

2022-23 Texas Academic Performance Report (TAPR)

District Name: CRANDALL ISD

Campus Name: NOBLE REED

Campus Number: 129901106

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	74%	78%	73%	74%	89%	-	-	-	*	50%	-	75%	81%	77%	*
	2022	76%	69%	53%	77%	41%	50%	-	*	-	50%	38%	-	42%	58%	44%	14%
At Meets Grade Level or Above	2023	50%	43%	51%	45%	44%	61%	-	-	-	*	33%	-	41%	63%	47%	*
	2022	51%	40%	31%	50%	22%	28%	-	*	-	33%	25%	-	26%	34%	24%	5%
At Masters Grade Level	2023	20%	11%	20%	27%	19%	22%	-	-	-	*	8%	-	13%	30%	16%	*
	2022	30%	22%	11%	12%	10%	11%	-	*	-	0%	6%	-	10%	11%	11%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	63%	78%	82%	70%	83%	-	-	-	*	58%	-	78%	78%	72%	*
	2022	71%	55%	39%	46%	35%	39%	-	*	-	33%	19%	-	35%	41%	36%	5%
At Meets Grade Level or Above	2023	45%	34%	53%	45%	56%	50%	-	-	-	*	33%	-	47%	59%	53%	*
	2022	43%	31%	17%	8%	22%	11%	-	*	-	17%	13%	-	16%	17%	13%	5%
At Masters Grade Level	2023	19%	9%	22%	9%	19%	39%	-	-	-	*	8%	-	16%	30%	21%	*
	2022	21%	15%	6%	8%	4%	6%	-	*	-	0%	6%	-	3%	7%	3%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	74%	71%	83%	64%	71%	-	*	-	*	59%	*	56%	75%	66%	33%
	2022	77%	76%	74%	59%	69%	95%	-	-	-	*	40%	*	87%	71%	65%	46%
At Meets Grade Level or Above	2023	48%	41%	38%	39%	38%	36%	-	*	-	*	18%	*	33%	40%	39%	20%
	2022	54%	49%	55%	41%	47%	77%	-	-	-	*	27%	*	60%	53%	46%	38%
At Masters Grade Level	2023	22%	18%	19%	28%	17%	14%	-	*	-	*	12%	*	22%	18%	20%	7%
	2022	28%	25%	25%	9%	28%	36%	-	-	-	*	20%	*	40%	21%	19%	15%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	66%	67%	72%	64%	57%	-	*	-	*	59%	*	50%	72%	61%	33%
	2022	70%	70%	77%	73%	72%	86%	-	-	-	*	40%	*	80%	76%	71%	77%
At Meets Grade Level or Above	2023	48%	41%	45%	44%	43%	36%	-	*	-	*	47%	*	44%	45%	39%	7%
	2022	43%	40%	55%	41%	47%	77%	-	-	-	*	27%	*	53%	55%	42%	38%
At Masters Grade Level	2023	22%	15%	14%	11%	12%	14%	-	*	-	*	6%	*	17%	13%	11%	0%
	2022	23%	21%	22%	14%	22%	32%	-	-	-	*	13%	*	20%	23%	15%	15%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN 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	81%	80%	73%	47%	71%	100%	-	*	-	*	33%	-	88%	69%	67%	65%
	2022	81%	72%	71%	62%	70%	92%	-	-	-	*	25%	*	72%	70%	62%	65%
At Meets Grade Level or Above	2023	57%	51%	49%	27%	50%	79%	-	*	-	*	33%	-	69%	43%	40%	35%
	2022	58%	48%	41%	31%	38%	69%	-	-	-	*	13%	*	44%	40%	35%	25%
At Masters Grade Level	2023	28%	20%	18%	13%	18%	29%	-	*	-	*	20%	-	25%	16%	13%	10%
	2022	36%	32%	28%	27%	24%	46%	-	-	-	*	0%	*	36%	25%	25%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	73%	72%	53%	68%	93%	-	*	-	*	40%	-	75%	71%	69%	70%
	2022	77%	72%	81%	69%	81%	100%	-	-	-	*	63%	*	80%	81%	77%	80%
At Meets Grade Level or Above	2023	51%	38%	31%	13%	32%	50%	-	*	-	*	20%	-	50%	25%	21%	25%
	2022	48%	43%	49%	38%	49%	69%	-	-	-	*	13%	*	40%	53%	42%	40%
At Masters Grade Level	2023	21%	14%	7%	7%	6%	14%	-	*	-	*	20%	-	13%	6%	4%	0%
	2022	25%	19%	23%	12%	22%	46%	-	-	-	*	0%	*	28%	21%	17%	15%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	53%	51%	20%	47%	93%	-	*	-	*	27%	-	81%	41%	42%	40%
	2022	66%	55%	47%	38%	39%	85%	-	-	-	*	13%	*	48%	46%	35%	32%
At Meets Grade Level or Above	2023	36%	19%	18%	7%	15%	43%	-	*	-	*	20%	-	31%	14%	6%	10%
	2022	38%	28%	18%	15%	19%	15%	-	-	-	*	13%	*	20%	17%	16%	11%
At Masters Grade Level	2023	16%	8%	7%	7%	3%	21%	-	*	-	*	20%	-	19%	4%	2%	0%
	2022	18%	12%	4%	4%	6%	0%	-	-	-	*	0%	*	4%	4%	2%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	81%	71%	64%	66%	87%	-	-	-	*	20%	*	86%	63%	60%	56%
	2022	70%	75%	74%	78%	58%	96%	*	*	-	*	71%	*	88%	71%	69%	52%
At Meets Grade Level or Above	2023	52%	52%	47%	43%	38%	67%	-	-	-	*	20%	*	57%	41%	36%	31%
	2022	43%	48%	42%	43%	24%	70%	*	*	-	*	57%	*	65%	37%	37%	17%
At Masters Grade Level	2023	22%	21%	19%	29%	13%	27%	-	-	-	*	0%	*	24%	17%	17%	13%
	2022	23%	27%	22%	22%	8%	43%	*	*	-	*	29%	*	35%	19%	17%	4%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	79%	81%	79%	78%	87%	-	-	-	*	40%	*	95%	73%	74%	69%
	2022	73%	77%	70%	78%	55%	83%	*	*	-	*	86%	*	76%	68%	62%	52%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN 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	40%	36%	40%	36%	38%	47%	-	-	-	*	20%	*	33%	44%	31%	31%
	2022	39%	40%	32%	35%	21%	39%	*	*	-	*	43%	*	35%	32%	29%	22%
At Masters Grade Level	2023	16%	12%	13%	21%	3%	27%	-	-	-	*	0%	*	10%	15%	7%	0%
	2022	16%	14%	11%	9%	8%	13%	*	*	-	*	14%	*	24%	8%	10%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	72%	71%	63%	66%	85%	-	80%	-	87%	45%	83%	76%	68%	65%	52%
	2022	74%	71%	64%	64%	56%	81%	*	*	-	64%	40%	91%	63%	64%	56%	45%
At Meets Grade Level or Above	2023	49%	40%	41%	33%	39%	52%	-	40%	-	52%	28%	50%	45%	39%	35%	24%
	2022	48%	42%	37%	33%	31%	52%	*	*	-	43%	24%	27%	36%	37%	30%	21%
At Masters Grade Level	2023	20%	13%	16%	17%	12%	24%	-	40%	-	4%	12%	50%	17%	15%	12%	4%
	2022	23%	19%	16%	13%	14%	26%	*	*	-	11%	10%	9%	20%	15%	13%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	77%	73%	67%	68%	87%	-	*	-	80%	45%	*	76%	72%	67%	51%
	2022	75%	74%	67%	69%	58%	84%	*	*	-	69%	41%	100%	67%	67%	59%	44%
At Meets Grade Level or Above	2023	53%	49%	46%	38%	42%	61%	-	*	-	50%	27%	*	48%	45%	40%	29%
	2022	53%	50%	41%	41%	31%	62%	*	*	-	46%	28%	20%	44%	41%	34%	19%
At Masters Grade Level	2023	20%	16%	19%	24%	16%	23%	-	*	-	0%	12%	*	20%	19%	16%	9%
	2022	25%	22%	21%	18%	16%	34%	*	*	-	8%	13%	20%	27%	19%	18%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	68%	74%	71%	70%	80%	-	*	-	100%	51%	*	76%	73%	68%	58%
	2022	72%	67%	65%	66%	58%	76%	*	*	-	62%	43%	80%	64%	65%	59%	50%
