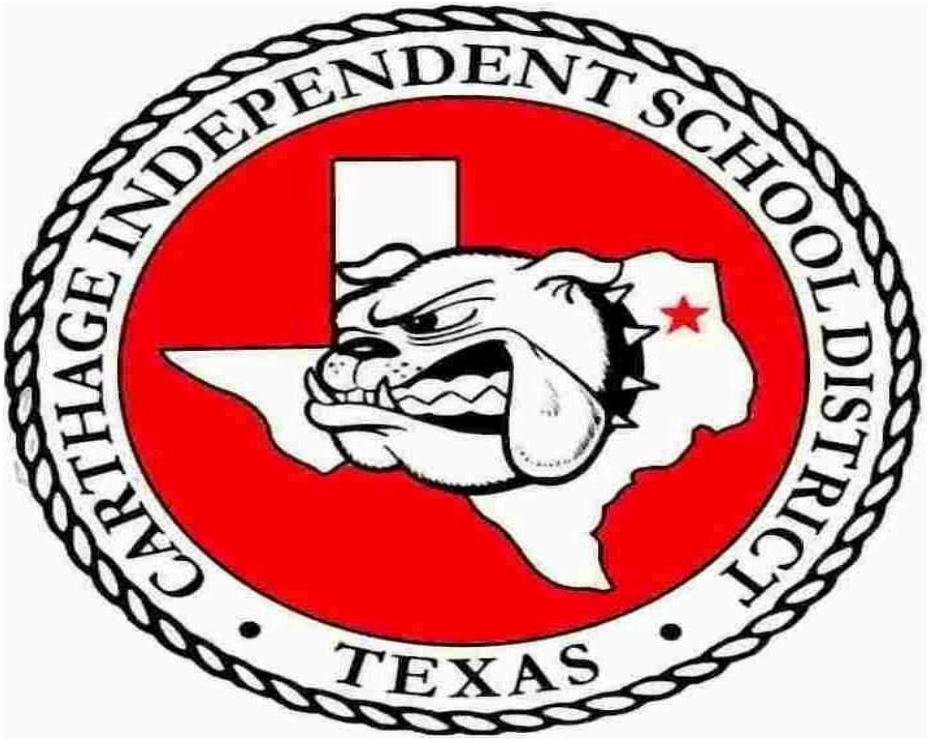

Carthage ISD
Annual Report
2022-2023

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2022-23 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

District Number: 183902

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	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	78%	**87%**	79%	90%	89%	*	*	-	75%	47%	100%	85%	90%	84%	82%
	2022	76%	78%	**82%**	79%	83%	84%	-	*	-	82%	63%	*	82%	82%	76%	85%
At Meets Grade Level or Above	2023	50%	50%	**60%**	45%	59%	64%	*	*	-	63%	13%	57%	59%	63%	51%	41%
	2022	51%	51%	**48%**	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
At Masters Grade Level	2023	20%	18%	**18%**	12%	8%	23%	*	*	-	25%	0%	14%	15%	25%	15%	12%
	2022	30%	28%	**32%**	13%	31%	37%	-	*	-	27%	8%	*	35%	14%	22%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	**88%**	84%	79%	92%	*	*	-	100%	73%	100%	87%	92%	87%	76%
	2022	71%	73%	**81%**	71%	86%	81%	-	*	-	100%	50%	*	83%	71%	76%	77%
At Meets Grade Level or Above	2023	45%	44%	**48%**	31%	44%	57%	*	*	-	38%	20%	43%	48%	50%	38%	47%
	2022	43%	44%	**51%**	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
At Masters Grade Level	2023	19%	17%	**16%**	6%	8%	23%	*	*	-	13%	0%	14%	16%	17%	13%	12%
	2022	21%	21%	**21%**	8%	17%	26%	-	*	-	18%	13%	*	23%	14%	17%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**78%**	69%	80%	81%	-	*	-	70%	36%	*	77%	80%	68%	75%
	2022	77%	77%	**64%**	50%	70%	65%	-	*	-	86%	38%	60%	68%	52%	55%	64%
At Meets Grade Level or Above	2023	48%	45%	**39%**	24%	40%	45%	-	*	-	10%	8%	*	41%	32%	26%	33%
	2022	54%	52%	**44%**	26%	50%	46%	-	*	-	43%	34%	40%	50%	22%	35%	48%
At Masters Grade Level	2023	22%	18%	**11%**	0%	17%	13%	-	*	-	0%	0%	*	12%	7%	9%	8%
	2022	28%	25%	**18%**	6%	23%	21%	-	*	-	14%	17%	20%	23%	4%	12%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**69%**	50%	70%	75%	-	*	-	60%	28%	*	72%	60%	62%	67%
	2022	70%	70%	**56%**	38%	60%	62%	-	*	-	14%	31%	60%	61%	41%	48%	48%
At Meets Grade Level or Above	2023	48%	46%	**42%**	25%	40%	50%	-	*	-	20%	16%	*	44%	37%	33%	25%
	2022	43%	42%	**28%**	18%	28%	31%	-	*	-	14%	17%	0%	31%	15%	19%	24%
At Masters Grade Level	2023	22%	20%	**18%**	4%	20%	21%	-	*	-	20%	8%	*	18%	16%	12%	17%
	2022	23%	22%	**13%**	9%	18%	13%	-	*	-	0%	3%	0%	14%	9%	10%	16%
Grade 5 Reading																	

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	79%	**72%**	55%	76%	75%	-	*	-	82%	45%	92%	76%	61%	66%	83%
	2022	81%	81%	**77%**	58%	72%	87%	-	-	-	*	50%	*	78%	76%	68%	77%
At Meets Grade Level or Above	2023	57%	53%	**41%**	27%	45%	44%	-	*	-	36%	17%	58%	45%	28%	32%	43%
	2022	58%	57%	**48%**	30%	25%	61%	-	-	-	*	25%	*	47%	49%	37%	23%
At Masters Grade Level	2023	28%	25%	**11%**	6%	11%	13%	-	*	-	0%	3%	17%	14%	2%	7%	9%
	2022	36%	34%	**26%**	12%	19%	34%	-	-	-	*	15%	*	26%	27%	17%	14%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	**71%**	61%	68%	74%	-	*	-	82%	34%	83%	74%	61%	66%	65%
	2022	77%	78%	**80%**	71%	72%	86%	-	-	-	*	48%	*	81%	76%	73%	73%
At Meets Grade Level or Above	2023	51%	48%	**33%**	24%	37%	37%	-	*	-	9%	14%	25%	35%	28%	23%	35%
	2022	48%	49%	**45%**	29%	31%	56%	-	-	-	*	24%	*	43%	51%	34%	27%
At Masters Grade Level	2023	21%	18%	**14%**	6%	18%	15%	-	*	-	0%	3%	17%	16%	7%	8%	17%
	2022	25%	25%	**20%**	9%	16%	25%	-	-	-	*	10%	*	19%	22%	12%	9%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	64%	**56%**	33%	55%	63%	-	*	-	45%	31%	75%	59%	43%	46%	61%
	2022	66%	69%	**67%**	48%	56%	78%	-	-	-	*	40%	*	66%	71%	63%	55%
At Meets Grade Level or Above	2023	36%	34%	**29%**	12%	32%	32%	-	*	-	18%	17%	33%	33%	15%	18%	35%
	2022	38%	41%	**34%**	21%	16%	44%	-	-	-	*	25%	*	32%	39%	23%	5%
At Masters Grade Level	2023	16%	14%	**10%**	6%	8%	13%	-	*	-	0%	7%	0%	13%	0%	3%	9%
	2022	18%	19%	**16%**	9%	9%	20%	-	-	-	*	15%	*	14%	20%	11%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**79%**	61%	70%	87%	-	*	-	80%	50%	*	80%	79%	74%	65%
	2022	70%	71%	**76%**	61%	71%	83%	-	-	-	*	26%	*	77%	74%	67%	63%
At Meets Grade Level or Above	2023	52%	51%	**47%**	29%	18%	60%	-	*	-	40%	21%	*	44%	54%	34%	22%
	2022	43%	43%	**53%**	26%	43%	65%	-	-	-	*	11%	*	52%	55%	36%	37%
At Masters Grade Level	2023	22%	20%	**14%**	7%	0%	20%	-	*	-	0%	4%	*	12%	19%	7%	0%
	2022	23%	23%	**27%**	8%	20%	35%	-	-	-	*	0%	*	24%	36%	17%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	**80%**	82%	79%	81%	-	*	-	40%	54%	*	80%	79%	75%	78%
	2022	73%	73%	**79%**	66%	74%	86%	-	-	-	*	37%	*	81%	74%	69%	63%

