

**TEXAS EDUCATION AGENCY**

**Legacy the School of Sport Sciences  
Annual Report**

**2022-2023**



**Legacy the School of Sport Sciences  
2727 Spring Creek Drive  
Spring, TX 77373  
713-400-7848  
Legacycmhs.org**

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**TEXAS EDUCATION AGENCY**

**Guidelines  
of the  
Texas Academic  
Performance Report  
2022-2023**



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## Guidelines

### 2022–23 Texas Academic Performance Report

These guidelines intend to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

As of December 2023, the TAPR does not include A–F ratings, Distinction Designations, or Special Education Determination Status. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code (TAC), §61.1022. TEC, §39.306 requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report".

Statute, TEC §39.306, requires that each district's board of trustees hold a public hearing to discuss the district's annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR. Winter breaks do not count toward the 90 days. Within two weeks following the public meeting, each district must widely publish its annual report, in the same format as it was received from TEA.

1. **Annual Report** The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online reporting system as well, but the annual report must use the PDF TAPR.
  - a. According to TEC, §39.306, in addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, information on the performance of the previous year's graduates in their first year of college as reported by the Texas Higher Education Coordinating Board (THECB) and the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC, §11.185; and college, career, and military readiness plans adopted under TEC, §11.186. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.
  - b. As of December 2023, the PDF TAPR does not include, A–F ratings, Distinction Designations, or Special Education Determination Status.

Districts are encouraged to provide a copy of the TAPR Glossary. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in early 2024. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

- 2. PEIMS Financial Standard Reports (2021–22 Financial Actual Reports)** The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

- 3. District Accreditation Status** Each district's annual report must include the 2022–23 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>.

The report must also include any campuses that earned a distinction designation or was rated.

- 4. Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.

- 5. Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report. *Not available as of December 2023.*

- 6. Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:

- The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
- Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
- Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the reporting of violent or criminal incidents during the Office of Civil Rights data collection, please visit <https://ocrdata.ed.gov/>.

- 7. Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The THECB publishes a report listing this information for each high school in Texas (sorted by county and district) on its [website](#). The first page explains the purpose of the report and data calculation methods. Please note THECB anticipates releasing an updated report mid-January 2024.

If data for a district are masked due to small numbers of students, that district should still

publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427- 6153.

8. **Progress Toward Meeting HB 3 Goals** TEC, §39.306(a)(8) states the Annual Report is to include the progress of the district and each campus in the district toward meeting the goals set in the district's:
  - (A) early childhood literacy and mathematics proficiency plans adopted under Section 11.185;  
and
  - (B) college, career, and military readiness plans adopted under Section 11.186
9. **Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.
10. **Accessing the PDF TAPR** The TAPR is available on the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.
11. **Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. *Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.*
12. **Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. This means for the 2023-24 school year, the 2021-2022 TAPR was posted on District websites as it is the most recent.
13. **Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct PEIMS data used in the TAPR per the procedures described in the Texas Education Data Standards. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. Districts are also afforded an opportunity to correct data associated with College, Career, and Military Readiness (CCMR) via the CCMR Verifier prior to finalization. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

**14. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

**15. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists data sources, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
- **PDF and Online System Data Sources** The PDF TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
- **The Accountability Subset** The PDF TAPR includes the 2022 and 2023 STAAR results of only those students enrolled in the campus or district as of the previous PEIMS October snapshot (October 29, 2021 and October 28, 2022, respectively). See the TAPR Glossary for a more complete explanation of the accountability subset criteria.
- **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/masking.html>.

**16. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

**TEXAS EDUCATION AGENCY**

# **Texas Academic Performance**

## **District Performance Report 2022-2023**



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# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: LEGACY SCHOOL OF SPORT SCIENCES**

**Campus Name: LEGACY SCHOOL OF SPORT SCIENCES**

**Campus Number: 101874001**

**This school is a Charter School.**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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) |
|--|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| <b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b> |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| <b>Grade 6 Reading</b>   |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| At Approaches Grade Level or Above   | 2023        | 77%   | 55%      | <b>55%</b>  | 40%              | 75%      | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 55%                       | 50%         | *                           |
|  | 2022        | 70%   | 72%      | <b>72%</b>  | 71%              | 75%      | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 72%                       | 63%         | *                           |
| At Meets Grade Level or Above  | 2023        | 52%   | 29%      | <b>29%</b>  | 24%              | 25%      | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 29%                       | 18%         | *                           |
|  | 2022        | 43%   | 56%      | <b>56%</b>  | 46%              | 75%      | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 56%                       | 42%         | *                           |
| At Masters Grade Level   | 2023        | 22%   | 3%       | <b>3%</b>   | 4%               | 0%       | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 3%                        | 5%          | *                           |
|  | 2022        | 23%   | 19%      | <b>19%</b>  | 8%               | 42%      | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 19%                       | 21%         | *                           |
| <b>Grade 6 Mathematics</b>   |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| At Approaches Grade Level or Above   | 2023        | 75%   | 53%      | <b>53%</b>  | 40%              | 75%      | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 53%                       | 45%         | *                           |
|  | 2022        | 73%   | 74%      | <b>74%</b>  | 75%              | 73%      | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 74%                       | 67%         | *                           |
| At Meets Grade Level or Above  | 2023        | 40%   | 24%      | <b>24%</b>  | 12%              | 38%      | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 24%                       | 14%         | *                           |
|  | 2022        | 39%   | 40%      | <b>40%</b>  | 38%              | 45%      | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 40%                       | 33%         | *                           |
| At Masters Grade Level   | 2023        | 16%   | 0%       | <b>0%</b>   | 0%               | 0%       | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 0%                        | 0%          | *                           |
|  | 2022        | 16%   | 0%       | <b>0%</b>   | 0%               | 0%       | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 0%                        | 0%          | *                           |
| <b>Grade 7 Reading</b>   |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| At Approaches Grade Level or Above   | 2023        | 78%   | 71%      | <b>71%</b>  | 63%              | 87%      | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 71%                       | 65%         | *                           |
|  | 2022        | 80%   | 100%     | <b>100%</b> | 100%             | 100%     | *     | -               | -     | -                | -                 | *                    | *                   | -                     | 100%                      | 100%        | *                           |
| At Meets Grade Level or Above  | 2023        | 55%   | 21%      | <b>21%</b>  | 19%              | 27%      | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 21%                       | 19%         | *                           |
|  | 2022        | 56%   | 95%      | <b>95%</b>  | 96%              | 92%      | *     | -               | -     | -                | -                 | *                    | *                   | -                     | 95%                       | 100%        | *                           |
| At Masters Grade Level   | 2023        | 27%   | 7%       | <b>7%</b>   | 4%               | 13%      | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 7%                        | 8%          | *                           |
|  | 2022        | 37%   | 85%      | <b>85%</b>  | 88%              | 83%      | *     | -               | -     | -                | -                 | *                    | *                   | -                     | 85%                       | 82%         | *                           |
| <b>Grade 7 Mathematics</b>   |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| At Approaches Grade Level or Above   | 2023        | 63%   | 24%      | <b>24%</b>  | 19%              | 29%      | -     | -               | -     | -                | *                 | *                    | -                   | -                     | 24%                       | 24%         | *                           |
|  | 2022        | 61%   | 30%      | <b>30%</b>  | 28%              | 33%      | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 30%                       | 26%         | *                           |
| At Meets Grade Level or Above  | 2023        | 37%   | 12%      | <b>12%</b>  | 7%               | 21%      | -     | -               | -     | -                | *                 | *                    | -                   | -                     | 12%                       | 12%         | *                           |
|  | 2022        | 31%   | 2%       | <b>2%</b>   | 0%               | 0%       | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 2%                        | 0%          | *                           |
| At Masters Grade Level   | 2023        | 11%   | 0%       | <b>0%</b>   | 0%               | 0%       | -     | -               | -     | -                | *                 | *                    | -                   | -                     | 0%                        | 0%          | *                           |
|  | 2022        | 13%   | 2%       | <b>2%</b>   | 0%               | 0%       | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 2%                        | 0%          | *                           |
| <b>Grade 8 Reading</b>   |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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 | 2023        | 83%   | 65%      | <b>65%</b> | 60%              | 82%      | *     | -               | -     | -                | -                 | *                    | 40%                 | -                     | 65%                       | 69%         | *                             |
|                                    | 2022        | 83%   | 79%      | <b>79%</b> | 70%              | 88%      | -     | -               | -     | -                | *                 | *                    | -                   | -                     | 79%                       | 82%         | *                             |
| At Meets Grade Level or Above      | 2023        | 58%   | 29%      | <b>29%</b> | 26%              | 36%      | *     | -               | -     | -                | -                 | *                    | 20%                 | -                     | 29%                       | 28%         | *                             |
|                                    | 2022        | 58%   | 42%      | <b>42%</b> | 25%              | 59%      | -     | -               | -     | -                | *                 | *                    | -                   | -                     | 42%                       | 43%         | *                             |
| At Masters Grade Level             | 2023        | 28%   | 4%       | <b>4%</b>  | 6%               | 0%       | *     | -               | -     | -                | -                 | *                    | 0%                  | -                     | 4%                        | 6%          | *                             |
|                                    | 2022        | 37%   | 21%      | <b>21%</b> | 5%               | 35%      | -     | -               | -     | -                | *                 | *                    | -                   | -                     | 21%                       | 18%         | *                             |
| <b>Grade 8 Mathematics</b>         |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 76%   | 37%      | <b>37%</b> | 38%              | 33%      | *     | -               | -     | -                | -                 | *                    | 40%                 | -                     | 37%                       | 39%         | *                             |
|                                    | 2022        | 71%   | 27%      | <b>27%</b> | 26%              | 29%      | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 27%                       | 29%         | *                             |
| At Meets Grade Level or Above      | 2023        | 46%   | 9%       | <b>9%</b>  | 13%              | 0%       | *     | -               | -     | -                | -                 | *                    | 20%                 | -                     | 9%                        | 12%         | *                             |
|                                    | 2022        | 40%   | 3%       | <b>3%</b>  | 5%               | 0%       | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 3%                        | 4%          | *                             |
| At Masters Grade Level             | 2023        | 17%   | 4%       | <b>4%</b>  | 5%               | 0%       | *     | -               | -     | -                | -                 | *                    | 0%                  | -                     | 4%                        | 3%          | *                             |
|                                    | 2022        | 14%   | 0%       | <b>0%</b>  | 0%               | 0%       | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 0%                        | 0%          | *                             |
| <b>Grade 8 Science</b>             |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 74%   | 57%      | <b>57%</b> | 58%              | 54%      | *     | -               | -     | -                | *                 | *                    | 40%                 | *                     | 56%                       | 56%         | *                             |
|                                    | 2022        | 74%   | 85%      | <b>85%</b> | 87%              | 81%      | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 85%                       | 82%         | *                             |
| At Meets Grade Level or Above      | 2023        | 47%   | 22%      | <b>22%</b> | 21%              | 31%      | *     | -               | -     | -                | *                 | *                    | 0%                  | *                     | 22%                       | 22%         | *                             |
|                                    | 2022        | 45%   | 49%      | <b>49%</b> | 39%              | 56%      | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 48%                       | 46%         | *                             |
| At Masters Grade Level             | 2023        | 17%   | 3%       | <b>3%</b>  | 5%               | 0%       | *     | -               | -     | -                | *                 | *                    | 0%                  | *                     | 3%                        | 3%          | *                             |
|                                    | 2022        | 24%   | 2%       | <b>2%</b>  | 0%               | 6%       | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 3%                        | 4%          | *                             |
| <b>Grade 8 Social Studies</b>      |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 62%   | 26%      | <b>26%</b> | 28%              | 15%      | *     | -               | -     | -                | *                 | *                    | 20%                 | *                     | 27%                       | 28%         | *                             |
|                                    | 2022        | 61%   | 66%      | <b>66%</b> | 61%              | 67%      | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 65%                       | 63%         | *                             |
| At Meets Grade Level or Above      | 2023        | 33%   | 5%       | <b>5%</b>  | 8%               | 0%       | *     | -               | -     | -                | *                 | *                    | 0%                  | *                     | 5%                        | 6%          | *                             |
|                                    | 2022        | 31%   | 0%       | <b>0%</b>  | 0%               | 0%       | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 0%                        | 0%          | *                             |
| At Masters Grade Level             | 2023        | 16%   | 2%       | <b>2%</b>  | 3%               | 0%       | *     | -               | -     | -                | *                 | *                    | 0%                  | *                     | 2%                        | 3%          | *                             |
|                                    | 2022        | 18%   | 0%       | <b>0%</b>  | 0%               | 0%       | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 0%                        | 0%          | *                             |
| <b>End of Course English I</b>     |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 72%   | 53%      | <b>53%</b> | 47%              | 59%      | *     | -               | -     | -                | *                 | 23%                  | *                   | 55%                   | 52%                       | 49%         | 29%                           |
|                                    | 2022        | 65%   | 67%      | <b>67%</b> | 67%              | 64%      | *     | -               | -     | -                | *                 | 40%                  | *                   | 75%                   | 65%                       | 71%         | *                             |

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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      | 2023        | 52%   | 38%      | <b>38%</b> | 33%              | 41%      | *     | -               | -     | -                | *                 | 23%                  | *                   | 39%                   | 37%                       | 34%         | 14%                           |
|                                    | 2022        | 47%   | 59%      | <b>59%</b> | 61%              | 43%      | *     | -               | -     | -                | *                 | 20%                  | *                   | 69%                   | 57%                       | 62%         | *                             |
| At Masters Grade Level             | 2023        | 13%   | 2%       | <b>2%</b>  | 2%               | 0%       | *     | -               | -     | -                | *                 | 0%                   | *                   | 3%                    | 1%                        | 3%          | 0%                            |
|                                    | 2022        | 11%   | 3%       | <b>3%</b>  | 2%               | 7%       | *     | -               | -     | -                | *                 | 0%                   | *                   | 0%                    | 3%                        | 6%          | *                             |
| <b>End of Course English II</b>    |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 74%   | 46%      | <b>46%</b> | 49%              | 38%      | 50%   | -               | -     | -                | *                 | 40%                  | -                   | 48%                   | 46%                       | 47%         | 50%                           |
|                                    | 2022        | 72%   | 85%      | <b>85%</b> | 88%              | 60%      | *     | -               | -     | -                | *                 | 20%                  | -                   | 85%                   | 85%                       | 90%         | *                             |
| At Meets Grade Level or Above      | 2023        | 54%   | 23%      | <b>23%</b> | 27%              | 14%      | 0%    | -               | -     | -                | *                 | 0%                   | -                   | 26%                   | 21%                       | 19%         | 17%                           |
|                                    | 2022        | 55%   | 78%      | <b>78%</b> | 78%              | 60%      | *     | -               | -     | -                | *                 | 0%                   | -                   | 69%                   | 80%                       | 79%         | *                             |
| At Masters Grade Level             | 2023        | 9%    | 1%       | <b>1%</b>  | 2%               | 0%       | 0%    | -               | -     | -                | *                 | 0%                   | -                   | 0%                    | 2%                        | 2%          | 0%                            |
|                                    | 2022        | 9%    | 7%       | <b>7%</b>  | 6%               | 0%       | *     | -               | -     | -                | *                 | 0%                   | -                   | 8%                    | 7%                        | 7%          | *                             |
| <b>End of Course Algebra I</b>     |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 79%   | 46%      | <b>46%</b> | 43%              | 55%      | *     | -               | -     | -                | *                 | 21%                  | *                   | 58%                   | 40%                       | 47%         | 43%                           |
|                                    | 2022        | 76%   | 70%      | <b>70%</b> | 67%              | 80%      | *     | -               | -     | -                | 80%               | 20%                  | *                   | 71%                   | 70%                       | 78%         | *                             |
| At Meets Grade Level or Above      | 2023        | 43%   | 9%       | <b>9%</b>  | 9%               | 10%      | *     | -               | -     | -                | *                 | 7%                   | *                   | 16%                   | 5%                        | 10%         | 0%                            |
|                                    | 2022        | 43%   | 57%      | <b>57%</b> | 54%              | 60%      | *     | -               | -     | -                | 80%               | 0%                   | *                   | 65%                   | 55%                       | 62%         | *                             |
| At Masters Grade Level             | 2023        | 23%   | 0%       | <b>0%</b>  | 0%               | 0%       | *     | -               | -     | -                | *                 | 0%                   | *                   | 0%                    | 0%                        | 0%          | 0%                            |
|                                    | 2022        | 27%   | 46%      | <b>46%</b> | 44%              | 53%      | *     | -               | -     | -                | 60%               | 0%                   | *                   | 47%                   | 45%                       | 51%         | *                             |
| <b>End of Course Biology</b>       |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 88%   | 67%      | <b>67%</b> | 62%              | 73%      | *     | -               | -     | -                | *                 | 80%                  | -                   | 61%                   | 71%                       | 65%         | 67%                           |
|                                    | 2022        | 83%   | 67%      | <b>67%</b> | 65%              | 64%      | *     | -               | -     | -                | *                 | *                    | -                   | 80%                   | 63%                       | 67%         | *                             |
| At Meets Grade Level or Above      | 2023        | 56%   | 31%      | <b>31%</b> | 19%              | 50%      | *     | -               | -     | -                | *                 | 40%                  | -                   | 39%                   | 24%                       | 29%         | 33%                           |
|                                    | 2022        | 55%   | 42%      | <b>42%</b> | 48%              | 18%      | *     | -               | -     | -                | *                 | *                    | -                   | 40%                   | 43%                       | 48%         | *                             |
| At Masters Grade Level             | 2023        | 21%   | 5%       | <b>5%</b>  | 0%               | 9%       | *     | -               | -     | -                | *                 | 20%                  | -                   | 6%                    | 4%                        | 4%          | 17%                           |
|                                    | 2022        | 21%   | 16%      | <b>16%</b> | 16%              | 9%       | *     | -               | -     | -                | *                 | *                    | -                   | 30%                   | 11%                       | 14%         | *                             |
| <b>End of Course U.S. History</b>  |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 94%   | 89%      | <b>89%</b> | 89%              | 86%      | 100%  | -               | -     | -                | *                 | *                    | -                   | 79%                   | 94%                       | 87%         | *                             |
|                                    | 2022        | 89%   | 87%      | <b>87%</b> | 83%              | 100%     | *     | -               | -     | -                | *                 | 20%                  | *                   | 83%                   | 90%                       | 92%         | -                             |
| At Meets Grade Level or Above      | 2023        | 70%   | 45%      | <b>45%</b> | 47%              | 36%      | 60%   | -               | -     | -                | *                 | *                    | -                   | 32%                   | 51%                       | 40%         | *                             |
|                                    | 2022        | 68%   | 56%      | <b>56%</b> | 60%              | 50%      | *     | -               | -     | -                | *                 | 0%                   | *                   | 52%                   | 59%                       | 72%         | -                             |

Texas Education Agency  
2022-23 STAAR Performance (TAPR)

LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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             | 2023        | 38%   | 9%       | <b>9%</b>   | 9%               | 7%       | 20%   | -               | -     | -                | *                 | *                    | -                   | 5%                    | 11%                       | 11%         | *                             |
|                                    | 2022        | 42%   | 18%      | <b>18%</b>  | 13%              | 21%      | *     | -               | -     | -                | *                 | 0%                   | *                   | 17%                   | 18%                       | 8%          | -                             |
| <b>SAT/ACT All Subjects</b>        |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 90%   | 78%      | <b>78%</b>  | 67%              | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | 71%                       | *           | -                             |
|                                    | 2022        | 92%   | 100%     | <b>100%</b> | *                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | *           | -                             |
| At Meets Grade Level or Above      | 2023        | 61%   | 33%      | <b>33%</b>  | 0%               | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | 29%                       | *           | -                             |
|                                    | 2022        | 64%   | 40%      | <b>40%</b>  | *                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | *           | -                             |
| At Masters Grade Level             | 2023        | 12%   | 0%       | <b>0%</b>   | 0%               | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | 0%                        | *           | -                             |
|                                    | 2022        | 13%   | 0%       | <b>0%</b>   | *                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | *           | -                             |
| <b>All Grades All Subjects</b>     |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 76%   | 54%      | <b>54%</b>  | 50%              | 58%      | 67%   | -               | -     | -                | 81%               | 36%                  | 47%                 | 60%                   | 52%                       | 53%         | 59%                           |
|                                    | 2022        | 74%   | 71%      | <b>71%</b>  | 70%              | 71%      | 90%   | -               | -     | -                | 88%               | 33%                  | 57%                 | 79%                   | 70%                       | 72%         | 72%                           |
| At Meets Grade Level or Above      | 2023        | 49%   | 24%      | <b>24%</b>  | 21%              | 26%      | 30%   | -               | -     | -                | 52%               | 13%                  | 17%                 | 30%                   | 22%                       | 21%         | 22%                           |
|                                    | 2022        | 48%   | 48%      | <b>48%</b>  | 48%              | 43%      | 76%   | -               | -     | -                | 81%               | 13%                  | 29%                 | 59%                   | 46%                       | 47%         | 44%                           |
| At Masters Grade Level             | 2023        | 20%   | 3%       | <b>3%</b>   | 3%               | 2%       | 6%    | -               | -     | -                | 10%               | 1%                   | 0%                  | 3%                    | 3%                        | 3%          | 5%                            |
|                                    | 2022        | 23%   | 18%      | <b>18%</b>  | 15%              | 20%      | 29%   | -               | -     | -                | 44%               | 8%                   | 21%                 | 20%                   | 17%                       | 16%         | 33%                           |
| <b>All Grades ELA/Reading</b>      |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 77%   | 56%      | <b>56%</b>  | 51%              | 63%      | 67%   | -               | -     | -                | 78%               | 38%                  | 50%                 | 52%                   | 57%                       | 54%         | 53%                           |
|                                    | 2022        | 75%   | 79%      | <b>79%</b>  | 79%              | 78%      | 100%  | -               | -     | -                | 83%               | 38%                  | 67%                 | 79%                   | 79%                       | 80%         | 75%                           |
| At Meets Grade Level or Above      | 2023        | 53%   | 29%      | <b>29%</b>  | 27%              | 30%      | 25%   | -               | -     | -                | 67%               | 15%                  | 20%                 | 33%                   | 28%                       | 26%         | 24%                           |
|                                    | 2022        | 53%   | 67%      | <b>67%</b>  | 65%              | 65%      | 100%  | -               | -     | -                | 83%               | 25%                  | 50%                 | 69%                   | 66%                       | 64%         | 63%                           |
| At Masters Grade Level             | 2023        | 20%   | 3%       | <b>3%</b>   | 3%               | 2%       | 0%    | -               | -     | -                | 11%               | 0%                   | 0%                  | 2%                    | 3%                        | 4%          | 6%                            |
|                                    | 2022        | 25%   | 22%      | <b>22%</b>  | 17%              | 34%      | 25%   | -               | -     | -                | 33%               | 13%                  | 33%                 | 3%                    | 24%                       | 21%         | 50%                           |
| <b>All Grades Mathematics</b>      |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2023        | 75%   | 42%      | <b>42%</b>  | 38%              | 48%      | 50%   | -               | -     | -                | 83%               | 21%                  | 60%                 | 61%                   | 39%                       | 43%         | 50%                           |
|                                    | 2022        | 72%   | 56%      | <b>56%</b>  | 55%              | 55%      | 67%   | -               | -     | -                | 83%               | 18%                  | 43%                 | 72%                   | 54%                       | 56%         | 83%                           |
| At Meets Grade Level or Above      | 2023        | 45%   | 13%      | <b>13%</b>  | 10%              | 15%      | 38%   | -               | -     | -                | 33%               | 8%                   | 30%                 | 18%                   | 12%                       | 11%         | 8%                            |
|                                    | 2022        | 42%   | 32%      | <b>32%</b>  | 32%              | 26%      | 50%   | -               | -     | -                | 83%               | 0%                   | 14%                 | 61%                   | 29%                       | 31%         | 50%                           |

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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   | 2023        | 19%   | 1%       | <b>1%</b>  | 1%               | 0%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 0%                    | 1%                        | 1%          | 0%                            |  |
|  | 2022        | 20%   | 19%      | <b>19%</b> | 19%              | 15%      | 17%   | -               | -     | -                | 67%               | 0%                   | 14%                 | 44%                   | 17%                       | 19%         | 33%                           |  |
| <b>All Grades Science</b>  |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |  |
| At Approaches Grade Level or Above   | 2023        | 77%   | 62%      | <b>62%</b> | 60%              | 66%      | 60%   | -               | -     | -                | *                 | 67%                  | 40%                 | 62%                   | 63%                       | 61%         | 63%                           |  |
|  | 2022        | 76%   | 76%      | <b>76%</b> | 74%              | 74%      | *     | -               | -     | -                | *                 | 60%                  | -                   | 82%                   | 75%                       | 76%         | *                             |  |
| At Meets Grade Level or Above  | 2023        | 47%   | 27%      | <b>27%</b> | 20%              | 43%      | 20%   | -               | -     | -                | *                 | 22%                  | 0%                  | 38%                   | 23%                       | 26%         | 38%                           |  |
|  | 2022        | 47%   | 45%      | <b>45%</b> | 44%              | 41%      | *     | -               | -     | -                | *                 | 20%                  | -                   | 45%                   | 45%                       | 47%         | *                             |  |
| At Masters Grade Level   | 2023        | 18%   | 4%       | <b>4%</b>  | 2%               | 6%       | 20%   | -               | -     | -                | *                 | 11%                  | 0%                  | 6%                    | 4%                        | 3%          | 13%                           |  |
|  | 2022        | 21%   | 9%       | <b>9%</b>  | 9%               | 7%       | *     | -               | -     | -                | *                 | 20%                  | -                   | 27%                   | 7%                        | 8%          | *                             |  |
| <b>All Grades Social Studies</b>   |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |  |
| At Approaches Grade Level or Above   | 2023        | 78%   | 60%      | <b>60%</b> | 60%              | 52%      | 88%   | -               | -     | -                | *                 | 38%                  | 20%                 | 75%                   | 57%                       | 60%         | *                             |  |
|  | 2022        | 75%   | 79%      | <b>79%</b> | 75%              | 83%      | 100%  | -               | -     | -                | *                 | 29%                  | *                   | 83%                   | 77%                       | 77%         | *                             |  |
| At Meets Grade Level or Above  | 2023        | 52%   | 27%      | <b>27%</b> | 28%              | 19%      | 38%   | -               | -     | -                | *                 | 13%                  | 0%                  | 30%                   | 26%                       | 25%         | *                             |  |
|  | 2022        | 50%   | 34%      | <b>34%</b> | 38%              | 24%      | 60%   | -               | -     | -                | *                 | 0%                   | *                   | 50%                   | 29%                       | 35%         | *                             |  |
| At Masters Grade Level   | 2023        | 27%   | 6%       | <b>6%</b>  | 6%               | 4%       | 13%   | -               | -     | -                | *                 | 0%                   | 0%                  | 5%                    | 6%                        | 7%          | *                             |  |
|  | 2022        | 30%   | 11%      | <b>11%</b> | 8%               | 10%      | 40%   | -               | -     | -                | *                 | 0%                   | *                   | 17%                   | 9%                        | 4%          | *                             |  |
| <b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b> |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |  |
| <b>6th Graders</b>   |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |  |
| Reading and Mathematics  | 2023        | 35%   | 16%      | <b>16%</b> | 12%              | 0%       | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 16%                       | 5%          | *                             |  |
|  | 2022        | 31%   | 38%      | <b>38%</b> | 33%              | 45%      | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 38%                       | 25%         | *                             |  |
| Reading and Mathematics Including EOC  | 2023        | 35%   | 16%      | <b>16%</b> | 12%              | 0%       | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 16%                       | 5%          | *                             |  |
|  | 2022        | 31%   | 38%      | <b>38%</b> | 33%              | 45%      | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 38%                       | 25%         | *                             |  |
| Reading Including EOC  | 2023        | 52%   | 29%      | <b>29%</b> | 24%              | 25%      | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 29%                       | 18%         | *                             |  |
|  | 2022        | 43%   | 56%      | <b>56%</b> | 46%              | 75%      | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 56%                       | 42%         | *                             |  |
| Math Including EOC   | 2023        | 40%   | 24%      | <b>24%</b> | 12%              | 38%      | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 24%                       | 14%         | *                             |  |
|  | 2022        | 40%   | 37%      | <b>37%</b> | 33%              | 45%      | -     | -               | -     | -                | -                 | *                    | *                   | -                     | 37%                       | 30%         | *                             |  |
| <b>7th Graders</b>   |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |  |
| Reading and Mathematics  | 2023        | 37%   | 12%      | <b>12%</b> | 7%               | 21%      | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 12%                       | 12%         | *                             |  |
|  | 2022        | 32%   | 0%       | <b>0%</b>  | 0%               | 0%       | *     | -               | -     | -                | -                 | *                    | *                   | -                     | 0%                        | 0%          | *                             |  |
| Reading and Mathematics Including EOC  | 2023        | 38%   | 12%      | <b>12%</b> | 7%               | 21%      | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 12%                       | 12%         | *                             |  |
|  | 2022        | 33%   | 0%       | <b>0%</b>  | 0%               | 0%       | *     | -               | -     | -                | -                 | *                    | *                   | -                     | 0%                        | 0%          | *                             |  |

Texas Education Agency  
2022-23 STAAR Performance (TAPR)

LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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 Including EOC                 | 2023        | 55%   | 21%      | <b>21%</b> | 19%              | 27%      | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 21%                       | 19%         | *                           |
|                                       | 2022        | 56%   | 95%      | <b>95%</b> | 96%              | 92%      | *     | -               | -     | -                | -                 | *                    | *                   | -                     | 95%                       | 100%        | *                           |
| Math Including EOC                    | 2023        | 43%   | 12%      | <b>12%</b> | 7%               | 21%      | -     | -               | -     | -                | *                 | *                    | -                   | -                     | 12%                       | 12%         | *                           |
|                                       | 2022        | 37%   | 2%       | <b>2%</b>  | 0%               | 0%       | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 2%                        | 0%          | *                           |
| <b>8th Graders</b>                    |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Reading and Mathematics               | 2023        | 31%   | 6%       | <b>6%</b>  | 9%               | 0%       | *     | -               | -     | -                | -                 | *                    | 20%                 | -                     | 6%                        | 7%          | *                           |
|                                       | 2022        | 27%   | 3%       | <b>3%</b>  | 6%               | 0%       | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 3%                        | 4%          | *                           |
| Reading and Mathematics Including EOC | 2023        | 44%   | 7%       | <b>7%</b>  | 10%              | 0%       | *     | -               | -     | -                | *                 | *                    | 20%                 | *                     | 7%                        | 9%          | *                           |
|                                       | 2022        | 41%   | 21%      | <b>21%</b> | 22%              | 6%       | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 20%                       | 18%         | *                           |
| Reading Including EOC                 | 2023        | 58%   | 38%      | <b>38%</b> | 34%              | 46%      | *     | -               | -     | -                | *                 | *                    | 20%                 | *                     | 36%                       | 32%         | *                           |
|                                       | 2022        | 58%   | 49%      | <b>49%</b> | 35%              | 59%      | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 48%                       | 45%         | *                           |
| Math Including EOC                    | 2023        | 51%   | 8%       | <b>8%</b>  | 12%              | 0%       | *     | -               | -     | -                | *                 | *                    | 20%                 | *                     | 8%                        | 11%         | *                           |
|                                       | 2022        | 48%   | 23%      | <b>23%</b> | 21%              | 13%      | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 21%                       | 18%         | *                           |
| <b>3rd - 8th Graders</b>              |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Reading and Mathematics               | 2023        | 37%   | 11%      | <b>11%</b> | 9%               | 9%       | *     | -               | -     | -                | *                 | 10%                  | 13%                 | -                     | 11%                       | 8%          | *                           |
|                                       | 2022        | 34%   | 13%      | <b>13%</b> | 12%              | 14%      | *     | -               | -     | -                | -                 | 0%                   | *                   | -                     | 13%                       | 9%          | *                           |
| Reading and Mathematics Including EOC | 2023        | 39%   | 11%      | <b>11%</b> | 10%              | 9%       | 20%   | -               | -     | -                | *                 | 9%                   | 13%                 | *                     | 11%                       | 9%          | *                           |
|                                       | 2022        | 36%   | 18%      | <b>18%</b> | 17%              | 15%      | *     | -               | -     | -                | *                 | 0%                   | *                   | *                     | 18%                       | 15%         | *                           |
| Reading Including EOC                 | 2023        | 53%   | 30%      | <b>30%</b> | 27%              | 33%      | 40%   | -               | -     | -                | *                 | 18%                  | 25%                 | *                     | 29%                       | 25%         | *                           |
|                                       | 2022        | 53%   | 66%      | <b>66%</b> | 60%              | 73%      | *     | -               | -     | -                | *                 | 50%                  | *                   | *                     | 66%                       | 58%         | *                           |
| Math Including EOC                    | 2023        | 47%   | 14%      | <b>14%</b> | 11%              | 17%      | 20%   | -               | -     | -                | 40%               | 9%                   | 38%                 | *                     | 14%                       | 12%         | 20%                         |
|                                       | 2022        | 43%   | 20%      | <b>20%</b> | 18%              | 18%      | *     | -               | -     | -                | *                 | 0%                   | 0%                  | *                     | 20%                       | 17%         | *                           |

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

- Indicates there are no students in the group.



Texas Education Agency  
2022-23 Progress (TAPR)

LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| <b>School Progress - Annual Growth by Grade and Subject</b>        |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Grade 6 ELA/Reading  | 2023        | 51%   | 30%      | <b>30%</b> | 30%              | 44%      | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 30%                       | 34%         | *                           |
| Grade 6 Mathematics  | 2023        | 54%   | 38%      | <b>38%</b> | 36%              | 44%      | *     | -               | -     | -                | *                 | *                    | *                   | -                     | 38%                       | 34%         | *                           |
| Grade 7 ELA/Reading  | 2023        | 71%   | 40%      | <b>40%</b> | 35%              | 50%      | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 40%                       | 44%         | *                           |
| Grade 7 Mathematics  | 2023        | 56%   | 28%      | <b>28%</b> | 17%              | 39%      | -     | -               | -     | -                | *                 | *                    | -                   | -                     | 28%                       | 27%         | *                           |
| Grade 8 ELA/Reading  | 2023        | 63%   | 8%       | <b>8%</b>  | 8%               | 0%       | *     | -               | -     | -                | -                 | *                    | *                   | -                     | 8%                        | 10%         | *                           |
| Grade 8 Mathematics  | 2023        | 74%   | 49%      | <b>49%</b> | 43%              | 68%      | *     | -               | -     | -                | -                 | *                    | *                   | -                     | 49%                       | 50%         | *                           |
| End of Course English I  | 2023        | 57%   | 39%      | <b>39%</b> | 36%              | 42%      | -     | -               | -     | -                | *                 | 30%                  | *                   | 45%                   | 37%                       | 41%         | *                           |
| End of Course English II   | 2023        | 74%   | 43%      | <b>43%</b> | 43%              | 35%      | *     | -               | -     | -                | *                 | *                    | -                   | 50%                   | 40%                       | 39%         | *                           |
| End of Course Algebra I  | 2023        | 76%   | 54%      | <b>54%</b> | 46%              | 69%      | *     | -               | -     | -                | *                 | 41%                  | *                   | 78%                   | 42%                       | 64%         | *                           |
| All Grades Both Subjects   | 2023        | 64%   | 38%      | <b>38%</b> | 34%              | 46%      | 35%   | -               | -     | -                | 50%               | 27%                  | 33%                 | 57%                   | 35%                       | 40%         | 50%                         |
| All Grades ELA/Reading   | 2023        | 63%   | 33%      | <b>33%</b> | 31%              | 37%      | 25%   | -               | -     | -                | 60%               | 28%                  | 17%                 | 47%                   | 31%                       | 34%         | 35%                         |
| All Grades Mathematics   | 2023        | 66%   | 44%      | <b>44%</b> | 37%              | 57%      | 50%   | -               | -     | -                | *                 | 25%                  | 50%                 | 78%                   | 40%                       | 48%         | 69%                         |
| <b>School Progress - Accelerated Learning by Grade and Subject</b> |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Grade 6 ELA/Reading  | 2023        | 26%   | 11%      | <b>11%</b> | 13%              | *        | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 11%                       | 17%         | -                           |
| Grade 6 Mathematics  | 2023        | 35%   | 14%      | <b>14%</b> | 0%               | *        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | 14%                       | 17%         | -                           |
| Grade 7 ELA/Reading  | 2023        | 39%   | 42%      | <b>42%</b> | 25%              | *        | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 42%                       | 38%         | -                           |
| Grade 7 Mathematics  | 2023        | 22%   | 0%       | <b>0%</b>  | 0%               | *        | -     | -               | -     | -                | -                 | *                    | -                   | -                     | 0%                        | 0%          | -                           |
| Grade 8 ELA/Reading  | 2023        | 39%   | *        | <b>*</b>   | *                | -        | -     | -               | -     | -                | -                 | *                    | *                   | -                     | *                         | *           | -                           |
| Grade 8 Mathematics  | 2023        | 49%   | 16%      | <b>16%</b> | 18%              | 0%       | *     | -               | -     | -                | -                 | *                    | *                   | -                     | 16%                       | 16%         | *                           |
| End of Course English I  | 2023        | 26%   | 6%       | <b>6%</b>  | 0%               | 17%      | -     | -               | -     | -                | -                 | 0%                   | *                   | *                     | 6%                        | 0%          | *                           |
| End of Course English II   | 2023        | 41%   | 19%      | <b>19%</b> | 11%              | 20%      | *     | -               | -     | -                | *                 | *                    | -                   | *                     | 17%                       | 22%         | *                           |
| End of Course Algebra I  | 2023        | 58%   | 35%      | <b>35%</b> | 37%              | 36%      | *     | -               | -     | -                | -                 | 13%                  | *                   | 60%                   | 24%                       | 40%         | *                           |
| All Grades Both Subjects   | 2023        | 38%   | 19%      | <b>19%</b> | 16%              | 26%      | *     | -               | -     | -                | *                 | 4%                   | 25%                 | 44%                   | 16%                       | 21%         | 20%                         |
| All Grades ELA/Reading   | 2023        | 35%   | 17%      | <b>17%</b> | 10%              | 31%      | *     | -               | -     | -                | *                 | 0%                   | *                   | 17%                   | 17%                       | 16%         | *                           |
| All Grades Mathematics   | 2023        | 40%   | 21%      | <b>21%</b> | 20%              | 22%      | *     | -               | -     | -                | -                 | 8%                   | 40%                 | 60%                   | 15%                       | 24%         | *                           |

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

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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 |
|--|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| <b>STAAR Performance Rate by Subject and Performance Level</b> |             |       |          |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| <b>All Grades All Subjects</b>                                 |             |       |          |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 76%   | 54%      | <b>54%</b> | -                         | -                   | -                  | -               | -               | -                         | 52%       | -                 | 52%          | -                | 55%                        | 53%         | 53%                   | 86%                      |
|  | 2022        | 74%   | 71%      | <b>71%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | 70%                        | 71%         | 69%                   | *                        |
| At Meets Grade Level or Above                                  | 2023        | 49%   | 24%      | <b>24%</b> | -                         | -                   | -                  | -               | -               | -                         | 17%       | -                 | 17%          | -                | 9%                         | 24%         | 15%                   | 57%                      |
|  | 2022        | 48%   | 48%      | <b>48%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | 40%                        | 48%         | 38%                   | *                        |
| At Masters Grade Level   | 2023        | 20%   | 3%       | <b>3%</b>  | -                         | -                   | -                  | -               | -               | -                         | 4%        | -                 | 4%           | -                | 0%                         | 3%          | 3%                    | 14%                      |
|  | 2022        | 23%   | 18%      | <b>18%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | 30%                        | 17%         | 25%                   | *                        |
| <b>All Grades ELA/Reading</b>                                  |             |       |          |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 77%   | 56%      | <b>56%</b> | -                         | -                   | -                  | -               | -               | -                         | 40%       | -                 | 40%          | -                | *                          | 56%         | 43%                   | *                        |
|  | 2022        | 75%   | 79%      | <b>79%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 80%         | 71%                   | *                        |
| At Meets Grade Level or Above                                  | 2023        | 53%   | 29%      | <b>29%</b> | -                         | -                   | -                  | -               | -               | -                         | 20%       | -                 | 20%          | -                | *                          | 30%         | 14%                   | *                        |
|  | 2022        | 53%   | 67%      | <b>67%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 67%         | 57%                   | *                        |
| At Masters Grade Level   | 2023        | 20%   | 3%       | <b>3%</b>  | -                         | -                   | -                  | -               | -               | -                         | 10%       | -                 | 10%          | -                | *                          | 3%          | 7%                    | *                        |
|  | 2022        | 25%   | 22%      | <b>22%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 21%         | 43%                   | *                        |
| <b>All Grades Mathematics</b>                                  |             |       |          |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 75%   | 42%      | <b>42%</b> | -                         | -                   | -                  | -               | -               | -                         | 57%       | -                 | 57%          | -                | *                          | 42%         | 50%                   | *                        |
|  | 2022        | 72%   | 56%      | <b>56%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 55%         | 80%                   | *                        |
| At Meets Grade Level or Above                                  | 2023        | 45%   | 13%      | <b>13%</b> | -                         | -                   | -                  | -               | -               | -                         | 14%       | -                 | 14%          | -                | *                          | 13%         | 10%                   | *                        |
|  | 2022        | 42%   | 32%      | <b>32%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 32%         | 40%                   | *                        |
| At Masters Grade Level   | 2023        | 19%   | 1%       | <b>1%</b>  | -                         | -                   | -                  | -               | -               | -                         | 0%        | -                 | 0%           | -                | *                          | 1%          | 0%                    | *                        |
|  | 2022        | 20%   | 19%      | <b>19%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 19%         | 20%                   | *                        |
| <b>All Grades Science</b>                                      |             |       |          |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 77%   | 62%      | <b>62%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 62%         | 50%                   | *                        |
|  | 2022        | 76%   | 76%      | <b>76%</b> | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | *                          | 76%         | *                     | -                        |
| At Meets Grade Level or Above                                  | 2023        | 47%   | 27%      | <b>27%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 26%         | 17%                   | *                        |
|  | 2022        | 47%   | 45%      | <b>45%</b> | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | *                          | 48%         | *                     | -                        |
| At Masters Grade Level   | 2023        | 18%   | 4%       | <b>4%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 4%          | 0%                    | *                        |
|  | 2022        | 21%   | 9%       | <b>9%</b>  | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | *                          | 10%         | *                     | -                        |
| <b>All Grades Social Studies</b>                               |             |       |          |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                             | 2023        | 78%   | 60%      | <b>60%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 59%         | *                     | -                        |
|  | 2022        | 75%   | 79%      | <b>79%</b> | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | *                          | 80%         | *                     | -                        |
| At Meets Grade Level or Above                                  | 2023        | 52%   | 27%      | <b>27%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 27%         | *                     | -                        |
|  | 2022        | 50%   | 34%      | <b>34%</b> | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | *                          | 35%         | *                     | -                        |