At Meets Grade Level or Above	2023	45%	32%	42%	34%	41%	46%	-	*	-	70%	33%	*	44%	41%	36%	24%
	2022	42%	33%	36%	30%	33%	49%	*	*	-	38%	22%	40%	33%	37%	30%	24%
At Masters Grade Level	2023	19%	10%	14%	12%	10%	25%	-	*	-	10%	10%	*	14%	14%	11%	0%
	2022	20%	15%	15%	10%	13%	22%	*	*	-	15%	9%	0%	17%	14%	10%	9%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	67%	51%	20%	47%	93%	-	*	-	*	27%	-	81%	41%	42%	40%
	2022	76%	69%	47%	38%	39%	85%	-	-	-	*	13%	*	48%	46%	35%	32%
At Meets Grade Level or Above	2023	47%	32%	18%	7%	15%	43%	-	*	-	*	20%	-	31%	14%	6%	10%
	2022	47%	37%	18%	15%	19%	15%	-	-	-	*	13%	*	20%	17%	16%	11%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN 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	18%	10%	7%	7%	3%	21%	-	*	-	*	20%	-	19%	4%	2%	0%
	2022	21%	14%	4%	4%	6%	0%	-	-	-	*	0%	*	4%	4%	2%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	27%	39%	36%	37%	39%	-	-	-	*	25%	-	25%	56%	37%	*
	2022	36%	26%	13%	8%	16%	6%	-	*	-	17%	13%	-	13%	13%	9%	0%
Reading and Mathematics Including EOC	2023	37%	27%	39%	36%	37%	39%	-	-	-	*	25%	-	25%	56%	37%	*
	2022	36%	26%	13%	8%	16%	6%	-	*	-	17%	13%	-	13%	13%	9%	0%
Reading Including EOC	2023	50%	43%	51%	45%	44%	61%	-	-	-	*	33%	-	41%	63%	47%	*
	2022	51%	40%	31%	50%	22%	28%	-	*	-	33%	25%	-	26%	34%	24%	5%
Math Including EOC	2023	45%	34%	53%	45%	56%	50%	-	-	-	*	33%	-	47%	59%	53%	*
	2022	43%	31%	17%	8%	22%	11%	-	*	-	17%	13%	-	16%	17%	13%	5%
4th Graders																	
Reading and Mathematics	2023	38%	33%	31%	39%	29%	21%	-	*	-	*	18%	*	28%	32%	32%	7%
	2022	36%	33%	44%	32%	34%	68%	-	-	-	*	27%	*	53%	42%	31%	23%
Reading and Mathematics Including EOC	2023	38%	33%	31%	39%	29%	21%	-	*	-	*	18%	*	28%	32%	32%	7%
	2022	36%	33%	44%	32%	34%	68%	-	-	-	*	27%	*	53%	42%	31%	23%
Reading Including EOC	2023	48%	41%	38%	39%	38%	36%	-	*	-	*	18%	*	33%	40%	39%	20%
	2022	54%	49%	55%	41%	47%	77%	-	-	-	*	27%	*	60%	53%	46%	38%
Math Including EOC	2023	48%	41%	45%	44%	43%	36%	-	*	-	*	47%	*	44%	45%	39%	7%
	2022	43%	40%	55%	41%	47%	77%	-	-	-	*	27%	*	53%	55%	42%	38%
5th Graders																	
Reading and Mathematics	2023	43%	31%	24%	13%	26%	36%	-	*	-	*	20%	-	44%	18%	13%	15%
	2022	41%	35%	35%	27%	30%	62%	-	-	-	*	13%	*	32%	36%	29%	25%
Reading and Mathematics Including EOC	2023	43%	31%	24%	13%	26%	36%	-	*	-	*	20%	-	44%	18%	13%	15%
	2022	41%	35%	35%	27%	30%	62%	-	-	-	*	13%	*	32%	36%	29%	25%
Reading Including EOC	2023	57%	51%	49%	27%	50%	79%	-	*	-	*	33%	-	69%	43%	40%	35%
	2022	58%	48%	41%	31%	38%	69%	-	-	-	*	13%	*	44%	40%	35%	25%
Math Including EOC	2023	51%	38%	31%	13%	32%	50%	-	*	-	*	20%	-	50%	25%	21%	25%
	2022	48%	43%	49%	38%	49%	69%	-	-	-	*	13%	*	40%	53%	42%	40%
6th Graders																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2023	35%	31%	31%	36%	22%	40%	-	-	-	*	20%	*	29%	32%	21%	19%
	2022	31%	33%	26%	22%	18%	35%	*	*	-	*	43%	*	35%	23%	23%	17%
Reading and Mathematics Including EOC	2023	35%	31%	31%	36%	22%	40%	-	-	-	*	20%	*	29%	32%	21%	19%
	2022	31%	33%	26%	22%	18%	35%	*	*	-	*	43%	*	35%	23%	23%	17%
Reading Including EOC	2023	52%	52%	47%	43%	38%	67%	-	-	-	*	20%	*	57%	41%	36%	31%
	2022	43%	48%	42%	43%	24%	70%	*	*	-	*	57%	*	65%	37%	37%	17%
Math Including EOC	2023	40%	36%	40%	36%	38%	47%	-	-	-	*	20%	*	33%	44%	31%	31%
	2022	40%	40%	32%	35%	21%	39%	*	*	-	*	43%	*	35%	32%	29%	22%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	28%	31%	31%	28%	34%	-	*	-	40%	20%	*	30%	31%	26%	15%
	2022	34%	28%	28%	22%	23%	42%	*	*	-	38%	22%	0%	30%	27%	22%	15%
Reading and Mathematics Including EOC	2023	39%	29%	31%	31%	28%	34%	-	*	-	40%	20%	*	30%	31%	26%	15%
	2022	36%	30%	28%	22%	23%	42%	*	*	-	38%	22%	0%	30%	27%	22%	15%
Reading Including EOC	2023	53%	47%	46%	38%	42%	61%	-	*	-	50%	27%	*	48%	45%	40%	29%
	2022	53%	49%	41%	41%	31%	62%	*	*	-	46%	28%	20%	44%	41%	34%	19%
Math Including EOC	2023	47%	35%	42%	34%	41%	46%	-	*	-	70%	33%	*	44%	41%	36%	24%
	2022	43%	35%	36%	30%	33%	49%	*	*	-	38%	22%	40%	33%	37%	30%	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 Progress (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	56%	65%	72%	62%	64%	-	*	-	*	38%	*	53%	68%	61%	40%
Grade 4 Mathematics	2023	63%	66%	79%	75%	77%	86%	-	*	-	*	84%	*	68%	83%	76%	57%
Grade 5 ELA/Reading	2023	65%	63%	55%	43%	59%	57%	-	*	-	*	33%	-	56%	54%	56%	53%
Grade 5 Mathematics	2023	71%	57%	41%	39%	45%	43%	-	*	-	*	53%	-	41%	42%	36%	44%
Grade 6 ELA/Reading	2023	51%	61%	44%	39%	39%	57%	-	-	-	*	30%	*	57%	37%	38%	31%
Grade 6 Mathematics	2023	54%	59%	50%	61%	50%	43%	-	-	-	*	50%	*	45%	53%	45%	50%
All Grades Both Subjects	2023	64%	61%	57%	56%	57%	58%	-	*	-	57%	51%	67%	53%	58%	53%	46%
All Grades ELA/Reading	2023	63%	61%	55%	52%	54%	60%	-	*	-	64%	35%	*	56%	55%	53%	42%
All Grades Mathematics	2023	66%	60%	58%	59%	59%	57%	-	*	-	50%	67%	*	51%	61%	54%	50%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	34%	34%	40%	35%	33%	-	-	-	*	30%	-	11%	43%	32%	23%
Grade 4 Mathematics	2023	27%	36%	48%	57%	44%	40%	-	-	-	*	42%	-	18%	58%	38%	29%
Grade 5 ELA/Reading	2023	37%	45%	19%	20%	18%	-	-	-	-	-	9%	-	*	21%	21%	25%
Grade 5 Mathematics	2023	48%	36%	25%	17%	22%	*	-	-	-	-	30%	-	*	29%	29%	40%
Grade 6 ELA/Reading	2023	26%	51%	21%	*	25%	*	-	-	-	-	*	-	*	10%	9%	0%
Grade 6 Mathematics	2023	35%	57%	50%	60%	43%	-	-	-	-	-	*	-	*	40%	50%	*
All Grades Both Subjects	2023	38%	39%	35%	32%	34%	42%	-	-	-	*	24%	-	23%	39%	31%	24%
All Grades ELA/Reading	2023	35%	39%	27%	21%	28%	38%	-	-	-	*	16%	-	20%	29%	24%	19%
All Grades Mathematics	2023	40%	40%	43%	44%	39%	45%	-	-	-	*	33%	-	27%	47%	38%	30%