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	40%	**42%**	25%	33%	51%	-	*	-	0%	21%	*	42%	44%	33%	30%
	2022	39%	38%	**40%**	18%	43%	47%	-	-	-	*	5%	*	41%	38%	33%	37%
At Masters Grade Level	2023	16%	15%	**14%**	7%	6%	19%	-	*	-	0%	8%	*	13%	17%	7%	4%
	2022	16%	15%	**14%**	5%	11%	17%	-	-	-	*	5%	*	13%	17%	12%	5%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	78%	**83%**	79%	69%	89%	-	-	-	100%	40%	60%	84%	83%	75%	58%
	2022	80%	81%	**79%**	65%	72%	87%	-	*	-	83%	43%	*	79%	77%	70%	68%
At Meets Grade Level or Above	2023	55%	53%	**59%**	39%	46%	68%	-	-	-	100%	15%	40%	61%	50%	47%	42%
	2022	56%	55%	**48%**	31%	41%	59%	-	*	-	33%	14%	*	49%	44%	38%	39%
At Masters Grade Level	2023	27%	25%	**28%**	11%	29%	34%	-	-	-	20%	10%	40%	28%	28%	18%	26%
	2022	37%	35%	**30%**	23%	23%	37%	-	*	-	0%	7%	*	29%	31%	21%	16%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	64%	**77%**	68%	66%	83%	-	-	-	80%	40%	80%	79%	70%	66%	58%
	2022	61%	63%	**61%**	44%	44%	75%	-	*	-	83%	29%	*	61%	60%	49%	35%
At Meets Grade Level or Above	2023	37%	39%	**51%**	32%	43%	61%	-	-	-	40%	15%	40%	52%	45%	40%	32%
	2022	31%	33%	**32%**	19%	23%	44%	-	*	-	0%	7%	*	33%	29%	21%	16%
At Masters Grade Level	2023	11%	11%	**8%**	3%	3%	13%	-	-	-	0%	0%	0%	9%	8%	5%	5%
	2022	13%	14%	**12%**	6%	8%	17%	-	*	-	0%	4%	*	13%	10%	7%	6%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	**87%**	77%	76%	96%	-	*	-	*	42%	*	87%	88%	83%	73%
	2022	83%	83%	**87%**	71%	86%	93%	-	*	-	40%	50%	80%	86%	88%	79%	76%
At Meets Grade Level or Above	2023	58%	56%	**52%**	34%	36%	66%	-	*	-	*	19%	*	54%	44%	43%	27%
	2022	58%	57%	**60%**	29%	52%	75%	-	*	-	20%	8%	0%	60%	59%	45%	36%
At Masters Grade Level	2023	28%	26%	**20%**	11%	10%	29%	-	*	-	*	8%	*	21%	16%	13%	3%
	2022	37%	35%	**40%**	11%	28%	55%	-	*	-	0%	4%	0%	40%	37%	26%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	74%	**84%**	76%	67%	94%	-	*	-	100%	52%	*	84%	84%	82%	61%
	2022	71%	70%	**77%**	51%	80%	85%	-	*	-	40%	13%	40%	78%	71%	70%	72%
At Meets Grade Level or Above	2023	46%	45%	**60%**	44%	50%	70%	-	*	-	80%	17%	*	63%	51%	54%	48%
	2022	40%	40%	**50%**	23%	48%	60%	-	*	-	40%	4%	0%	53%	43%	38%	32%

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	17%	16%	**29%**	22%	19%	36%	-	*	-	0%	9%	*	28%	29%	21%	12%
	2022	14%	14%	**20%**	9%	12%	28%	-	*	-	0%	4%	0%	25%	4%	10%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	72%	**79%**	65%	57%	93%	-	*	-	100%	46%	*	79%	79%	76%	52%
	2022	74%	74%	**79%**	57%	78%	87%	-	*	-	40%	13%	40%	80%	76%	70%	68%
At Meets Grade Level or Above	2023	47%	43%	**48%**	35%	36%	59%	-	*	-	40%	21%	*	51%	40%	39%	24%
	2022	45%	43%	**48%**	29%	38%	58%	-	*	-	40%	8%	0%	50%	41%	32%	24%
At Masters Grade Level	2023	17%	14%	**16%**	9%	14%	21%	-	*	-	0%	4%	*	14%	23%	10%	9%
	2022	24%	21%	**23%**	6%	14%	31%	-	*	-	40%	0%	0%	27%	10%	13%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	60%	**73%**	57%	64%	85%	-	*	-	60%	28%	*	74%	70%	68%	61%
	2022	61%	58%	**62%**	29%	62%	72%	-	*	-	40%	17%	*	63%	56%	48%	44%
At Meets Grade Level or Above	2023	33%	29%	**39%**	28%	38%	46%	-	*	-	0%	20%	*	40%	36%	32%	30%
	2022	31%	27%	**26%**	14%	16%	34%	-	*	-	40%	4%	*	29%	17%	14%	4%
At Masters Grade Level	2023	16%	13%	**20%**	9%	17%	26%	-	*	-	0%	12%	*	19%	23%	15%	9%
	2022	18%	15%	**18%**	6%	12%	25%	-	*	-	20%	4%	*	21%	10%	8%	4%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	73%	**82%**	57%	91%	89%	-	-	-	71%	38%	80%	83%	79%	76%	86%
	2022	65%	66%	**73%**	51%	79%	81%	-	*	-	*	35%	*	72%	76%	64%	64%
At Meets Grade Level or Above	2023	52%	51%	**65%**	34%	69%	76%	-	-	-	57%	15%	20%	65%	65%	54%	52%
	2022	47%	47%	**50%**	31%	46%	61%	-	*	-	*	24%	*	50%	48%	42%	36%
At Masters Grade Level	2023	13%	11%	**17%**	6%	9%	26%	-	-	-	0%	0%	0%	19%	10%	8%	3%
	2022	11%	9%	**12%**	3%	13%	14%	-	*	-	*	6%	*	11%	13%	7%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	**86%**	74%	88%	89%	-	*	-	*	65%	*	86%	85%	82%	76%
	2022	72%	72%	**81%**	75%	85%	83%	-	*	-	60%	56%	*	83%	74%	78%	76%
At Meets Grade Level or Above	2023	54%	54%	**61%**	38%	56%	73%	-	*	-	*	35%	*	61%	60%	50%	33%
	2022	55%	54%	**66%**	50%	68%	75%	-	*	-	40%	44%	*	68%	60%	57%	48%

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	9%	8%	**10%**	2%	13%	11%	-	*	-	*	4%	*	10%	8%	8%	0%
	2022	9%	7%	**10%**	0%	8%	16%	-	*	-	0%	4%	*	9%	12%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	76%	**89%**	79%	93%	92%	-	-	-	80%	41%	*	89%	89%	87%	86%
	2022	76%	73%	**76%**	69%	76%	82%	-	*	-	*	32%	*	79%	69%	72%	69%
At Meets Grade Level or Above	2023	43%	38%	**65%**	38%	64%	74%	-	-	-	60%	15%	*	66%	60%	56%	54%
	2022	43%	42%	**52%**	39%	53%	59%	-	*	-	*	23%	*	55%	42%	48%	46%
At Masters Grade Level	2023	23%	19%	**30%**	24%	22%	35%	-	-	-	40%	11%	*	32%	21%	21%	11%
	2022	27%	25%	**27%**	8%	29%	37%	-	*	-	*	3%	*	27%	27%	19%	23%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	89%	**92%**	78%	95%	96%	-	-	-	80%	52%	*	91%	93%	88%	93%
	2022	83%	85%	**84%**	75%	81%	89%	-	*	-	*	55%	*	84%	85%	81%	72%
At Meets Grade Level or Above	2023	56%	54%	**64%**	35%	61%	77%	-	-	-	40%	7%	*	65%	60%	52%	43%
	2022	55%	54%	**61%**	38%	54%	75%	-	*	-	*	29%	*	62%	58%	53%	28%
At Masters Grade Level	2023	21%	17%	**24%**	7%	11%	35%	-	-	-	40%	0%	*	24%	22%	13%	3%
	2022	21%	18%	**24%**	9%	27%	28%	-	*	-	*	10%	*	24%	24%	19%	20%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**95%**	90%	92%	100%	-	*	-	80%	89%	*	96%	92%	92%	81%
	2022	89%	89%	**95%**	89%	95%	97%	-	-	-	80%	74%	*	96%	91%	93%	83%
At Meets Grade Level or Above	2023	70%	67%	**74%**	53%	64%	87%	-	*	-	80%	68%	*	75%	68%	65%	44%
	2022	68%	66%	**76%**	59%	76%	84%	-	-	-	40%	44%	*	78%	69%	76%	50%
At Masters Grade Level	2023	38%	31%	**37%**	18%	36%	47%	-	*	-	20%	26%	*	37%	34%	30%	19%
	2022	42%	37%	**41%**	28%	38%	49%	-	-	-	40%	15%	*	41%	38%	38%	22%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	92%	**98%**	88%	*	100%	-	-	-	-	-	*	100%	86%	100%	-
	2022	92%	93%	**98%**	100%	100%	97%	-	*	-	-	-	-	98%	*	100%	-
At Meets Grade Level or Above	2023	61%	59%	**57%**	38%	*	60%	-	-	-	-	-	*	57%	57%	54%	-
	2022	64%	57%	**44%**	17%	33%	50%	-	*	-	-	-	-	42%	*	28%	-