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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                        | 2023        | 27%   | 6%       | <b>6%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 6%          | *                     | -                        |
|   | 2022        | 30%   | 11%      | <b>11%</b> | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | *                          | 11%         | *                     | -                        |
| <b>School Progress - Annual Growth</b>        |             |       |          |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| All Grades Both Subjects                      | 2023        | 64%   | 38%      | <b>38%</b> | -                         | -                   | -                  | -               | -               | -                         | 55%       | -                 | 55%          | -                | *                          | 37%         | 58%                   | 30%                      |
| All Grades ELA/Reading                        | 2023        | 63%   | 33%      | <b>33%</b> | -                         | -                   | -                  | -               | -               | -                         | 42%       | -                 | 42%          | -                | *                          | 33%         | 36%                   | *                        |
| All Grades Mathematics                        | 2023        | 66%   | 44%      | <b>44%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 42%         | 83%                   | *                        |
| <b>School Progress - Accelerated Learning</b> |             |       |          |            |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| All Grades Both Subjects                      | 2023        | 38%   | 19%      | <b>19%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 19%         | 20%                   | -                        |
| All Grades ELA/Reading                        | 2023        | 35%   | 17%      | <b>17%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 18%         | *                     | -                        |
| All Grades Mathematics                        | 2023        | 40%   | 21%      | <b>21%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | *                          | 20%         | *                     | -                        |

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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) |
|--|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| <b>2023 STAAR Participation (All Grades)</b>     |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| <b>All Tests</b>                                 |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 98%      | <b>98%</b> | 98%              | 99%      | 100%  | -               | -     | -                | 91%               | 95%                  | 100%                | 99%                   | 98%                       | 99%         | 98%                           |
| Included in Accountability                       | 93%   | 90%      | <b>90%</b> | 88%              | 94%      | 79%   | -               | -     | -                | 91%               | 94%                  | 94%                 | 81%                   | 92%                       | 97%         | 80%                           |
| Not Included in Accountability: Mobile           | 4%    | 8%       | <b>8%</b>  | 9%               | 3%       | 21%   | -               | -     | -                | 0%                | 1%                   | 6%                  | 18%                   | 6%                        | 1%          | 12%                           |
| Not Included in Accountability: Other Exclusions | 2%    | 0%       | <b>0%</b>  | 0%               | 1%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 1%                    | 0%                        | 0%          | 6%                            |
| Not Tested                                       | 1%    | 2%       | <b>2%</b>  | 2%               | 1%       | 0%    | -               | -     | -                | 9%                | 5%                   | 0%                  | 1%                    | 2%                        | 1%          | 2%                            |
| Absent   | 1%    | 2%       | <b>2%</b>  | 2%               | 1%       | 0%    | -               | -     | -                | 4%                | 4%                   | 0%                  | 1%                    | 2%                        | 1%          | 2%                            |
| Other  | 0%    | 1%       | <b>1%</b>  | 1%               | 0%       | 0%    | -               | -     | -                | 4%                | 1%                   | 0%                  | 0%                    | 1%                        | 0%          | 0%                            |
| <b>Reading</b>                                   |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 97%      | <b>97%</b> | 97%              | 99%      | 100%  | -               | -     | -                | 90%               | 94%                  | 100%                | 100%                  | 97%                       | 99%         | 100%                          |
| Included in Accountability                       | 92%   | 89%      | <b>89%</b> | 87%              | 95%      | 86%   | -               | -     | -                | 90%               | 94%                  | 91%                 | 83%                   | 91%                       | 97%         | 81%                           |
| Not Included in Accountability: Mobile           | 4%    | 7%       | <b>7%</b>  | 9%               | 1%       | 14%   | -               | -     | -                | 0%                | 0%                   | 9%                  | 15%                   | 5%                        | 1%          | 5%                            |
| Not Included in Accountability: Other Exclusions | 3%    | 1%       | <b>1%</b>  | 0%               | 3%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 2%                    | 1%                        | 0%          | 14%                           |
| Not Tested                                       | 1%    | 3%       | <b>3%</b>  | 3%               | 1%       | 0%    | -               | -     | -                | 10%               | 6%                   | 0%                  | 0%                    | 3%                        | 1%          | 0%                            |
| Absent   | 1%    | 2%       | <b>2%</b>  | 2%               | 1%       | 0%    | -               | -     | -                | 10%               | 3%                   | 0%                  | 0%                    | 2%                        | 1%          | 0%                            |
| Other  | 0%    | 1%       | <b>1%</b>  | 1%               | 0%       | 0%    | -               | -     | -                | 0%                | 3%                   | 0%                  | 0%                    | 1%                        | 0%          | 0%                            |
| <b>Mathematics</b>                               |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%      | <b>99%</b> | 99%              | 100%     | 100%  | -               | -     | -                | 86%               | 100%                 | 100%                | 100%                  | 99%                       | 99%         | 100%                          |
| Included in Accountability                       | 94%   | 93%      | <b>93%</b> | 92%              | 99%      | 80%   | -               | -     | -                | 86%               | 100%                 | 100%                | 83%                   | 95%                       | 99%         | 92%                           |
| Not Included in Accountability: Mobile           | 5%    | 6%       | <b>6%</b>  | 7%               | 1%       | 20%   | -               | -     | -                | 0%                | 0%                   | 0%                  | 18%                   | 4%                        | 1%          | 8%                            |
| Not Included in Accountability: Other Exclusions | 1%    | 0%       | <b>0%</b>  | 0%               | 0%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| Not Tested                                       | 1%    | 1%       | <b>1%</b>  | 1%               | 0%       | 0%    | -               | -     | -                | 14%               | 0%                   | 0%                  | 0%                    | 1%                        | 1%          | 0%                            |
| Absent   | 1%    | 0%       | <b>0%</b>  | 1%               | 0%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| Other  | 0%    | 1%       | <b>1%</b>  | 1%               | 0%       | 0%    | -               | -     | -                | 14%               | 0%                   | 0%                  | 0%                    | 1%                        | 1%          | 0%                            |
| <b>Science</b>                                   |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 98%      | <b>98%</b> | 98%              | 97%      | 100%  | -               | -     | -                | *                 | 90%                  | 100%                | 98%                   | 98%                       | 98%         | 100%                          |
| Included in Accountability                       | 93%   | 89%      | <b>89%</b> | 89%              | 92%      | 71%   | -               | -     | -                | *                 | 90%                  | 100%                | 81%                   | 92%                       | 95%         | 80%                           |
| Not Included in Accountability: Mobile           | 4%    | 9%       | <b>9%</b>  | 9%               | 5%       | 29%   | -               | -     | -                | *                 | 0%                   | 0%                  | 17%                   | 6%                        | 3%          | 20%                           |
| Not Included in Accountability: Other Exclusions | 1%    | 0%       | <b>0%</b>  | 0%               | 0%       | 0%    | -               | -     | -                | *                 | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| Not Tested                                       | 1%    | 2%       | <b>2%</b>  | 2%               | 3%       | 0%    | -               | -     | -                | *                 | 10%                  | 0%                  | 2%                    | 2%                        | 2%          | 0%                            |

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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%    | 2%       | 2%     | 2%               | 3%       | 0%    | -               | -     | -                | *                 | 10%                  | 0%                  | 2%                    | 2%                        | 2%          | 0%                            |
| Other  | 0%    | 0%       | 0%     | 0%               | 0%       | 0%    | -               | -     | -                | *                 | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Social Studies</b>                            |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 97%      | 97%    | 97%              | 97%      | 100%  | -               | -     | -                | *                 | 90%                  | 100%                | 96%                   | 97%                       | 99%         | 86%                           |
| Included in Accountability                       | 94%   | 85%      | 85%    | 85%              | 87%      | 73%   | -               | -     | -                | *                 | 80%                  | 83%                 | 71%                   | 88%                       | 96%         | 57%                           |
| Not Included in Accountability: Mobile           | 4%    | 12%      | 12%    | 12%              | 10%      | 27%   | -               | -     | -                | *                 | 10%                  | 17%                 | 25%                   | 9%                        | 2%          | 29%                           |
| Not Included in Accountability: Other Exclusions | 1%    | 0%       | 0%     | 0%               | 0%       | 0%    | -               | -     | -                | *                 | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| Not Tested                                       | 1%    | 3%       | 3%     | 3%               | 3%       | 0%    | -               | -     | -                | *                 | 10%                  | 0%                  | 4%                    | 3%                        | 1%          | 14%                           |
| Absent   | 1%    | 3%       | 3%     | 3%               | 3%       | 0%    | -               | -     | -                | *                 | 10%                  | 0%                  | 4%                    | 3%                        | 1%          | 14%                           |
| Other  | 0%    | 0%       | 0%     | 0%               | 0%       | 0%    | -               | -     | -                | *                 | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Accelerated Testers</b>                       |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| SAT/ACT Participant                              | 93%   | 82%      | 82%    | 86%              | *        | *     | -               | -     | -                | *                 | -                    | -                   | *                     | 78%                       | 80%         | -                             |
| <b>2022 STAAR Participation (All Grades)</b>     |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| <b>All Tests</b>                                 |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 96%      | 96%    | 96%              | 96%      | 87%   | -               | -     | -                | 89%               | 95%                  | 100%                | 95%                   | 96%                       | 95%         | 96%                           |
| Included in Accountability                       | 93%   | 84%      | 84%    | 84%              | 85%      | 70%   | -               | -     | -                | 89%               | 91%                  | 47%                 | 60%                   | 89%                       | 94%         | 69%                           |
| Not Included in Accountability: Mobile           | 5%    | 12%      | 12%    | 12%              | 10%      | 17%   | -               | -     | -                | 0%                | 5%                   | 53%                 | 35%                   | 7%                        | 1%          | 23%                           |
| Not Included in Accountability: Other Exclusions | 1%    | 0%       | 0%     | 0%               | 0%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 4%                            |
| Not Tested                                       | 1%    | 4%       | 4%     | 4%               | 4%       | 13%   | -               | -     | -                | 11%               | 5%                   | 0%                  | 5%                    | 4%                        | 5%          | 4%                            |
| Absent   | 1%    | 4%       | 4%     | 4%               | 4%       | 7%    | -               | -     | -                | 11%               | 5%                   | 0%                  | 3%                    | 4%                        | 4%          | 4%                            |
| Other  | 0%    | 1%       | 1%     | 0%               | 0%       | 7%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 2%                    | 0%                        | 1%          | 0%                            |
| <b>Reading</b>                                   |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 95%      | 95%    | 96%              | 97%      | 89%   | -               | -     | -                | 75%               | 89%                  | 100%                | 93%                   | 96%                       | 96%         | 92%                           |
| Included in Accountability                       | 92%   | 85%      | 85%    | 85%              | 88%      | 89%   | -               | -     | -                | 75%               | 84%                  | 55%                 | 63%                   | 89%                       | 95%         | 67%                           |
| Not Included in Accountability: Mobile           | 5%    | 10%      | 10%    | 11%              | 8%       | 0%    | -               | -     | -                | 0%                | 5%                   | 45%                 | 30%                   | 6%                        | 0%          | 17%                           |
| Not Included in Accountability: Other Exclusions | 2%    | 0%       | 0%     | 0%               | 1%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 1%          | 8%                            |
| Not Tested                                       | 1%    | 5%       | 5%     | 4%               | 3%       | 11%   | -               | -     | -                | 25%               | 11%                  | 0%                  | 7%                    | 4%                        | 4%          | 8%                            |
| Absent   | 1%    | 5%       | 5%     | 4%               | 3%       | 11%   | -               | -     | -                | 25%               | 11%                  | 0%                  | 7%                    | 4%                        | 4%          | 8%                            |
| Other  | 0%    | 0%       | 0%     | 0%               | 0%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Mathematics</b>                               |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 97%      | 97%    | 98%              | 95%      | 86%   | -               | -     | -                | 100%              | 100%                 | 100%                | 91%                   | 98%                       | 95%         | 100%                          |
| Included in Accountability                       | 93%   | 88%      | 88%    | 88%              | 87%      | 86%   | -               | -     | -                | 100%              | 92%                  | 58%                 | 55%                   | 93%                       | 94%         | 86%                           |

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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%    | 9%       | <b>9%</b>  | 10%              | 8%       | 0%    | -               | -     | -                | 0%                | 8%                   | 42%                 | 36%                   | 5%                        | 1%          | 14%                         |
| Not Included in Accountability: Other Exclusions | 1%    | 0%       | <b>0%</b>  | 0%               | 0%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 0%                    | 0%                        | 0%          | 0%                          |
| Not Tested                                       | 1%    | 3%       | <b>3%</b>  | 2%               | 5%       | 14%   | -               | -     | -                | 0%                | 0%                   | 0%                  | 9%                    | 2%                        | 5%          | 0%                          |
| Absent   | 1%    | 2%       | <b>2%</b>  | 1%               | 3%       | 0%    | -               | -     | -                | 0%                | 0%                   | 0%                  | 0%                    | 2%                        | 2%          | 0%                          |
| Other  | 0%    | 1%       | <b>1%</b>  | 1%               | 2%       | 14%   | -               | -     | -                | 0%                | 0%                   | 0%                  | 9%                    | 0%                        | 3%          | 0%                          |
| <b>Science</b>                                   |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Assessment Participant                           | 98%   | 95%      | <b>95%</b> | 96%              | 97%      | *     | -               | -     | -                | *                 | 100%                 | *                   | 100%                  | 94%                       | 98%         | *                           |
| Included in Accountability                       | 93%   | 81%      | <b>81%</b> | 81%              | 84%      | *     | -               | -     | -                | *                 | 100%                 | *                   | 55%                   | 87%                       | 98%         | *                           |
| Not Included in Accountability: Mobile           | 4%    | 14%      | <b>14%</b> | 15%              | 13%      | *     | -               | -     | -                | *                 | 0%                   | *                   | 45%                   | 7%                        | 0%          | *                           |
| Not Included in Accountability: Other Exclusions | 1%    | 0%       | <b>0%</b>  | 0%               | 0%       | *     | -               | -     | -                | *                 | 0%                   | *                   | 0%                    | 0%                        | 0%          | *                           |
| Not Tested                                       | 2%    | 5%       | <b>5%</b>  | 4%               | 3%       | *     | -               | -     | -                | *                 | 0%                   | *                   | 0%                    | 6%                        | 2%          | *                           |
| Absent   | 1%    | 4%       | <b>4%</b>  | 4%               | 3%       | *     | -               | -     | -                | *                 | 0%                   | *                   | 0%                    | 5%                        | 2%          | *                           |
| Other  | 0%    | 1%       | <b>1%</b>  | 0%               | 0%       | *     | -               | -     | -                | *                 | 0%                   | *                   | 0%                    | 1%                        | 0%          | *                           |
| <b>Social Studies</b>                            |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Assessment Participant                           | 98%   | 94%      | <b>94%</b> | 95%              | 92%      | 91%   | -               | -     | -                | *                 | 100%                 | *                   | 97%                   | 93%                       | 93%         | *                           |
| Included in Accountability                       | 94%   | 75%      | <b>75%</b> | 77%              | 78%      | 45%   | -               | -     | -                | *                 | 100%                 | *                   | 63%                   | 80%                       | 88%         | *                           |
| Not Included in Accountability: Mobile           | 4%    | 19%      | <b>19%</b> | 18%              | 14%      | 45%   | -               | -     | -                | *                 | 0%                   | *                   | 34%                   | 13%                       | 5%          | *                           |
| Not Included in Accountability: Other Exclusions | 1%    | 0%       | <b>0%</b>  | 0%               | 0%       | 0%    | -               | -     | -                | *                 | 0%                   | *                   | 0%                    | 0%                        | 0%          | *                           |
| Not Tested                                       | 2%    | 6%       | <b>6%</b>  | 5%               | 8%       | 9%    | -               | -     | -                | *                 | 0%                   | *                   | 3%                    | 7%                        | 7%          | *                           |
| Absent   | 1%    | 6%       | <b>6%</b>  | 5%               | 8%       | 9%    | -               | -     | -                | *                 | 0%                   | *                   | 3%                    | 7%                        | 7%          | *                           |
| Other  | 0%    | 0%       | <b>0%</b>  | 0%               | 0%       | 0%    | -               | -     | -                | *                 | 0%                   | *                   | 0%                    | 0%                        | 0%          | *                           |
| <b>Accelerated Testers</b>                       |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| SAT/ACT Participant                              | 89%   | 63%      | <b>63%</b> | *                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | 57%         | -                           |