* 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)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	72%	71%	46%	-	-	-	-	46%	53%	*	45%	57%	71%	76%	52%	-
	2022	74%	71%	64%	49%	-	-	-	-	49%	39%	-	38%	*	69%	70%	45%	-
At Meets Grade Level or Above	2023	49%	40%	41%	15%	-	-	-	-	15%	23%	*	21%	21%	71%	46%	24%	-
	2022	48%	42%	37%	15%	-	-	-	-	15%	23%	-	21%	*	31%	42%	21%	-
At Masters Grade Level	2023	20%	13%	16%	4%	-	-	-	-	4%	4%	*	5%	4%	0%	19%	4%	-
	2022	23%	19%	16%	6%	-	-	-	-	6%	10%	-	9%	*	8%	19%	9%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	77%	73%	36%	-	-	-	-	36%	54%	*	48%	58%	*	79%	51%	-
	2022	75%	74%	67%	46%	-	-	-	-	46%	39%	-	37%	*	67%	74%	44%	-
At Meets Grade Level or Above	2023	53%	49%	46%	27%	-	-	-	-	27%	27%	*	24%	26%	*	50%	29%	-
	2022	53%	50%	41%	14%	-	-	-	-	14%	23%	-	21%	*	17%	48%	19%	-
At Masters Grade Level	2023	20%	16%	19%	9%	-	-	-	-	9%	10%	*	10%	11%	*	22%	9%	-
	2022	25%	22%	21%	7%	-	-	-	-	7%	11%	-	12%	*	17%	24%	10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	68%	74%	64%	-	-	-	-	64%	56%	*	43%	68%	*	78%	58%	-
	2022	72%	67%	65%	61%	-	-	-	-	61%	41%	-	40%	*	67%	69%	50%	-
At Meets Grade Level or Above	2023	45%	32%	42%	9%	-	-	-	-	9%	24%	*	19%	26%	*	47%	24%	-
	2022	42%	33%	36%	21%	-	-	-	-	21%	23%	-	21%	*	50%	40%	24%	-
At Masters Grade Level	2023	19%	10%	14%	0%	-	-	-	-	0%	0%	*	0%	0%	*	18%	0%	-
	2022	20%	15%	15%	7%	-	-	-	-	7%	11%	-	9%	*	0%	16%	9%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	67%	51%	*	-	-	-	-	*	40%	-	-	40%	*	55%	40%	-
	2022	76%	69%	47%	22%	-	-	-	-	22%	33%	-	33%	-	*	52%	32%	-
At Meets Grade Level or Above	2023	47%	32%	18%	*	-	-	-	-	*	7%	-	-	7%	*	21%	10%	-
	2022	47%	37%	18%	0%	-	-	-	-	0%	22%	-	22%	-	*	21%	11%	-
At Masters Grade Level	2023	18%	10%	7%	*	-	-	-	-	*	0%	-	-	0%	*	11%	0%	-
	2022	21%	14%	4%	0%	-	-	-	-	0%	0%	-	0%	-	*	5%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	61%	57%	52%	-	-	-	-	52%	42%	-	43%	42%	*	60%	46%	-
All Grades ELA/Reading	2023	63%	61%	55%	45%	-	-	-	-	45%	40%	-	33%	50%	*	60%	42%	-
All Grades Mathematics	2023	66%	60%	58%	59%	-	-	-	-	59%	44%	-	52%	33%	*	61%	50%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	39%	35%	18%	-	-	-	-	18%	26%	-	22%	36%	-	41%	24%	-

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	39%	27%	0%	-	-	-	-	0%	25%	-	23%	29%	-	32%	19%	-
All Grades Mathematics	2023	40%	40%	43%	40%	-	-	-	-	40%	28%	-	21%	*	-	49%	30%	-