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	12%	5%	**2%**	0%	*	3%	-	-	-	-	-	*	3%	0%	0%	-
	2022	13%	6%	**0%**	0%	0%	0%	-	*	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	76%	**81%**	69%	77%	86%	*	90%	-	77%	45%	83%	82%	78%	76%	72%
	2022	74%	74%	**76%**	62%	75%	82%	-	83%	-	66%	40%	69%	77%	72%	68%	65%
At Meets Grade Level or Above	2023	49%	47%	**51%**	33%	47%	60%	*	81%	-	38%	19%	35%	53%	47%	41%	37%
	2022	48%	47%	**48%**	31%	43%	57%	-	72%	-	35%	21%	22%	50%	43%	38%	31%
At Masters Grade Level	2023	20%	17%	**18%**	9%	14%	23%	*	38%	-	9%	6%	11%	19%	16%	12%	9%
	2022	23%	22%	**22%**	9%	18%	28%	-	44%	-	15%	7%	9%	23%	19%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**82%**	69%	81%	87%	*	89%	-	81%	46%	84%	82%	80%	76%	75%
	2022	75%	76%	**77%**	63%	78%	83%	-	75%	-	73%	45%	73%	78%	75%	69%	71%
At Meets Grade Level or Above	2023	53%	52%	**53%**	34%	48%	62%	*	78%	-	47%	18%	46%	54%	50%	43%	37%
	2022	53%	52%	**52%**	33%	48%	61%	-	63%	-	41%	23%	35%	54%	47%	41%	38%
At Masters Grade Level	2023	20%	18%	**16%**	7%	11%	21%	*	44%	-	8%	4%	16%	17%	14%	10%	7%
	2022	25%	23%	**24%**	9%	20%	31%	-	25%	-	16%	8%	15%	24%	22%	16%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	74%	**81%**	72%	76%	85%	*	86%	-	78%	44%	85%	82%	77%	76%	70%
	2022	72%	72%	**74%**	59%	71%	80%	-	83%	-	64%	34%	75%	76%	66%	65%	60%
At Meets Grade Level or Above	2023	45%	43%	**50%**	33%	46%	57%	*	71%	-	31%	17%	29%	51%	46%	40%	41%
	2022	42%	41%	**42%**	26%	40%	50%	-	83%	-	26%	16%	13%	44%	37%	33%	30%
At Masters Grade Level	2023	19%	16%	**18%**	11%	14%	22%	*	43%	-	10%	6%	12%	19%	16%	13%	11%
	2022	20%	19%	**17%**	7%	15%	22%	-	50%	-	8%	6%	4%	18%	15%	12%	11%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	76%	**77%**	62%	72%	84%	-	*	-	67%	43%	78%	77%	73%	71%	69%
	2022	76%	77%	**77%**	63%	74%	85%	-	*	-	55%	37%	67%	77%	78%	72%	65%
At Meets Grade Level or Above	2023	47%	44%	**48%**	29%	45%	57%	-	*	-	29%	15%	22%	50%	40%	37%	34%
	2022	47%	46%	**49%**	31%	38%	59%	-	*	-	36%	21%	17%	49%	46%	37%	19%

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	15%	**17%**	7%	11%	24%	-	*	-	10%	4%	0%	17%	16%	9%	7%
	2022	21%	19%	**21%**	8%	18%	26%	-	*	-	27%	8%	0%	22%	18%	14%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	**84%**	72%	77%	92%	-	*	-	70%	55%	*	84%	80%	79%	67%
	2022	75%	74%	**79%**	65%	77%	85%	-	*	-	60%	47%	33%	80%	75%	71%	60%
At Meets Grade Level or Above	2023	52%	48%	**55%**	39%	50%	65%	-	*	-	40%	41%	*	56%	51%	47%	35%
	2022	50%	47%	**52%**	42%	43%	59%	-	*	-	40%	25%	17%	54%	45%	46%	23%
At Masters Grade Level	2023	27%	22%	**27%**	13%	26%	36%	-	*	-	10%	18%	*	27%	28%	22%	12%
	2022	30%	26%	**30%**	19%	24%	37%	-	*	-	30%	10%	17%	31%	25%	24%	12%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	36%	**39%**	25%	33%	47%	*	*	-	38%	7%	14%	39%	42%	29%	29%
	2022	36%	36%	**37%**	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
Reading and Mathematics Including EOC	2023	37%	36%	**39%**	25%	33%	47%	*	*	-	38%	7%	14%	39%	42%	29%	29%
	2022	36%	36%	**37%**	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
Reading Including EOC	2023	50%	50%	**60%**	45%	59%	64%	*	*	-	63%	13%	57%	59%	63%	51%	41%
	2022	51%	51%	**48%**	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
Math Including EOC	2023	45%	44%	**48%**	31%	44%	57%	*	*	-	38%	20%	43%	48%	50%	38%	47%
	2022	43%	44%	**51%**	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
4th Graders																	
Reading and Mathematics	2023	38%	35%	**29%**	18%	30%	35%	-	*	-	10%	4%	*	30%	28%	19%	17%
	2022	36%	34%	**23%**	12%	28%	24%	-	*	-	14%	17%	0%	26%	11%	15%	24%
Reading and Mathematics Including EOC	2023	38%	35%	**29%**	18%	30%	35%	-	*	-	10%	4%	*	30%	28%	19%	17%
	2022	36%	34%	**23%**	12%	28%	24%	-	*	-	14%	17%	0%	26%	11%	15%	24%
Reading Including EOC	2023	48%	45%	**39%**	24%	40%	45%	-	*	-	10%	8%	*	41%	32%	26%	33%
	2022	54%	52%	**43%**	26%	50%	46%	-	*	-	43%	34%	40%	50%	22%	34%	48%
Math Including EOC	2023	48%	46%	**42%**	25%	40%	50%	-	*	-	20%	16%	*	44%	37%	33%	25%
	2022	43%	42%	**27%**	18%	28%	30%	-	*	-	14%	17%	0%	31%	15%	19%	24%
5th Graders																	
Reading and Mathematics	2023	43%	39%	**28%**	21%	29%	31%	-	*	-	9%	14%	25%	30%	22%	18%	26%
	2022	41%	40%	**33%**	15%	19%	44%	-	-	-	*	15%	*	31%	39%	21%	18%

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	39%	**28%**	21%	29%	31%	-	*	-	9%	14%	25%	30%	22%	18%	26%
	2022	41%	40%	**33%**	15%	19%	44%	-	-	-	*	15%	*	31%	39%	21%	18%
Reading Including EOC	2023	57%	53%	**41%**	27%	45%	44%	-	*	-	36%	17%	58%	45%	28%	32%	43%
	2022	58%	57%	**48%**	30%	25%	61%	-	-	-	*	25%	*	47%	49%	37%	23%
Math Including EOC	2023	51%	48%	**33%**	24%	37%	37%	-	*	-	9%	14%	25%	35%	28%	23%	35%
	2022	48%	49%	**45%**	29%	31%	56%	-	-	-	*	24%	*	43%	51%	34%	27%
6th Graders																	
Reading and Mathematics	2023	35%	34%	**34%**	21%	15%	44%	-	*	-	0%	13%	*	31%	40%	23%	17%
	2022	31%	30%	**33%**	11%	34%	41%	-	-	-	*	5%	*	33%	33%	22%	26%
Reading and Mathematics Including EOC	2023	35%	34%	**34%**	21%	15%	44%	-	*	-	0%	13%	*	31%	40%	23%	17%
	2022	31%	30%	**33%**	11%	34%	41%	-	-	-	*	5%	*	33%	33%	22%	26%
Reading Including EOC	2023	52%	51%	**47%**	29%	18%	60%	-	*	-	40%	21%	*	44%	54%	34%	22%
	2022	43%	43%	**53%**	26%	43%	65%	-	-	-	*	11%	*	52%	55%	36%	37%
Math Including EOC	2023	40%	40%	**42%**	25%	33%	51%	-	*	-	0%	21%	*	42%	44%	33%	30%
	2022	40%	38%	**40%**	18%	43%	47%	-	-	-	*	5%	*	41%	38%	33%	37%
7th Graders																	
Reading and Mathematics	2023	37%	36%	**45%**	24%	40%	55%	-	-	-	40%	15%	40%	48%	35%	34%	32%
	2022	32%	32%	**30%**	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
Reading and Mathematics Including EOC	2023	38%	36%	**45%**	24%	40%	55%	-	-	-	40%	15%	40%	48%	35%	34%	32%
	2022	33%	32%	**30%**	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
Reading Including EOC	2023	55%	53%	**59%**	39%	46%	68%	-	-	-	100%	15%	40%	61%	50%	47%	42%
	2022	56%	55%	**48%**	31%	41%	59%	-	*	-	33%	14%	*	49%	45%	39%	39%
Math Including EOC	2023	43%	41%	**51%**	32%	43%	61%	-	-	-	40%	15%	40%	52%	45%	40%	32%
	2022	37%	36%	**33%**	19%	23%	44%	-	*	-	0%	7%	*	33%	31%	22%	16%
8th Graders																	
Reading and Mathematics	2023	31%	34%	**48%**	32%	33%	61%	-	*	-	*	13%	*	50%	40%	39%	27%
	2022	27%	30%	**42%**	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%
Reading and Mathematics Including EOC	2023	44%	42%	**48%**	32%	33%	61%	-	*	-	*	13%	*	50%	40%	39%	27%
	2022	41%	38%	**42%**	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%
Reading Including EOC	2023	58%	57%	**52%**	34%	36%	66%	-	*	-	*	19%	*	54%	44%	43%	27%
	2022	58%	57%	**60%**	29%	52%	74%	-	*	-	20%	8%	0%	60%	58%	44%	36%

