$6,581	\$33,260,585		\$22,071	\$69,274,653,913		\$13,600

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE H S (166904001)
ROCKDALE ISD

Total Enrolled Membership: 462

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$5,108,077	100.00%	\$11,056	\$8,441,367	100.00%	\$18,271
Operating-Payroll	\$4,259,527	83.39%	\$9,220	\$4,512,065	53.45%	\$9,766
Other Operating	\$813,769	15.93%	\$1,761	\$951,137	11.27%	\$2,059
Non-Operating(Equipt/Supplies)	\$34,781	0.68%	\$75	\$2,978,165	35.28%	\$6,446
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$5,073,296	100.00%	\$10,981	\$5,463,202	100.00%	\$11,825
Instruction (11,95) *	\$3,112,234	61.35%	\$6,736	\$3,252,147	59.53%	\$7,039
Instructional Res/Media (12) *	\$28,610	0.56%	\$62	\$29,514	0.54%	\$64
Curriculum/Staff Develop (13) *	\$14,021	0.28%	\$30	\$68,639	1.26%	\$149
Instructional Leadership (21) *	\$136,274	2.69%	\$295	\$136,274	2.49%	\$295
School Leadership (23) *	\$439,472	8.66%	\$951	\$445,878	8.16%	\$965
Guidance/Counseling Svcs (31) *	\$158,827	3.13%	\$344	\$158,827	2.91%	\$344
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$50,579	1.00%	\$109	\$50,579	0.93%	\$109
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$161,027	2.95%	\$349
Extracurricular (36) **	\$797,818	15.73%	\$1,727	\$824,856	15.10%	\$1,785
Plant Maint/Operation (51) **	\$327,406	6.45%	\$709	\$327,406	5.99%	\$709
Security/Monitoring (52) **	\$8,055	0.16%	\$17	\$8,055	0.15%	\$17

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE H S (166904001)
ROCKDALE ISD

Total Enrolled Membership: 462

	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	\$5,073,296	100.00%	\$10,981	\$5,463,202	100.00%	\$11,825
Regular	\$1,782,081	35.13%	\$3,857	\$1,785,110	32.68%	\$3,864
Gifted & Talented	\$171,653	3.38%	\$372	\$173,050	3.17%	\$375
Career & Technical	\$860,623	16.96%	\$1,863	\$884,610	16.19%	\$1,915
Students with Disabilities	\$636,661	12.55%	\$1,378	\$664,745	12.17%	\$1,439
State Compensatory ED	\$419,012	8.26%	\$907	\$557,065	10.20%	\$1,206
Bilingual	\$64,367	1.27%	\$139	\$64,367	1.18%	\$139
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$9,188	0.18%	\$20	\$9,188	0.17%	\$20
CCMR	\$7,213	0.14%	\$16	\$7,213	0.13%	\$16
Athletic Programming	\$755,699	14.90%	\$1,636	\$764,523	13.99%	\$1,655
Un-Allocated	\$366,799	7.23%	\$794	\$553,331	10.13%	\$1,198

Note: Some amounts may not total due to rounding.

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

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

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE J H (166904041)
ROCKDALE ISD

Total Enrolled Membership: 325

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$2,803,664	100.00%	\$8,627	\$10,409,654	100.00%	\$32,030
Operating-Payroll	\$2,622,100	93.52%	\$8,068	\$2,985,154	28.68%	\$9,185
Other Operating	\$181,564	6.48%	\$559	\$288,715	2.77%	\$888
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$7,135,785	68.55%	\$21,956
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$2,803,664	100.00%	\$8,627	\$3,273,869	100.00%	\$10,073
Instruction (11,95) *	\$2,083,769	74.32%	\$6,412	\$2,416,539	73.81%	\$7,436
Instructional Res/Media (12) *	\$22,029	0.79%	\$68	\$23,707	0.72%	\$73
Curriculum/Staff Develop (13) *	\$7,105	0.25%	\$22	\$13,652	0.42%	\$42
Instructional Leadership (21) *	\$27,677	0.99%	\$85	\$27,677	0.85%	\$85
School Leadership (23) *	\$345,295	12.32%	\$1,062	\$374,255	11.43%	\$1,152
Guidance/Counseling Svcs (31) *	\$64,627	2.31%	\$199	\$64,627	1.97%	\$199
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$46,088	1.64%	\$142	\$46,088	1.41%	\$142
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$96,335	2.94%	\$296
Extracurricular (36) **	\$135,072	4.82%	\$416	\$138,987	4.25%	\$428
Plant Maint/Operation (51) **	\$70,787	2.52%	\$218	\$70,787	2.16%	\$218
Security/Monitoring (52) **	\$1,215	0.04%	\$4	\$1,215	0.04%	\$4

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE J H (166904041)
ROCKDALE ISD

Total Enrolled Membership: 325

	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	\$2,803,664	100.00%	\$8,627	\$3,273,869	100.00%	\$10,073
Regular	\$1,575,704	56.20%	\$4,848	\$1,576,464	48.15%	\$4,851
Gifted & Talented	\$84,222	3.00%	\$259	\$84,222	2.57%	\$259
Career & Technical	\$78,899	2.81%	\$243	\$78,899	2.41%	\$243
Students with Disabilities	\$414,596	14.79%	\$1,276	\$414,596	12.66%	\$1,276
State Compensatory ED	\$375,762	13.40%	\$1,156	\$718,535	21.95%	\$2,211
Bilingual	\$583	0.02%	\$2	\$583	0.02%	\$2
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$66,824	2.38%	\$206	\$66,824	2.04%	\$206
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$121,136	4.32%	\$373	\$121,136	3.70%	\$373
Un-Allocated	\$85,938	3.07%	\$264	\$212,610	6.49%	\$654

Note: Some amounts may not total due to rounding.

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

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

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

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE INT (166904103)
ROCKDALE ISD

Total Enrolled Membership: 453

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,124,633	100.00%	\$6,898	\$3,900,369	100.00%	\$8,610
Operating-Payroll	\$2,931,835	93.83%	\$6,472	\$3,479,558	89.21%	\$7,681
Other Operating	\$192,798	6.17%	\$426	\$420,371	10.78%	\$928
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$440	0.01%	\$1
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,124,633	100.00%	\$6,898	\$3,899,929	100.00%	\$8,609
Instruction (11,95) *	\$2,331,544	74.62%	\$5,147	\$2,945,404	75.52%	\$6,502
Instructional Res/Media (12) *	\$23,044	0.74%	\$51	\$25,489	0.65%	\$56
Curriculum/Staff Develop (13) *	\$6,465	0.21%	\$14	\$11,764	0.30%	\$26
Instructional Leadership (21) *	\$31,245	1.00%	\$69	\$31,245	0.80%	\$69
School Leadership (23) *	\$347,482	11.12%	\$767	\$353,240	9.06%	\$780
Guidance/Counseling Svcs (31) *	\$69,150	2.21%	\$153	\$69,150	1.77%	\$153
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$71,363	2.28%	\$158	\$71,363	1.83%	\$158
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$137,059	3.51%	\$303
Extracurricular (36) **	\$2,236	0.07%	\$5	\$13,111	0.34%	\$29
Plant Maint/Operation (51) **	\$242,104	7.75%	\$534	\$242,104	6.21%	\$534
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE INT (166904103)
ROCKDALE ISD

Total Enrolled Membership: 453

	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	\$3,124,633	100.00%	\$6,898	\$3,899,929	100.00%	\$8,609
Regular	\$1,892,730	60.57%	\$4,178	\$2,038,132	52.26%	\$4,499
Gifted & Talented	\$521	0.02%	\$1	\$521	0.01%	\$1
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$407,939	13.06%	\$901	\$409,058	10.49%	\$903
State Compensatory ED	\$290,816	9.31%	\$642	\$764,657	19.61%	\$1,688
Bilingual	\$117,321	3.75%	\$259	\$117,321	3.01%	\$259
Early Education Allotment	\$169,323	5.42%	\$374	\$169,323	4.34%	\$374
Dyslexia or Related Disorder Serv	\$1,643	0.05%	\$4	\$1,643	0.04%	\$4
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$244,340	7.82%	\$539	\$399,274	10.24%	\$881

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.