* 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)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	90%	83%	94%	91%	-	100%	-	85%	88%	100%	86%	93%	90%	89%
Not Included in Accountability: Mobile	4%	7%	10%	17%	6%	9%	-	0%	-	15%	12%	0%	14%	7%	10%	10%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	90%	84%	94%	91%	-	*	-	83%	88%	*	86%	93%	90%	89%
Not Included in Accountability: Mobile	4%	7%	9%	16%	6%	9%	-	*	-	17%	13%	*	13%	7%	10%	10%
Not Included in Accountability: Other Exclusions	3%	2%	0%	0%	1%	0%	-	*	-	0%	0%	*	1%	0%	0%	2%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	92%	91%	84%	94%	91%	-	*	-	83%	88%	*	87%	93%	90%	90%
Not Included in Accountability: Mobile	5%	7%	9%	16%	6%	9%	-	*	-	17%	13%	*	13%	7%	10%	10%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	93%	87%	79%	89%	88%	-	*	-	*	88%	-	76%	91%	86%	87%
Not Included in Accountability: Mobile	4%	6%	13%	21%	11%	13%	-	*	-	*	12%	-	24%	9%	14%	13%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	99%	99%	100%	*	*	-	100%	100%	100%	100%	99%	99%	99%
Included in Accountability	93%	91%	94%	91%	94%	99%	*	*	-	100%	86%	100%	91%	95%	95%	94%
Not Included in Accountability: Mobile	5%	8%	5%	8%	5%	1%	*	*	-	0%	12%	0%	9%	3%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	*	*	-	0%	2%	0%	0%	1%	1%	1%
Not Tested	1%	0%	1%	1%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	1%
Absent	1%	0%	1%	1%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	99%	99%	99%	100%	*	*	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	92%	91%	94%	91%	93%	99%	*	*	-	100%	87%	100%	91%	95%	95%	94%
Not Included in Accountability: Mobile	5%	7%	5%	8%	5%	1%	*	*	-	0%	11%	0%	9%	3%	3%	5%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	*	*	-	0%	2%	0%	0%	1%	1%	1%
Not Tested	1%	0%	1%	1%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	1%	1%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	99%	99%	99%	100%	*	*	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	91%	94%	91%	93%	99%	*	*	-	100%	87%	100%	91%	95%	95%	94%
Not Included in Accountability: Mobile	5%	8%	5%	8%	5%	1%	*	*	-	0%	11%	0%	9%	3%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	*	*	-	0%	2%	0%	0%	1%	1%	1%
Not Tested	1%	0%	1%	1%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	1%	1%	1%	0%	*	*	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	99%	100%	97%	100%	-	-	-	*	100%	*	100%	98%	98%	95%
Included in Accountability	93%	91%	96%	96%	95%	100%	-	-	-	*	80%	*	96%	96%	96%	90%
Not Included in Accountability: Mobile	4%	8%	3%	4%	3%	0%	-	-	-	*	20%	*	4%	2%	2%	5%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	1%	0%	3%	0%	-	-	-	*	0%	*	0%	2%	2%	5%
Absent	1%	0%	1%	0%	3%	0%	-	-	-	*	0%	*	0%	2%	2%	5%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	92.9%	93.6%	93.9%	93.8%	93.2%	*	*	-	91.1%	93.5%	93.2%	94.6%
2020-21	95.0%	95.9%	95.7%	95.2%	95.7%	96.0%	*	*	-	96.2%	95.5%	95.3%	96.2%
Chronic Absenteeism													
2021-22	25.7%	23.1%	19.6%	17.4%	18.4%	23.1%	*	*	-	35.0%	20.9%	21.9%	12.8%
2020-21	15.0%	11.3%	12.6%	14.8%	10.5%	14.4%	*	*	-	12.5%	19.6%	13.1%	6.7%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	98.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	99.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN 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%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	99.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	92.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	98.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	98.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	295	368,686
By Ethnicity:				
African American	-	-	54	45,227
Hispanic	-	-	93	191,125
White	-	-	134	103,171
American Indian	-	-	1	1,159
Asian	-	-	5	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	8	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	5	51,023
Foundation H.S. Program (Endorsement)	-	-	0	14,179
Foundation H.S. Program (DLA)	-	-	290	302,917
Special Education Graduates	-	-	25	32,447
Economically Disadvantaged Graduates	-	-	133	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	28	40,398
At-Risk Graduates	-	-	91	159,689
CTE Completers	-	-	98	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	587	100.0%	5,975	5,504,150	595	100.0%	6,003	5,518,432
Students by Grade:								
Early Childhood Education	4	0.7%	0.4%	0.3%	6	1.0%	0.6%	0.5%
Pre-Kindergarten	59	10.1%	3.5%	4.4%	61	10.3%	3.5%	4.4%
Pre-Kindergarten: 3-year Old	1	0.2%	0.0%	0.7%	1	0.2%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	58	9.9%	3.5%	3.7%	60	10.1%	3.5%	3.7%
Kindergarten	73	12.4%	6.6%	6.7%	73	12.3%	6.6%	6.7%
Grade 1	87	14.8%	7.7%	7.2%	88	14.8%	7.7%	7.2%
Grade 2	88	15.0%	7.3%	7.2%	89	15.0%	7.3%	7.2%
Grade 3	63	10.7%	7.1%	7.2%	64	10.8%	7.2%	7.1%
Grade 4	80	13.6%	7.3%	7.2%	80	13.4%	7.3%	7.1%
Grade 5	68	11.6%	7.5%	7.2%	69	11.6%	7.5%	7.2%
Grade 6	65	11.1%	7.5%	7.3%	65	10.9%	7.5%	7.2%
Grade 7	0	0.0%	8.6%	7.4%	0	0.0%	8.5%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 9	0	0.0%	8.4%	8.7%	0	0.0%	8.3%	8.7%
Grade 10	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	6.6%	7.0%	0	0.0%	6.6%	7.0%
Grade 12	0	0.0%	6.1%	6.6%	0	0.0%	6.1%	6.6%
Ethnic Distribution:								
African American	127	21.6%	25.1%	12.8%	127	21.3%	25.0%	12.8%
Hispanic	319	54.3%	39.9%	53.0%	327	55.0%	40.0%	52.9%
White	123	21.0%	30.9%	25.6%	123	20.7%	30.9%	25.7%
American Indian	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Asian	6	1.0%	0.6%	5.1%	6	1.0%	0.6%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	12	2.0%	3.0%	3.0%	12	2.0%	3.0%	3.0%
Sex:								
Female	302	51.4%	47.7%	48.8%	305	51.3%	47.7%	48.8%
Male	285	48.6%	52.3%	51.2%	290	48.7%	52.3%	51.2%
Economically Disadvantaged	438	74.6%	62.0%	62.1%	441	74.1%	62.0%	62.0%
Non-Educationally Disadvantaged	149	25.4%	38.0%	37.9%	154	25.9%	38.0%	38.0%
Section 504 Students	48	8.2%	8.5%	7.4%	48	8.1%	8.5%	7.4%
EB Students/EL	174	29.6%	18.3%	23.1%	177	29.7%	18.3%	23.0%
Students w/ Disciplinary Placements (2021-22)	8	1.1%	3.3%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	39	6.6%	5.8%	5.5%	39	6.6%	5.8%	5.5%
Foster Care	1	0.2%	0.4%	0.2%	1	0.2%	0.4%	0.2%
Homeless	1	0.2%	0.2%	1.3%	1	0.2%	0.2%	1.3%
Immigrant	2	0.3%	0.4%	2.2%	2	0.3%	0.4%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	587	100.0%	55.1%	64.6%	595	100.0%	55.3%	64.6%
Military Connected	17	2.9%	3.3%	3.6%	17	2.9%	3.3%	3.6%
At-Risk	331	56.4%	50.6%	53.3%	337	56.6%	50.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	171	29.1%	16.9%	23.2%	173	29.1%	16.9%	23.2%
Career and Technical Education	0	0.0%	26.4%	26.5%	0	0.0%	26.3%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	83.6%	72.3%	0	-	83.6%	72.2%
Gifted and Talented Education	36	6.1%	7.3%	8.2%	38	6.4%	7.3%	8.2%
Special Education	89	15.2%	14.5%	12.6%	96	16.1%	14.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	89							
By Type of Primary Disability								
Students with Intellectual Disabilities	29	32.6%	41.2%	44.1%				
Students with Physical Disabilities	26	29.2%	23.9%	20.0%				
Students with Autism	22	24.7%	15.7%	15.5%				
Students with Behavioral Disabilities	**	**	16.7%	18.8%				
Students with Non-Categorical Early Childhood	*	*	2.4%	1.6%				
Mobility (2021-22):								
Total Mobile Students	69	11.7%	16.1%	16.8%				
By Ethnicity:								
African American	21	3.6%	5.9%	3.3%				
Hispanic	34	5.8%	5.5%	8.7%				
White	10	1.7%	3.8%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.2%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.7%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	17	19.8%	18.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	15	11.3%	12.7%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	38	9.9%	17.6%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	251	42.3%	19.5%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.5%	1.5%	0.0%	11.1%	4.5%
Grade 1	3.6%	3.2%	2.5%	0.0%	6.1%	3.6%
Grade 2	0.0%	0.6%	1.6%	0.0%	0.0%	2.0%
Grade 3	1.2%	0.3%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	1.3%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	-	0.3%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	0.0%	0.5%
Grade 9	-	8.1%	8.7%	-	3.9%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.8	19.5	18.7
Grade 1	21.7	20.3	19.1
Grade 2	20.2	18.6	19.1
Grade 3	19.7	20.1	19.3
Grade 4	19.0	19.2	19.4
Grade 5	21.4	23.3	20.8
Grade 6	20.6	22.3	19.2
Secondary:			
English/Language Arts	-	21.6	16.2
Foreign Languages	-	28.6	18.8
Mathematics	-	24.9	17.5
Science	-	25.7	18.5
Social Studies	-	24.2	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	66.0	100.0%	100.0%	100.0%
Professional Staff:	48.8	74.0%	67.0%	64.1%
Teachers	39.6	60.0%	49.3%	48.7%
Professional Support	8.2	12.5%	13.3%	10.9%
Campus Administration (School Leadership)	1.0	1.5%	2.8%	3.3%
Educational Aides:	17.2	26.0%	12.1%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	3.0	4,258.0
Part-time Librarians	1.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	12.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	25.4	38.5%	29.8%	53.2%
Teachers by Ethnicity:				
African American	3.0	7.6%	12.4%	11.8%
Hispanic	10.0	25.2%	11.4%	29.6%
White	26.6	67.2%	73.3%	54.9%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.3%	0.1%
Two or More Races	0.0	0.0%	1.0%	1.2%
Teachers by Sex:				
Males	5.0	12.6%	24.9%	24.4%
Females	34.6	87.4%	75.1%	75.6%
Teachers by Highest Degree Held:				
No Degree	2.0	5.1%	7.3%	2.0%
Bachelors	29.0	73.2%	69.1%	72.2%
Masters	8.6	21.7%	22.9%	25.0%
Doctorate	0.0	0.0%	0.8%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	6.0	15.2%	15.8%	9.7%
1-5 Years Experience	17.0	42.9%	36.3%	26.3%
6-10 Years Experience	7.1	17.9%	16.6%	20.5%
11-20 Years Experience	7.5	18.9%	19.2%	27.2%
21-30 Years Experience	2.0	5.0%	10.1%	13.3%
Over 30 Years Experience	0.0	0.0%	2.1%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
 NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.8	n/a	15.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	2.7	6.1
Average Years Experience of Principals with District	4.0	2.7	5.3
Average Years Experience of Assistant Principals	0.0	3.3	5.2
Average Years Experience of Assistant Principals with District	0.0	1.5	4.4
Average Years Experience of Teachers:	6.9	8.4	11.0
Average Years Experience of Teachers with District:	1.6	3.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,873	\$44,809	\$53,300
1-5 Years Experience	\$56,078	\$55,487	\$56,516
6-10 Years Experience	\$58,567	\$58,537	\$59,732
11-20 Years Experience	\$62,533	\$63,326	\$63,389
21-30 Years Experience	\$67,275	\$67,909	\$67,876
Over 30 Years Experience	-	\$77,810	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$57,069	\$57,524	\$60,717
Professional Support	\$67,321	\$73,791	\$72,022
Campus Administration (School Leadership)	\$91,815	\$87,667	\$85,167
Instructional Staff Percent:	n/a	69.0%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	5.2	13.1%	5.0%	5.9%
Career and Technical Education	0.0	0.0%	5.8%	5.4%
Compensatory Education	3.0	7.6%	3.6%	3.2%
Gifted and Talented Education	0.5	1.3%	0.5%	1.7%
Regular Education	25.5	64.4%	74.7%	70.6%
Special Education	5.4	13.6%	9.3%	9.7%
Other	0.0	0.0%	1.1%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
NOBLE REED (129901106) - CRANDALL ISD - KAUFMAN 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.)