	School Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	50%	**60%**	44%	50%	70%	-	*	-	80%	17%	*	63%	51%	54%	48%
	2022	48%	46%	**50%**	23%	48%	60%	-	*	-	40%	4%	0%	53%	42%	37%	32%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	36%	**37%**	24%	30%	45%	*	71%	-	19%	11%	27%	38%	34%	27%	25%
	2022	34%	34%	**33%**	14%	29%	41%	-	*	-	19%	10%	10%	34%	29%	22%	19%
Reading and Mathematics Including EOC	2023	39%	37%	**37%**	24%	30%	45%	*	71%	-	19%	11%	27%	38%	34%	27%	25%
	2022	36%	35%	**33%**	14%	29%	41%	-	*	-	19%	10%	10%	34%	29%	22%	19%
Reading Including EOC	2023	53%	52%	**49%**	34%	41%	58%	*	71%	-	44%	16%	53%	51%	45%	39%	34%
	2022	53%	53%	**50%**	30%	44%	59%	-	*	-	42%	19%	35%	52%	45%	38%	37%
Math Including EOC	2023	47%	45%	**46%**	31%	41%	54%	*	71%	-	27%	17%	33%	47%	43%	37%	38%
	2022	43%	42%	**41%**	23%	38%	49%	-	*	-	25%	15%	15%	42%	35%	31%	27%

* 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)
CARTHAGE ISD (183902) - PANOLA COUNTY

	School Year	State	Region07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	51%	**40%**	29%	47%	42%	-	*	-	30%	30%	*	40%	41%	35%	38%
Grade 4 Mathematics	2023	63%	59%	**51%**	34%	43%	58%	-	*	-	45%	41%	*	50%	51%	43%	42%
Grade 5 ELA/Reading	2023	65%	63%	**59%**	53%	62%	58%	-	*	-	65%	40%	63%	60%	54%	63%	70%
Grade 5 Mathematics	2023	71%	68%	**70%**	71%	72%	69%	-	*	-	70%	52%	75%	72%	63%	69%	70%
Grade 6 ELA/Reading	2023	51%	52%	**49%**	54%	33%	51%	-	-	-	*	44%	*	50%	46%	46%	33%
Grade 6 Mathematics	2023	54%	54%	**60%**	68%	62%	58%	-	-	-	*	67%	*	59%	60%	61%	67%
Grade 7 ELA/Reading	2023	71%	70%	**73%**	77%	73%	71%	-	-	-	*	53%	*	73%	74%	71%	66%
Grade 7 Mathematics	2023	56%	57%	**65%**	62%	51%	71%	-	-	-	*	39%	*	67%	56%	57%	58%
Grade 8 ELA/Reading	2023	63%	61%	**65%**	55%	46%	78%	-	*	-	*	46%	*	67%	61%	63%	42%
Grade 8 Mathematics	2023	74%	74%	**86%**	84%	85%	88%	-	*	-	*	74%	*	88%	81%	87%	83%
End of Course English I	2023	57%	56%	**62%**	46%	70%	63%	-	-	-	80%	26%	*	64%	57%	58%	83%
End of Course English II	2023	74%	76%	**81%**	75%	78%	83%	-	*	-	*	65%	*	81%	80%	78%	69%
End of Course Algebra I	2023	76%	70%	**84%**	74%	93%	83%	-	-	-	90%	67%	*	84%	83%	84%	91%
All Grades Both Subjects	2023	64%	63%	**66%**	62%	64%	67%	-	70%	-	63%	50%	70%	66%	62%	63%	64%
All Grades ELA/Reading	2023	63%	62%	**62%**	57%	59%	64%	-	75%	-	66%	43%	67%	62%	59%	60%	57%
All Grades Mathematics	2023	66%	64%	**70%**	68%	70%	72%	-	*	-	60%	57%	74%	71%	67%	68%	72%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	**28%**	29%	40%	29%	-	*	-	*	20%	-	26%	33%	30%	*
Grade 4 Mathematics	2023	27%	24%	**3%**	0%	*	0%	-	*	-	-	0%	-	5%	0%	4%	*
Grade 5 ELA/Reading	2023	37%	33%	**37%**	25%	33%	45%	-	-	-	*	20%	*	38%	33%	37%	50%
Grade 5 Mathematics	2023	48%	46%	**44%**	47%	31%	40%	-	-	-	86%	13%	60%	47%	33%	47%	33%
Grade 6 ELA/Reading	2023	26%	28%	**32%**	33%	40%	23%	-	-	-	*	25%	-	35%	27%	34%	17%
Grade 6 Mathematics	2023	35%	36%	**38%**	56%	40%	29%	-	-	-	*	29%	-	36%	42%	35%	29%
Grade 7 ELA/Reading	2023	39%	41%	**41%**	50%	27%	44%	-	-	-	-	29%	*	44%	33%	38%	29%
Grade 7 Mathematics	2023	22%	23%	**36%**	33%	22%	50%	-	-	-	-	27%	*	37%	33%	33%	14%
Grade 8 ELA/Reading	2023	39%	41%	**51%**	38%	36%	79%	-	-	-	-	19%	-	48%	60%	48%	40%
Grade 8 Mathematics	2023	49%	47%	**64%**	61%	43%	84%	-	-	-	*	35%	-	63%	67%	67%	43%
End of Course English I	2023	26%	25%	**44%**	0%	83%	50%	-	-	-	*	9%	*	43%	*	41%	100%
End of Course English II	2023	41%	45%	**56%**	60%	*	55%	-	-	-	*	50%	*	54%	63%	56%	*
End of Course Algebra I	2023	58%	52%	**57%**	43%	67%	61%	-	-	-	*	25%	*	56%	60%	61%	57%
All Grades Both Subjects	2023	38%	37%	**43%**	41%	39%	46%	-	*	-	61%	24%	56%	44%	42%	44%	39%
All Grades ELA/Reading	2023	35%	36%	**41%**	38%	39%	46%	-	*	-	45%	25%	50%	41%	41%	41%	41%
All Grades Mathematics	2023	40%	39%	**45%**	45%	39%	46%	-	*	-	75%	22%	63%	46%	42%	47%	37%

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

- Indicates there are no students in the group.

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	76%	**81%**	-	-	-	-	-	-	70%	63%	75%	-	100%	82%	70%	100%
	2022	74%	74%	**76%**	-	-	-	-	-	-	63%	63%	62%	-	*	77%	63%	87%
At Meets Grade Level or Above	2023	49%	47%	**51%**	-	-	-	-	-	-	35%	34%	36%	-	86%	53%	35%	86%
	2022	48%	47%	**48%**	-	-	-	-	-	-	27%	28%	25%	-	*	50%	28%	68%
At Masters Grade Level	2023	20%	17%	**18%**	-	-	-	-	-	-	8%	10%	5%	-	14%	19%	8%	41%
	2022	23%	22%	**22%**	-	-	-	-	-	-	9%	10%	6%	-	*	23%	9%	26%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	77%	**82%**	-	-	-	-	-	-	74%	73%	74%	-	*	83%	74%	100%
	2022	75%	76%	**77%**	-	-	-	-	-	-	69%	70%	66%	-	*	78%	69%	82%
At Meets Grade Level or Above	2023	53%	52%	**53%**	-	-	-	-	-	-	34%	34%	34%	-	*	55%	35%	91%
	2022	53%	52%	**52%**	-	-	-	-	-	-	34%	35%	32%	-	*	54%	35%	71%
At Masters Grade Level	2023	20%	18%	**16%**	-	-	-	-	-	-	7%	11%	3%	-	*	17%	6%	27%
	2022	25%	23%	**24%**	-	-	-	-	-	-	12%	15%	4%	-	*	26%	11%	6%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	74%	**81%**	-	-	-	-	-	-	69%	62%	75%	-	*	82%	70%	*
	2022	72%	72%	**74%**	-	-	-	-	-	-	58%	57%	61%	-	*	75%	59%	89%
At Meets Grade Level or Above	2023	45%	43%	**50%**	-	-	-	-	-	-	40%	42%	37%	-	*	51%	40%	*
	2022	42%	41%	**42%**	-	-	-	-	-	-	27%	27%	27%	-	*	44%	28%	78%
At Masters Grade Level	2023	19%	16%	**18%**	-	-	-	-	-	-	9%	9%	10%	-	*	19%	10%	*
	2022	20%	19%	**17%**	-	-	-	-	-	-	7%	6%	10%	-	*	18%	8%	56%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	76%	**77%**	-	-	-	-	-	-	67%	48%	78%	-	*	78%	67%	*
	2022	76%	77%	**77%**	-	-	-	-	-	-	62%	68%	55%	-	-	79%	62%	100%
At Meets Grade Level or Above	2023	47%	44%	**48%**	-	-	-	-	-	-	31%	19%	38%	-	*	50%	33%	*
	2022	47%	46%	**49%**	-	-	-	-	-	-	14%	19%	7%	-	-	52%	14%	83%
At Masters Grade Level	2023	18%	15%	**17%**	-	-	-	-	-	-	6%	10%	4%	-	*	19%	6%	*
	2022	21%	19%	**21%**	-	-	-	-	-	-	5%	5%	3%	-	-	23%	5%	67%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	**84%**	-	-	-	-	-	-	63%	58%	75%	-	*	86%	64%	100%
	2022	75%	74%	**79%**	-	-	-	-	-	-	57%	55%	67%	-	-	80%	57%	83%
At Meets Grade Level or Above	2023	52%	48%	**55%**	-	-	-	-	-	-	28%	29%	25%	-	*	58%	27%	100%
	2022	50%	47%	**52%**	-	-	-	-	-	-	22%	19%	33%	-	-	54%	22%	33%
At Masters Grade Level	2023	27%	22%	**27%**	-	-	-	-	-	-	7%	10%	0%	-	*	30%	7%	60%
	2022	30%	26%	**30%**	-	-	-	-	-	-	14%	13%	17%	-	-	32%	14%	0%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	63%	**66%**	-	-	-	-	-	-	63%	62%	63%	-	*	66%	63%	96%
All Grades ELA/Reading	2023	63%	62%	**62%**	-	-	-	-	-	-	55%	52%	57%	-	*	62%	55%	95%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CARTHAGE ISD (183902) - PANOLA COUNTY

	School Year	State	Region 07	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2023	66%	64%	**70%**	-	-	-	-	-	-	71%	73%	70%	-	*	70%	72%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	**43%**	-	-	-	-	-	-	38%	36%	40%	-	-	44%	38%	*
All Grades ELA/Reading	2023	35%	36%	**41%**	-	-	-	-	-	-	41%	35%	46%	-	-	41%	41%	-
All Grades Mathematics	2023	40%	39%	**45%**	-	-	-	-	-	-	36%	36%	36%	-	-	47%	36%	*

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

\- Indicates there are no students in the group.