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

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS COUNTY

|  | State | District | Campus       | African American | Hispanic | White  | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>Attendance Rate</b>                             |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2021-22  | 92.2% | 89.5%    | <b>89.5%</b> | 89.6%            | 89.4%    | 88.3%  | -               | -     | -                | 89.8%             | 88.6%      | 88.7%       | 91.9% |
| 2020-21  | 95.0% | 88.3%    | <b>88.3%</b> | 88.9%            | 87.3%    | 87.9%  | -               | *     | -                | 88.3%             | 88.4%      | 88.3%       | -     |
| <b>Chronic Absenteeism</b>                         |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2021-22  | 25.7% | 35.4%    | <b>35.4%</b> | 35.8%            | 34.3%    | 32.0%  | -               | -     | -                | 41.2%             | 37.5%      | 37.5%       | 30.0% |
| 2020-21  | 15.0% | 42.2%    | <b>42.2%</b> | 44.0%            | 39.7%    | 39.4%  | -               | *     | -                | 39.3%             | 41.4%      | 39.3%       | -     |
| <b>Annual Dropout Rate (Gr 7-8)</b>                |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2021-22  | 0.7%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | 0.0%       | 0.0%        | *     |
| 2020-21  | 0.9%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | -               | *     | -                | 0.0%              | 0.0%       | 0.0%        | -     |
| <b>Annual Dropout Rate (Gr 9-12)</b>               |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2021-22  | 2.2%  | 1.1%     | <b>1.1%</b>  | 0.0%             | 1.7%     | 5.3%   | -               | -     | -                | 6.7%              | 7.1%       | 1.2%        | 0.0%  |
| 2020-21  | 2.4%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | -     |
| <b>4-Year Longitudinal Rate (Gr 9-12)</b>          |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| <b>Class of 2022</b>                               |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Graduated  | 89.7% | 95.2%    | <b>95.2%</b> | 97.3%            | 93.3%    | 100.0% | -               | -     | -                | 80.0%             | *          | 97.8%       | *     |
| Received TxCHSE                                    | 0.3%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | 0.0%              | *          | 0.0%        | *     |
| Continued HS                                       | 3.5%  | 1.6%     | <b>1.6%</b>  | 0.0%             | 6.7%     | 0.0%   | -               | -     | -                | 0.0%              | *          | 0.0%        | *     |
| Dropped Out  | 6.4%  | 3.2%     | <b>3.2%</b>  | 2.7%             | 0.0%     | 0.0%   | -               | -     | -                | 20.0%             | *          | 2.2%        | *     |
| Graduates and TxCHSE                               | 90.0% | 95.2%    | <b>95.2%</b> | 97.3%            | 93.3%    | 100.0% | -               | -     | -                | 80.0%             | *          | 97.8%       | *     |
| Graduates, TxCHSE, and Continuers                  | 93.6% | 96.8%    | <b>96.8%</b> | 97.3%            | 100.0%   | 100.0% | -               | -     | -                | 80.0%             | *          | 97.8%       | *     |
| <b>Class of 2021</b>                               |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Graduated  | 90.0% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Received TxCHSE                                    | 0.3%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Continued HS                                       | 3.9%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Dropped Out  | 5.8%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Graduates and TxCHSE                               | 90.3% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Graduates, TxCHSE, and Continuers                  | 94.2% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>5-Year Extended Longitudinal Rate (Gr 9-12)</b> |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| <b>Class of 2021</b>                               |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Graduated  | 92.2% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Received TxCHSE                                    | 0.4%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Continued HS                                       | 1.0%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Dropped Out  | 6.3%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Graduates and TxCHSE                               | 92.7% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS COUNTY

|  | State | District | Campus       | African American | Hispanic | White  | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers                                  | 93.7% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>Class of 2020</b>   |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Graduated  | 92.2% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Received TxCHSE  | 0.5%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Continued HS   | 1.1%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Dropped Out  | 6.2%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Graduates and TxCHSE   | 92.7% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Graduates, TxCHSE, and Continuers                                  | 93.8% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>                 |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| <b>Class of 2020</b>   |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Graduated  | 92.7% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Received TxCHSE  | 0.5%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Continued HS   | 0.5%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Dropped Out  | 6.2%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Graduates and TxCHSE   | 93.2% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Graduates, TxCHSE, and Continuers                                  | 93.8% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>Class of 2019</b>   |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Graduated  | 92.6% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Received TxCHSE  | 0.6%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Continued HS   | 0.6%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Dropped Out  | 6.2%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Graduates and TxCHSE   | 93.2% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Graduates, TxCHSE, and Continuers                                  | 93.8% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b> |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Class of 2022  | 89.7% | 95.2%    | <b>95.2%</b> | 97.3%            | 93.3%    | 100.0% | -               | -     | -                | 80.0%             | *          | 97.8%       | *     |
| Class of 2021  | 90.0% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>RHSP/DAP Graduates (Longitudinal Rate)</b>                      |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Class of 2022  | 59.5% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| Class of 2021  | 87.5% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>FHSP-E Graduates (Longitudinal Rate)</b>                        |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Class of 2022  | 3.7%  | 8.3%     | <b>8.3%</b>  | 11.1%            | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 8.9%        | *     |
| Class of 2021  | 3.8%  | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>FHSP-DLA Graduates (Longitudinal Rate)</b>                      |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |



Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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   | 84.3% | 86.7%    | <b>86.7%</b> | 83.3%            | 92.9%    | 100.0% | -               | -     | -                | *                 | *          | 84.4%       | *     |
| Class of 2021   | 81.9% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b> |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| Class of 2022   | 88.0% | 95.0%    | <b>95.0%</b> | 94.4%            | 92.9%    | 100.0% | -               | -     | -                | *                 | *          | 93.3%       | *     |
| Class of 2021   | 85.7% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>RHSP/DAP Graduates (Annual Rate)</b>                       |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2021-22   | 23.6% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| 2020-21   | 43.8% | -        | -            | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -     |
| <b>FHSP-E Graduates (Annual Rate)</b>                         |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2021-22   | 3.9%  | 12.9%    | <b>12.9%</b> | 18.4%            | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 12.5%       | *     |
| 2020-21   | 3.8%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 0.0%        | -     |
| <b>FHSP-DLA Graduates (Annual Rate)</b>                       |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2021-22   | 82.3% | 82.3%    | <b>82.3%</b> | 76.3%            | 92.9%    | 100.0% | -               | -     | -                | *                 | *          | 83.3%       | *     |
| 2020-21   | 80.4% | 73.5%    | <b>73.5%</b> | 88.5%            | 53.8%    | 57.1%  | -               | -     | -                | *                 | *          | 72.7%       | -     |
| <b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>       |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2021-22   | 86.0% | 95.2%    | <b>95.2%</b> | 94.7%            | 92.9%    | 100.0% | -               | -     | -                | *                 | *          | 95.8%       | *     |
| 2020-21   | 84.1% | 73.5%    | <b>73.5%</b> | 88.5%            | 53.8%    | 57.1%  | -               | -     | -                | *                 | *          | 72.7%       | -     |

Texas Education Agency  
2022-23 Graduation Profile (TAPR)

LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS COUNTY

|  | Campus<br>Count | Campus<br>Percent | District<br>Count | State<br>Count |
|--|-----------------|-------------------|-------------------|----------------|
| <b>Graduates (2021-22 Annual Graduates)</b>                |                 |                   |                   |                |
| Total Graduates  | 62              | 100.0%            | 62                | 368,686        |
| <b>By Ethnicity:</b>                                       |                 |                   |                   |                |
| African American   | 38              | 61.3%             | 38                | 45,227         |
| Hispanic   | 14              | 22.6%             | 14                | 191,125        |
| White  | 6               | 9.7%              | 6                 | 103,171        |
| American Indian  | 0               | 0.0%              | 0                 | 1,159          |
| Asian  | 0               | 0.0%              | 0                 | 18,794         |
| Pacific Islander   | 0               | 0.0%              | 0                 | 569            |
| Two or More Races  | 4               | 6.5%              | 4                 | 8,641          |
| <b>By Graduation Type:</b>                                 |                 |                   |                   |                |
| Minimum H.S. Program                                       | 0               | 0.0%              | 0                 | 433            |
| Recommended H.S. Program/Distinguished Achievement Program | 0               | 0.0%              | 0                 | 134            |
| Foundation H.S. Program (No Endorsement)                   | 3               | 4.8%              | 3                 | 51,023         |
| Foundation H.S. Program (Endorsement)                      | 8               | 12.9%             | 8                 | 14,179         |
| Foundation H.S. Program (DLA)                              | 51              | 82.3%             | 51                | 302,917        |
| Special Education Graduates                                | 4               | 6.5%              | 4                 | 32,447         |
| Economically Disadvantaged Graduates                       | 48              | 77.4%             | 48                | 194,571        |
| Emergent Bilingual (EB)/English Learner (EL) Graduates     | 1               | 1.6%              | 1                 | 40,398         |
| At-Risk Graduates  | 18              | 29.0%             | 18                | 159,689        |
| CTE Completers   | 3               | 4.8%              | 3                 | 107,502        |

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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 |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>College, Career, and Military Ready Graduates (Student Achievement)</b> |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>College, Career, or Military Ready (Annual Graduates)</b>               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 70.0% | 33.9%    | <b>33.9%</b> | 34.2%            | 28.6%    | 33.3% | -               | -     | -                | *                 | *          | 31.3%       | *     |
| 2020-21  | 65.2% | 34.7%    | <b>34.7%</b> | 26.9%            | 46.2%    | 28.6% | -               | -     | -                | *                 | *          | 36.4%       | -     |
| <b>College Ready Graduates</b>   |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>College Ready (Annual Graduates)</b>                                    |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 52.9% | 29.0%    | <b>29.0%</b> | 26.3%            | 28.6%    | 33.3% | -               | -     | -                | *                 | *          | 27.1%       | *     |
| 2020-21  | 52.7% | 28.6%    | <b>28.6%</b> | 23.1%            | 38.5%    | 14.3% | -               | -     | -                | *                 | *          | 36.4%       | -     |
| <b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>  |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 57.1% | 14.5%    | <b>14.5%</b> | 13.2%            | 14.3%    | 33.3% | -               | -     | -                | *                 | *          | 12.5%       | *     |
| 2020-21  | 56.1% | 20.4%    | <b>20.4%</b> | 15.4%            | 23.1%    | 28.6% | -               | -     | -                | *                 | *          | 36.4%       | -     |
| <b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>            |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 48.2% | 9.7%     | <b>9.7%</b>  | 10.5%            | 7.1%     | 16.7% | -               | -     | -                | *                 | *          | 10.4%       | *     |
| 2020-21  | 45.7% | 6.1%     | <b>6.1%</b>  | 3.8%             | 15.4%    | 0.0%  | -               | -     | -                | *                 | *          | 18.2%       | -     |
| <b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>          |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 42.2% | 8.1%     | <b>8.1%</b>  | 7.9%             | 7.1%     | 16.7% | -               | -     | -                | *                 | *          | 10.4%       | *     |
| 2020-21  | 40.4% | 6.1%     | <b>6.1%</b>  | 3.8%             | 15.4%    | 0.0%  | -               | -     | -                | *                 | *          | 18.2%       | -     |
| <b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>              |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 20.5% | 1.6%     | <b>1.6%</b>  | 0.0%             | 7.1%     | 0.0%  | -               | -     | -                | *                 | *          | 2.1%        | *     |
| 2020-21  | 21.3% | 2.0%     | <b>2.0%</b>  | 0.0%             | 7.7%     | 0.0%  | -               | -     | -                | *                 | *          | 9.1%        | -     |
| <b>Associate Degree (Annual Graduates)</b>                                 |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 2.4%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | *     |
| 2020-21  | 2.6%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | -     |
| <b>Dual Course Credits in Any Subject (Annual Graduates)</b>               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 24.0% | 3.2%     | <b>3.2%</b>  | 2.6%             | 7.1%     | 0.0%  | -               | -     | -                | *                 | *          | 4.2%        | *     |
| 2020-21  | 25.9% | 2.0%     | <b>2.0%</b>  | 0.0%             | 0.0%     | 14.3% | -               | -     | -                | *                 | *          | 0.0%        | -     |
| <b>Onramps Course Credits (Annual Graduates)</b>                           |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 4.4%  | 22.6%    | <b>22.6%</b> | 18.4%            | 28.6%    | 16.7% | -               | -     | -                | *                 | *          | 18.8%       | *     |
| 2020-21  | 4.4%  | 24.5%    | <b>24.5%</b> | 23.1%            | 23.1%    | 14.3% | -               | -     | -                | *                 | *          | 18.2%       | -     |
| <b>Career / Military Ready Graduates</b>                                   |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| <b>Career or Military Ready (Annual Graduates)</b>                         |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 33.5% | 6.5%     | <b>6.5%</b>  | 10.5%            | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 6.3%        | *     |
| 2020-21  | 24.2% | 6.1%     | <b>6.1%</b>  | 3.8%             | 7.7%     | 14.3% | -               | -     | -                | *                 | *          | 0.0%        | -     |
| <b>Approved Industry-Based Certification (Annual Graduates)</b>            |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 28.0% | 1.6%     | <b>1.6%</b>  | 2.6%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 2.1%        | *     |

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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 |
|--|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2020-21  | 18.4% | 0.0%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | -     |
| <b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>   |       |          |             |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 0.7%  | 0.0%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | *     |
| 2020-21  | 0.7%  | 0.0%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | -     |
| <b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>  |       |          |             |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 2.5%  | 0.0%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | *     |
| 2020-21  | 2.4%  | 0.0%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | -     |
| <b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b> |       |          |             |                  |          |       |                 |       |                  |                   |            |             |       |
| 2021-22  | 5.0%  | 4.8%     | <b>4.8%</b> | 7.9%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 4.2%        | *     |
| 2020-21  | 4.4%  | 6.1%     | <b>6.1%</b> | 3.8%             | 7.7%     | 14.3% | -               | -     | -                | *                 | *          | 0.0%        | -     |

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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 |
|--|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>               |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Reading  | 2021-22       | 22.8% | 6.5%     | <b>6.5%</b>  | 2.6%             | 14.3%    | 16.7% | -               | -     | -                | *                 | *          | 6.3%        | *     |
|  | 2020-21       | 25.9% | 18.4%    | <b>18.4%</b> | 15.4%            | 15.4%    | 28.6% | -               | -     | -                | *                 | *          | 27.3%       | -     |
| Mathematics  | 2021-22       | 18.7% | 6.5%     | <b>6.5%</b>  | 7.9%             | 7.1%     | 0.0%  | -               | -     | -                | *                 | *          | 6.3%        | *     |
|  | 2020-21       | 19.4% | 2.0%     | <b>2.0%</b>  | 0.0%             | 7.7%     | 0.0%  | -               | -     | -                | *                 | *          | 9.1%        | -     |
| Both Subjects  | 2021-22       | 12.6% | 3.2%     | <b>3.2%</b>  | 2.6%             | 7.1%     | 0.0%  | -               | -     | -                | *                 | *          | 4.2%        | *     |
|  | 2020-21       | 14.4% | 2.0%     | <b>2.0%</b>  | 0.0%             | 7.7%     | 0.0%  | -               | -     | -                | *                 | *          | 9.1%        | -     |
| <b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b> |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| English Language Arts  | 2021-22       | 11.7% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | *     |
|  | 2020-21       | 8.6%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | -     |
| Mathematics  | 2021-22       | 14.0% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | *     |
|  | 2020-21       | 10.3% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | -     |
| Both Subjects  | 2021-22       | 7.5%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | *     |
|  | 2020-21       | 4.9%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | *                 | *          | 0.0%        | -     |
| <b>AP/IB Results (Participation) (Grades 11-12)</b>                              |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects   | 2022          | 23.0% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | *     |
|  | 2021          | 21.1% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | -     |
| English Language Arts  | 2022          | 13.2% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | *     |
|  | 2021          | 12.1% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | -     |
| Mathematics  | 2022          | 6.9%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | *     |
|  | 2021          | 6.1%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | -     |
| Science  | 2022          | 9.6%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | *     |
|  | 2021          | 8.7%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | -     |
| Social Studies   | 2022          | 12.5% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | *     |
|  | 2021          | 11.6% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | -     |
| <b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>                  |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects   | 2022          | 53.3% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|  | 2021          | 48.6% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| English Language Arts  | 2022          | 53.2% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|  | 2021          | 42.7% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| Mathematics  | 2022          | 50.4% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|  | 2021          | 49.4% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| Science  | 2022          | 44.7% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|  | 2021          | 41.4% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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                              | 2022          | 41.9% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|   | 2021          | 42.2% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>SAT/ACT Results (Annual Graduates)</b>   |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Tested                                      | 2021-22       | 71.5% | 30.6%    | <b>30.6%</b> | 23.7%            | 28.6%    | 50.0% | -               | -     | -                | *                 | *          | 17.0%       | *     |
|   | 2020-21       | 70.8% | 20.4%    | <b>20.4%</b> | 19.2%            | 23.1%    | 0.0%  | -               | -     | -                | *                 | *          | 40.0%       | -     |
| At/Above Criterion for All Examinees        | 2021-22       | 32.1% | 10.5%    | <b>10.5%</b> | 11.1%            | *        | *     | -               | -     | -                | *                 | -          | 25.0%       | -     |
|   | 2020-21       | 32.9% | 10.0%    | <b>10.0%</b> | 0.0%             | *        | -     | -               | -     | -                | *                 | -          | *           | -     |
| <b>Average SAT Score (Annual Graduates)</b> |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects                                | 2021-22       | 1001  | 911      | <b>911</b>   | 881              | *        | *     | -               | -     | -                | *                 | -          | 958         | -     |
|   | 2020-21       | 1002  | 970      | <b>970</b>   | 880              | 1055     | -     | -               | -     | -                | 975               | -          | 987         | -     |
| English Language Arts and Writing           | 2021-22       | 506   | 478      | <b>478</b>   | 462              | *        | *     | -               | -     | -                | *                 | -          | 503         | -     |
|   | 2020-21       | 504   | 500      | <b>500</b>   | 445              | 540      | -     | -               | -     | -                | 515               | -          | 500         | -     |
| Mathematics                                 | 2021-22       | 496   | 433      | <b>433</b>   | 419              | *        | *     | -               | -     | -                | *                 | -          | 455         | -     |
|   | 2020-21       | 498   | 470      | <b>470</b>   | 435              | 515      | -     | -               | -     | -                | 460               | -          | 487         | -     |
| <b>Average ACT Score (Annual Graduates)</b> |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects                                | 2021-22       | 19.5  | 18.8     | <b>18.8</b>  | -                | *        | *     | -               | -     | -                | *                 | -          | *           | -     |
|   | 2020-21       | 20.0  | 17.4     | <b>17.4</b>  | 16.3             | 19.0     | -     | -               | -     | -                | -                 | -          | 19.5        | -     |
| English Language Arts                       | 2021-22       | 19.2  | 18.5     | <b>18.5</b>  | -                | *        | *     | -               | -     | -                | *                 | -          | *           | -     |
|   | 2020-21       | 19.6  | 16.4     | <b>16.4</b>  | 15.2             | 18.3     | -     | -               | -     | -                | -                 | -          | 18.8        | -     |
| Mathematics                                 | 2021-22       | 19.3  | 18.0     | <b>18.0</b>  | -                | *        | *     | -               | -     | -                | *                 | -          | *           | -     |
|   | 2020-21       | 19.9  | 17.8     | <b>17.8</b>  | 16.7             | 19.5     | -     | -               | -     | -                | -                 | -          | 20.0        | -     |
| Science                                     | 2021-22       | 19.8  | 19.0     | <b>19.0</b>  | -                | *        | *     | -               | -     | -                | *                 | -          | *           | -     |
|   | 2020-21       | 20.3  | 19.0     | <b>19.0</b>  | 18.0             | 20.5     | -     | -               | -     | -                | -                 | -          | 20.5        | -     |

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS 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 |
|---|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>   |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Any Subject   | 2021-22       | 44.2% | 24.8%    | <b>24.8%</b> | 20.0%            | 34.0%    | 33.3% | -               | -     | -                | 45.5%             | 0.0%       | 25.0%       | 16.7% |
|   | 2020-21       | 42.5% | 21.5%    | <b>21.5%</b> | 22.0%            | 15.5%    | 33.3% | -               | -     | -                | 23.1%             | 11.1%      | 26.1%       | -     |
| English Language Arts   | 2021-22       | 16.6% | 0.8%     | <b>0.8%</b>  | 0.0%             | 4.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 1.3%        | 0.0%  |
|   | 2020-21       | 16.3% | 0.9%     | <b>0.9%</b>  | 0.8%             | 1.8%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 2.2%        | -     |
| Mathematics   | 2021-22       | 19.9% | 22.2%    | <b>22.2%</b> | 18.1%            | 25.5%    | 37.5% | -               | -     | -                | 50.0%             | 0.0%       | 23.3%       | 16.7% |
|   | 2020-21       | 19.3% | 21.0%    | <b>21.0%</b> | 21.8%            | 16.4%    | 30.0% | -               | -     | -                | 18.2%             | 11.1%      | 27.3%       | -     |
| Science   | 2021-22       | 21.1% | 6.8%     | <b>6.8%</b>  | 6.7%             | 9.1%     | 5.9%  | -               | -     | -                | 0.0%              | 0.0%       | 4.4%        | *     |
|   | 2020-21       | 20.6% | 2.4%     | <b>2.4%</b>  | 0.0%             | 3.7%     | 5.0%  | -               | -     | -                | 16.7%             | 0.0%       | 2.3%        | -     |
| Social Studies  | 2021-22       | 22.8% | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | -     | -                | 0.0%              | 0.0%       | 0.0%        | 0.0%  |
|   | 2020-21       | 22.8% | 1.9%     | <b>1.9%</b>  | 0.0%             | 3.5%     | 4.8%  | -               | -     | -                | 8.3%              | 0.0%       | 2.2%        | -     |
| <b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>                           |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
|   | 2020-21       | 46.7% | 44.9%    | <b>44.9%</b> | 50.0%            | 46.2%    | 42.9% | -               | -     | -                | *                 | *          | 60.0%       | -     |
|   | 2019-20       | 46.1% | 48.7%    | <b>48.7%</b> | 56.5%            | 50.0%    | 20.0% | -               | -     | -                | *                 | *          | 45.5%       | *     |
| <b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b> |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
|   | 2020-21       | -     | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|   | 2019-20       | -     | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |

Texas Education Agency  
2022-23 Student Information (TAPR)

LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS COUNTY

| Student Information                           | Membership |         |          |           | Enrollment |         |          |           |
|---|------------|---------|----------|-----------|------------|---------|----------|-----------|
|   | Campus     |         | District | State     | Campus     |         | District | State     |
|   | Count      | Percent |          |           | Count      | Percent |          |           |
| Total Students                                | 447        | 100.0%  | 447      | 5,504,150 | 447        | 100.0%  | 447      | 5,518,432 |
| <b>Students by Grade:</b>                     |            |         |          |           |            |         |          |           |
| Early Childhood Education                     | 0          | 0.0%    | 0.0%     | 0.3%      | 0          | 0.0%    | 0.0%     | 0.5%      |
| Pre-Kindergarten                              | 0          | 0.0%    | 0.0%     | 4.4%      | 0          | 0.0%    | 0.0%     | 4.4%      |
| Pre-Kindergarten: 3-year Old                  | 0          | 0.0%    | 0.0%     | 0.7%      | 0          | 0.0%    | 0.0%     | 0.7%      |
| Pre-Kindergarten: 4-year Old                  | 0          | 0.0%    | 0.0%     | 3.7%      | 0          | 0.0%    | 0.0%     | 3.7%      |
| Kindergarten                                  | 0          | 0.0%    | 0.0%     | 6.7%      | 0          | 0.0%    | 0.0%     | 6.7%      |
| Grade 1                                       | 0          | 0.0%    | 0.0%     | 7.2%      | 0          | 0.0%    | 0.0%     | 7.2%      |
| Grade 2                                       | 0          | 0.0%    | 0.0%     | 7.2%      | 0          | 0.0%    | 0.0%     | 7.2%      |
| Grade 3                                       | 0          | 0.0%    | 0.0%     | 7.2%      | 0          | 0.0%    | 0.0%     | 7.1%      |
| Grade 4                                       | 0          | 0.0%    | 0.0%     | 7.2%      | 0          | 0.0%    | 0.0%     | 7.1%      |
| Grade 5                                       | 0          | 0.0%    | 0.0%     | 7.2%      | 0          | 0.0%    | 0.0%     | 7.2%      |
| Grade 6                                       | 45         | 10.1%   | 10.1%    | 7.3%      | 45         | 10.1%   | 10.1%    | 7.2%      |
| Grade 7                                       | 48         | 10.7%   | 10.7%    | 7.4%      | 48         | 10.7%   | 10.7%    | 7.4%      |
| Grade 8                                       | 68         | 15.2%   | 15.2%    | 7.7%      | 68         | 15.2%   | 15.2%    | 7.7%      |
| Grade 9                                       | 77         | 17.2%   | 17.2%    | 8.7%      | 77         | 17.2%   | 17.2%    | 8.7%      |
| Grade 10                                      | 65         | 14.5%   | 14.5%    | 7.9%      | 65         | 14.5%   | 14.5%    | 7.9%      |
| Grade 11                                      | 66         | 14.8%   | 14.8%    | 7.0%      | 66         | 14.8%   | 14.8%    | 7.0%      |
| Grade 12                                      | 78         | 17.4%   | 17.4%    | 6.6%      | 78         | 17.4%   | 17.4%    | 6.6%      |
| <b>Ethnic Distribution:</b>                   |            |         |          |           |            |         |          |           |
| African American                              | 302        | 67.6%   | 67.6%    | 12.8%     | 302        | 67.6%   | 67.6%    | 12.8%     |
| Hispanic                                      | 110        | 24.6%   | 24.6%    | 53.0%     | 110        | 24.6%   | 24.6%    | 52.9%     |
| White   | 21         | 4.7%    | 4.7%     | 25.6%     | 21         | 4.7%    | 4.7%     | 25.7%     |
| American Indian                               | 0          | 0.0%    | 0.0%     | 0.3%      | 0          | 0.0%    | 0.0%     | 0.3%      |
| Asian   | 0          | 0.0%    | 0.0%     | 5.1%      | 0          | 0.0%    | 0.0%     | 5.1%      |
| Pacific Islander                              | 0          | 0.0%    | 0.0%     | 0.2%      | 0          | 0.0%    | 0.0%     | 0.2%      |
| Two or More Races                             | 14         | 3.1%    | 3.1%     | 3.0%      | 14         | 3.1%    | 3.1%     | 3.0%      |
| <b>Sex:</b>                                   |            |         |          |           |            |         |          |           |
| Female  | 136        | 30.4%   | 30.4%    | 48.8%     | 136        | 30.4%   | 30.4%    | 48.8%     |
| Male  | 311        | 69.6%   | 69.6%    | 51.2%     | 311        | 69.6%   | 69.6%    | 51.2%     |
| Economically Disadvantaged                    | 320        | 71.6%   | 71.6%    | 62.1%     | 320        | 71.6%   | 71.6%    | 62.0%     |
| Non-Educationally Disadvantaged               | 127        | 28.4%   | 28.4%    | 37.9%     | 127        | 28.4%   | 28.4%    | 38.0%     |
| Section 504 Students                          | 30         | 6.7%    | 6.7%     | 7.4%      | 30         | 6.7%    | 6.7%     | 7.4%      |
| EB Students/EL                                | 14         | 3.1%    | 3.1%     | 23.1%     | 14         | 3.1%    | 3.1%     | 23.0%     |
| Students w/ Disciplinary Placements (2021-22) | 0          | 0.0%    | 0.0%     | 1.5%      |            |         |          |           |



Texas Education Agency  
2022-23 Student Information (TAPR)

LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS COUNTY

| Student Information  | Membership |         |          |       | Enrollment |         |          |       |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
|  | Campus     |         | District | State | Campus     |         | District | State |
|  | Count      | Percent |          |       | Count      | Percent |          |       |
| Students w/ Dyslexia   | 18         | 4.0%    | 4.0%     | 5.5%  | 18         | 4.0%    | 4.0%     | 5.5%  |
| Foster Care  | 1          | 0.2%    | 0.2%     | 0.2%  | 1          | 0.2%    | 0.2%     | 0.2%  |
| Homeless   | 1          | 0.2%    | 0.2%     | 1.3%  | 1          | 0.2%    | 0.2%     | 1.3%  |
| Immigrant  | 0          | 0.0%    | 0.0%     | 2.2%  | 0          | 0.0%    | 0.0%     | 2.2%  |
| Migrant  | 0          | 0.0%    | 0.0%     | 0.3%  | 0          | 0.0%    | 0.0%     | 0.3%  |
| Title I  | 447        | 100.0%  | 100.0%   | 64.6% | 447        | 100.0%  | 100.0%   | 64.6% |
| Military Connected   | 1          | 0.2%    | 0.2%     | 3.6%  | 1          | 0.2%    | 0.2%     | 3.6%  |
| At-Risk  | 223        | 49.9%   | 49.9%    | 53.3% | 223        | 49.9%   | 49.9%    | 53.3% |
| <b>Students by Instructional Program:</b>                        |            |         |          |       |            |         |          |       |
| Bilingual/ESL Education  | 12         | 2.7%    | 2.7%     | 23.2% | 12         | 2.7%    | 2.7%     | 23.2% |
| Career and Technical Education                                   | 190        | 42.5%   | 42.5%    | 26.5% | 190        | 42.5%   | 42.5%    | 26.5% |
| Career and Technical Education (9-12 grades only)                | 189        | 66.1%   | 66.1%    | 72.3% | 189        | 66.1%   | 66.1%    | 72.2% |
| Gifted and Talented Education                                    | 0          | 0.0%    | 0.0%     | 8.2%  | 0          | 0.0%    | 0.0%     | 8.2%  |
| Special Education  | 37         | 8.3%    | 8.3%     | 12.6% | 37         | 8.3%    | 8.3%     | 12.7% |
| <b>Students with Disabilities by Type of Primary Disability:</b> |            |         |          |       |            |         |          |       |
| Total Students with Disabilities                                 | 37         |         |          |       |            |         |          |       |
| By Type of Primary Disability                                    |            |         |          |       |            |         |          |       |
| Students with Intellectual Disabilities                          | 15         | 40.5%   | 40.5%    | 44.1% |            |         |          |       |
| Students with Physical Disabilities                              | *          | *       | *        | 20.0% |            |         |          |       |
| Students with Autism   | *          | *       | *        | 15.5% |            |         |          |       |
| Students with Behavioral Disabilities                            | 15         | 40.5%   | 40.5%    | 18.8% |            |         |          |       |
| Students with Non-Categorical Early Childhood                    | 0          | 0.0%    | 0.0%     | 1.6%  |            |         |          |       |
| <b>Mobility (2021-22):</b>                                       |            |         |          |       |            |         |          |       |
| Total Mobile Students  | 114        | 25.9%   | 25.9%    | 16.8% |            |         |          |       |
| By Ethnicity:  |            |         |          |       |            |         |          |       |
| African American   | 76         | 17.2%   | 17.2%    | 3.3%  |            |         |          |       |
| Hispanic   | 24         | 5.4%    | 5.4%     | 8.7%  |            |         |          |       |
| White  | 8          | 1.8%    | 1.8%     | 3.4%  |            |         |          |       |
| American Indian  | 0          | 0.0%    | 0.0%     | 0.1%  |            |         |          |       |
| Asian  | 0          | 0.0%    | 0.0%     | 0.7%  |            |         |          |       |
| Pacific Islander   | 0          | 0.0%    | 0.0%     | 0.0%  |            |         |          |       |
| Two or More Races  | 6          | 1.4%    | 1.4%     | 0.6%  |            |         |          |       |
| Count and Percent of Special Ed Students who are Mobile          | 4          | 16.7%   | 16.7%    | 18.6% |            |         |          |       |
| Count and Percent of EB Students/EL who are Mobile               | 3          | 30.0%   | 30.0%    | 17.1% |            |         |          |       |
| Count and Percent of Econ Dis Students who are Mobile            | 27         | 10.2%   | 10.2%    | 18.7% |            |         |          |       |
| <b>Student Attrition (2021-22):</b>                              |            |         |          |       |            |         |          |       |
| Total Student Attrition  | 77         | 24.8%   | 24.8%    | 18.1% |            |         |          |       |

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS COUNTY

| Student Information              | --Non-Special Education Rates-- |          |       | ---Special Education Rates--- |          |       |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
|                                  | Campus                          | District | State | Campus                        | District | State |
| <b>Retention Rates by Grade:</b> |                                 |          |       |                               |          |       |
| Kindergarten                     | -                               | -        | 1.5%  | -                             | -        | 4.5%  |
| Grade 1                          | -                               | -        | 2.5%  | -                             | -        | 3.6%  |
| Grade 2                          | -                               | -        | 1.6%  | -                             | -        | 2.0%  |
| Grade 3                          | -                               | -        | 0.8%  | -                             | -        | 0.9%  |
| Grade 4                          | -                               | -        | 0.5%  | -                             | -        | 0.5%  |
| Grade 5                          | -                               | -        | 0.3%  | -                             | -        | 0.4%  |
| Grade 6                          | 0.0%                            | 0.0%     | 0.3%  | 0.0%                          | 0.0%     | 0.4%  |
| Grade 7                          | 2.3%                            | 2.3%     | 0.4%  | 0.0%                          | 0.0%     | 0.5%  |
| Grade 8                          | 4.1%                            | 4.1%     | 0.4%  | 0.0%                          | 0.0%     | 0.5%  |
| Grade 9                          | 4.0%                            | 4.0%     | 8.7%  | 0.0%                          | 0.0%     | 12.6% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| <b>Elementary:</b>     |        |          |       |
| Kindergarten           | -      | -        | 18.7  |
| Grade 1                | -      | -        | 19.1  |
| Grade 2                | -      | -        | 19.1  |
| Grade 3                | -      | -        | 19.3  |
| Grade 4                | -      | -        | 19.4  |
| Grade 5                | -      | -        | 20.8  |
| Grade 6                | 14.4   | 14.4     | 19.2  |
| <b>Secondary:</b>      |        |          |       |
| English/Language Arts  | 20.4   | 20.4     | 16.2  |
| Foreign Languages      | 19.7   | 19.7     | 18.8  |
| Mathematics            | 18.1   | 18.1     | 17.5  |
| Science                | 18.1   | 18.1     | 18.5  |
| Social Studies         | 22.8   | 22.8     | 18.9  |

Texas Education Agency  
2022-23 Staff Information (TAPR)

LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS COUNTY

| Staff Information                             | ----- Campus ----- |         | District | State    |
|---|--------------------|---------|----------|----------|
|   | Count/Average      | Percent |          |          |
| Total Staff                                   | 33.7               | 100.0%  | 100.0%   | 100.0%   |
| Professional Staff:                           | 32.0               | 94.7%   | 81.6%    | 64.1%    |
| Teachers                                      | 27.9               | 82.6%   | 66.5%    | 48.7%    |
| Professional Support                          | 2.6                | 7.7%    | 6.2%     | 10.9%    |
| Campus Administration (School Leadership)     | 1.5                | 4.4%    | 3.6%     | 3.3%     |
| Educational Aides:                            | 1.8                | 5.3%    | 4.2%     | 11.3%    |
| <b>Librarians and Counselors (Headcount):</b> |                    |         |          |          |
| Full-time Librarians                          | 0.0                | n/a     | 0.0      | 4,258.0  |
| Part-time Librarians                          | 0.0                | n/a     | 0.0      | 646.0    |
| Full-time Counselors                          | 0.0                | n/a     | 0.0      | 13,815.0 |
| Part-time Counselors                          | 1.0                | n/a     | 1.0      | 1,240.0  |
| Total Minority Staff:                         | 27.8               | 82.5%   | 81.2%    | 53.2%    |
| <b>Teachers by Ethnicity:</b>                 |                    |         |          |          |
| African American                              | 19.8               | 71.0%   | 71.0%    | 11.8%    |
| Hispanic                                      | 3.0                | 10.6%   | 10.6%    | 29.6%    |
| White   | 3.9                | 14.1%   | 14.1%    | 54.9%    |
| American Indian                               | 0.0                | 0.0%    | 0.0%     | 0.3%     |
| Asian   | 0.0                | 0.0%    | 0.0%     | 2.0%     |
| Pacific Islander                              | 0.0                | 0.0%    | 0.0%     | 0.1%     |
| Two or More Races                             | 1.2                | 4.2%    | 4.2%     | 1.2%     |
| <b>Teachers by Sex:</b>                       |                    |         |          |          |
| Males   | 14.8               | 52.9%   | 52.9%    | 24.4%    |
| Females                                       | 13.1               | 47.1%   | 47.1%    | 75.6%    |
| <b>Teachers by Highest Degree Held:</b>       |                    |         |          |          |
| No Degree                                     | 0.2                | 0.7%    | 0.7%     | 2.0%     |
| Bachelors                                     | 20.8               | 74.6%   | 74.6%    | 72.2%    |
| Masters                                       | 4.9                | 17.7%   | 17.7%    | 25.0%    |
| Doctorate                                     | 2.0                | 7.1%    | 7.1%     | 0.8%     |
| <b>Teachers by Years of Experience:</b>       |                    |         |          |          |
| Beginning Teachers                            | 3.0                | 10.6%   | 10.6%    | 9.7%     |
| 1-5 Years Experience                          | 17.0               | 61.2%   | 61.2%    | 26.3%    |
| 6-10 Years Experience                         | 5.9                | 21.2%   | 21.2%    | 20.5%    |
| 11-20 Years Experience                        | 2.0                | 7.1%    | 7.1%     | 27.2%    |
| 21-30 Years Experience                        | 0.0                | 0.0%    | 0.0%     | 13.3%    |
| Over 30 Years Experience                      | 0.0                | 0.0%    | 0.0%     | 2.9%     |

Texas Education Agency  
2022-23 Staff Information (TAPR)

LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS COUNTY

| Staff Information              | ----- Campus ----- |         | District | State |
|--------------------------------|--------------------|---------|----------|-------|
|                                | Count/Average      | Percent |          |       |
| Number of Students per Teacher | 16.0               | n/a     | 16.0     | 14.8  |

| Staff Information   | Campus   | District | State    |
|---|----------|----------|----------|
| <b>Experience of Campus Leadership:</b>                                     |          |          |          |
| Average Years Experience of Principals                                      | 6.0      | 6.0      | 6.1      |
| Average Years Experience of Principals with District                        | 5.0      | 5.0      | 5.3      |
| Average Years Experience of Assistant Principals                            | 0.0      | 0.0      | 5.2      |
| Average Years Experience of Assistant Principals with District              | 0.0      | 0.0      | 4.4      |
| <b>Average Years Experience of Teachers:</b>                                |          |          |          |
| Average Years Experience of Teachers:                                       | 4.2      | 4.2      | 11.0     |
| Average Years Experience of Teachers with District:                         | 3.2      | 3.2      | 6.9      |
| <b>Average Teacher Salary by Years of Experience (regular duties only):</b> |          |          |          |
| Beginning Teachers  | \$49,968 | \$49,968 | \$53,300 |
| 1-5 Years Experience  | \$53,330 | \$53,330 | \$56,516 |
| 6-10 Years Experience   | \$58,857 | \$58,857 | \$59,732 |
| 11-20 Years Experience  | \$63,428 | \$63,428 | \$63,389 |
| 21-30 Years Experience  | -        | -        | \$67,876 |
| Over 30 Years Experience  | -        | -        | \$72,560 |
| <b>Average Actual Salaries (regular duties only):</b>                       |          |          |          |
| Teachers  | \$54,858 | \$54,858 | \$60,717 |
| Professional Support  | \$43,457 | \$43,457 | \$72,022 |
| Campus Administration (School Leadership)                                   | \$86,120 | \$86,120 | \$85,167 |
| <b>Instructional Staff Percent:</b>   |          |          |          |
| Instructional Staff Percent:  | n/a      | 61.4%    | 65.1%    |
| <b>Contracted Instructional Staff (not incl. above):</b>                    |          |          |          |
| Contracted Instructional Staff (not incl. above):                           | 0.0      | 0.0      | 2,105.4  |

| Program Information                             | ---- Campus ---- |         | District | State |
|---|------------------|---------|----------|-------|
|   | Count            | Percent |          |       |
| <b>Teachers by Program (population served):</b> |                  |         |          |       |
| Bilingual/ESL Education                         | 0.0              | 0.0%    | 0.0%     | 5.9%  |
| Career and Technical Education                  | 3.2              | 11.5%   | 11.5%    | 5.4%  |
| Compensatory Education                          | 0.0              | 0.0%    | 0.0%     | 3.2%  |
| Gifted and Talented Education                   | 0.0              | 0.0%    | 0.0%     | 1.7%  |
| Regular Education                               | 24.7             | 88.5%   | 88.5%    | 70.6% |
| Special Education                               | 0.0              | 0.0%    | 0.0%     | 9.7%  |
| Other   | 0.0              | 0.0%    | 0.0%     | 3.5%  |

Texas Education Agency  
**2022-23 Staff Information (TAPR)**

**LEGACY SCHOOL OF SPORT SCIENCES (101874001) - LEGACY SCHOOL OF SPORT SCIENCES - HARRIS COUNTY**

- 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 2021-22 Financial Actual Report](#)**

**(To open link in a new window, press the "Ctrl" key and click on the link.)**

**TEXAS EDUCATION AGENCY**

# **Texas Academic Performance**

## **PEIMS Financial Standard Reports 2021-2022**



**Legacy the School of Sport Sciences**  
**2727 Spring Creek Drive**  
**Spring, TX 77373**  
**713-400-7848**  
**[Legacymhs.org](http://Legacymhs.org)**