2021 - 2022 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 5,439

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$14,290,898	28.86%	\$2,627	\$14,290,898	24.43%	\$2,627	\$26,795,122,749	39.67%	\$4,960
State Operating Funds	\$33,704,555	68.08%	\$6,197	\$33,932,294	58.00%	\$6,239	\$24,396,897,632	36.12%	\$4,516
Federal Funds	\$695,503	1.40%	\$128	\$8,656,344	14.80%	\$1,592	\$14,103,811,039	20.88%	\$2,611
Other Local	\$819,739	1.66%	\$151	\$1,619,639	2.77%	\$298	\$2,250,851,644	3.33%	\$417
Total Operating Revenue	\$49,510,695	100.00%	\$9,103	\$58,499,175	100.00%	\$10,756	\$67,546,683,064	100.00%	\$12,504
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$8,166,594	82.81%	\$1,501	\$8,860,960,306	86.81%	\$1,640
State Assistance for Debt Service	\$0	0.00%	\$0	\$1,628,853	16.52%	\$299	\$319,288,915	3.13%	\$59
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$66,603	0.68%	\$12	\$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
Total Other Revenue	\$0	0.00%	\$0	\$9,862,050	100.00%	\$1,813	\$10,207,573,130	100.00%	\$1,890
Subtotal: Operating and Other Revenue	\$49,510,695	100.00%	\$9,103	\$68,361,225	100.00%	\$12,569	\$77,754,256,194	100.00%	\$14,394
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Subtotal: Operating, Other and Recaptured Revenue	\$49,510,695	100.00%	\$9,103	\$68,361,225	100.00%	\$12,569	\$80,756,295,511	100.00%	\$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$7,257	0.27%	\$1	\$4,864,835,809	65.96%	\$901
Estimated State TRS Contributions	\$2,639,896	100.00%	\$485	\$2,656,294	99.73%	\$488	\$2,510,251,870	34.04%	\$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$2,639,896	100.00%	\$485	\$2,663,551	100.00%	\$490	\$7,375,087,679	100.00%	\$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$52,150,591	100.00%	\$9,588	\$71,024,776	100.00%	\$13,058	\$85,129,343,873	100.00%	\$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$39,971,481	79.10%	\$7,349	\$43,747,285	74.79%	\$8,043	\$50,301,683,879	77.97%	\$9,312