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

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**99%**	99%	100%	100%	*	100%	-	99%	99%	100%	100%	99%	99%	100%
Included in Accountability	93%	91%	**94%**	94%	95%	96%	*	100%	-	89%	92%	87%	97%	85%	95%	93%
Not Included in Accountability: Mobile	4%	6%	**4%**	5%	2%	3%	*	0%	-	8%	5%	13%	2%	13%	4%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	3%	0%	*	0%	-	1%	2%	0%	1%	2%	1%	5%
Not Tested	1%	2%	**1%**	1%	0%	0%	*	0%	-	1%	1%	0%	0%	1%	1%	0%
Absent	1%	1%	**0%**	1%	0%	0%	*	0%	-	1%	1%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	98%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	**94%**	95%	93%	96%	*	100%	-	87%	93%	84%	97%	85%	94%	89%
Not Included in Accountability: Mobile	4%	6%	**4%**	5%	1%	3%	*	0%	-	10%	5%	16%	2%	12%	4%	2%
Not Included in Accountability: Other Exclusions	3%	2%	**1%**	0%	6%	0%	*	0%	-	2%	2%	0%	1%	2%	2%	10%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	2%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	2%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	98%	100%	99%	*	100%	-	98%	98%	100%	99%	99%	99%	100%
Included in Accountability	94%	92%	**94%**	93%	97%	96%	*	100%	-	89%	92%	83%	97%	86%	95%	96%
Not Included in Accountability: Mobile	5%	6%	**4%**	4%	1%	3%	*	0%	-	7%	5%	17%	1%	12%	3%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	2%	0%	*	0%	-	2%	2%	0%	0%	1%	1%	2%
Not Tested	1%	2%	**1%**	2%	0%	1%	*	0%	-	2%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	2%	0%	0%	*	0%	-	2%	2%	0%	1%	1%	1%	0%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	98%	**99%**	98%	100%	99%	-	*	-	100%	98%	100%	100%	99%	99%	100%
Included in Accountability	93%	91%	**94%**	94%	95%	96%	-	*	-	95%	94%	100%	98%	85%	95%	96%
Not Included in Accountability: Mobile	4%	6%	**5%**	5%	3%	3%	-	*	-	5%	2%	0%	2%	13%	4%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	2%	0%	-	*	-	0%	1%	0%	0%	1%	1%	2%
Not Tested	1%	2%	**1%**	2%	0%	1%	-	*	-	0%	2%	0%	0%	1%	1%	0%

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	2%	0%	1%	-	*	-	0%	2%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	**100%**	99%	100%	100%	-	*	-	100%	98%	*	100%	99%	100%	100%
Included in Accountability	94%	91%	**94%**	92%	98%	97%	-	*	-	91%	88%	*	98%	82%	95%	96%
Not Included in Accountability: Mobile	4%	7%	**6%**	7%	1%	3%	-	*	-	9%	8%	*	2%	16%	4%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	1%	1%	-	*	-	0%	2%	*	0%	1%	1%	2%
Not Tested	1%	2%	**0%**	1%	0%	0%	-	*	-	0%	2%	*	0%	1%	0%	0%
Absent	1%	2%	**0%**	1%	0%	0%	-	*	-	0%	2%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	84%	**98%**	100%	*	97%	-	-	-	-	-	*	97%	100%	93%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	100%	-	100%	99%	99%	100%	100%	100%	100%
Included in Accountability	93%	92%	**96%**	98%	96%	97%	-	90%	-	100%	98%	89%	98%	92%	97%	95%
Not Included in Accountability: Mobile	5%	5%	**3%**	1%	2%	2%	-	10%	-	0%	1%	9%	2%	8%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	2%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	3%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	0%	-	0%	1%	1%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	0%	-	0%	1%	1%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	**95%**	98%	94%	97%	-	89%	-	100%	97%	90%	97%	91%	96%	91%
Not Included in Accountability: Mobile	5%	5%	**3%**	2%	2%	2%	-	11%	-	0%	1%	10%	2%	8%	2%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	4%	0%	-	0%	-	0%	1%	0%	1%	1%	1%	7%
Not Tested	1%	2%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	100%	100%	99%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**97%**	98%	98%	97%	-	86%	-	100%	98%	89%	98%	92%	98%	97%

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	**3%**	2%	2%	2%	-	14%	-	0%	1%	11%	1%	8%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	1%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	99%	100%	100%	-	*	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**97%**	98%	98%	99%	-	*	-	100%	97%	92%	99%	92%	98%	97%
Not Included in Accountability: Mobile	4%	5%	**3%**	1%	2%	1%	-	*	-	0%	1%	8%	1%	8%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	1%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	1%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	97%	**100%**	100%	100%	99%	-	*	-	100%	100%	86%	100%	99%	100%	100%
Included in Accountability	94%	92%	**97%**	99%	99%	98%	-	*	-	100%	100%	86%	99%	92%	99%	100%
Not Included in Accountability: Mobile	4%	5%	**3%**	1%	1%	1%	-	*	-	0%	0%	0%	1%	7%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	3%	**0%**	0%	0%	1%	-	*	-	0%	0%	14%	0%	1%	0%	0%
Absent	1%	2%	**0%**	0%	0%	1%	-	*	-	0%	0%	14%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	83%	**100%**	100%	100%	100%	-	*	-	-	-	-	100%	*	100%	-

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

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.9%	**91.9%**	91.8%	92.9%	91.6%	*	95.6%	*	89.4%	91.1%	91.2%	93.3%
2020-21	95.0%	95.1%	**94.4%**	94.1%	95.0%	94.5%	*	96.0%	*	92.6%	93.4%	93.8%	95.2%
Chronic Absenteeism													
2021-22	25.7%	19.2%	**29.4%**	29.7%	23.2%	30.8%	40.0%	9.1%	*	42.5%	36.0%	32.8%	17.8%
2020-21	15.0%	14.4%	**15.9%**	17.5%	13.3%	15.3%	0.0%	20.0%	*	32.9%	21.6%	19.3%	12.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.2%	**1.9%**	2.7%	0.6%	1.9%	*	0.0%	-	5.6%	3.8%	1.9%	2.1%
2020-21	2.4%	1.4%	**1.8%**	2.2%	1.8%	1.7%	*	*	-	0.0%	1.8%	2.5%	2.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.8%	**91.9%**	95.3%	93.0%	90.7%	-	*	-	*	80.0%	93.1%	100.0%
Received TxCHSE	0.3%	0.3%	**1.0%**	0.0%	2.3%	0.9%	-	*	-	*	0.0%	1.0%	0.0%
Continued HS	3.5%	3.6%	**0.5%**	0.0%	0.0%	0.9%	-	*	-	*	5.0%	1.0%	0.0%
Dropped Out	6.4%	4.2%	**6.6%**	4.7%	4.7%	7.5%	-	*	-	*	15.0%	5.0%	0.0%
Graduates and TxCHSE	90.0%	92.2%	**92.9%**	95.3%	95.3%	91.6%	-	*	-	*	80.0%	94.1%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	95.8%	**93.4%**	95.3%	95.3%	92.5%	-	*	-	*	85.0%	95.0%	100.0%
Class of 2021													
Graduated	90.0%	91.8%	**94.6%**	97.4%	92.9%	94.0%	-	*	-	100.0%	100.0%	90.0%	*
Received TxCHSE	0.3%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.9%	3.5%	**0.5%**	0.0%	0.0%	0.9%	-	*	-	0.0%	0.0%	1.1%	*
Dropped Out	5.8%	4.3%	**4.9%**	2.6%	7.1%	5.1%	-	*	-	0.0%	0.0%	8.9%	*
Graduates and TxCHSE	90.3%	92.2%	**94.6%**	97.4%	92.9%	94.0%	-	*	-	100.0%	100.0%	90.0%	*
Graduates, TxCHSE, and Continuers	94.2%	95.7%	**95.1%**	97.4%	92.9%	94.9%	-	*	-	100.0%	100.0%	91.1%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.4%	**94.7%**	95.0%	92.9%	94.9%	-	*	-	100.0%	100.0%	91.1%	*
Received TxCHSE	0.4%	0.5%	**0.5%**	0.0%	0.0%	0.8%	-	*	-	0.0%	0.0%	1.1%	*
Continued HS	1.0%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	4.3%	**4.9%**	5.0%	7.1%	4.2%	-	*	-	0.0%	0.0%	7.8%	*
Graduates and TxCHSE	92.7%	94.9%	**95.1%**	95.0%	92.9%	95.8%	-	*	-	100.0%	100.0%	92.2%	*
Graduates, TxCHSE, and Continuers	93.7%	95.7%	**95.1%**	95.0%	92.9%	95.8%	-	*	-	100.0%	100.0%	92.2%	*