**2021 - 2022 Actual Financial Data**  
**Totals for LEGACY SCHOOL OF SPORT SCIENCES (101874)**  
**Total Enrolled Membership: 369**

|  | District     |         |             |             |         |             | State            |         |             |
|--|--------------|---------|-------------|-------------|---------|-------------|------------------|---------|-------------|
|  | General Fund | %       | Per Student | All Funds   | %       | Per Student | All Funds        | %       | Per Student |
| <b>Revenues</b>  |              |         |             |             |         |             |                  |         |             |
| <b>Operating Revenue</b>   |              |         |             |             |         |             |                  |         |             |
| Local Property Tax from M&O (excluding recapture)  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$26,795,122,749 | 39.67%  | \$4,960     |
| State Operating Funds  | \$3,598,657  | 96.96%  | \$9,752     | \$3,613,873 | 74.51%  | \$9,794     | \$24,396,897,632 | 36.12%  | \$4,516     |
| Federal Funds  | \$0          | 0.00%   | \$0         | \$995,940   | 20.54%  | \$2,699     | \$14,103,811,039 | 20.88%  | \$2,611     |
| Other Local  | \$112,869    | 3.04%   | \$306       | \$240,147   | 4.95%   | \$651       | \$2,250,851,644  | 3.33%   | \$417       |
| <b>Total Operating Revenue</b>   | \$3,711,526  | 100.00% | \$10,058    | \$4,849,960 | 100.00% | \$13,144    | \$67,546,683,064 | 100.00% | \$12,504    |
| <b>Other Revenue</b>   |              |         |             |             |         |             |                  |         |             |
| Local Property Tax from I&S  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$8,860,960,306  | 86.81%  | \$1,640     |
| State Assistance for Debt Service  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$319,288,915    | 3.13%   | \$59        |
| Misc Rev Debt Service Fund (F599)  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$75,078,438     | 0.74%   | \$14        |
| Other Receipts (excluding debt service financing)  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$952,245,471    | 9.33%   | \$176       |
| <b>Total Other Revenue</b>   | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$10,207,573,130 | 100.00% | \$1,890     |
| <b>Subtotal: Operating and Other Revenue</b>   | \$3,711,526  | 100.00% | \$10,058    | \$4,849,960 | 100.00% | \$13,144    | \$77,754,256,194 | 100.00% | \$14,394    |
| <b>Recapture Revenue</b>   |              |         |             |             |         |             |                  |         |             |
| Local Property Tax Recaptured  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$3,002,039,317  | 100.00% | \$556       |
| <b>Total Recaptured Revenue</b>  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$3,002,039,317  | 100.00% | \$556       |
| <b>Subtotal: Operating, Other and Recaptured Revenue</b>   | \$3,711,526  | 100.00% | \$10,058    | \$4,849,960 | 100.00% | \$13,144    | \$80,756,295,511 | 100.00% | \$14,949    |
| <b>Debt Service Financing and TRS Estimate Revenue</b>   |              |         |             |             |         |             |                  |         |             |
| Debt Service Financing Related Revenue   | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$4,864,835,809  | 65.96%  | \$901       |
| Estimated State TRS Contributions  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$2,510,251,870  | 34.04%  | \$465       |
| <b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>   | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$7,375,087,679  | 100.00% | \$1,365     |
| <b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b> | \$3,711,526  | 100.00% | \$10,058    | \$4,849,960 | 100.00% | \$13,144    | \$85,129,343,873 | 100.00% | \$15,759    |
| <b>Expenditures</b>  |              |         |             |             |         |             |                  |         |             |
| <b>Operating Expenditures by Object (61xx-64xx only)</b>   |              |         |             |             |         |             |                  |         |             |
| Payroll Expenditures (Object 61xx)   | \$2,114,690  | 55.12%  | \$5,731     | \$2,810,981 | 59.89%  | \$7,618     | \$50,301,683,879 | 77.97%  | \$9,312     |
| Professional & Contracted Services (Object 62xx)   | \$1,284,203  | 33.47%  | \$3,480     | \$1,366,334 | 29.11%  | \$3,703     | \$6,402,537,996  | 9.92%   | \$1,185     |

**2021 - 2022 Actual Financial Data**  
**Totals for LEGACY SCHOOL OF SPORT SCIENCES (101874)**  
**Total Enrolled Membership: 369**

|  | District           |                |                 |                    |                |                 | State                   |                |                 |
|--|--------------------|----------------|-----------------|--------------------|----------------|-----------------|-------------------------|----------------|-----------------|
|  | General Fund       | %              | Per Student     | All Funds          | %              | Per Student     | All Funds               | %              | Per Student     |
| Supplies & Materials (Object 63xx)                                     | \$147,030          | 3.83%          | \$398           | \$200,530          | 4.27%          | \$543           | \$5,961,153,130         | 9.24%          | \$1,104         |
| Other Operating Expenditures (Object 64xx)                             | \$290,908          | 7.58%          | \$788           | \$315,636          | 6.72%          | \$855           | \$1,852,436,057         | 2.87%          | \$343           |
| <b>Total Operating Expenditures by Object</b>                          | <b>\$3,836,831</b> | <b>100.00%</b> | <b>\$10,398</b> | <b>\$4,693,481</b> | <b>100.00%</b> | <b>\$12,719</b> | <b>\$64,517,811,062</b> | <b>100.00%</b> | <b>\$11,943</b> |
| <b>Non-Operating Expenditures by Object</b>                            |                    |                |                 |                    |                |                 |                         |                |                 |
| Capital Outlay (Object 61xx-64xx)                                      | \$0                | 0.00%          | \$0             | \$0                | 0.00%          | \$0             | \$46,451,211            | 0.23%          | \$9             |
| Debt Services (Object 65xx)  | \$8,899            | 100.00%        | \$24            | \$9,406            | 100.00%        | \$25            | \$9,844,903,533         | 48.41%         | \$1,822         |
| Capital Outlay (Object 66xx)   | \$0                | 0.00%          | \$0             | \$0                | 0.00%          | \$0             | \$10,445,000,110        | 51.36%         | \$1,934         |
| <b>Total Non-Operating Expenditures by Object</b>                      | <b>\$8,899</b>     | <b>100.00%</b> | <b>\$24</b>     | <b>\$9,406</b>     | <b>100.00%</b> | <b>\$25</b>     | <b>\$20,336,354,854</b> | <b>100.00%</b> | <b>\$3,765</b>  |
| <b>Grand Total: Operating and Non-Operating Expenditures by Object</b> | <b>\$3,845,730</b> | <b>100.00%</b> | <b>\$10,422</b> | <b>\$4,702,887</b> | <b>100.00%</b> | <b>\$12,745</b> | <b>\$84,854,165,916</b> | <b>100.00%</b> | <b>\$15,708</b> |
| <b>Operating Expenditures by Function (61xx-64xx only)</b>             |                    |                |                 |                    |                |                 |                         |                |                 |
| Instruction (Function 11,95)   | \$1,293,181        | 33.70%         | \$3,505         | \$2,014,461        | 42.92%         | \$5,459         | \$36,035,016,731        | 55.85%         | \$6,671         |
| Instructional Resources & Media Services (Function 12)                 | \$0                | 0.00%          | \$0             | \$0                | 0.00%          | \$0             | \$646,159,944           | 1.00%          | \$120           |
| Curriculum & Staff Development (Function 13)                           | \$14,300           | 0.37%          | \$39            | \$14,300           | 0.30%          | \$39            | \$1,570,292,996         | 2.43%          | \$291           |
| Instructional Leadership (Function 21)                                 | \$0                | 0.00%          | \$0             | \$0                | 0.00%          | \$0             | \$1,113,087,133         | 1.73%          | \$206           |
| School Leadership (Function 23)  | \$352,084          | 9.18%          | \$954           | \$371,668          | 7.92%          | \$1,007         | \$3,715,762,954         | 5.76%          | \$688           |
| Guidance Counseling Services (Function 31)                             | \$43,871           | 1.14%          | \$119           | \$43,871           | 0.93%          | \$119           | \$2,527,496,320         | 3.92%          | \$468           |
| Social Work Services (Function 32)                                     | \$0                | 0.00%          | \$0             | \$0                | 0.00%          | \$0             | \$230,790,970           | 0.36%          | \$43            |
| Health Services (Function 33)  | \$33,928           | 0.88%          | \$92            | \$33,928           | 0.72%          | \$92            | \$753,509,900           | 1.17%          | \$139           |
| Transportation (Function 34)   | \$20,981           | 0.55%          | \$57            | \$20,981           | 0.45%          | \$57            | \$1,904,677,571         | 2.95%          | \$353           |
| Food Services (Function 35)  | \$78,323           | 2.04%          | \$212           | \$78,323           | 1.67%          | \$212           | \$3,228,715,442         | 5.00%          | \$598           |
| Extracurricular (Function 36)  | \$324,497          | 8.46%          | \$879           | \$356,190          | 7.59%          | \$965           | \$1,918,276,966         | 2.97%          | \$355           |
| General Administration (Function 41,92)                                | \$304,728          | 7.94%          | \$826           | \$304,728          | 6.49%          | \$826           | \$2,123,586,250         | 3.29%          | \$393           |
| Facilities Maintenance & Operations (Function 51)                      | \$1,219,122        | 31.77%         | \$3,304         | \$1,224,470        | 26.09%         | \$3,318         | \$6,359,467,682         | 9.86%          | \$1,177         |
| Security & Monitoring Services (Function 52)                           | \$10,029           | 0.26%          | \$27            | \$10,029           | 0.21%          | \$27            | \$710,274,203           | 1.10%          | \$131           |
| Data Processing Services (Function 53)                                 | \$129,734          | 3.38%          | \$352           | \$129,734          | 2.76%          | \$352           | \$1,330,336,046         | 2.06%          | \$246           |
| Community Services (Function 61)                                       | \$11,593           | 0.30%          | \$31            | \$48,476           | 1.03%          | \$131           | \$326,634,310           | 0.51%          | \$60            |
| Fund Raising CHARTER SCHOOLS ONLY (Function 81)                        | \$460              | 0.01%          | \$1             | \$42,322           | 0.90%          | \$115           | \$23,725,644            | 0.04%          | \$4             |
| <b>Total Operating Expenditures by Function</b>                        | <b>\$3,836,831</b> | <b>100.00%</b> | <b>\$10,398</b> | <b>\$4,693,481</b> | <b>100.00%</b> | <b>\$12,719</b> | <b>\$64,517,811,062</b> | <b>100.00%</b> | <b>\$11,943</b> |



**2021 - 2022 Actual Financial Data**  
**Totals for LEGACY SCHOOL OF SPORT SCIENCES (101874)**  
**Total Enrolled Membership: 369**

|   | District     |         |             |             |         |             | State            |         |             |
|---|--------------|---------|-------------|-------------|---------|-------------|------------------|---------|-------------|
|   | General Fund | %       | Per Student | All Funds   | %       | Per Student | All Funds        | %       | Per Student |
| <b>Non-Operating Expenditures by Function</b>                               |              |         |             |             |         |             |                  |         |             |
| Non-Operating Expenditures by Function (81) (61xx-64xx)                     | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$46,451,211     | 0.23%   | \$9         |
| Non-Operating Expenditures by Function (1x-9x) (65xx)                       | \$8,899      | 100.00% | \$24        | \$9,406     | 100.00% | \$25        | \$9,844,903,533  | 48.41%  | \$1,822     |
| Non-Operating Expenditures by Function (1x-9x) (66xx)                       | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$10,445,000,110 | 51.36%  | \$1,934     |
| <b>Total Non-Operating Expenditures by Function</b>                         | \$8,899      | 100.00% | \$24        | \$9,406     | 100.00% | \$25        | \$20,336,354,854 | 100.00% | \$3,765     |
| <b>Grand Total: Operating and Non-Operating Expenditures by Function</b>    | \$3,845,730  | 100.00% | \$10,422    | \$4,702,887 | 100.00% | \$12,745    | \$84,854,165,916 | 100.00% | \$15,708    |
| <b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b> |              |         |             |             |         |             |                  |         |             |
| Basic Educational Services (PIC 11)   | \$1,097,252  | 28.60%  | \$2,974     | \$1,707,290 | 36.38%  | \$4,627     | \$26,146,309,896 | 40.53%  | \$4,840     |
| Gifted and Talented (PIC 21)  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$395,634,789    | 0.61%   | \$73        |
| Career and Technical (PIC 22)   | \$295,044    | 7.69%   | \$800       | \$295,044   | 6.29%   | \$800       | \$2,129,549,811  | 3.30%   | \$394       |
| Students with Disabilities (PICs 23,33,43)                                  | \$88,508     | 2.31%   | \$240       | \$101,339   | 2.16%   | \$275       | \$7,957,924,392  | 12.33%  | \$1,473     |
| State Compensatory Education (PICs 24,26,28,29,30,34)                       | \$260,962    | 6.80%   | \$707       | \$374,409   | 7.98%   | \$1,015     | \$6,383,291,216  | 9.89%   | \$1,182     |
| Bilingual (PICs 25,35)  | \$2,123      | 0.06%   | \$6         | \$2,123     | 0.05%   | \$6         | \$731,950,646    | 1.13%   | \$135       |
| High School Allotment (PIC 31)  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$10,905,874     | 0.02%   | \$2         |
| PreKindergarten (PIC 32)  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$522,860,562    | 0.81%   | \$97        |
| Early Education Allotment (PIC 36)  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$1,241,323,456  | 1.92%   | \$230       |
| Dyslexia or Related Disorder Services (PIC 37)                              | \$9,856      | 0.26%   | \$27        | \$9,856     | 0.21%   | \$27        | \$348,794,218    | 0.54%   | \$65        |
| College, Career, and Military Readiness (CCMR) (PIC 38)                     | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$340,365,348    | 0.53%   | \$63        |
| Athletics/Related Activities (PIC 91)                                       | \$314,041    | 8.18%   | \$851       | \$334,070   | 7.12%   | \$905       | \$1,264,746,717  | 1.96%   | \$234       |
| Un-Allocated (PIC 99)   | \$1,769,045  | 46.11%  | \$4,794     | \$1,869,350 | 39.83%  | \$5,066     | \$17,044,154,137 | 26.42%  | \$3,155     |
| <b>Total Operating Expenditures by Program Intent Code (PIC)</b>            | \$3,836,831  | 100.00% | \$10,398    | \$4,693,481 | 100.00% | \$12,719    | \$64,517,811,062 | 100.00% | \$11,943    |
| <b>Non-Operating Expenditures by PIC</b>                                    |              |         |             |             |         |             |                  |         |             |
| Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)           | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$46,451,211     | 0.23%   | \$9         |
| Non-Operating Expenditures by PIC (1x-9x) (65xx)                            | \$8,899      | 100.00% | \$24        | \$9,406     | 100.00% | \$25        | \$9,844,903,533  | 48.41%  | \$1,822     |
| Non-Operating Expenditures by PIC (1x-9x) (66xx)                            | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$10,445,000,110 | 51.36%  | \$1,934     |
| <b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>        | \$8,899      | 100.00% | \$24        | \$9,406     | 100.00% | \$25        | \$20,336,354,854 | 100.00% | \$3,765     |

**2021 - 2022 Actual Financial Data**  
**Totals for LEGACY SCHOOL OF SPORT SCIENCES (101874)**  
**Total Enrolled Membership: 369**

|   | District     |         |             |             |         |             | State            |         |             |
|---|--------------|---------|-------------|-------------|---------|-------------|------------------|---------|-------------|
|   | General Fund | %       | Per Student | All Funds   | %       | Per Student | All Funds        | %       | Per Student |
| <b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b> | \$3,845,730  | 100.00% | \$10,422    | \$4,702,887 | 100.00% | \$12,745    | \$84,854,165,916 | 100.00% | \$15,708    |
| <b>Disbursements</b>  |              |         |             |             |         |             |                  |         |             |
| <b>Total Disbursements</b>  |              |         |             |             |         |             |                  |         |             |
| Operating Expenditures  | \$3,836,831  | 99.77%  | \$10,398    | \$4,693,481 | 99.80%  | \$12,719    | \$64,517,811,062 | 71.92%  | \$11,943    |
| Recapture   | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$3,002,039,317  | 3.35%   | \$556       |
| Total Other Uses  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$1,174,039,601  | 1.31%   | \$217       |
| Intergovernmental Charge  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$681,506,755    | 0.76%   | \$126       |
| Capital Outlay (Object 61xx-64xx)   | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$46,451,211     | 0.05%   | \$9         |
| Debt Service (Object 65xx)  | \$8,899      | 0.23%   | \$24        | \$9,406     | 0.20%   | \$25        | \$9,844,903,533  | 10.97%  | \$1,822     |
| Capital Projects (Object 66xx)  | \$0          | 0.00%   | \$0         | \$0         | 0.00%   | \$0         | \$10,445,000,110 | 11.64%  | \$1,934     |
| <b>Total Disbursements</b>  | \$3,845,730  | 100.00% | \$10,422    | \$4,702,887 | 100.00% | \$12,745    | \$89,711,751,589 | 100.00% | \$16,607    |
| <b>Net Assets**</b>   |              |         |             |             |         |             |                  |         |             |
| <b>Net Assets</b>   |              |         |             |             |         |             |                  |         |             |
| Unrestricted Net Assets   | \$0          |         | \$0         | \$69,028    |         | \$187       | \$732,412,978    |         | \$1,942     |
| Temporary Restricted Net Assets   | \$0          |         | \$0         | \$25,865    |         | \$70        | \$1,487,278,391  |         | \$3,943     |
| <b>Total Net Asset Balance**</b>  | \$0          |         | \$0         | \$94,893    |         | \$257       | \$2,219,917,200  |         | \$5,886     |
| <b>Net Assets Reconciliation</b>  |              |         |             |             |         |             |                  |         |             |
| 2020-2021 Total Net Assets (Previous Year)  | \$0          |         | \$0         | -\$52,184   |         | -\$133      |                  |         |             |
| 2021-2022 Excess (Deficiency) Operating Expenditures                                      | \$0          |         | \$0         | \$147,077   |         | \$399       | \$229,889,190    |         | \$610       |
| 2021-2022 Excess (Deficiency) Non-Operating Expenditures                                  | \$0          |         | \$0         | \$0         |         | \$0         | -\$5,944,731     |         | -\$16       |
| 2021-2022 Uncommon Items  | \$0          |         | \$0         | \$0         |         | \$0         |                  |         |             |
| <b>2021-2022 Total Net Assets</b>   | \$0          |         | \$0         | \$94,893    |         | \$257       |                  |         |             |

**TEXAS EDUCATION AGENCY**

# **Texas Academic Performance**

## **District Accreditation Status**

**2022-2023**



**Legacy the School of Sport Sciences**  
**2727 Spring Creek Drive**  
**Spring, TX 77373**  
**713-400-7848**  
**Legacymhs.org**

| CDN    | DISTRICT NAME                   | ESC | 2022-2023 Accreditation Status |
|--------|---------------------------------|-----|--------------------------------|
| 101874 | LEGACY SCHOOL OF SPORT SCIENCES | 4   | ACCREDITED                     |

Source: [https://tea4avcastro.tea.state.tx.us/accountability/accreditation/2022\\_2023\\_accreditation\\_statuses.html](https://tea4avcastro.tea.state.tx.us/accountability/accreditation/2022_2023_accreditation_statuses.html)

**TEXAS EDUCATION AGENCY**

# **Texas Academic Performance**

## **Campus Performance Objectives**

**2023-2024**



**Legacy the School of Sport Sciences**  
**2727 Spring Creek Drive**  
**Spring, TX 77373**  
**713-400-7848**  
**Legacycmhs.org**

| Campus                              | Target Objectives  | Status             |
|-------------------------------------|--|--------------------|
| Legacy the School of Sport Sciences | <p>Achieve a 10% increase in students reaching “Meets Grade Level or Above” in each STAAR performance category:</p> <ul style="list-style-type: none"> <li>● <b>6th grade Reading</b> <ul style="list-style-type: none"> <li>○ Increase from 29% → 39%</li> </ul> </li> <li>● <b>6th grade Math</b> <ul style="list-style-type: none"> <li>○ Increase from 24% → 34%</li> </ul> </li> <li>● <b>7th grade Reading</b> <ul style="list-style-type: none"> <li>○ Increase from 21% → 31%</li> </ul> </li> <li>● <b>7th grade Math</b> <ul style="list-style-type: none"> <li>○ Increase from 12% → 22%</li> </ul> </li> <li>● <b>8th grade Reading</b> <ul style="list-style-type: none"> <li>○ Increase from 29% → 39%</li> </ul> </li> <li>● <b>8th grade Math</b> <ul style="list-style-type: none"> <li>○ Increase from 9% → 19%</li> </ul> </li> <li>● <b>8th Grade Science</b> <ul style="list-style-type: none"> <li>○ Increase from 22% → 32%</li> </ul> </li> <li>● <b>8th grade Social Studies</b> <ul style="list-style-type: none"> <li>○ Increase from 5% → 15%</li> </ul> </li> <li>● <b>EOC English I</b> <ul style="list-style-type: none"> <li>○ Increase from 38% → 48%</li> </ul> </li> <li>● <b>EOC English II</b> <ul style="list-style-type: none"> <li>○ Increase from 23% → 33%</li> </ul> </li> <li>● <b>EOC Algebra I</b> <ul style="list-style-type: none"> <li>○ Increase from 9% → 19%</li> </ul> </li> <li>● <b>EOC Biology</b> <ul style="list-style-type: none"> <li>○ Increase from 31% → 41%</li> </ul> </li> <li>● <b>EOC US History</b> <ul style="list-style-type: none"> <li>○ Increase from 45% → 55%</li> </ul> </li> </ul> | <i>In progress</i> |
|                                     | <p>Attain an average attendance rate of 94% for the school year.</p>   | <i>In progress</i> |
|                                     | <p>Increase the number of parents in attendance at school activities by 25% to strengthen the home-school connection</p>   | <i>In progress</i> |

**TEXAS EDUCATION AGENCY**

# **Texas Academic Performance**

**Campus Distinction Designation**

**2022-2023**



**Legacy the School of Sport Sciences  
2727 Spring Creek Drive  
Spring, TX 77373  
713-400-7848  
Legacycmhs.org**

*Not available as of December 2023 per 2022-2023 TAPR Guidelines*



**TEXAS EDUCATION AGENCY**

# **Texas Academic Performance**

## **Violent or Criminal Incidents Report**

**2022-2023**



**Legacy the School of Sport Sciences  
2727 Spring Creek Drive  
Spring, TX 77373  
713-400-7848  
[Legacymhs.org](http://Legacymhs.org)**

*There were no violent or criminal offenses to report at Legacy the School of Sport Sciences during the 2022-2023 school year.*

**TEXAS EDUCATION AGENCY**

# **Texas Academic Performance**

## **Student Performance in Postsecondary Institutions**



**Legacy the School of Sport Sciences  
2727 Spring Creek Drive  
Spring, TX 77373  
713-400-7848  
Legacycmhs.org**

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

| County                                 | District  | Total Graduates                     | GPA for 1st Year in Public Higher Education in Texas |          |          |          |      | Unk |   |
|--|-----------|-------------------------------------|--|----------|----------|----------|------|-----|---|
|  |           |                                     | <2.0   | 2.0-2.49 | 2.5-2.99 | 3.0-3.49 | >3.5 |     |   |
| <b>LEGACY SCHOOL OF SPORT SCIENCES</b> |           |                                     |  |          |          |          |      |     |   |
|  | 101874001 | LEGACY SCHOOL OF SPORT SCIENCES     |  |          |          |          |      |     |   |
|  |           | Four-Year Public University         | 6  | 4        | 0        | 0        | 0    | 2   | 0 |
|  |           | Two-Year Public Colleges            | 8  | 5        | 1        | 1        | 1    | 0   | 0 |
|  |           | Independent Colleges & Universities | 5  |          |          |          |      |     |   |
|  |           | Not Trackable                       | 2  |          |          |          |      |     |   |
|  |           | Not Found                           | 18   |          |          |          |      |     |   |
|  |           | Total High School Graduates         | 39   |          |          |          |      |     |   |

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.