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2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE EL (166904101)
ROCKDALE ISD

Total Enrolled Membership: 267

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,996,820	100.00%	\$7,479	\$5,128,373	100.00%	\$19,207
Operating-Payroll	\$1,812,271	90.76%	\$6,788	\$2,119,094	41.32%	\$7,937
Other Operating	\$184,549	9.24%	\$691	\$243,344	4.75%	\$911
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$2,765,935	53.93%	\$10,359
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,996,820	100.00%	\$7,479	\$2,362,438	100.00%	\$8,848
Instruction (11,95) *	\$1,412,385	70.73%	\$5,290	\$1,666,257	70.53%	\$6,241
Instructional Res/Media (12) *	\$25,804	1.29%	\$97	\$31,999	1.35%	\$120
Curriculum/Staff Develop (13) *	\$1,523	0.08%	\$6	\$6,105	0.26%	\$23
Instructional Leadership (21) *	\$22,305	1.12%	\$84	\$22,305	0.94%	\$84
School Leadership (23) *	\$269,950	13.52%	\$1,011	\$271,290	11.48%	\$1,016
Guidance/Counseling Svcs (31) *	\$57,294	2.87%	\$215	\$57,862	2.45%	\$217
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$45,865	2.30%	\$172	\$45,865	1.94%	\$172
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$91,056	3.85%	\$341
Extracurricular (36) **	\$1,298	0.07%	\$5	\$9,303	0.39%	\$35
Plant Maint/Operation (51) **	\$160,396	8.03%	\$601	\$160,396	6.79%	\$601
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

2023-2024 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROCKDALE EL (166904101)
ROCKDALE ISD

Total Enrolled Membership: 267

	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	\$1,996,820	100.00%	\$7,479	\$2,357,485	100.00%	\$8,830
Regular	\$1,090,094	54.59%	\$4,083	\$1,092,594	46.35%	\$4,092
Gifted & Talented	\$15,293	0.77%	\$57	\$15,293	0.65%	\$57
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$251,635	12.60%	\$942	\$251,635	10.67%	\$942
State Compensatory ED	\$365,290	18.29%	\$1,368	\$620,285	26.31%	\$2,323
Bilingual	\$15,405	0.77%	\$58	\$15,405	0.65%	\$58
Early Education Allotment	\$97,409	4.88%	\$365	\$97,409	4.13%	\$365
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$161,694	8.10%	\$606	\$264,864	11.24%	\$992

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.



Rockdale
INDEPENDENT SCHOOL DISTRICT

EMPOWER • CHALLENGE • ACHIEVE

SECTION III:
District
Accreditation
Status (2023-2024
School Year)

2023-2024 Accreditation Statuses

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

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

Show/Hide columns:

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2018 FIRST Rating](#) | [2018 Accountability Rating](#) | [2019 FIRST Rating](#) | [2019 Accountability Rating](#) | [2020 FIRST Rating](#) | [2020 Accountability Rating](#) | [2021 FIRST Rating](#) | [2021 Accountability Rating](#) | [2022 FIRST Rating](#) | [2022 Accountability Rating](#) | [2023 FIRST Rating](#) | [2023 Accountability Rating](#) | [2023-2024 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show

100

 entries

Search:

rockdale

CDN	DISTRICT NAME	ESC	2023 FIRST Rating	2023 Accountability Rating	2023-2024 Accreditation Status	Reason For Status	Notes
166904	ROCKDALE ISD	6	A - Superior Achievement	C	ACCREDITED		



EMPOWER • CHALLENGE • ACHIEVE

SECTION IV:

Performance

Objectives

Rockdale Independent School District



2024-2025 Board Evaluation Review

Board Approval Date:
September 16, 2024

Public Presentation Date:
September 16, 2024



Goals

Goal 1

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

Performance Objective 1 High Priority

Provide effective instruction to all students by training 100% of teachers in positive relationship building techniques and the TEKS Resource System by October 2024 with ongoing professional development throughout the school year.

Evaluation Data Source: 2025 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 Performance Objective

Next Year's Recommendation: Provide effective instruction to all students by training 100% of teachers in positive relationship building techniques and the TEKS Resource System by October 2025 with ongoing professional development throughout the school year.

Performance Objective 2 HB3 Goal

Increase the number of graduates who meet the definition of College, Career, and Military Ready (CCMR) from 91% in June of 2024 to 94% by May 2025.

Evaluation Data Source: 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 Performance Objective

Next Year's Recommendation: Increase the number of graduates who meet the definition of College, Career, and Military Ready (CCMR) from 98.25% in June of 2025 to 99% by May 2026.

Performance Objective 3 High Priority HB3 Goal

Increase the school progress indicator scores on the TEA Accountability system from 79 in 2024 to 83 in 2025.

Evaluation Data Source: STAAR 2025 Accountability Reports

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Increase the school progress indicator scores on the TEA Accountability system from 70 in 2025 to 75 in 2026.

Performance Objective 4 High Priority

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 2024 to 83% in 2025.

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

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: 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 show an increase in closing the gaps in the TEA Accountability system from 74% in 2025 to 79% in 2026.

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 2025.

Evaluation Data Source: 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 Performance Objective

Next Year's Recommendation: Provide proper training and support to 100% of students and teachers in order to properly utilize multiple technology resources for student learning by May 2026.

Goal 2

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

Performance Objective 1 High Priority

Fill 100% of all instructional positions with qualified teachers and paraprofessionals who meet required state certification and increase the retention of instructional staff from 78% in July 2024 to 84% in July 2025.

Evaluation Data Source: Certification Records, hiring and resignation records, exit surveys

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Fill 100% of all instructional positions with qualified teachers and paraprofessionals who meet required state certification and increase the retention of instructional staff from 83% in June 2025 to 88% in June 2026.

Performance Objective 2

Train 100% of teacher evaluators on the RISD system for evaluation and teacher growth model by October 2024.

Evaluation Data Source: T-TESS summary data for all teachers, T-TESS and walkthrough evaluations, student performance data, PLC documentation. Lead4ward and EduHero documentation.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Train 100% of teacher evaluators on the RISD system for evaluation and teacher growth model by October 2025.

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 2025.

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

Summative Evaluation: Exceeded Performance 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 2025.

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 2024.

Evaluation Data Source: Professional development agendas

Summative Evaluation: Exceeded Performance 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 2025.

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 2024-2025 school year.

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

Summative Evaluation: Met Performance 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 2025-2026 school year.

Performance Objective 2

Increase the number of users utilizing RISD tools to communicate with parents, families, businesses and the community including but not limited to: website, Parent Square/Student Square, social media and other sources of communication.