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	95.2%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Received TxCHSE	0.5%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	3.7%	**3.4%**	3.5%	0.0%	3.6%	*	*	-	*	6.3%	4.0%	*
Graduates and TxCHSE	92.7%	95.7%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Graduates, TxCHSE, and Continuers	93.8%	96.3%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	95.6%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Received TxCHSE	0.5%	0.6%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	3.6%	**3.4%**	3.5%	0.0%	3.6%	*	*	-	*	6.3%	4.0%	*
Graduates and TxCHSE	93.2%	96.1%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Graduates, TxCHSE, and Continuers	93.8%	96.4%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Class of 2019													
Graduated	92.6%	95.1%	**93.0%**	93.3%	97.1%	92.0%	*	*	-	*	100.0%	90.5%	*
Received TxCHSE	0.6%	0.6%	**1.0%**	0.0%	0.0%	1.8%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	4.1%	**6.0%**	6.7%	2.9%	6.2%	*	*	-	*	0.0%	9.5%	*
Graduates and TxCHSE	93.2%	95.7%	**94.0%**	93.3%	97.1%	93.8%	*	*	-	*	100.0%	90.5%	*
Graduates, TxCHSE, and Continuers	93.8%	95.9%	**94.0%**	93.3%	97.1%	93.8%	*	*	-	*	100.0%	90.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	91.8%	**92.0%**	95.3%	93.2%	90.7%	-	*	-	*	80.0%	93.1%	100.0%
Class of 2021	90.0%	91.8%	**94.1%**	97.4%	92.9%	93.2%	-	*	-	100.0%	96.2%	90.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	26.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	95.2%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.3%	**0.5%**	2.4%	0.0%	0.0%	-	*	-	*	6.3%	1.1%	0.0%
Class of 2021	3.8%	5.1%	**5.2%**	5.3%	7.7%	4.5%	-	*	-	0.0%	4.0%	4.9%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	83.2%	**79.7%**	63.4%	75.0%	88.7%	-	*	-	*	25.0%	72.3%	40.0%
Class of 2021	81.9%	82.1%	**66.8%**	42.1%	76.9%	71.8%	-	*	-	60.0%	8.0%	54.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	88.5%	**80.2%**	65.9%	75.0%	88.7%	-	*	-	*	31.3%	73.4%	40.0%
Class of 2021	85.7%	87.2%	**72.0%**	47.4%	84.6%	76.4%	-	*	-	60.0%	12.0%	59.3%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	19.0%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	88.6%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.7%	**0.5%**	2.4%	0.0%	0.0%	-	*	-	*	6.3%	1.1%	0.0%
2020-21	3.8%	4.4%	**5.1%**	5.4%	7.5%	4.4%	-	*	-	0.0%	3.4%	4.5%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	82.2%	**78.9%**	65.9%	73.2%	86.9%	-	*	-	*	25.0%	72.6%	33.3%
2020-21	80.4%	80.8%	**65.0%**	40.5%	75.0%	69.3%	-	*	-	60.0%	6.9%	51.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	87.7%	**79.5%**	68.3%	73.2%	86.9%	-	*	-	*	31.3%	73.7%	33.3%
2020-21	84.1%	85.2%	**70.1%**	45.9%	82.5%	73.7%	-	*	-	60.0%	10.3%	55.7%	*

Texas Education Agency
2022-23 Graduation Profile (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	185	100.0%	368,686	100.0%
By Ethnicity:				
African American	41	22.2%	45,227	12.3%
Hispanic	41	22.2%	191,125	51.8%
White	99	53.5%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	2	1.1%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	2	1.1%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	38	20.5%	51,023	13.8%
Foundation H.S. Program (Endorsement)	1	0.5%	14,179	3.8%
Foundation H.S. Program (DLA)	146	78.9%	302,917	82.2%
Special Education Graduates	16	8.6%	32,447	8.8%
Economically Disadvantaged Graduates	95	51.4%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	3.2%	40,398	11.0%
At-Risk Graduates	45	24.3%	159,689	43.3%
CTE Completers	89	48.1%	107,502	29.2%

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	70.9%	**84.9%**	73.2%	87.8%	87.9%	-	*	-	*	75.0%	82.1%	83.3%
2020-21	65.2%	63.9%	**89.3%**	83.8%	90.0%	90.4%	-	*	-	100.0%	82.8%	84.1%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	45.2%	**80.0%**	58.5%	82.9%	86.9%	-	*	-	*	25.0%	73.7%	83.3%
2020-21	52.7%	46.5%	**79.7%**	56.8%	85.0%	85.1%	-	*	-	80.0%	17.2%	70.5%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	47.2%	**82.2%**	58.5%	85.4%	89.9%	-	*	-	*	25.0%	73.7%	83.3%
2020-21	56.1%	51.4%	**77.2%**	56.8%	77.5%	83.3%	-	*	-	80.0%	10.3%	69.3%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	39.1%	**82.2%**	70.7%	85.4%	84.8%	-	*	-	*	31.3%	75.8%	83.3%
2020-21	45.7%	38.2%	**74.1%**	56.8%	77.5%	78.1%	-	*	-	80.0%	13.8%	65.9%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	33.2%	**78.9%**	58.5%	82.9%	84.8%	-	*	-	*	25.0%	71.6%	83.3%
2020-21	40.4%	33.0%	**72.6%**	56.8%	75.0%	76.3%	-	*	-	80.0%	10.3%	65.9%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	7.7%	**9.7%**	4.9%	9.8%	10.1%	-	*	-	*	0.0%	3.2%	0.0%
2020-21	21.3%	8.0%	**13.2%**	0.0%	25.0%	12.3%	-	*	-	20.0%	0.0%	8.0%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	2.1%	**0.5%**	0.0%	2.4%	0.0%	-	*	-	*	0.0%	1.1%	0.0%
2020-21	2.6%	1.9%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	28.6%	**33.0%**	12.2%	39.0%	38.4%	-	*	-	*	0.0%	27.4%	0.0%
2020-21	25.9%	30.7%	**37.6%**	18.9%	47.5%	40.4%	-	*	-	20.0%	6.9%	27.3%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	1.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	4.4%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	45.3%	**21.6%**	31.7%	26.8%	15.2%	-	*	-	*	75.0%	25.3%	0.0%
2020-21	24.2%	31.6%	**30.5%**	35.1%	32.5%	28.9%	-	*	-	20.0%	79.3%	30.7%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	39.2%	**12.4%**	12.2%	19.5%	9.1%	-	*	-	*	0.0%	11.6%	0.0%

Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	25.5%	**15.2%**	5.4%	17.5%	18.4%	-	*	-	0.0%	0.0%	11.4%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.7%	**2.7%**	0.0%	4.9%	3.0%	-	*	-	*	0.0%	3.2%	0.0%
2020-21	0.7%	0.5%	**5.1%**	2.7%	7.5%	5.3%	-	*	-	0.0%	6.9%	4.5%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.1%	**4.3%**	14.6%	2.4%	1.0%	-	*	-	*	50.0%	7.4%	0.0%
2020-21	2.4%	3.0%	**10.2%**	27.0%	7.5%	5.3%	-	*	-	20.0%	69.0%	15.9%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.4%	**2.7%**	7.3%	0.0%	2.0%	-	*	-	*	31.3%	4.2%	0.0%
2020-21	4.4%	5.0%	**1.5%**	0.0%	2.5%	1.8%	-	*	-	0.0%	10.3%	1.1%	*