***Texas High School Graduates From FY 2022  
Enrolled in Texas Public Higher Education Fall 2022***

**County=HARRIS**

| District                            | Code   | Institution                        | Students  |
|-------------------------------------|--------|------------------------------------|-----------|
| LEGACY THE SCHOOL OF SPORT SCIENCES | 101874 | Other Pub/Ind 4-yr Institution (9) | 14        |
|                                     |        | Other Pub/Ind 2-yr Institution (5) | 9         |
|                                     |        | Non trackable                      | 2         |
|                                     |        | Not found                          | 37        |
|                                     |        | <i>Total high school graduates</i> | <i>62</i> |

*Districts with more than 25 graduates*

*"Other" records combine records where total Students for one institution < 5.*

*"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.*

*"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.*

*Source: Texas Higher Education Coordinating Board and Texas Education Agency  
6 Nov 2023 – Server\HS2HEnew\XM20-010\H2Hdistrict.sas - \QWK04569\MainProc.sas*

TEXAS EDUCATION AGENCY

# Progress toward HB3 Board Goals

2022-2023



Legacy the School of Sport Sciences  
2727 Spring Creek Drive  
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[Legacycmhs.org](http://Legacycmhs.org)

## CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 34.7% to 100% by August 2025.

### Yearly Target Goals

| 2021                     | 2022  | 2023 | 2024 | 2025 |
|--------------------------|---|------|------|------|
| 34.7%<br><i>baseline</i> | <i>Projected 55%</i><br><b>Actual 33.9%</b> | 75%  | 90%  | 100% |

### Closing the Gaps Student Groups Yearly Targets

|                      |                  | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL  |
|----------------------|------------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|
| <b>2021 baseline</b> |                  | 26.9%            | 46.2%    | 28.6% | -               | -     | -                | *                 | *          | 36.4%        | *                   | -   |
| <b>2022</b>          | <i>Projected</i> | 40%              | 60%      | 40%   | n/a             | n/a   | n/a              | n/a               | n/a        | 45%          | n/a                 | n/a |
|                      | <b>Actual</b>    | 34.2%            | 28.6%    | 33.3% | -               | -     | -                | *                 | *          | 31.3%        | *                   | -   |
| <b>2023</b>          | <i>Projected</i> | 60%              | 75%      | 60%   | n/a             | n/a   | n/a              | n/a               | n/a        | 60%          | n/a                 | n/a |
| <b>2024</b>          | <i>Projected</i> | 80%              | 90%      | 80%   | n/a             | n/a   | n/a              | n/a               | n/a        | 80%          | n/a                 | n/a |
| <b>2025</b>          | <i>Projected</i> | 100%             | 100%     | 100%  | n/a             | n/a   | n/a              | n/a               | n/a        | 100%         | n/a                 | n/a |

- Indicates there is no data for the item

\* Indicates results are masked due to small numbers

### Goal Progress Measure 1

- Percentage of students who earn OnRamps course credit

#### OnRamps Baseline & Current Progress

| 2021  | 2022  | 2023 | 2024 | 2025 |
|-------|---|------|------|------|
| 24.5% | <i>Projected: 28%</i><br><b>Actual: 22.6%</b> | 31%  | 35%  | 40%  |

### Goal Progress Measure 2

- Percentage of students obtaining a state-approved industry-based certification (IBCs)

#### Industry-Based Certification Baseline & Current Progress

| 2021 | 2022  | 2023 | 2024 | 2025 |
|------|---|------|------|------|
| 0%   | <i>Projected: 5%</i><br><b>Actual: 1.6%</b> | 7%   | 9%   | 10%  |

**TEXAS EDUCATION AGENCY**

# **Glossary of the Texas Academic Performance Report**

**2022-2023**



**Legacy the School of Sport Sciences  
2727 Spring Creek Drive  
Spring, TX 77373  
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Legacycmhs.org**



# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

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

**2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

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

### Other Important Information:

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

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

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

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html>.

## STAAR Performance (2022–23)

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

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

## End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

## Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

*School Progress Domain—Annual Growth* is the percentage of students that 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, Accelerated Learning and STAAR Progress in the Bilingual Education/ESL report.

## Bilingual Education/ESL

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

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

with at least half of the instruction delivered in the students' primary language for the duration of the program.

**English as a Second Language (ESL):** An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

**Alternative Language Program (ALP):** An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

**Emergent Bilingual (EB) Students/English Learner (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## STAAR Participation (2022–23)

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

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

- *Included in Accountability:* scored answer documents
  - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
    - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

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

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

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

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

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

**total number of days that students in grades 1–12 were present during the 2021–22 school year**

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**total number of days that students in grades 1–12 were in membership during the 2021–22 school year**

*(Data source: PEIMS 42400)*

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

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2021–22 school year**

*(Data source: PEIMS 42400)*

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
  
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

- 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:

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

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

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

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2023 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022.

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

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

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## Additional Information on Cohorts:

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

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

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

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

### 4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2022 for the 2022 cohort.

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

---

**number of students in the 2022 cohort\***

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

**number of students from the cohort who received a TxCHSE by August 31, 2022**

---

**number of students in the 2022 cohort\***

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

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

---

**number of students in the 2022 cohort\***



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

**number of students from the cohort who dropped out before fall of the 2022–23 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 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022**

---

**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, 2022 plus**

**number of students from the cohort who received a TxCHSE by August 31, 2022**

**plus**

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

---

**number of students in the 2022 cohort\***

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

## 5-Year Extended Longitudinal Rate

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

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

---

**number of students in the 2021 cohort\***

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

**number of students from the cohort who received a TxCHSE by August 31, 2022**

---

**number of students in the 2021 cohort\***

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

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

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

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

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

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{aligned}}{\text{number of students in the 2021 cohort*}}$$

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

## 6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

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

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

**number of students from the cohort who received a TxCHSE by August 31, 2022**

---

**number of students in the 2020 cohort\***

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

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

---

**number of students in the 2020 cohort\***

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

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

---

**number of students in the 2020 cohort\***

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

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

**number of students from the cohort who received a TxCHSE by August 31, 2022**

---

**number of students in the 2020 cohort\***

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

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

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

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

---

**number of students in the 2020 cohort\***

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

- \* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89

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or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

## *Additional Information about Federal Graduation Rates*

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

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

---

**number of students in the 2022 cohort \*\***

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

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

---

**number of students in the 2021 cohort\*\***

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

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

---

**number of students in the 2020 cohort\*\***

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

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

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For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2022)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2022 with reported graduation plans  
(excludes graduates with FHSP graduation plans)**

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

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**number of graduates in the Class of 2022 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2022 with reported FHSP graduation plans**

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

---

**number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2022 with reported FHSP graduation plans**

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

---

**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2022 with reported graduation plans**

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

---

**number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)**

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

---

**number of graduates in SY 2021–22 who earn an FHSP-E**

---

**number of graduates in SY 2021–22 with reported FHSP graduation plans**

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

---

**number of graduates in SY 2021–22 who earn an FHSP-DLA**

---

**number of graduates in SY 2021–22 with reported FHSP graduation plans**

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

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**number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA**

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**number of graduates in SY 2021–22 with reported graduation plans**

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

For additional information about graduation programs please see

[https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

## Graduation Profile (2022-2023)

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2021–22 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

*(Data source: PEIMS 40203)*

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

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

**number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance**

---

**total number of graduates in the 2021-22 school year**

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

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

**number of graduates in the 2021–22 school year considered as at risk**

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**total number of graduates in the 2021-22 school year**

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

## College, Career, or Military\* Readiness (CCMR) (2022–23)

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

### College Readiness

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

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- an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
  - 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
  - 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
  - 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

## Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunset IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*



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

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

## College, Career, or Military Ready Graduates

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

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

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

## College Ready Graduates

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

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

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| TSI Criteria                        |    |  |    |   |    |  |
|-------------------------------------|----|--|----|---|----|--|
| TSIA1 and/or TSIA2                  |    | SAT  |    | ACT   |    | College Prep Course  |
| >= ELAR criteria shown below        | or | >=480 on the Evidence-Based Reading and Writing (EBRW) | or | >=19 on English <b>and</b> >= 23 Composite    | or | Complete and earn credit for ELA college prep course         |
| >= Mathematics criteria shown below | or | >=530 on Mathematics                                   | or | >=19 on Mathematics <b>and</b> >=23 Composite | or | Complete and earn credit for mathematics college prep course |

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

The percentages are calculated as follows:

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## *English Language Arts.*

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

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number of 2021-22 annual graduates

## *Mathematics.*

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

---

number of 2021-22 annual graduates

## *Both Subjects.*

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

---

number of 2021-22 annual graduates

## *Any Subject.*

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

---

number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2021-22 annual graduates

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

number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

Number of 2021-22 annual graduates

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

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

## Career/Military Ready Graduates

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

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

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

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

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

**Graduates with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2023 Accountability Manual](#). (*Data source: PEIMS 40203*)

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

**Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student:** The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## CCMR-related Indicators (2022–23)

**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.*

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2021-22 annual graduates}}$$

*Mathematics.*

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2021-22 annual graduates}}$$

*Both Subjects.*

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

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

*English Language Arts.*

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

*Mathematics.*

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

*Both Subjects.*

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## *All Subjects.*

number of students in grades 11 & 12 in the 2021-22 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 2021-22 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 2021-22 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 2021-22 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 2021-22 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 2021-22 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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

## *English Language Arts.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA

---

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

## *Mathematics.*

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics

---

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 2021-22 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 2021-22 school year with at least one AP or IB score at or above criterion in social studies

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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 11<sup>th</sup> and 12<sup>th</sup> graders in the 2021-22 school year with at least one AP or IB score at or above criterion

---

total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

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

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

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

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# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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number of 2021-22 graduates reported

- (2) *At/Above Criterion for All Graduates*: The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2021-22 graduating examinees who scored at or above the criterion score  
on either the SAT or the ACT

---

number of 2021-22 graduates reported

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT

---

number of 2021-22 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the  
SAT

---

number of 2021-22 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 2021-22 graduates who took the SAT

---

number of 2021-22 graduates who took the SAT

*(Data source: College Board and PEIMS 40203)*

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

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

sum of ACT composite scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

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



# 2022–23 Texas Academic Performance Report (TAPR) Glossary

sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 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 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

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

sum of ACT science scores of all 2021-22 graduates who took the ACT

---

number of 2021-22 graduates who took the ACT

## Other Postsecondary Indicators (2022–23)

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

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

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

*Any Subject.*

number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one course in 2021-22

*English Language Arts.*

number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one ELA course in 2021-22

*Mathematics.*

number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

*Science.*

number of students in grades 9–12 in 2021-22 who received credit for at least  
one science advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one science course in 2021-22

*Social Studies.*

number of students in grades 9–12 in 2021-22 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 2021-22

*(Data source: PEIMS 43415)*

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

number of graduates during the 2020-21 school year who attended a public or independent  
college or university in Texas in the following academic year

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number of graduates during the 2020-21 school year

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

*(Data source: THECB)*

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

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

## Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2020–2021, use the data displayed under Membership.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

**number of students eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

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

**Section 504 Students:** The count and percentage of students identified as receiving section 504 services. (*Data source: PEIMS 40110*)

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

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

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

**number of students with one or more disciplinary placements**

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**number of students who were in attendance at any time during the school year**

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

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

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

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

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

(B) includes —

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

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

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

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

*(Data source: PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

*(Data source: PEIMS 40100)*

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

**number of students in the 2022–23 school year considered as at risk**

---

**total number of students**

*(Data source: PEIMS 40110)*

**Student by Instructional Program:**

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

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

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

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

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

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- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

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

**number of mobile students in 2021–22**

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**number of students who were in membership at any time during the  
2021–22 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

**Attrition Rate:** The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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**number of students enrolled in fall 2021 – number of students who returned in fall 2022**

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**number of students enrolled in fall 2021**

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

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

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**number of students enrolled in the same grade from one school year to the next**

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**number of students enrolled from one school year who return the next year or who graduate**

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2021–22](#) available from TEA. (Data source: PEIMS 40110)

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

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

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**number of underreported students**

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**number of students in grades 7–12 who were served in the district in the 2021–22 school year**

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

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

# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

*(Data source: PEIMS 30090)*

## Staff Information (2022–23)

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

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

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

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



# 2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

*(Data source: PEIMS 30050)*

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

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

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

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

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

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

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

*Central Administration (not on campus profile).* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

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**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

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

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

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

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

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

**Teacher Incentive Allotment (TIA):** The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. (*Data source: Division of District Talent Systems*)

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

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## Appendix A

### Advanced Academic Courses

- All courses shown were for the 2020–21 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

### English Language Arts

| Course Code | Course Name                     |
|-------------|---------------------------------|
| I3220500    | IB LNG A: LANG & LIT STD LEVEL  |
| I3220600    | IB LNG A: LANG & LIT HIGH LEVEL |
| I3220700    | IB LNG A: LITERATURE STD LEVEL  |
| I3220800    | IB LNG A: LITERATURE HIGH LEVEL |
| I3220900    | IB LITERATURE & PERF STD LEVEL  |
| I3366020    | IB PHILOSOPHY HIGHER LEVEL      |
| 03221100    | RESEARCH/TECHNICAL WRITING      |
| 03221200    | CREATIVE WRITING                |
| 03221500    | LITERARY GENRES (LIT GENR)      |
| 03221600    | HUMANITIES (FIRST TIME TAKEN)   |
| 03221800    | INDEP STUDY/ENGLISH (1ST TIME)  |
| 03231000    | INDEP STUDY/JOURNALISM (1ST)    |
| 03231902    | ADV BROADCAST JOURNALISM III    |
| 03240400    | ORAL INTERPRETATION III         |
| 03240800    | DEBATE III (DEBATE 3)           |
| 03241100    | PUBLIC SPEAKING III (PUBSPKG3)  |
| 03241200    | INDEP STUDY/SPEECH (1ST TIME)   |
| A3220100    | AP ENGLISH LANGUAGE AND COMP    |
| A3220200    | AP ENGLISH LITERATURE AND COMP  |

### Mathematics

| Course Code | Course Name                    |
|-------------|--------------------------------|
| A3580110    | AP COMPUTER SCIENCE A - MATH   |
| A3580120    | AP COMPUTER SCIENCE A - LOTE   |
| I3580310    | IB COMP SCI A - HIGHR LVL MATH |
| I3580320    | IB COMP SCI A - HIGHR LVL LOTE |
| 03101100    | PRECALCULUS (PRE CALC)         |
| 03102500    | INDEP STUDY IN MATH (1ST TIME) |
| 03102501    | INDEP STUDY IN MATH (2ND TIME) |

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| Course Code | Course Name                     |
|-------------|---------------------------------|
| 03580370    | DISCRETE MATH FOR COMP SCIENCE  |
| 03580395    | ROBOTICS PROGRAMMING & DESIGN   |
| 12701410    | APPLIED MATH FOR TECH PROFNALS  |
| 13001000    | MATH APPL IN AG/FOOD/& NAT RES  |
| 13016700    | ACCOUNTING II                   |
| 13016900    | STAT & BUSINESS DECISION MAKING |
| 13018000    | FINANCIAL MATHEMATICS           |
| 13020970    | MATH FOR MEDICAL PROFESSIONALS  |
| 13032950    | MANU ENGINEERING TECHNOLOGY II  |
| 13036700    | ENGINEERING MATHEMATICS         |
| 13037050    | ROBOTICS II                     |
| 13037600    | DIGITAL ELECTRONICS             |
| A3100101    | AP CALCULUS AB                  |
| A3100102    | AP CALCULUS BC                  |
| A3100200    | AP STATISTICS (APSTATS)         |
| I3100100    | IB MATHEMATICAL STUDIES STAN.   |
| I3100200    | IB MATHEMATICS STANDARD LEVEL   |
| I3100300    | IB MATHEMATICS HIGHER LEVEL     |
| I3100400    | IB FURTHER MTHEMATICS HIGH LVL  |
| I3100500    | IB MATH ANALYS & APRCH STD LVL  |
| I3100600    | IB MATH ANALYS & APRCH HGH LVL  |
| I3100700    | IB MATH APS & INTERPT STD LVL   |
| I3100800    | IB MATH APPS & INTERPT HGH LVL  |

## Technology Applications

| Course Code | Course Name                     |
|-------------|---------------------------------|
| 03580200    | COMPUTER SCIENCE I              |
| 03580300    | COMPUTER SCIENCE II (TACS2)     |
| A3580300    | AP COMPUTER SCIENCE PRINCIPLES  |
| I3580200    | IB COMPUTER SCIENCE STD LEVEL   |
| I3580400    | IB INFO TECH-GLOBL SOC STD LVL  |
| I3580500    | IB INFO TECH-GLOBL SOC HIGH LVL |

## Fine Arts

| Course Code | Course Name                    |
|-------------|--------------------------------|
| 03150400    | MUSIC IV, BAND IV              |
| 03150800    | MUSIC IV, ORCHESTRA IV         |
| 03151200    | MUSIC IV, CHOIR IV             |
| 03151600    | MUSIC IV, JAZZ ENSEMBLE IV     |
| 03152000    | MUSIC IV, INSTRUMENTL ENSEM IV |
| 03152400    | MUSIC IV, VOCAL ENSEMBLE IV    |
| 03250400    | THEATRE IV, THEATRE ARTS IV    |
| 03251000    | THEATRE IV, THEATRE PROD IV    |

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| Course Code | Course Name                       |
|-------------|-----------------------------------|
| 03251200    | TECHNICAL THEATRE IV (TH4TECH)    |
| 03502300    | ART IV, DRAWING III               |
| 03502400    | ART IV, PAINTING III              |
| 03502500    | ART IV, PRINTMAKING III           |
| 03502600    | ART IV, FIBERS III                |
| 03502700    | ART IV, CERAMICS III              |
| 03502800    | ART IV, SCULPTURE III             |
| 03502900    | ART IV, JEWELRY III               |
| 03503100    | ART IV, PHOTOGRAPHY III           |
| 03830400    | DANCE IV, PRINCIPLES OF DANCE IV  |
| A3150200    | AP MUSIC THEORY                   |
| A3500100    | AP ART HISTORY                    |
| A3500300    | AP STUDIO ART: DRAWING PORTFOLIO  |
| A3500400    | AP STUDIO ART: 2-DIM DESIGN PORTF |
| A3500500    | AP STUDIO ART: 3-DIM DESIGN PORTF |
| I3250200    | MUSIC STUDIES, IB MUSIC SL        |
| I3250300    | MUSIC STUDIES, IB MUSIC HL        |
| I3600100    | ART, IB VISUAL ARTS HL            |
| I3600200    | ART, IB VISUAL ARTS SL            |
| I3750200    | THEATRE, IB THEATRE SL            |
| I3750300    | THEATRE, IB THEATRE HL            |
| I3830100    | DANCE, LEVEL III, IB DANCE I      |
| I3830200    | DANCE, LEVEL IV, IB DANCE II      |
| I3830300    | IB FILM STANDARD LEVEL            |
| I3830400    | IB FILM HIGHER LEVEL              |