2021 - 2022 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 5,439

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$5,546,822	10.98%	\$1,020	\$5,824,122	9.96%	\$1,071	\$6,402,537,996	9.92%	\$1,185
Supplies & Materials (Object 63xx)	\$3,966,315	7.85%	\$729	\$7,719,560	13.20%	\$1,419	\$5,961,153,130	9.24%	\$1,104
Other Operating Expenditures (Object 64xx)	\$1,050,804	2.08%	\$193	\$1,206,285	2.06%	\$222	\$1,852,436,057	2.87%	\$343
Total Operating Expenditures by Object	\$50,535,422	100.00%	\$9,291	\$58,497,252	100.00%	\$10,755	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$7,292	0.11%	\$1	\$7,292	0.05%	\$1	\$46,451,211	0.23%	\$9
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$8,985,303	57.05%	\$1,652	\$9,844,903,533	48.41%	\$1,822
Capital Outlay (Object 66xx)	\$6,393,453	99.89%	\$1,175	\$6,757,913	42.91%	\$1,242	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Object	\$6,400,745	100.00%	\$1,177	\$15,750,508	100.00%	\$2,896	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	\$56,936,167	100.00%	\$10,468	\$74,247,760	100.00%	\$13,651	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$28,189,376	55.78%	\$5,183	\$32,080,375	54.84%	\$5,898	\$36,035,016,731	55.85%	\$6,671
Instructional Resources & Media Services (Function 12)	\$807,880	1.60%	\$149	\$844,434	1.44%	\$155	\$646,159,944	1.00%	\$120
Curriculum & Staff Development (Function 13)	\$1,038,380	2.05%	\$191	\$1,696,819	2.90%	\$312	\$1,570,292,996	2.43%	\$291
Instructional Leadership (Function 21)	\$655,724	1.30%	\$121	\$662,736	1.13%	\$122	\$1,113,087,133	1.73%	\$206
School Leadership (Function 23)	\$3,206,845	6.35%	\$590	\$3,309,850	5.66%	\$609	\$3,715,762,954	5.76%	\$688
Guidance Counseling Services (Function 31)	\$1,569,726	3.11%	\$289	\$1,677,518	2.87%	\$308	\$2,527,496,320	3.92%	\$468
Social Work Services (Function 32)	\$107,575	0.21%	\$20	\$107,575	0.18%	\$20	\$230,790,970	0.36%	\$43
Health Services (Function 33)	\$649,078	1.28%	\$119	\$649,078	1.11%	\$119	\$753,509,900	1.17%	\$139
Transportation (Function 34)	\$2,175,837	4.31%	\$400	\$2,175,837	3.72%	\$400	\$1,904,677,571	2.95%	\$353
Food Services (Function 35)	\$0	0.00%	\$0	\$2,836,374	4.85%	\$521	\$3,228,715,442	5.00%	\$598
Extracurricular (Function 36)	\$2,060,173	4.08%	\$379	\$2,263,784	3.87%	\$416	\$1,918,276,966	2.97%	\$355
General Administration (Function 41,92)	\$2,728,495	5.40%	\$502	\$2,731,591	4.67%	\$502	\$2,123,586,250	3.29%	\$393
Facilities Maintenance & Operations (Function 51)	\$4,666,389	9.23%	\$858	\$4,781,337	8.17%	\$879	\$6,359,467,682	9.86%	\$1,177
Security & Monitoring Services (Function 52)	\$586,419	1.16%	\$108	\$586,419	1.00%	\$108	\$710,274,203	1.10%	\$131
Data Processing Services (Function 53)	\$2,075,575	4.11%	\$382	\$2,075,575	3.55%	\$382	\$1,330,336,046	2.06%	\$246
Community Services (Function 61)	\$17,950	0.04%	\$3	\$17,950	0.03%	\$3	\$326,634,310	0.51%	\$60
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$23,725,644	0.04%	\$4

2021 - 2022 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 5,439

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$50,535,422	100.00%	\$9,291	\$58,497,252	100.00%	\$10,755	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$7,292	0.11%	\$1	\$7,292	0.05%	\$1	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$8,985,303	57.05%	\$1,652	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$6,393,453	99.89%	\$1,175	\$6,757,913	42.91%	\$1,242	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Function	\$6,400,745	100.00%	\$1,177	\$15,750,508	100.00%	\$2,896	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	\$56,936,167	100.00%	\$10,468	\$74,247,760	100.00%	\$13,651	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$22,321,950	44.17%	\$4,104	\$22,321,950	38.16%	\$4,104	\$26,146,309,896	40.53%	\$4,840
Gifted and Talented (PIC 21)	\$109,005	0.22%	\$20	\$109,005	0.19%	\$20	\$395,634,789	0.61%	\$73
Career and Technical (PIC 22)	\$3,176,446	6.29%	\$584	\$3,245,535	5.55%	\$597	\$2,129,549,811	3.30%	\$394
Students with Disabilities (PICs 23,33,43)	\$6,338,666	12.54%	\$1,165	\$7,244,309	12.38%	\$1,332	\$7,957,924,392	12.33%	\$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,500,191	2.97%	\$276	\$3,638,254	6.22%	\$669	\$6,383,291,216	9.89%	\$1,182
Bilingual (PICs 25,35)	\$803,130	1.59%	\$148	\$920,045	1.57%	\$169	\$731,950,646	1.13%	\$135
High School Allotment (PIC 31)	\$32,208	0.06%	\$6	\$32,208	0.06%	\$6	\$10,905,874	0.02%	\$2
PreKindergarten (PIC 32)	\$856,392	1.69%	\$157	\$856,392	1.46%	\$157	\$522,860,562	0.81%	\$97
Early Education Allotment (PIC 36)	\$730,071	1.44%	\$134	\$730,071	1.25%	\$134	\$1,241,323,456	1.92%	\$230
Dyslexia or Related Disorder Services (PIC 37)	\$287,977	0.57%	\$53	\$287,977	0.49%	\$53	\$348,794,218	0.54%	\$65
College, Career, and Military Readiness (CCMR) (PIC 38)	\$107,805	0.21%	\$20	\$107,805	0.18%	\$20	\$340,365,348	0.53%	\$63
Athletics/Related Activities (PIC 91)	\$1,736,370	3.44%	\$319	\$1,930,724	3.30%	\$355	\$1,264,746,717	1.96%	\$234
Un-Allocated (PIC 99)	\$12,535,211	24.80%	\$2,305	\$17,072,977	29.19%	\$3,139	\$17,044,154,137	26.42%	\$3,155
Total Operating Expenditures by Program Intent Code (PIC)	\$50,535,422	100.00%	\$9,291	\$58,497,252	100.00%	\$10,755	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$7,292	0.11%	\$1	\$7,292	0.05%	\$1	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$8,985,303	57.05%	\$1,652	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$6,393,453	99.89%	\$1,175	\$6,757,913	42.91%	\$1,242	\$10,445,000,110	51.36%	\$1,934

2021 - 2022 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 5,439

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$6,400,745	100.00%	\$1,177	\$15,750,508	100.00%	\$2,896	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$56,936,167	100.00%	\$10,468	\$74,247,760	100.00%	\$13,651	\$84,854,165,916	100.00%	\$15,708