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Increase the number of users utilizing RISD tools to communicate with parents, families, businesses and the community including but not limited to: website, Parent Square/Student Square, social media and other sources of communication.

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 November 2024 to ensure student safety.

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

Summative Evaluation: Met Performance 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 November 2025 to ensure student safety.

Performance Objective 2 High Priority

By June 2025, the average attendance rate will increase from 94.66% to a minimum of 96%.

Evaluation Data Source: Attendance reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: By June 2026, the average attendance rate will increase from 95.04% to a minimum of 96%.

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 2025.

Evaluation Data Source: District Reports, Survey Reports

Summative Evaluation: Significant progress made toward meeting Performance 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 2026.

Performance Objective 4 High Priority

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 2025.

Evaluation Data Source: District bond rating

Summative Evaluation: Met Performance 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 2026.

Performance Objective 5

Configure and maintain the district technology infrastructure to increase access for students to quality technology resources.

Evaluation Data Source: Technology reports, Skyward reports

Summative Evaluation: Met Performance Objective

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

Performance Objective 6

Utilize ESSER funds to mitigate learning loss and recover funds dedicated to COVID Protocols.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Discontinue performance objective

Goal 5

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

Performance Objective 1 High Priority

All campuses and departments will meet 100% of the required components of the comprehensive district safety plan and state safety requirements.

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: 100% on Safety Audit, reduction in safety-related incidents, sign-in sheets, meeting and training agendas

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 an increase in the number of students in the healthy fitness zone on the FitnessGram from 60% in 2024 to 70% in 2025.

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

Summative Evaluation: No progress made toward meeting Performance 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 49% in 2025 to 54% in 2026.

Performance Objective 3

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.

Evaluation Data Source: Network usage reports,

Summative Evaluation: Some progress made toward meeting Performance 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

2024-2025 Board Evaluation Review

Board Approval Date:
September 16, 2024

Public Presentation Date:
September 16, 2024



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 72%/58%/10% in 2024 to 77%/62%/12% in 2025. (Approaches/Meets/Masters)

Evaluation Data Source: 2025 STAAR data, CBA data, failure reports, ECC records, At-Risk documents, intervention logs, attendance data, and dis-aggregated assessment data.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Facilitate continued growth for each students and increase overall student performance on state EOC Exams in ELA including retesters from 66%/44%/14% in 2025 to 77%/62%/12% in 2026.

Performance Objective 2

The percentage of RHS graduates who are College and Career Ready (CCR) will increase from 92% in 2024 to 94% by July 2025.

Evaluation Data Source: Qualifying scores for community college, college, military, or industry certification. Practicum level courses, introductory certifications, military enrollment, and course/pathway completion.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Increase the percentage of RHS Graduates who are College and Career Military Ready and a Pathway Completer to 98% by July 2026.

Performance Objective 3

Increase focus on differentiation and rigor, in AP and RAP classes, so that the average score for RHS students taking Advanced Placement tests and the number of students scoring a 3 or higher will increase by July 2025.

Evaluation Data Source: College board summary reports 2023, 2024 and 2025.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Increase focus on rigor in AP/Dual Credit and RAP Classes so that the average score of students scoring a 3 or higher will increase by July of 2026, include student focus in Tiger Time Advisory period focusing setting student goals for AP scores.

Performance Objective 4

The percentage of RHS students that score in the readiness range for TSI Reading exams will increase from 16% in 2024 to 25% July 2025.

Evaluation Data Source: Exam summary reports.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: The percentage of RHS Students who are TSI complete will increase from to 25% by July 2026.

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 2025.

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: RHS will train 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 and scoring at 15 on their lesson plans.

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 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 2025.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: 100% of teachers have been given feedback at least once a six weeks by May 2026

Performance Objective 2

Through a point system on TTESS evaluations, 100% of returning teachers will see an overall score improvement in TTESS by May 2025.

Evaluation Data Source: T-TESS summary data, T-TESS walk through data, and T-TESS performance data.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: 100% of returning teachers will see an overall score improvement in TTESS by May 2026

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 2024-25 school year.

Evaluation Data Source: Meeting Agendas, PLC Agendas, Observations and summative reports.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Teachers will participate in individual trainings related to their specific TTESS Goals within our professional development days during the 2024-2025 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 2024-2025 school year.

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

Summative Evaluation: Met Performance 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 2024-2025 school year.

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 2025.

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

Summative Evaluation: Exceeded Performance 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 2025.

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 Source: Meeting agendas, website, campus handbooks, presentations, and student data.

Summative Evaluation: Significant progress made toward meeting Performance 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.

Performance Objective 2

RHS will monitor student attendance, and work with our district at-risk specialist to increase our average daily attendance rate to 95% through May 2025 in order to increase the amount of time students are in class.

Evaluation Data Source: Student attendance records.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: RHS will monitor student attendance, and work with our district at-risk specialist to increase our average daily attendance rate to 95% through May 2026 in order to increase the amount of time students are in class.

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 2024 scores.

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

Summative Evaluation: Significant progress made toward meeting Performance 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 2024 scores.

Performance Objective 4

RHS will continue to adjust and improve the discipline process in order to decrease ISS placements by 5% through May 2025, keeping more students in direct instruction. Focus will be placed on building relationships and building skills within students to make good decisions.

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

Summative Evaluation: Exceeded Performance 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 2026, 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 2024-2025 school year.

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

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: RHS will be 100% compliant with safety and security audits, drills, and crisis management plan requirements through the 2024-2025 school year

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 Source: Meeting agendas, signs, referral data, and safety audit data.

Summative Evaluation: Met Performance 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

2024-2025 Board Evaluation Review

Board Approval Date:
September 16, 2024

Public Presentation Date:
September 16, 2024



Goals

Goal 1

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

Performance Objective 1 High Priority

RJH will increase the percentage of students scoring at Meets Grade Level or Masters in core subject areas, such as English language arts, mathematics, science, and social studies, from 41% in 2024 to 60% in 2025.

Evaluation Data Source: STAAR exam

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Same

Performance Objective 2 High Priority

RJH will increase the percentage of students who score at Approaches Grade Level on the 7th grade and 8th grade Math STAAR from 56% in 2024 to 66% in 2025.

Evaluation Data Source: STAAR exam

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with the recommendation

Performance Objective 3

RJH will increase the percentage of students who score at Approaches Grade Level on the 8th grade Social Studies STAAR from 39% in 2024 to 59% in 2025.

Evaluation Data Source: STAAR Exam

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Performance Objective 4

RJH will increase the percentage of students who score at Approaches Grade Level on the 8th grade Science STAAR from 58% in 2024 to 68% in 2025.

Evaluation Data Source: STAAR Exam

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Move Meets level from 37% to 50%

Performance Objective 5

By the end of the 2024-2025 academic year, 80% of RJH students will meet academic growth targets.

Evaluation Data Source: STAAR Exam

Summative Evaluation: Some progress made toward meeting Performance Objective

Performance Objective 6

RJH will involve at least 90% of students at all grade levels in activities that promote College, Career, and Military Readiness.

Evaluation Data Source: Student participation, community sponsorships

Summative Evaluation: Significant progress made toward meeting Performance Objective

Goal 2

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

Performance Objective 1

RJH will retain at least 80% of its staff for the 2024-25 school year.

Evaluation Data Source: HR contract renewal data

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: We lost 6 teachers this school year. We will shoot for 80% next year.

Performance Objective 2

At least 80% of RJH teachers will achieve a rating of proficient or above on each dimension of their 2024-25 T-TESS evaluation.