## Science

| Course Code | Course Name                            |
|-------------|--|
| I3060001    | IB SPORTS EXERCISE & HEALTH SCI ST LVL |
| I3060002    | IB SPORTS EXERCISE & HEALTH SCI HGH LV |
| 13000700    | ADVANCED ANIMAL SCIENCE                |
| 13002100    | ADV PLANT & SOIL SCIENCE               |
| 13020600    | ANATOMY & PHYSIOLOGY                   |
| 13020700    | MEDICAL MICROBIOLOGY                   |
| 13020800    | PATHOPHYSIOLOGY                        |
| 13023000    | FOOD SCIENCE                           |
| 13029500    | FORENSIC SCIENCE                       |
| 13036400    | BIOTECHNOLOGY I                        |
| 13036450    | BIOTECHNOLOGY II                       |
| 13037100    | PRINCIPLES OF TECHNOLOGY               |
| 13037200    | SCIENTIFIC RESEARCH & DESIGN           |
| 13037210    | SCIENTIFIC RESEARCH & DESIGN II        |

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| Course Code | Course Name                    |
|-------------|--------------------------------|
| 13037220    | SCIEN RESEARCH & DESIGN III    |
| 13037300    | ENG DESIGN & PROB SOLVING      |
| 13037500    | ENGINEERING SCIENCE            |
| A3010200    | AP BIOLOGY                     |
| A3020000    | AP ENVIRONMENTAL SCIENCE       |
| A3040000    | AP CHEMISTRY                   |
| A3050003    | AP PHYSICS 1: ALGEBRA BASED    |
| A3050004    | AP PHYSICS 2: ALGEBRA BASED    |
| A3050005    | AP PHYSICS C: ELECTR&MAGNETISM |
| A3050006    | AP PHYSICS C: MECHANICS        |
| I3010201    | IB BIOLOGY STANDARD LEVEL      |
| I3010202    | IB BIOLOGY HIGHER LEVEL        |
| I3020000    | IB ENVIRN SYS & SOC STND LEVEL |
| I3030001    | IB DESIGN TECHNOLOGY STD LEVEL |
| I3030002    | IB DESIGN TECHNOLOGY HIGHR LVL |
| I3040002    | IB CHEMISTRY STANDARD LEVEL    |
| I3040003    | IB CHEMISTRY HIGHER LEVEL      |
| I3050002    | IB PHYSICS STANDARD LEVEL      |
| I3050003    | IB PHYSICS HIGHER LEVEL        |

## Social Studies/History

| Course Code | Course Name                    |
|-------------|--------------------------------|
| A3220300    | AP INTERNATIONAL ENGL LANGUAGE |
| I3302300    | IB SOC & CULTRL ANTHRO STD LVL |
| I3302400    | IB SOC & CULTRL ANTHRO HGH LVL |
| I3302500    | IB GLOBAL POLITICS STAND LEVEL |
| I3302600    | IB GLOBAL POLITICS HIGHER LVL  |
| N1290325    | IB BUSINESS & MGT STANDARD LVL |
| N1290326    | IB BUSINESS & MGT HIGHER LEVEL |
| 03310301    | ECONOMICS ADV STUDIES (1ST)    |
| 03380001    | SOCIAL STD ADV STDYS (1ST TME) |
| A3310100    | AP MICROECONOMICS              |
| A3310200    | AP MACROECONOMICS              |
| A3330100    | AP U.S. GOVERNMENT & POLITICS  |
| A3330200    | AP COMPARATIVE GOVT & POLITICS |
| A3340100    | AP UNITED STATES HISTORY       |
| A3340200    | AP EUROPEAN HISTORY            |
| A3350100    | AP PSYCHOLOGY                  |
| A3360100    | AP HUMAN GEOGRAPHY (WRLD GEOG) |
| A3360200    | AP HUMAN GEOGRAPHY (ELECTIVE)  |
| A3370100    | AP WORLD HISTORY               |
| I3301100    | IB HISTORY STANDARD LEVEL      |



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| Course Code | Course Name                    |
|-------------|--------------------------------|
| I3301200    | IB HIST AFRICA&MIDEAST HGHR LV |
| I3301300    | IB HIST OF AMERICAS HIGHER LVL |
| I3301400    | IB HIST ASIA&OCEANIA HIGHR LVL |
| I3301500    | IB HIST OF EUROPE HIGHER LEVEL |
| I3302100    | IB GEOGRAPHY STANDARD LEVEL    |
| I3302200    | IB GEOGRAPHY HIGHER LEVEL      |
| I3303100    | IB ECONOMICS STANDARD LEVEL    |
| I3303200    | IB ECONOMICS HIGHER LEVEL      |
| I3304100    | IB PSYCHOLOGY STANDARD LEVEL   |
| I3304200    | IB PSYCHOLOGY HIGHER LEVEL     |
| I3366010    | IB PHILOSOPHY STANDARD LEVEL   |

## Foreign Language

| Course Code | Course Name                    |
|-------------|--------------------------------|
| I3110300    | IB LANGUAGE AB INITIO STD LEVL |
| 03110400    | LANG O/T ENGLISH IV - ARABIC   |
| 03110500    | LANG O/T ENGLISH V - ARABIC    |
| 03110600    | LANG O/T ENGLISH VI - ARABIC   |
| 03110700    | LANG O/T ENGLISH VII-ARABIC    |
| 03110910    | SEM LOT, ADV 1ST TIME, ARABIC  |
| 03110920    | SEM LOT, ADV 2ND TIME, ARABIC  |
| 03110930    | SEM LOT, ADV 3RD TIME, ARABIC  |
| 03120400    | LANG O/T ENGLISH IV - JAPANESE |
| 03120500    | LANG O/T ENGLISH V-JAPANESE    |
| 03120600    | LANG O/T ENGLISH VI - JAPANESE |
| 03120700    | LANG O/T ENGLISH VII-JAPANESE  |
| 03120910    | SEM LOT, ADV 1ST TME, JAPANESE |
| 03120920    | SEM LOT, ADV 2ND TME, JAPANESE |
| 03120930    | SEM LOT, ADV 3RD TME, JAPANESE |
| 03400400    | LANG O/T ENGLISH IV - ITALIAN  |
| 03400500    | LANG O/T ENGLISH V - ITALIAN   |
| 03400600    | LANG O/T ENGLISH VI - ITALIAN  |
| 03400700    | LANG O/T ENGLISH VII-ITALIAN   |
| 03400910    | SEM LOT, ADV 1ST TIME, ITALIAN |
| 03400920    | SEM LOT, ADV 2ND TIME, ITALIAN |
| 03400930    | SEM LOT, ADV 3RD TIME, ITALIAN |
| 03410400    | LANG O/T ENGLISH IV - FRENCH   |
| 03410500    | LANG O/T ENGLISH V - FRENCH    |
| 03410600    | LANG O/T ENGLISH VI - FRENCH   |
| 03410700    | LANG O/T ENGLISH VII - FRENCH  |
| 03410910    | SEM LOT, ADV 1ST TIME, FRENCH  |
| 03410920    | SEM LOT, ADV 2ND TIME, FRENCH  |
| 03410930    | SEM LOT, ADV 3RD TIME, FRENCH  |

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| Course Code | Course Name                    |
|-------------|--------------------------------|
| 03420400    | LANG O/T ENGLISH IV - GERMAN   |
| 03420500    | LANG O/T ENGLISH V - GERMAN    |
| 03420600    | LANG O/T ENGLISH VI - GERMAN   |
| 03420700    | LANG O/T ENGLISH VII - GERMAN  |
| 03420910    | SEM LOT, ADV 1ST TIME, GERMAN  |
| 03420920    | SEM LOT, ADV 2ND TIME, GERMAN  |
| 03420930    | SEM LOT, ADV 3RD TIME, GERMAN  |
| 03430400    | LOTE CLASSIC LNG, LVL IV LATIN |
| 03430500    | LOTE CLASSIC LNG, LVL V LATIN  |
| 03430600    | LOTE CLASSIC LNG, LVL VI LATIN |
| 03430700    | LOTE CLASSIC LNG LVL VII LATIN |
| 03440400    | LANG O/T ENGLISH IV - SPANISH  |
| 03440440    | SPANISH FOR SPAN SPEAKERS LVL4 |
| 03440500    | LANG O/T ENGLISH V - SPANISH   |
| 03440600    | LANG O/T ENGLISH VI - SPANISH  |
| 03440700    | LANG O/T ENGLISH VII - SPANISH |
| 03440910    | SEM LOT, ADV 1ST TIME, SPANISH |
| 03440920    | SEM LOT, ADV 2ND TIME, SPANISH |
| 03440930    | SEM LOT, ADV 3RD TIME, SPANISH |
| 03450400    | LANG O/T ENGLISH IV - RUSSIAN  |
| 03450500    | LANG O/T ENGLISH V - RUSSIAN   |
| 03450600    | LANG O/T ENGLISH VI - RUSSIAN  |
| 03450700    | LANG O/T ENGLISH VII-RUSSIAN   |
| 03450910    | SEM LOT, ADV 1ST TIME, RUSSIAN |
| 03450920    | SEM LOT, ADV 2ND TIME, RUSSIAN |
| 03450930    | SEM LOT, ADV 3RD TIME, RUSSIAN |
| 03470400    | LANG O/T ENGLISH IV PORTUGUESE |
| 03470500    | LANG O/T ENGLISH V PORTUGUESE  |
| 03470600    | LANG O/T ENGLISH VI PORTUGUESE |
| 03470700    | LANG O/T ENGLISH VII-PORTUGUES |
| 03470910    | SEM LOT, ADV 1ST TIME, PORTUGE |
| 03470920    | SEM LOT, ADV 2ND TIME, PORTUGE |
| 03470930    | SEM LOT, ADV 3RD TIME, PORTUGE |
| 03490400    | LANG O/T ENGLISH IV - CHINESE  |
| 03490500    | LANG O/T ENGLISH V - CHINESE   |
| 03490600    | LANG O/T ENGLISH VI - CHINESE  |
| 03490700    | LANG O/T ENGLISH VII-CHINESE   |
| 03490910    | SEM LOT, ADV 1ST TIME, CHINESE |
| 03490920    | SEM LOT, ADV 2ND TIME, CHINESE |
| 03490930    | SEM LOT, ADV 3RD TIME, CHINESE |
| 03510400    | LNG OTH THN ENG LVL IV VIETNAM |
| 03510500    | LNG OTH THN ENG LVL V VIETNAM  |
| 03510600    | LNG OTH THN ENG LVL VI VIETNAM |

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| Course Code | Course Name                     |
|-------------|---------------------------------|
| 03510700    | LNG OTH THN EN LVL VII VIETNAM  |
| 03510910    | SEM LOT, ADV 1ST TIME, VIETNAM  |
| 03510920    | SEM LOT, ADV 2ND TIME, VIETNAM  |
| 03510930    | SEM LOT, ADV 3RD TIME, VIETNAM  |
| 03520400    | LANG OTHR THN ENG LVL IV HINDI  |
| 03520500    | LANG OTHR THAN ENG LVL V HINDI  |
| 03520600    | LANG OTHR THN ENG LVL VI HINDI  |
| 03520700    | LANG OTH THN ENG LVL VII HINDI  |
| 03520910    | SEM LOT, ADV 1ST TIME, HINDI    |
| 03520920    | SEM LOT, ADV 2ND TIME, HINDI    |
| 03520930    | SEM LOT, ADV 3RD TIME, HINDI    |
| 03530910    | SEM LOT, ADV 1ST TIME, URDU     |
| 03530920    | SEM LOT, ADV 2ND TIME, URDU     |
| 03530930    | SEM LOT, ADV 3RD TIME, URDU     |
| 03980400    | LANG O/T ENGLISH IV - ASL       |
| 03996000    | OTHER FOREIGN LANGUAGES IV      |
| 03996100    | OTHER FOREIGN LANGUAGES V       |
| 03996200    | OTHER FOREIGN LANGUAGES VI      |
| 03996300    | OTHER FOREIGN LANGUAGES VII     |
| 11401910    | SEM LOT, ADV 1ST TIME, TURKISH  |
| 11401920    | SEM LOT, ADV 2ND TIME, TURKISH  |
| 11401930    | SEM LOT, ADV 3TD TIME, TURKISH  |
| 11403610    | SEM LOT, ADV 1ST TIME, KOREAN   |
| 11403620    | SEM LOT, ADV 2ND TIME, KOREAN   |
| 11403630    | SEM LOT, ADV 3RD TIME, KOREAN   |
| A3120400    | AP LANG & CULTURE - JAPANESE    |
| A3400400    | AP LANG & CULTURE - ITALIAN     |
| A3410100    | AP LANGUAGE & CULTURE - FRENCH  |
| A3420100    | AP LANGUAGE & CULTURE - GERMAN  |
| A3430100    | AP LATIN                        |
| A3440100    | AP LANG & CULTURE - SPANISH     |
| A3440200    | AP LITER & CULTURE - SPANISH    |
| A3490400    | AP LANGUAGE & CULTURE - CHINESE |
| I3110400    | IB LNG B MODRN LANG SL- ARABIC  |
| I3110500    | IB LNG B MODRN LANG HL- ARABIC  |
| I3120400    | IB LNG B MODRN LNG SL-JAPANESE  |
| I3120500    | IB LNG B MODRN LNG HL-JAPANESE  |
| I3410400    | IB LNG B MODERN LANG SL-FRENCH  |
| I3410500    | IB LNG B MODERN LANG HL-FRENCH  |
| I3420400    | IB LNG B MODERN LANG SL-GERMAN  |
| I3420500    | IB LNG B MODERN LANG HL-GERMAN  |
| I3430400    | IB LNG B CLASSIC LANG SL-LATIN  |
| I3430500    | IB LNG B CLASSIC LANG HL-LATIN  |

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| Course Code | Course Name                    |
|-------------|--------------------------------|
| I3440400    | IB LNG B MODRN LANG SL-SPANISH |
| I3440500    | IB LNG B MODRN LANG HL-SPANISH |
| I3450400    | IB LNG B MODRN LANG SL-RUSSIAN |
| I3450500    | IB LNG B MODRN LANG HL-RUSSIAN |
| I3480400    | IB LNG B MODERN LANG SL-HEBREW |
| I3480500    | IB LNG B MODERN LANG HL-HEBREW |
| I3490400    | IB LNG B MODRN LANG SL-CHINESE |
| I3490500    | IB LNG B MODRN LANG HL-CHINESE |
| I3520400    | IB LANG B MODERN LANG SL-HINDI |
| I3520500    | IB LANG B MODERN LANG HL-HINDI |
| I3996000    | IB LANG B, MODRN LANG SL OTHER |
| I3996100    | IB LANG B, MODRN LANG HL OTHER |
| 03430910    | CLS LNG SEM, ADV 1ST TME LATIN |
| 03430920    | CLS LNG SEM, ADV 2ND TME LATIN |
| 03430930    | CLS LNG SEM, ADV 3RD TME LATIN |
| 03530400    | LOE, LEVEL IV - URDU           |
| 03530500    | LOE, LEVEL V - URDU            |
| 03530600    | LOE, LEVEL VI - URDU           |
| 03530700    | LOE, LEVEL VII - URDU          |
| 03980910    | AMER SIGN LNG ADV STD 1ST TIME |
| 03980920    | AMER SIGN LNG ADV STD 2ND TIME |
| 03980930    | AMER SIGN LNG ADV STD 3RD TIME |
| 11401400    | LANG OTH ENG/LVLIV/TURK        |
| 11401500    | LANG OTH ENG/LVLV/TURK         |
| 11401600    | LANG OTH ENG/LVLVI/TURK        |
| 11401700    | LANG OTH ENG/LVLVII/TURK       |
| 11403200    | LANG OTH ENG/LVLIV/KOR         |
| 11403300    | LANG OTH ENG/LVLV/KOR          |
| 11403400    | LANG OTH ENG/LVLVI/KOR         |
| 11403500    | LANG OTH ENG/LVLVII/KOR        |
| 03380021    | SOCIAL STD ADV STDYS (2ND TME) |

## Career and Technical Education

| Course Code | Course Name |
|-------------|-------------|
| N1100014    | AP RESEARCH |
| N1130026    | AP SEMINAR  |

## Other

| Course Code | Course Name                     |
|-------------|---------------------------------|
| N1290322    | IB THEORY OF KNOWLEDGE          |
| I3305100    | IB WORLD RELIGIONS STANDARD LVL |
| N1290317    | GIFD & TAL IND STUD MENTOR III  |

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| Course Code | Course Name                   |
|-------------|-------------------------------|
| N1290318    | GIFD & TAL IND STUD MENTOR IV |

## Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent  
 027.....Superintendent/CAO/CEO/President  
 061.....Asst/Assoc/Deputy Exec Director  
 062.....Component/Department Director  
 063.....Coordinator/Manager/Supervisor

### CAMPUS ADMINISTRATORS

003.....Assistant Principal  
 020.....Principal

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

012.....Instructional Officer  
 028.....Teacher Supervisor  
 040.....Athletic Director  
 043.....Business Manager  
 044.....Tax Assessor and/or Collector  
 045.....Director - Personnel/Human Resources  
 055.....Registrar  
 060.....Executive Director

### PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist  
 005 .....Psychological Associate  
 006.....Audiologist  
 007.....Corrective Therapist

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|                          |   |
|--------------------------|---|
| 008.....                 | Counselor   |
| 011.....                 | Educational Diagnostician                           |
| 013.....                 | Librarian   |
| 015.....                 | Music Therapist                                     |
| 016.....                 | Occupational Therapist                              |
| 017.....                 | Certified Orientation & Mobility Specialist         |
| 018.....                 | Physical Therapist                                  |
| 019.....                 | Physician   |
| 021.....                 | Recreational Therapist                              |
| 022.....                 | School Nurse  |
| 023.....                 | LSSP/Psychologist                                   |
| 024.....                 | Social Worker                                       |
| 026.....                 | Speech Therapist/Speech-Lang Pathologist            |
| 030.....                 | Visiting Teacher/Truant Officer                     |
| 032.....                 | Work-Based Learning Site Coordinator                |
| 041.....                 | Teacher Facilitator                                 |
| 042.....                 | Teacher Appraiser                                   |
| 054.....                 | Department Head                                     |
| 056.....                 | Athletic Trainer                                    |
| 058.....                 | Other Campus Professional Personnel                 |
| 064.....                 | Specialist/Consultant                               |
| 065.....                 | Field Service Agent                                 |
| 079.....                 | Other ESC Professional Personnel                    |
| 080.....                 | Other Non-Campus Professional Personnel             |
| 100.....                 | Instructional Materials Coordinator                 |
| 101.....                 | Legal Services                                      |
| 102.....                 | Communications Professional                         |
| 103.....                 | Research/Evaluation Professional                    |
| 104.....                 | Internal Auditor                                    |
| 105.....                 | Security  |
| 106.....                 | District/Campus Information Technology Professional |
| 107.....                 | Food Service Professional                           |
| 108.....                 | Transportation                                      |
| 109.....                 | Athletics   |
| 110.....                 | Custodial   |
| 111.....                 | Maintenance   |
| 112.....                 | Business Services Professional                      |
| 113.....                 | Other District Exempt Professional Auxiliary        |
| 114.....                 | Other Campus Exempt Professional Auxiliary          |
| 115.....                 | Psychiatric Nurse                                   |
| 116.....                 | Licensed Clinical Social Worker                     |
| 117.....                 | Licensed Professional Counselor                     |
| 118.....                 | Licensed Marriage & Family Therapist                |
| <b>TEACHERS</b>          |   |
| 087.....                 | Teacher   |
| 047.....                 | Substitute Teacher                                  |
| <b>EDUCATIONAL AIDES</b> |   |
| 033.....                 | Educational Aide                                    |
| 036.....                 | Certified Interpreter                               |

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## **AUXILIARY STAFF**

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.