Disbursements
Total Disbursements

Operating Expenditures	\$50,535,422	88.35%	\$9,291	\$58,497,252	78.51%	\$10,755	\$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	\$263,380	0.46%	\$48	\$263,380	0.35%	\$48	\$681,506,755	0.76%	\$126
Capital Outlay (Object 61xx-64xx)	\$7,292	0.01%	\$1	\$7,292	0.01%	\$1	\$46,451,211	0.05%	\$9
Debt Service (Object 65xx)	\$0	0.00%	\$0	\$8,985,303	12.06%	\$1,652	\$9,844,903,533	10.97%	\$1,822
Capital Projects (Object 66xx)	\$6,393,453	11.18%	\$1,175	\$6,757,913	9.07%	\$1,242	\$10,445,000,110	11.64%	\$1,934
Total Disbursements	\$57,199,547	100.00%	\$10,517	\$74,511,140	100.00%	\$13,699	\$89,711,751,589	100.00%	\$16,607

Tax Rates

2021 - 2022 (current tax year) Tax Rates

Maintenance & Operations Tax Rate				0.8720			0.9543		
Interest & Sinking Tax Rate				0.5000			0.2270		
Total Tax Rate				1.3720			1.1813		

Tax Detail

Maximum Compressed Tax Rate (MCR)				0.8220			0.8616		
Tier I Tax Rate				0.8220			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0928		

Fund Balance**
Fund Balance

Nonspendable Fund Balance	\$1,958		\$0	\$1,958		\$0	\$390,605,886		\$78
Restricted Fund Balance	\$0		\$0	\$94,048,177		\$17,291	\$24,753,496,577		\$4,926

2021 - 2022 Actual Financial Data
Totals for CRANDALL ISD (129901)
Total Enrolled Membership: 5,439

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Committed Fund Balance	\$0		\$0	\$466,689		\$86	\$4,412,645,483		\$878
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$4,020,147,608		\$800
Unassigned Fund Balance	\$10,079,655		\$1,853	\$10,079,655		\$1,853	\$17,164,429,624		\$3,416
Total Fund Balance**	\$10,081,613		\$1,854	\$104,596,479		\$19,231	\$50,741,325,178		\$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	\$15,268,689		\$3,146	\$60,377,929		\$12,441			
2021-2022 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$0		\$0	\$-7,094,836,097		\$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$13,356,331,866		\$2,658
2021-2022 Uncommon Items	\$-5,187,076		\$-954	\$44,218,550		\$8,130			
2021-2022 Total Fund Balance	\$10,081,613		\$1,854	\$104,596,479		\$19,231			



2022-2023 Accreditation Statuses

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

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show

100 ▼

 entries

Search:

crandall isd

CDN	ESC	2022 FIRST Rating	2022 Accountability Rating
129901	10	A - Superior Achievement	B

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

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Crandall Independent School District
Noble-Reed Elementary
2023-2024 Performance Objectives



Public Presentation Date: November 13, 2023

Mission Statement

Noble Reed Elementary School will empower each student to discover their full potential by creating a culture anchored in truth and grace, encouraging academic achievement and personal growth, and by fostering a sense of self-awareness and belonging.

Vision

To empower each student to positively impact the world.

Core Beliefs

Noble Reed Elementary believes first instruction is the most important instructional opportunity we can provide for students.

Noble Reed Elementary believes meeting the needs of the whole child is crucial to the academic success of students.

Noble Reed Elementary believes accountability includes honesty and support.

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Goals 4

Goal 1: Advance student learning, growth and college/career readiness while earning an "A" in the Texas Education Agency Accountability Rating System. 4

Goal 2: Retain, recruit, and support highly qualified principals, teachers, and staff while retaining at least 90% of Crandall ISD staff members each year. 5

Goal 3: Optimize resources to sustain and enhance innovation and efficient operations of Crandall ISD while earning at least an "A" credit rating and an "A" on the Texas Education Agency FIRST report. 6

Goal 4: Facilitate engagement and the Pirate Pride Culture through effective internal and external communication while earning an approval rating of at least 90% of stakeholders. 7

Goal 5: Provide a safe and orderly learning environment that benefits the well-being for all Pirates, while maintaining 100% compliance with the School Safety Report from the Texas School Safety Center 8

Goals

Goal 1: Advance student learning, growth and college/career readiness while earning an "A" in the Texas Education Agency Accountability Rating System.

Performance Objective 1: Increase student performance in reading for all students and student groups by 10%. Special focus on growth in SpEd and AA student groups who have declined in performance.

Performance Objective 2: Increase student performance in math for all students and student groups by 10%. Special focus on growth in SpEd and AA student groups who have declined in performance.

Performance Objective 3: All students, grades 2 - 6, will show growth in writing, based on state rubric criteria.

Performance Objective 4: EB Students will show growth of at least one proficiency level on the 2024 TELPAS.

Performance Objective 5: Noble Reed campus practices/procedures will prioritize 1st instruction by protecting 90% of instructional minutes for classroom instructional activities.

Performance Objective 6: All staff will participate in planned professional development throughout the year to support instructional growth.

Goal 2: Retain, recruit, and support highly qualified principals, teachers, and staff while retaining at least 90% of Crandall ISD staff members each year.

Performance Objective 1: At least 90% of New to Noble staff will participate in and complete CISD/NR Year 1 training.

Performance Objective 2: End of Year staff surveys will show 90% of staff feel supported, included and to be a valued member of the NR Crew.

Performance Objective 3: Atleast 80% of New to Noble staff working toward educator certification will be program complete by EOY.

Goal 3: Optimize resources to sustain and enhance innovation and efficient operations of Crandall ISD while earning at least an "A" credit rating and an "A" on the Texas Education Agency FIRST report.

Performance Objective 1: Campus attendance percentage goal will meet or exceed district attendance goal of 95.04% for the 2023-2024 school year.

Goal 4: Facilitate engagement and the Pirate Pride Culture through effective internal and external communication while earning an approval rating of at least 90% of stakeholders.

Performance Objective 1: 60% of NR At Risk or Eco Dis students will be served by a district or community resource.

Performance Objective 2: At least 75% of families will partner with Noble Reed to encourage academic, social and emotional growth of students.

Performance Objective 3: End of year Family surveys will show 90% of families surveyed feel supported, included, and to be a valued member of the Noble Reed school environment.

Goal 5: Provide a safe and orderly learning environment that benefits the well-being for all Pirates, while maintaining 100% compliance with the School Safety Report from the Texas School Safety Center

Performance Objective 1: Prioritize Campus Safety for staff, students, families/community.

Performance Objective 2: 100% of students and staff will be exposed to SEL learning practices that support the whole child in their learning experience.