Evaluation Data Source: Eduphoria Strive Evaluation Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue goal- 76% met

Goal 3

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

Performance Objective 1

RJH will establish regular communication channels to build positive relationships with parents and community stakeholders.

Evaluation Data Source: ParentSquare use data, social media interaction data, parent call log, weekly newsletters, HERO reports

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Improve social media posting

Performance Objective 2

RJH will host at least 6 parent involvement opportunities during the 2024-25 school year in order to better empower families to support student success.

Evaluation Data Source: Parent sign-in sheets

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue. We were limited due to construction

Goal 4

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

Performance Objective 1

RJH will refine its campus Positive Behavior Interventions and Supports (PBIS) system to promote positive student behavior, foster a safe and inclusive learning environment, and reduce disciplinary incidents by 30% in 2025.

Evaluation Data Source: HERO data, Skyward data

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: We will continue to build PBBIS now that we do not have HERO

Performance Objective 2

RJH will increase the average daily attendance rate from 95.2% in 2024 to 96% through May 2025.

Evaluation Data Source: Student attendance records.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue next year

Goal 5

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

Performance Objective 1

RJH will help ensure a safe online environment by protecting users from inappropriate content.

Evaluation Data Source: Skyward disciplinary data, Go Guardian reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Will build into electives next year.

Performance Objective 2

RJH will revise its campus-wide safety procedures and crisis management plan to meet industry best practices.

Evaluation Data Source: Documented emergency drills, Emergency Response meeting minutes

Summative Evaluation: Met Performance Objective

Rockdale Independent School District



Rockdale Intermediate School

2024-2025 Board Evaluation Review

Board Approval Date:
September 16, 2024

Public Presentation Date:
September 16, 2024



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 Science STAAR test will increase from 49% in 2024 to 59% in 2025.

Evaluation Data Source: 2025 STAAR Scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: The percent of students approaching grade level on the Science STAAR test will increase from 54% in 2025 to 64% in 2026.

Performance Objective 2 HB3 Goal

The percent of 3rd grade students that score approaches grade level or above on STAAR Math will increase from 58% in 2024 to 69% in 2025.

Evaluation Data Source: STAAR 2025 Scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: The percent of 3rd grade students that score approaches grade level or above on STAAR Math will increase from 60% in 2025 to 70% in 2026

Performance Objective 3

The percentage of 3rd graders scoring at approaches or higher on the Reading STAAR will increase from 60% in 2024 to 75% in 2025.

Evaluation Data Source: 2025 STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: The percentage of 3rd graders scoring at approaches or higher on the Reading STAAR will increase from 72% in 2025 to 80% in 2026.

Performance Objective 4 HB3 Goal

The percent of 4th grade students that score meets grade level or above on STAAR Reading will increase from 43% in 2024 to 50% in 2025.

Evaluation Data Source: STAAR 2025 Scores

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: The percent of incoming 4th grade students that score meets grade level or above on STAAR Reading will increase from 45% in 2025 to 55% in 2026.

Performance Objective 5

The percent of 4th grade students that score meets grade level or above on STAAR Math will increase from 39% in 2024 to 50% in 2025.

Evaluation Data Source: 2025 STAAR Scores

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: The percent of incoming 4th grade students that score meets grade level or above on STAAR Math will increase from 34% in 2025 to 44% in 2026.

Performance Objective 6

Increase the percent at STAAR meets grade level standard from 53% in 2024 to 65% in 2025.

Evaluation Data Source: 2025 STAAR Scores

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Discontinue/rewrite 41% in 2025

Goal 2

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

Performance Objective 1

100% of eligible classroom teachers will be ESL certified by May 2025.

Evaluation Data Source: Number of teachers with ESL certification

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: 100% of eligible classroom teachers will be ESL certified by May 2026.

Performance Objective 2

100% of teachers will score proficient or better on 16 of 16 T-TESS dimensions during their summative conferences by May 2025.

Evaluation Data Source: Eduphoria Strive Evaluation Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: 100% of teachers will score proficient or better on 16 of 16 T-TESS dimensions during their summative conferences by May 2026.

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 90% in 2024 to 95% in 2025.

Evaluation Data Source: Parent Conference Sign-in Sheets

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: The number of students who have parents or guardians attend parent conferences by phone or face to face will increase from 53% in 2025 to 80% in 2026.

Performance Objective 2

RIS will maintain 10 parent involvement opportunities in 2025 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 Source: Parent Sign-in Sheets

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: RIS will maintain 10 parent involvement opportunities in 2025-2026 that provide parents opportunities to acquire the necessary information, knowledge, and skills to support their children's education at home and at school.

Performance Objective 3

RIS teachers will communicate with parents through Parent Square on a weekly basis as evidenced by the application reports during the 2025 school year.

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: RIS teachers will communicate with parents through Parent Square on a weekly basis as evidenced by the application reports during the 2026 school year.

Performance Objective 4

RIS will maintain 5 community service/enrichment activities during 2025 school year.

Evaluation Data Source: Community Service Flyers, Social Media Postings

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue having a minimum of 5 community service enrichment activities.

Performance Objective 5

RIS will develop a student committee that will advise the principal on student perception of the campus.

Evaluation Data Source: Monthly Meeting sign- in sheet

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: For the 2025-2026 school year, the PAC will hold first meeting in September as opposed to this school year which held first meeting in January.

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 instructional resources that will provide current tools and personnel to ensure 100% of all RIS students have access to instructional resources and staff to support learning at the individual level by May 2025.

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: RIS will develop and sustain the infrastructure and instructional resources necessary to ensure that every student has access to up-to-date tools and qualified staff to support individualized learning by May 2026.

Performance Objective 2

RIS will monitor student attendance, and work to increase our average daily attendance rate to 98% through May 2025 in order to increase the amount of time students are in class.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: RIS will monitor student attendance, and work to increase our average daily attendance rate from 96% in SY 2024- 2025 to 97% through May 2026 in order to increase the amount of time students are in class.

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 Performance Objective

Next Year's Recommendation: RIS will hold transition meetings with elementary and junior high at the end of the school year to promote smooth transitions for stud

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

Performance Objective 1

Increase our percentage of students falling in the healthy fitness zone for overall muscle fitness on the FitnessGram from 81% in 2024 to 90% in 2025.

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

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Increase our percentage of students falling in the healthy fitness zone for overall muscle fitness on the FitnessGram from 80% in 2025 to 85% in 2026.

Performance Objective 2

RIS will reduce the number of clinic referrals on campus from 1,359 in 2024 to 1,000 in 2025.

Evaluation Data Source: Skyward Referral Data

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: RIS reduced clinic referrals to 930 in 2025. Continue goal with keeping clinic referrals on campus to under 1000.

Performance Objective 3

RIS will conduct 8 student wellness activities by May 2025.

Evaluation Data Source: Wellness Activity Flyers

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: RIS will conduct 8 student wellness activities by May 2026.

Performance Objective 4

Conduct all required and recommended safety and security audits, drills, crisis management plan requirements, and health protocols in order to be 100% compliant by May 2025.

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Conduct all required and recommended safety and security audits, drills, crisis management plan requirements, and health protocols in order to be 100% compliant by May 2026.

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 304 referrals in 2024 to less than

250 in 2025.

Evaluation Data Source: Skyward Office Referrals

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Students will participate in the Positive Behavior Intervention Support (PBIS) training in safety, respect and responsibility which will keep campus based office referrals to under 100 in 2026.