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	27.5%	**39.5%**	24.4%	29.3%	48.5%	-	*	-	*	0.0%	27.4%	0.0%
	2020-21	25.9%	31.5%	**52.3%**	29.7%	45.0%	62.3%	-	*	-	40.0%	0.0%	45.5%	*
Mathematics	2021-22	18.7%	19.8%	**31.9%**	12.2%	31.7%	39.4%	-	*	-	*	0.0%	18.9%	16.7%
	2020-21	19.4%	20.7%	**43.1%**	29.7%	45.0%	46.5%	-	*	-	40.0%	0.0%	37.5%	*
Both Subjects	2021-22	12.6%	14.3%	**26.5%**	7.3%	24.4%	34.3%	-	*	-	*	0.0%	14.7%	0.0%
	2020-21	14.4%	15.9%	**38.6%**	24.3%	35.0%	43.9%	-	*	-	40.0%	0.0%	35.2%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	10.2%	**43.8%**	36.6%	56.1%	42.4%	-	*	-	*	25.0%	48.4%	83.3%
	2020-21	8.6%	11.3%	**25.4%**	29.7%	35.0%	20.2%	-	*	-	40.0%	10.3%	25.0%	*
Mathematics	2021-22	14.0%	13.4%	**50.3%**	58.5%	56.1%	44.4%	-	*	-	*	31.3%	56.8%	66.7%
	2020-21	10.3%	11.7%	**33.5%**	29.7%	32.5%	35.1%	-	*	-	40.0%	13.8%	31.8%	*
Both Subjects	2021-22	7.5%	6.8%	**38.4%**	31.7%	51.2%	36.4%	-	*	-	*	25.0%	44.2%	66.7%
	2020-21	4.9%	5.0%	**22.3%**	24.3%	27.5%	19.3%	-	*	-	40.0%	10.3%	22.7%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	10.2%	**20.0%**	11.0%	17.5%	23.8%	*	*	-	33.3%	4.4%	15.8%	6.3%
	2021	21.1%	10.3%	**18.0%**	6.4%	19.5%	21.2%	-	*	-	0.0%	0.0%	13.5%	0.0%
English Language Arts	2022	13.2%	6.0%	**14.8%**	9.9%	11.3%	17.5%	*	*	-	33.3%	4.4%	13.1%	6.3%
	2021	12.1%	5.6%	**9.7%**	3.8%	4.9%	13.2%	-	*	-	0.0%	0.0%	6.2%	0.0%
Mathematics	2022	6.9%	2.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2021	6.1%	2.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Science	2022	9.6%	3.3%	**5.4%**	1.1%	6.3%	7.2%	*	*	-	0.0%	0.0%	2.7%	0.0%
	2021	8.7%	3.7%	**8.6%**	2.6%	14.6%	8.0%	-	*	-	0.0%	0.0%	7.9%	0.0%
Social Studies	2022	12.5%	4.1%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	4.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	46.4%	**37.0%**	40.0%	14.3%	43.4%	-	*	-	*	*	31.4%	*
	2021	48.6%	41.9%	**33.3%**	20.0%	50.0%	28.9%	-	*	-	-	-	29.2%	-
English Language Arts	2022	53.2%	47.7%	**38.3%**	33.3%	11.1%	48.7%	-	-	-	*	*	34.5%	*
	2021	42.7%	39.1%	**29.7%**	*	*	25.0%	-	*	-	-	-	36.4%	-
Mathematics	2022	50.4%	42.3%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	47.9%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	46.5%	**27.3%**	*	20.0%	25.0%	-	-	-	-	-	16.7%	-
	2021	41.4%	44.4%	**36.4%**	*	41.7%	35.3%	-	*	-	-	-	21.4%	-

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	32.8%	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	34.7%	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	49.7%	**50.8%**	46.3%	46.3%	55.6%	-	*	-	*	6.3%	42.6%	0.0%
	2020-21	70.8%	49.0%	**45.7%**	37.8%	40.0%	49.1%	-	*	-	60.0%	3.4%	38.6%	*
At/Above Criterion for All Examinees	2021-22	32.1%	27.7%	**21.3%**	5.3%	15.8%	27.3%	-	*	-	-	*	10.0%	-
	2020-21	32.9%	27.6%	**36.7%**	14.3%	56.3%	37.5%	-	*	-	*	*	26.5%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1000	**1043**	*	-	1054	-	-	-	-	-	*	-
	2020-21	1002	993	**1130**	900	1138	1175	-	-	-	-	-	1120	-
English Language Arts and Writing	2021-22	506	505	**523**	*	-	533	-	-	-	-	-	*	-
	2020-21	504	503	**560**	410	550	613	-	-	-	-	-	550	-
Mathematics	2021-22	496	495	**520**	*	-	521	-	-	-	-	-	*	-
	2020-21	498	491	**570**	490	588	563	-	-	-	-	-	570	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.2	**18.8**	15.9	18.0	20.1	-	*	-	-	*	17.3	-
	2020-21	20.0	19.5	**20.4**	16.6	21.4	21.3	-	18.0	-	19.3	13.0	18.9	-
English Language Arts	2021-22	19.2	18.9	**18.3**	14.9	17.3	19.9	-	*	-	-	*	16.6	-
	2020-21	19.6	19.2	**20.3**	16.0	21.4	21.2	-	16.5	-	19.3	10.5	18.8	-
Mathematics	2021-22	19.3	18.8	**18.7**	16.3	17.9	19.8	-	*	-	-	*	17.2	-
	2020-21	19.9	19.2	**20.0**	16.4	21.1	20.6	-	17.0	-	20.0	16.0	18.3	-
Science	2021-22	19.8	19.5	**19.5**	17.1	18.9	20.4	-	*	-	-	*	18.4	-
	2020-21	20.3	19.9	**20.7**	17.4	21.0	21.5	-	20.0	-	19.3	13.0	19.3	-

	Academic Year	State	Region 07	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	38.1%	**30.4%**	21.0%	28.5%	35.3%	*	40.0%	-	23.5%	13.1%	24.8%	10.4%
	2020-21	42.5%	37.4%	**30.4%**	14.0%	31.0%	36.7%	*	*	-	20.0%	6.1%	26.5%	3.1%
English Language Arts	2021-22	16.6%	13.5%	**13.2%**	7.1%	11.3%	16.0%	*	40.0%	-	20.0%	2.2%	10.2%	2.2%
	2020-21	16.3%	14.2%	**11.8%**	3.2%	9.8%	15.3%	*	*	-	5.3%	0.0%	7.5%	0.0%
Mathematics	2021-22	19.9%	17.2%	**8.5%**	2.4%	8.2%	10.8%	*	40.0%	-	6.7%	0.0%	5.3%	0.0%
	2020-21	19.3%	17.7%	**8.8%**	2.0%	11.9%	9.3%	*	*	-	11.8%	0.0%	5.4%	0.0%
Science	2021-22	21.1%	22.1%	**17.2%**	13.1%	17.2%	19.1%	*	40.0%	-	6.7%	5.7%	14.5%	4.4%
	2020-21	20.6%	21.3%	**14.6%**	8.0%	15.8%	16.4%	*	*	-	5.9%	5.2%	15.0%	0.0%
Social Studies	2021-22	22.8%	13.7%	**14.7%**	4.6%	12.4%	19.7%	*	40.0%	-	6.3%	0.0%	8.7%	2.2%
	2020-21	22.8%	14.1%	**16.5%**	6.1%	15.5%	20.5%	*	*	-	11.1%	0.0%	11.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.0%	**56.3%**	45.9%	65.0%	57.0%	-	*	-	40.0%	31.0%	48.9%	*
	2019-20	46.1%	45.6%	**52.0%**	50.0%	34.5%	57.7%	*	*	-	*	26.7%	41.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	2,616	100.0%	5,504,150	100.0%	2,621	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	12	0.5%	17,201	0.3%	16	0.6%	25,110	0.5%
Pre-Kindergarten	118	4.5%	243,493	4.4%	118	4.5%	244,284	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	40,199	0.7%	0	0.0%	40,535	0.7%
Pre-Kindergarten: 4-year Old	118	4.5%	203,294	3.7%	118	4.5%	203,749	3.7%
Kindergarten	173	6.6%	367,180	6.7%	173	6.6%	367,633	6.7%
Grade 1	177	6.8%	399,048	7.2%	177	6.8%	399,419	7.2%
Grade 2	191	7.3%	395,639	7.2%	191	7.3%	395,969	7.2%
Grade 3	177	6.8%	393,583	7.2%	177	6.8%	393,871	7.1%
Grade 4	183	7.0%	393,765	7.2%	183	7.0%	394,020	7.1%
Grade 5	200	7.6%	395,111	7.2%	201	7.7%	395,384	7.2%
Grade 6	184	7.0%	399,341	7.3%	184	7.0%	399,557	7.2%
Grade 7	186	7.1%	409,362	7.4%	186	7.1%	409,566	7.4%
Grade 8	206	7.9%	425,589	7.7%	206	7.9%	425,758	7.7%
Grade 9	230	8.8%	477,875	8.7%	230	8.8%	478,101	8.7%
Grade 10	193	7.4%	436,752	7.9%	193	7.4%	437,002	7.9%
Grade 11	181	6.9%	385,894	7.0%	181	6.9%	386,246	7.0%
Grade 12	205	7.8%	364,317	6.6%	205	7.8%	366,512	6.6%
Ethnic Distribution:								
African American	514	19.6%	705,310	12.8%	516	19.7%	706,775	12.8%
Hispanic	523	20.0%	2,915,219	53.0%	523	20.0%	2,921,416	52.9%
White	1,471	56.2%	1,410,571	25.6%	1,474	56.2%	1,416,240	25.7%
American Indian	4	0.2%	17,920	0.3%	4	0.2%	17,976	0.3%
Asian	16	0.6%	280,306	5.1%	16	0.6%	280,742	5.1%
Pacific Islander	2	0.1%	8,696	0.2%	2	0.1%	8,718	0.2%
Two or More Races	86	3.3%	166,128	3.0%	86	3.3%	166,565	3.0%
Sex:								
Female	1,220	46.6%	2,688,496	48.8%	1,221	46.6%	2,693,780	48.8%
Male	1,396	53.4%	2,815,654	51.2%	1,400	53.4%	2,824,652	51.2%
Economically Disadvantaged	1,538	58.8%	3,415,987	62.1%	1,541	58.8%	3,421,217	62.0%
Non-Educationally Disadvantaged	1,078	41.2%	2,088,163	37.9%	1,080	41.2%	2,097,215	38.0%
Section 504 Students	177	6.8%	407,619	7.4%	177	6.8%	407,904	7.4%
EB Students/EL	238	9.1%	1,269,408	23.1%	238	9.1%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	55	1.9%	87,162	1.5%				