CRANDALL ISD

2022-23 School Year Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)
(To comply with FERPA, data are masked with an asterisk () if the number of students involved is less than 5)*

Reason Code	Description	129901001	129901041	129901101	129901102	129901103	129901105	129901106
		CRANDALL H S	CRANDALL MIDDLE	W A MARTIN EL	NOLA KATHRYN WILSON EL	BARBARA WALKER EL	Hollis Dietz EL	Noble Reed EL
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)	0	0	0	0	0	0	0
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)	0	0	0	0	0	0	*
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)	0	0	0	0	0	0	0
16	Arson – TEC §37.007(a)(2)(B)	0	0	0	0	0	0	0
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)	0	0	0	0	0	0	0
18	Indecency With A Child – TEC §37.007(a)(2)(D)	0	0	0	0	0	0	0
19	Aggravated Kidnapping – TEC §37.007(a)(2)(E)	0	0	0	0	0	0	0
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0	0	0	0
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)	0	0	0	0	0	0	0
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0	0	0	0
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)	0	0	0	0	0	0	0
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	0	0	0	0	0	0	0
37	Felony Alcohol Violation – TEC §37.007(a)(3)	0	0	0	0	0	0	0
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)	0	0	0	0	0	0	0
47	Manslaughter – TEC §37.007(a)(2)(G)	0	0	0	0	0	0	0
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	0	0	0	0	0	0	0
49	Engages in Deadly Conduct - TEC §37.007(b)(3)	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)	0	0	0	0	0	0	0
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	0	0	0	0	0	0	0
Total Incidents		0	0	0	0	0	0	*
Student Enrollment (Fall 2022 PEIMS Snapshot)		1,706	982	644	593	654	815	595
Incident Rate		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

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

<https://tea.texas.gov/finance-and-grants/grants/essa-program/uschohandbook.pdf>

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

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

Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022

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	
KAUFMAN COUNTY								
	CRANDALL ISD							
	129901002	CRANDALL COMPASS ACADEMY						
		Four-Year Public University	7	3	2	1	1	0
		Two-Year Public Colleges	16	5	2	3	2	3
		Independent Colleges & Universities	1					
		Not Trackable	4					
		Not Found	55					
		Total High School Graduates	83					
	129901001	CRANDALL H S						
		Four-Year Public University	70	19	5	11	19	14
		Two-Year Public Colleges	64	18	15	8	7	12
		Independent Colleges & Universities	4					
		Not Trackable	6					
		Not Found	116					
		Total High School Graduates	260					

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 or Independent Higher Education Fall 2022***

224

County=KAUFMAN

District	Code	Institution	Students
CRANDALL ISD	129901	TRINITY VALLEY COMM COLLEGE (003572)	34
		U. OF TEXAS AT TYLER (011163)	16
		UNIVERSITY OF NORTH TEXAS (003594)	12
		DALLAS COLLEGE DISTRICT (009331)	10
		TYLER JUNIOR COLLEGE (003648)	8
		TEXAS STATE UNIVERSITY (003615)	7
		TEXAS A&M UNIVERSITY (003632)	6
		SAM HOUSTON STATE UNIVERSITY (003606)	5
		U. OF TEXAS AT ARLINGTON (003656)	5
		Other Pub/Ind 4-yr Institution (21)	38
		Other Pub/Ind 2-yr Institution (7)	10
		Not trackable	10
		Not found	134
		<i>Total high school graduates</i>	<i>295</i>
FORNEY ISD	129902	DALLAS COLLEGE DISTRICT (009331)	91
		UNIVERSITY OF NORTH TEXAS (003594)	34
		TRINITY VALLEY COMM COLLEGE (003572)	29
		TYLER JUNIOR COLLEGE (003648)	27
		TEXAS TECH UNIVERSITY (003644)	24
		TEXAS A&M UNIVERSITY (003632)	19
		TEXAS A&M UNIVERSITY-COMMERCE (003565)	16
		STEPHEN F. AUSTIN STATE UNIV (003624)	14
		U. OF TEXAS AT ARLINGTON (003656)	12
		U. OF TEXAS AT TYLER (011163)	12
		TEXAS STATE UNIVERSITY (003615)	10
		TEXAS SOUTHERN UNIVERSITY (003642)	7
		U. OF TEXAS AT AUSTIN (003658)	7
		UNIVERSITY OF HOUSTON (003652)	7
		DALLAS BAPTIST UNIVERSITY (003560)	6
		U. OF TEXAS AT DALLAS (009741)	6
		AUSTIN COLLEGE (003543)	5

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.

Section 7

Progress of the District and Each Campus Toward Meeting Board Adopted HB3 Goals

Reading Goal

- ☐ The percent of 3rd grade students that meet grade level or above on STAAR Reading will increase from 48% to 66% by July 2024. **2023 STAAR 43%**

- ☐ **Prek Circle Assessment** on grade level or above in Reading will increase from 34-60% by June 2024 **2023 (MOY) 57%**
- ☐ **Kinder MAP** on grade level or above scores will increase from 49% to 69% by June 2024 **2023 (MOY) 50%**
- ☐ **1st and 2nd grade MAP** on grade level or above scores will increase from 47% to 64% by June 2024 **2023 (MOY) 44%**

Section 7

Progress of the District and Each Campus Toward Meeting Board Adopted HB3 Goals

Math Goal

- ☐ The percent of 3rd grade students that meet grade level or above on STAAR Math will increase from 49% to 60% by July 2024. **2023 STAAR 34%**

- ☐ **Prek Circle Assessment** on grade level or above in Math will increase from 39-60% by June 2024 **2023 (MOY) 69%**
- ☐ **Kinder MAP** on grade level or above scores will increase from 59% to 70% by June 2024 **2023 (MOY) 48%**
- ☐ **1st and 2nd grade MAP** on grade level or above scores will increase from 45% to 61% by June 2024 **2023 (MOY) 48%**

Section 7 HB3 Goals

CCMR Goal

The percentage of graduates that meet the criteria for CCMR will increase from 62% to 85% by August 2024. **62% in 2022**

- ☐ District Progress Measures The percent of graduates meeting TSIA criteria will increase from 35% to 75% by August 2024.
- **2022 TSIA = 31.9%**
 - ☐ The percent of graduates meeting AP criteria will increase from 26% to 70% by August 2024.
- **2022 AP = 17.3%**
 - ☐ The percent of graduates earning an Industry Based Certification will increase from 8% to 50% by August 2024.
- **2022 IBC = 23.4%**

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.

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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.

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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,

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

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

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

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

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

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

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

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STAAR Participation (2022–23)

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

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

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

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

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

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

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

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

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Attendance is calculated as follows:

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

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

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

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- 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.

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

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

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

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

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

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

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 32, 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:

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

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

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

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:

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

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

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

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

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

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

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

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

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

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.

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.

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.

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

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

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

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

Graduation Profile (2022–2023)

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

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

(Data source: PEIMS 40203)

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

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

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

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

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

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

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

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

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

The percentages are calculated as follows:

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English Language Arts.

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

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*)

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

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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*)

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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

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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

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

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

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

total students enrolled in 11th and 12th grades

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

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

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

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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.

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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

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

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Science.

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

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

number of graduates during the 2020-21 school year

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

(Data source: THECB)

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

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

Student Information (2022–23)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(B) includes —

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

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

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

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

(*Data source: PEIMS 40100*)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (*Data source: PEIMS 40100*)

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

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

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

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

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

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

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

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

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

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

$$\frac{\text{number of students enrolled in fall 2021} - \text{number of students who returned in fall 2022}}{\text{number of students enrolled in fall 2021}}$$

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

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

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

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

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

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

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

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

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2022–23)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Data source: PEIMS 30050)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Appendix A

Advanced Academic Courses

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

English Language Arts

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

Mathematics

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

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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 LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

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

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

Foreign Language

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

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

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

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

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

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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

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

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

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AUXILIARY STAFF

Employment record, but no responsibility records.

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