Rockdale Independent School District



Rockdale Elementary School

2024-2025 Board Evaluation Review

Board Approval Date:
September 16, 2024

Public Presentation Date:
September 16, 2024



Goals

Goal 1

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

Performance Objective 1 High Priority

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.

Evaluation Data Source: Universal Screeners: CLI, Amplify Reading, Amplify Math
Running Records
Classroom Anecdotal Data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: More focus on data, progress monitoring, and targeted instruction

Performance Objective 2

By May 2025, 88% of Pre-K students will score on level or above in math as assessed using CIRCLE Progress Monitoring.

Evaluation Data Source: CIRCLE Data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with phonemic awareness emphasis

Performance Objective 3 High Priority

By May 2025, 80% of Pre-K students will score on level or above in reading as assessed using CIRCLE Progress Monitoring.

Evaluation Data Source: CIRCLE data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with this objective. This year we were at 72% - continue working towards 80% by engaging in more intentional PLCs and implementing instructional strategies that support early reading.

Performance Objective 4 High Priority

By May 2025, 85% of RES kindergarten students will achieve on level performance in reading.

Evaluation Data Source: Amplify Reading
Standardized Report Cards

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: 73% met mastery on Amplify. Continue with emphasis on phonics - training and feedback

Performance Objective 5 High Priority

By May 2025, at least 80% of RES Kindergarten students will achieve on level performance in math.

Evaluation Data Source: Amplify Math
Standardized Report Cards

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: We moved from using standardized report cards for evaluation to Amplify. 51% Established, 34% Emerging, 15% Deficit; continue with fluency homework and implement Bluebonnet

Performance Objective 6 High Priority

By May of 2025, 85% of RES first grade students will achieve on level performance in reading.

Evaluation Data Source: Amplify Reading
Running Records
Standardized Report Cards

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: 70% on level this year. More targeted PLCs focused on data in order to drive instruction

Performance Objective 7 High Priority

By May 2025, 80% of RES first grade students will achieve on level performance and 5% will achieve masters in math.

Evaluation Data Source: Amplify Math
ESGI Reports
Standardized Report Cards

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Focus on new math curriculum and new Amplify Math Assessment. Focus on how to

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 Source: ARDs/IEPS
Amplify Reading
GT Pull-Out
Intervention Data
Progress Monitoring

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Performance Objective 9

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 Performance Objective

Next Year's Recommendation: Continue with transition activities: 2nd grade visiting RIS and Head Start and TLC visiting RES

Performance Objective 10 **High Priority** **HB3 Goal**

RES will provide all students daily experiences with various texts to improve students' application of reading and thinking strategies and develop the motivation to learn.

Evaluation Data Source: Library Calendar, Student Work Samples, Teacher-Student Conference Logs, Lesson Plans

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Performance Objective 11 **High Priority**

By May of 2025, 85% of RES second grade students will achieve on level performance in reading.

Evaluation Data Source: Amplify Reading
Running Records
Standards Based Report Cards

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Only 63% met above or well above on Amplify - more emphasis on phonics by providing more training and more feedback; more feedback on classroom instruction ensuring the entire grade level is meeting expectations.

Performance Objective 12 **High Priority**

By May of 2025, 85% of RES second grade students will achieve on level performance in math.

Evaluation Data Source: Math Star Ren
Standards Based Report Cards

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

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 Source: Staff Roster

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to build positive climate and culture that encourages staff to stay. Provide coaching and classroom walk-thrus that provide specific feedback.

Performance Objective 2 High Priority

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: More professional development on phonics and new math curriculum.

Performance Objective 3

RES will continuously refine system-wide practices that support best instructional and behavioral practices and impact all students' learning.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with PBIS initiatives and specific behavior plans that address interventions that support behavior

Goal 3

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

Performance Objective 1 High Priority

RES will provide multiple opportunities for parents, the community, and other stakeholders to interact with campus administration and faculty to increase campus knowledge, inform decision making, and support student achievement at home.

Evaluation Data Source: Agendas

Notes

Sign-In Sheets

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with this objective: Consider different ways to involve the community; follow through with curriculum night.

Performance Objective 2

RES educators will effectively and consistently communicate with parents and guardians concerning student progress, curriculum, school and district events, and other experiences that impact student success.

Evaluation Data Source: Report Cards

Newsletters

Conference/Phone Logs

Parent Square

Agendas

Notes

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with this objective: encourage more phone call rather than solely relying on Parent Square.

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 Source: Newsletters

Artifacts

Agendas

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with ways to involve the community in RES events.

Goal 4

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

Performance Objective 1 High Priority

RES will improve its overall attendance rate to at least 96% by May '25.

Evaluation Data Source: Attendance Reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with this objective. Principal and assistant principal play a bigger role in reaching out to parents of students who are chronically absent.

Performance Objective 2

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 Source: Campus Calendar

Schedule of Events
Bulletin Boards
Lesson Plans
Community Sign-in Sheets

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Provide more opportunities through announcements and planned events.

Performance Objective 3

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 Source: Student Usage of Programs

Program Evaluations
Surveys
Agendas
Lesson Plans
Notes

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue teaching students how to interact with different technological tools and resources.

Performance Objective 4

RES will cultivate a value for diversity.

Evaluation Data Source: Professional learning opportunities, Artifacts, Surveys, Lesson Plans

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Hold cultural fair that focuses on different cultures, interests, and disabilities.

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 24-25 school year.

Evaluation Data Source: Documented Emergency Drills, Emergency Response Meetings, Agendas

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue scheduling safety drills and reviewing crisis management techniques with staff.

Performance Objective 2

RES will build a coordinated school health system designed to establish the necessary skills to maintain a healthy physical and emotional lifestyle.

Evaluation Data Source: SHAC minutes, Lesson Plans, Artifacts

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to focus on physical and mental well being with students and staff.

Performance Objective 3

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

Evaluation Data Source: Counselor Lesson Plans

Artifacts

Activities

Surveys

Reflections

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with initiatives like PAWS and ongoing classroom counseling sessions.

Performance Objective 4

RES will create and implement a school-wide behavior support plan.

Evaluation Data Source: Agendas and notes

Playbook

Discipline Referrals

Professional Development

Reflections

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with PBIS, update behavior playbook.

Performance Objective 5

At the end of the year, 24-25 school year, students will be provided opportunities that allow for a smooth transition from one grade to the next.

Evaluation Data Source: Artifacts
Sign-In Logs

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with transition plan.



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SECTION V:

Report on Violent or Criminal Incidents

Board Policies Regarding Violence Prevention and Intervention

The complete Rockdale ISD Board Policy is located at the following URL:

<http://pol.tasb.org/Home/Index/498/>

It can also be accessed from the main Rockdale ISD website (www.rockdaleisd.net) by following this pathway: RISD Home >> About Us>> Board of Trustees >> Board Policy

A note about the different types of policies:

- **LEGAL** policies compile federal law, state law, and court decisions, providing the statutory context in which all other policies should be read.
- **LOCAL** policies reflect decisions made by your local school board.
- **EXHIBIT** documents may contain forms, charts, and other kinds of supporting information.

PLANNING AND DECISION-MAKING PROCESS: BQ(LEGAL), BQ(LOCAL)

EMPLOYEE STANDARDS OF CONDUCT: DH(LEGAL), DH(LOCAL), DH(EXHIBIT)

STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: FFH(LEGAL), FFH(LOCAL)

STUDENT WELFARE - FREEDOM FROM BULLYING: FFI(LEGAL), FFI(LOCAL)

STUDENT CONDUCT - ASSAULTS: FNCH(LEGAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION: FNA(LEGAL)

STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: FOC(LEGAL), FOC(LOCAL), FOC(EXHIBIT)

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS: FOCA(LEGAL)

NONSCHOOL USE OF SCHOOL FACILITIES: DISTRIBUTION OF NONSCHOOL LITERATURE: GKDA(LEGAL), GKDA(LOCAL)

STATE AND LOCAL GOVERNMENTAL AUTHORITIES: LAW ENFORCEMENT AGENCIES: GRAA(LEGAL), GRAA(EXHIBIT)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION: FNAA(LEGAL), FNAA(LOCAL), FNAB(LEGAL), FNAB(LOCAL)

STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: FOA(LEGAL)

2024-2025 Safety Updates

- **Increase collaboration opportunities with law enforcement and emergency services.**
 - Establish regular meetings, trainings, and joint drills.
 - Quarterly Meetings with district safety leads
 - Monthly meetings with law enforcement
 - HB3 county meeting (fall / spring)
 - RISD safety & security meetings
 - Emergency Management Training
 - Standard Response Protocol Training
 - Foster ongoing communication channels with local agencies.
 - Crisis Go
 - Meeting membership
- **Conduct annual risk assessments across all operational areas.**
 - Implement a structured assessment checklist aligned with state and federal guidelines
 - Regularly review and update assessment protocols based on identified risks.
 - Exterior door audit recommendations
 - Safety debriefs
 - SRO/Law Enforcement recommendations
 - Sentinel - Threat Assessments, Safety Drills, Compliance Training
- **Safety and Security Training for Staff and Students**
 - Provide mandatory safety and security training.
 - Active shooter drills, evacuation procedures, and crisis response.
 - Campus Drills
 - Crisis Go
 - Exterior Door Audits (internal and external)
 - Faculty Meetings
 - Eduhero Training
 - Cybersecurity awareness and safe practices.
 - Eduhero Training
 - EOP Update
- **Safety and Security Additions**
 - Hired 2 SROs and a school safety specialist
 - Vestibules at RES, RJH and RHS
 - Security fencing upgrades at RHS, RIS and RES
 - Access Point Upgrades
 - Breaching Tools and Ballistic Shields

Rockdale ISD

2024-25 School Year Report on Violent or Criminal Incidents - Campuses with 1 or More Reported Incidents Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165) (To comply with FERPA, data are masked with an asterisk (*) if the number of students involved is less than 5)

Reason Code	Description	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 2024 PEIMS Snapshot)		462	313	344	354
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.



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SECTION VI:

Student

Performance in

Postsecondary

Institutions

Report of 2022-2023 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2024

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 2022-2023 high school graduates who attended public four-year and two-year higher education in FY 2024. 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 2023, spring 2024, and summer 2024 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 2024, 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 2024 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 FY2023
Enrolled in Texas Public or Independent Higher Education in FY 2024

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
MILAM									
	CAMERON ISD								
	166901002	CAMERON YOE H S							
		Four-Year Public University	23	1	2	3	11	5	1
		Two-Year Public Colleges	29	9	2	6	4	7	1
		Independent Colleges & Universities	6						
		Not Trackable	1						
		Not Found	47						
		Total High School Graduates	106						
	MILANO ISD								
	166903001	MILANO H S							
		Four-Year Public University	5	1	0	0	0	4	0
		Two-Year Public Colleges	9	6	1	1	1	0	0
		Independent Colleges & Universities	2						
		Not Trackable	0						
		Not Found	17						
		Total High School Graduates	33						
	ROCKDALE ISD								
	166904001	ROCKDALE H S							
		Four-Year Public University	15	1	5	2	5	2	0
		Two-Year Public Colleges	20	8	5	1	3	2	1
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	70						
		Total High School Graduates	109						

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 enrollment in public higher education less than 5, the GPA data is omitted.



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SECTION VII:

Progress Toward

Board-adopted

HB 3 Goals

Early Childhood Literacy Board Outcome Goal

In RIS Campus Plan with specific strategies for improvement

Goal: The percent of 3rd grade students that score meets grade level or above, as assessed on STAAR Reading, will increase from 43% in June 2024 to 58% by June 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
46%	49%	52%	55%	58%

RISD Closing the Gaps Student Groups Yearly Targets

	% Meets STAAR Reading	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
2024	43%	22%	34%	55%	-	-	-	*	21%	30%	*	34%	42%	35%
STAAR 2024	43%	27%	35%	53%	-	-	-	50%	29%	37%	50%	50%	47%	32%
2025 Goal	46%	25%	37%	58%	*	*	-	*	24%	33%	36%	37%	45%	38%
STAAR 2025	45%	40%	45%	46%	-	-	-	40%	6%	25%		38%		
2026 Goal	49%	28%	40%	61%	*	*	-	*	27%	36%	39%	40%	48%	41%
2027 Goal	52%	31%	43%	64%	*	*	-	*	30%	39%	42%	43%	51%	44%
2028 Goal	55%	34%	46%	67%	*	*	-	*	33%	42%	45%	46%	54%	47%
2029 Goal	58%	37%	49%	70%	*	*	-	*	36%	45%	48%	49%	57%	50%

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

Early Childhood Literacy Progress Measure 1 In RES Campus Plan with specific strategies for improvement

Goal: The percent of PreK students that score on grade level or above in Reading, as assessed using Circle Progress Monitoring, will increase from 39% in May 2024 to 59% by June 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	43%	47%	51%	55%	59%
Actual	44%				

Early Childhood Literacy Progress Measure 2 In RES Campus Plan with specific strategies for improvement

Goal: The percent of Kindergarten students that score grade level or above, as assessed using mClass DIBELS, will increase from 67% in May 2024 to 77% by May 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	69%	71%	73%	75%	77%
Actual	58%				

Early Childhood Literacy Progress Measure 3 In RES Campus Plan with specific strategies for improvement

Goal: The percent of 1st grade students at or above benchmark in reading, as assessed using mClass DIBELS, will increase from 72% in May 2024 to 87% by May 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	75%	78%	81%	84%	87%
Actual	69%				

Early Childhood Literacy Progress Measure 4 In RES Campus Plan with specific strategies for improvement

Goal: The percent of 2nd grade students at or above benchmark in reading, as assessed using mClass DIBELS, will increase from 58% in May 2024 to 73% by May 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	61%	64%	67%	70%	73%
Actual	63%				

Early Childhood 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 administrators will complete "Get Better Faster" professional development to enhance their ability to effectively support and coach teachers.
3. Campus administration will conduct weekly classroom walkthroughs to identify areas of growth for teachers and to systematically support their growth using the coaching cycle.
4. During the 2025-2026 school year, all K-3 teachers will participate in professional development focused on phonics instruction to grow their knowledge to ensure effective implementation of research-based strategies that support foundational literacy development and student success.

Early Childhood Math Board Outcome Goal

In RIS Campus Plan with specific strategies for improvement

GOAL: The percent of 3rd grade students that score meets grade level or above, as assessed on STAAR Math, will increase from 28% in April of 2024 to 53% by April 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
33%	38%	43%	48%	53%

Closing the Gaps Student Groups Yearly Targets

	% Meets STAAR Math	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
2024	28%	23%	30%	43%	-	*	-	43%	19%	26%	33%	45%	33%	32%
STAAR 2024	33%	18%	30%	38%	-	*	-	38%	19%	26%	33%	45%	33%	32%
2025 Goal	33%	28%	35%	48%	-	*	-	48%	24%	31%	38%	50%	35%	37%
STAAR 2025	35%	0%	31%	47%	-	-	-	20%	0%	26%		31%		
2026 Goal	38%	33%	40%	53%	-	*	-	53%	29%	36%	43%	55%	37%	42%
2027 Goal	43%	38%	45%	58%	-	*	-	58%	34%	41%	48%	60%	39%	47%
2028 Goal	48%	43%	50%	63%	-	*	-	63%	39%	46%	53%	65%	41%	52%
2029 Goal	53%	48%	55%	68%	-	*	-	68%	44%	51%	58%	70%	43%	57%

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

Early Childhood Math Progress Measure 1

In RES Campus Plan with specific strategies for improvement

Goal: The percent of PreK students that score on grade level or above in math, as assessed using Circle Progress Monitoring, will increase from 68% in May 2024 to 85% by May 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	71%	74%	77%	80%	83%
Actual	72%				

Early Childhood Math Progress Measure 2

In RES Campus Plan with specific strategies for improvement

Goal: The percent of Kindergarten students scoring meets or exceeds benchmark expectations, as assessed using Amplify Math, will increase from 54% in May 2024 to 69% by May 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	57%	60%	63%	66%	69%
Actual	51%				

Early Childhood Math Progress Measure 3

In RES Campus Plan with specific strategies for improvement

Goal: The percent of 1st Grade students scoring meets or exceeds benchmark expectations, as assessed using Amplify Math, will increase from 18% in May 2024 to 53% by May 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	25%	32%	39%	46%	53%
Actual	54%				

Early Childhood Math Progress Measure 4

In RES Campus Plan with specific strategies for improvement

Goal: The percent of 2nd grade students scoring on grade level or above in math, as assessed using Renaissance Star Math, will increase from 69% in May 2024 to 84% by May 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	72%	75%	78%	81%	84%
Actual	72%				

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 administrators will complete "Get Better Faster" professional development to enhance their ability to effectively support and coach teachers.
3. Campus administration will conduct weekly classroom walkthroughs to identify areas of growth for teachers and to systematically support their growth using the coaching cycle.
4. During the 2025-2026 school year, all K-5 math teachers will engage in professional development to ensure the effective and consistent implementation of the Eureka Math curriculum.

CCMR Board Outcome Goal

In RHS Campus Plan with specific strategies for improvement

GOAL: The percentage of graduates that meet the criteria for CCMR will increase from 93% in August 2024 to 100% by August 2029.

Yearly Target Goals

2025	2026	2027	2028	2029
95%	97%	98%	99%	100%

Closing the Gaps Student Groups Yearly Targets

	Meets CCMR	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB/EL	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	93%	82%	94%	93%	-	*	-	*	82%	87%	*	*	^	^
2025 Goal	95%	83%	95%	94%					83%	88%				
2025	75%	83%	69%	84%	-	-	-	-	100%	77%	63%			
2026 Goal	97%	84%	96%	95%					84%	89%				
2027 Goal	98%	85%	97%	96%					85%	90%				
2028 Goal	99%	86%	98%	97%					86%	91%				
2029 Goal	100%	87%	99%	98%					87%	92%				

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

CCMR Progress Measure 1

In RHS Campus Plan with specific strategies for improvement

Goal: The percent of students that meet the TSI college-ready criteria for reading and math, as reported on the TAPR, will increase from 34% in 2024 to 54% by 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	38%	42%	46%	50%	54%
Actual	23%				

CCMR Progress Measure 2

In RHS Campus Plan with specific strategies for improvement

Goal: The percent of students obtaining a state-approved Industry-Based Certification, as reported on the TAPR, will increase from 75% in 2024 to 90% by 2029.

Yearly Target Goals VS. Actual Performance

	2025	2026	2027	2028	2029
Goal	78%	81%	84%	87%	90%
Actual	60%				

CCMR Targeted Professional Development Plan

1. Integrate TSI test preparation into Freshman Focus courses using a TSI-Aligned Curriculum through Method Learning. This approach will provide differentiated instruction and strategies to support both struggling students and advanced learners.
2. Offer SAT and ACT Test Prep Strategies through Method Learning. This approach will provide effective test-taking techniques, thorough question breakdowns, and comprehensive content review.
3. Students will receive personalized College and Career Readiness Advising. Counselors will meet with all students to ensure they have access to CCMR (College, Career, and Military Readiness) opportunities. During these meetings, counselors will use students' Personal Graduation Plans to help them choose meaningful career pathways. This approach aims to support students in completing their Programs of Study and earning Industry-Based Certifications (IBCs). Student progress will be monitored every six weeks to promote their success.
4. Utilize College Bridge to support students by understanding effective instructional approaches. All counselors and administrators associated with College Bridge will complete the necessary training to ensure student success.
5. Implement an intensive TSI Boot Camp provided by Temple College to provide targeted support for students and enhance their performance and passing rates.
6. Establish a strong, aligned Career and Technical Education (CTE) Advisory Council to collaborate with RISD's CTE programs. This initiative will help educate and strengthen the workforce of the future. The CTE programs can use these meetings to align the curriculum and connect students with work-based learning and internship opportunities.



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SECTION VIII:
2024-2025
TAPR
Glossary

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

2025 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention Needs

Substantial Intervention

2025 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. (*Data source: PEIMS ArmedServicesVocAptBattery E1625*)

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html>.

2024–25 Texas Academic Performance Report (TAPR) Glossary

STAAR Performance (2024–25)

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

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

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

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

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

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

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.

The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC.

The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

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

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

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

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

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and

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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).

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- *Total EB/EL (Current)*. Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL*. Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2024–25)

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

Assessment Participants

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

Included in Accountability:

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

Not Included in Accountability:

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

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

Not Tested

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

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

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

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

Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2023–24 school year

total number of days that students in grades 1–12 were in membership during the 2023–24 school year

(Data source: PEIMS 42400)

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

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

total number of K–12 students enrolled for at least 10 days during the 2023–24 school year

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

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- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

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

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

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

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Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the Secondary School Completion and Dropouts in Texas Public Schools reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2025 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024.

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

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

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

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

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

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- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2024 for the 2024 cohort.

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

number of students in the 2024 cohort*

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

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

number of students in the 2024 cohort*

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

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

number of students in the 2024 cohort*

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

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

number of students in the 2024 cohort*

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

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

number of students in the 2024 cohort*

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

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

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

5-Year Extended Longitudinal Rate

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2024}}{\text{number of students in the 2023 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2024}}{\text{number of students in the 2023 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2024–25 school year}}{\text{number of students in the 2023 cohort*}}$$

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

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

number of students in the 2023 cohort*

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

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

number of students in the 2023 cohort*

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

6-year Extended Longitudinal Rate

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

number of students in the 2022 cohort*

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

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

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:

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

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

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:

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

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

plus

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

number of students in the 2022 cohort*

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

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2020–21. They are followed through their expected graduation with the Class of 2024. It is calculated as follows:

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

number of students in the 2024 cohort **

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

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

number of students in the 2023 cohort**

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

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

number of students in the 2022 cohort**

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

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the Secondary School Completion and Dropouts in Texas Public Schools document located on the [Completion, Graduation, and Dropout Reports](#) website.
(Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2024) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2024 with reported graduation plans
(excludes graduates with FHSP graduation plans)**

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2024 who complete a 4-year FHSP-E

number of graduates in the Class of 2024 with reported FHSP graduation plans

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

number of graduates in the Class of 2024 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2024 with reported FHSP graduation plans

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

**number of graduates in the Class of 2024 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA or Texas First-DLA**

number of graduates in the Class of 2024 with reported graduation plans

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

number of graduates in SY 2023–24 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2023–24 with reported graduation plans (excludes graduates with
FHSP graduation plans)**

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

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number of graduates in SY 2023–24 who earn an FHSP-E

number of graduates in SY 2023–24 with reported FHSP graduation plans

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

number of graduates in SY 2023–24 who earn an FHSP-DLA

number of graduates in SY 2023–24 with reported FHSP graduation plans

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

number of graduates in SY 2023–24 who earn a Texas First-DLA

number of graduates in SY 2023–24 with reported graduation plans

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

**number of graduates in SY 2023–24 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA or Texas First-DLA**

number of graduates in SY 2023–24 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the [Texas Education Data Standards](#) for more information. (Data source: PEIMS 40203)

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

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2023–24 are also shown:

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

(Data source: PEIMS 40203)

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

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

number of graduates in the 2023–24 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2023–24 school year

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

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

number of graduates in the 2023–24 school year considered as at risk

total number of graduates in the 2023–24 school year

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

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

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

College Readiness

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

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criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2024, SAT and ACT results through the July 2024 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*
- 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) *(Data source: PEIMS 40203 and 40110)*

Career/Military Readiness

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

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- 8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: PEIMS 40203*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, Space Force, Texas National Guard or Reserves for their respective services. (*Data source: Department of Defense (DoD) Form 4 Submission*).

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

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

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

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. (*Data source: PEIMS 43415, 40100, 40203, and 40110, THECB, College Board, ACT, IB and OnRamps*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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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	Before Feb 15, 2023 >=19 on English and >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	Before Feb 15, 2023 >=19 on Mathematics and >=23 Composite After Feb 15, 2023 Mathematics score >=22	or	Complete and earn credit for mathematics college prep course

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

The percentages are calculated as follows:

English Language Arts.

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

number of 2023-24 annual graduates

Mathematics.

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

number of 2023-24 annual graduates

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Both Subjects.

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

number of 2023-24 annual graduates

Any Subject.

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

number of 2023-24 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2023-24 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2023-24 annual graduates

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

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

number of 2023-24 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2023-24 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2023-24 annual graduates

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

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

number of 2023-24 annual graduates

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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*)

number of 2023-24 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2023-24 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*.

This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

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

number of 2023-24 annual graduates who earned an approved industry-based certification

number of 2023-24 annual graduates

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

number of 2023-24 annual graduates who earned a level I or level II certificate

number of 2023-24 annual graduates

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2025 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2023-24 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2023-24 annual graduates

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

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

number of 2023-24 annual graduates

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CCMR-related Indicators (2024–25)

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

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: PEIMS 43415*)

English Language Arts.

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

Mathematics.

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

Both Subjects.

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

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

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All Subjects.

number of students in grades 11 & 12 in the 2023-24 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2023-24 school year who took at least one AP or IB examination in
ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2023-24 school year who took at least one AP or IB examination in
mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2023-24 school year who took at least one AP or IB examination in
science

total students enrolled in grades 11 & 12

Social Studies.

number of students in grade 11 & 12 in the 2023-24 school year who took at least one AP or IB examination in
social studies

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.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in
ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

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Mathematics.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion in social studies

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.

number of 11th and 12th graders in the 2023-24 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2023-24 graduates who took either the SAT or the ACT

number of 2023-24 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

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

number of 2023-24 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

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

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

number of 2023-24 graduates who took the SAT

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

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

number of 2023-24 graduates who took the SAT

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

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

number of 2023-24 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

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

number of 2023-24 graduates who took the ACT

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

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

number of 2023-24 graduates who took the ACT

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

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

number of 2023-24 graduates who took the ACT

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

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

Other Postsecondary Indicators (2024–25)

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

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

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

(Data source: PEIMS 43415)

Any Subject.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

number of students in grades 9–12 who received credit for at least one social studies course in 2023-24

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2022-23 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2022-23 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Data source: THECB)

Student Information (2024–25)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2019–2020, use the data displayed under Membership.

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

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

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

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

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

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

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

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

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

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

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

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS StudentEducationOrganizationAssociation Entity)*

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

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

For 2024–25, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS DisciplineAction Entity)*

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

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

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

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

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

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

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

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

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

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

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

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

number of students in the 2024–25 school year considered as at risk

total number of students

(Data source: PEIMS StudentEducationOrganizationAssociation Entity)

Student by Instructional Program:

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

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

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

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

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

- 01—Orthopedic Impairment (OI)
- 03—Deaf and Hard of Hearing (DHH)
- 04—Visual Impairment (VI)

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS StudentSpecialEducationProgramAssociation Entity)

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

number of mobile students in 2023–24

**number of students who were in membership at any time during the
2023–24 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS BasicReportingPeriodAttendanceExtension Entity)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

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

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number of students enrolled in fall 2023 – number of students who returned in fall 2024

number of students enrolled in fall 2023

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

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

number of students enrolled in the same grade from one school year to the next

number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools](#) available from TEA. (*Data source: PEIMS StudentSchoolAssociation Entity*)

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

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2023–24 the end of the school-start window was September 27, 2024)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2023–24 school year

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

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

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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 StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)

Staff Information (2024–25)

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

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

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed

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as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS StaffEducationOrganizationAssignmentAssociation Entity and StaffSectionAssociation Entity)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS StaffEducationOrganizationAssignmentAssociation or StaffSectionAssociation Entities. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS PayrollExt Entity and StaffEducationOrganizationEmploymentAssociation Entity)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1). Counselor includes PEIMS Staff Classifications 008 and 117. Librarian includes PEIMS Staff Classifications 013.

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

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

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS PEIMS Staff Entity, StaffEducationOrganizationEmploymentAssociation Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)*

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

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

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Entity, StaffEducationOrganizationAssignmentAssociation Entity, and StaffSectionAssociation Entity)

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

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

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

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

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

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

(Data source: PEIMS StaffEducationOrganizationEmploymentAssociation Entity)

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

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

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

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

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

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

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

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2024–25 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

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

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

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that

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they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

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

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

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

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

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Appendix A Advanced Academic Courses

- All courses shown were for the 2024–25 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

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

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

Mathematics

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

Science

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

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Social Studies

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

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Foreign Language

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

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

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

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

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Appendix B PEIMS Staff Classifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....	Assistant/Associate/Deputy Superintendent
027.....	Superintendent/CAO/CEO/President
061.....	Asst/Assoc/Deputy Exec Director
062.....	Component/Department Director
063.....	Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....	Assistant Principal
020.....	Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....	Instructional Officer
028.....	Teacher Supervisor
040.....	Athletic Director
043.....	Business Manager
044.....	Tax Assessor and/or Collector
045.....	Director - Personnel/Human Resources
055.....	Registrar
060.....	Executive Director
120.....	Instructional Coach

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel

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064.....	Specialist/Consultant
065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist
119.....	Family and Community Liaison
121.....	Chaplain

TEACHERS

087.....	Teacher
047.....	Substitute Teacher

EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.