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	113	4.3%	302,409	5.5%	113	4.3%	302,615	5.5%
Foster Care	0	0.0%	13,415	0.2%	0	0.0%	13,453	0.2%
Homeless	0	0.0%	72,534	1.3%	0	0.0%	72,654	1.3%
Immigrant	11	0.4%	122,390	2.2%	11	0.4%	122,504	2.2%
Migrant	3	0.1%	13,769	0.3%	3	0.1%	13,810	0.3%
Title I	2,616	100.0%	3,555,650	64.6%	2,621	100.0%	3,563,890	64.6%
Military Connected	36	1.4%	199,203	3.6%	36	1.4%	199,325	3.6%
At-Risk	1,126	43.0%	2,935,164	53.3%	1,127	43.0%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	236	9.0%	1,278,846	23.2%	236	9.0%	1,279,697	23.2%
Career and Technical Education	1,002	38.3%	1,459,380	26.5%	1,002	38.2%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	732	90.5%	1,203,083	72.3%	732	90.5%	1,203,363	72.2%
Gifted and Talented Education	171	6.5%	453,585	8.2%	171	6.5%	453,689	8.2%
Special Education	334	12.8%	693,061	12.6%	338	12.9%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	334		693,060					
By Type of Primary Disability Students with Intellectual Disabilities	159	47.6%	305,800	44.1%				
Students with Physical Disabilities	65	19.5%	138,820	20.0%				
Students with Autism	37	11.1%	107,586	15.5%				
Students with Behavioral Disabilities	57	17.1%	130,018	18.8%				
Students with Non-Categorical Early Childhood	16	4.8%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	314	12.4%	893,031	16.8%				
By Ethnicity: African American	59	2.3%	176,665	3.3%				
Hispanic	51	2.0%	462,284	8.7%				
White	184	7.3%	180,620	3.4%				
American Indian	2	0.1%	3,221	0.1%				
Asian	2	0.1%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	16	0.6%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	39	11.7%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	15	6.8%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	210	14.1%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	211	12.3%	751,495	18.1%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	6.7%	1.5%	21.4%	4.5%
Grade 1	6.9%	2.5%	3.8%	3.6%
Grade 2	4.5%	1.6%	5.6%	2.0%
Grade 3	0.0%	0.8%	4.0%	0.9%
Grade 4	0.6%	0.5%	3.1%	0.5%
Grade 5	0.0%	0.3%	3.6%	0.4%
Grade 6	0.6%	0.3%	0.0%	0.4%
Grade 7	1.1%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	1.1%	8.7%	6.7%	12.6%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	4	0.3%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.5	18.7
Grade 1	20.0	19.1
Grade 2	20.8	19.1
Grade 3	19.5	19.3
Grade 4	22.5	19.4
Grade 5	21.4	20.8
Grade 6	19.0	19.2
Secondary:		
English/Language Arts	14.2	16.2
Foreign Languages	19.1	18.8
Mathematics	16.2	17.5
Science	15.5	18.5
Social Studies	18.8	18.9

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	364.5	100.0%	763,729.4	100.0%
Professional Staff:	240.5	66.0%	489,326.8	64.1%
Teachers	193.7	53.1%	371,646.7	48.7%
Professional Support	25.4	7.0%	82,878.8	10.9%
Campus Administration (School Leadership)	16.4	4.5%	25,300.5	3.3%
Central Administration	5.0	1.4%	9,500.8	1.2%
Educational Aides:	57.5	15.8%	86,185.9	11.3%
Auxiliary Staff:	66.5	18.2%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	4,258.0	n/a
Part-time Librarians	1.0	n/a	646.0	n/a
Full-time Counselors	4.0	n/a	13,815.0	n/a
Part-time Counselors	0.0	n/a	1,240.0	n/a
Total Minority Staff:	82.9	22.8%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	24.5	12.6%	44,033.4	11.8%
Hispanic	6.0	3.1%	110,015.9	29.6%
White	162.2	83.7%	203,967.5	54.9%
American Indian	1.0	0.5%	1,274.2	0.3%
Asian	0.0	0.0%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	0.0	0.0%	4,531.1	1.2%
Teachers by Sex:				
Males	39.4	20.4%	90,752.5	24.4%
Females	154.2	79.6%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	1.5	0.8%	7,591.2	2.0%
Bachelors	141.6	73.1%	268,238.6	72.2%
Masters	49.5	25.6%	92,878.9	25.0%
Doctorate	1.0	0.5%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	15.5	8.0%	36,179.6	9.7%
1-5 Years Experience	40.0	20.7%	97,667.0	26.3%
6-10 Years Experience	31.0	16.0%	76,209.5	20.5%
11-20 Years Experience	48.6	25.1%	101,173.2	27.2%

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
21-30 Years Experience	40.1	20.7%	49,550.0	13.3%
Over 30 Years Experience	18.4	9.5%	10,867.4	2.9%
Number of Students per Teacher	13.5	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.5	6.1
Average Years Experience of Principals with District	6.0	5.3
Average Years Experience of Assistant Principals	3.1	5.2
Average Years Experience of Assistant Principals with District	3.1	4.4
Average Years Experience of Teachers:	14.1	11.0
Average Years Experience of Teachers with District:	9.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$48,417	$53,300
1-5 Years Experience	$47,055	$56,516
6-10 Years Experience	$54,123	$59,732
11-20 Years Experience	$60,570	$63,389
21-30 Years Experience	$64,116	$67,876
Over 30 Years Experience	$69,408	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$57,348	$60,717
Professional Support	$74,776	$72,022
Campus Administration (School Leadership)	$93,427	$85,167
Central Administration	$129,439	$112,702
Instructional Staff Percent:	78.3%	65.1%
Turnover Rate for Teachers:	15.9%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	4.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency
2022-23 Staff Information (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

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

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	4.8	2.5%	22,050.2	5.9%
Career and Technical Education	15.3	7.9%	19,907.7	5.4%
Compensatory Education	16.5	8.5%	11,928.5	3.2%
Gifted and Talented Education	0.2	0.1%	6,181.8	1.7%
Regular Education	130.6	67.4%	262,398.5	70.6%
Special Education	23.0	11.9%	36,110.2	9.7%
Other	3.2	1.7%	13,069.7	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: CARTHAGE H S

Campus Number: 183902001

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	82%	**82%**	57%	91%	89%	-	-	-	71%	38%	80%	83%	79%	76%	86%
	2022	65%	73%	**73%**	51%	79%	81%	-	*	-	*	35%	*	72%	76%	64%	64%
At Meets Grade Level or Above	2023	52%	65%	**65%**	34%	69%	76%	-	-	-	57%	15%	20%	65%	65%	54%	52%
	2022	47%	50%	**50%**	31%	46%	61%	-	*	-	*	24%	*	50%	48%	42%	36%
At Masters Grade Level	2023	13%	17%	**17%**	6%	9%	26%	-	-	-	0%	0%	0%	19%	10%	8%	3%
	2022	11%	12%	**12%**	3%	13%	14%	-	*	-	*	6%	*	11%	13%	7%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	86%	**86%**	74%	88%	89%	-	*	-	*	65%	*	86%	85%	82%	76%
	2022	72%	81%	**81%**	75%	85%	83%	-	*	-	60%	56%	*	83%	74%	78%	76%
At Meets Grade Level or Above	2023	54%	61%	**61%**	38%	56%	73%	-	*	-	*	35%	*	61%	60%	50%	33%
	2022	55%	66%	**66%**	50%	68%	75%	-	*	-	40%	44%	*	68%	60%	57%	48%
At Masters Grade Level	2023	9%	10%	**10%**	2%	13%	11%	-	*	-	*	4%	*	10%	8%	8%	0%
	2022	9%	10%	**10%**	0%	8%	16%	-	*	-	0%	4%	*	9%	12%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	89%	**89%**	79%	93%	92%	-	-	-	80%	41%	*	89%	89%	87%	86%
	2022	76%	76%	**76%**	69%	76%	82%	-	*	-	*	32%	*	79%	69%	72%	69%
At Meets Grade Level or Above	2023	43%	65%	**65%**	38%	64%	74%	-	-	-	60%	15%	*	66%	60%	56%	54%
	2022	43%	52%	**52%**	39%	53%	59%	-	*	-	*	23%	*	55%	42%	48%	46%
At Masters Grade Level	2023	23%	30%	**30%**	24%	22%	35%	-	-	-	40%	11%	*	32%	21%	21%	11%
	2022	27%	27%	**27%**	8%	29%	37%	-	*	-	*	3%	*	27%	27%	19%	23%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	92%	**92%**	78%	95%	96%	-	-	-	80%	52%	*	91%	93%	88%	93%
	2022	83%	84%	**84%**	75%	81%	89%	-	*	-	*	55%	*	84%	85%	81%	72%
At Meets Grade Level or Above	2023	56%	64%	**64%**	35%	61%	77%	-	-	-	40%	7%	*	65%	60%	52%	43%
	2022	55%	61%	**61%**	38%	54%	75%	-	*	-	*	29%	*	62%	58%	53%	28%
At Masters Grade Level	2023	21%	24%	**24%**	7%	11%	35%	-	-	-	40%	0%	*	24%	22%	13%	3%
	2022	21%	24%	**24%**	9%	27%	28%	-	*	-	*	10%	*	24%	24%	19%	20%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	95%	**95%**	90%	92%	100%	-	*	-	80%	89%	*	96%	92%	92%	81%
	2022	89%	95%	**95%**	89%	95%	97%	-	-	-	80%	74%	*	96%	91%	93%	83%
At Meets Grade Level or Above	2023	70%	74%	**74%**	53%	64%	87%	-	*	-	80%	68%	*	75%	68%	65%	44%
	2022	68%	76%	**76%**	59%	76%	84%	-	-	-	40%	44%	*	78%	69%	76%	50%
At Masters Grade Level	2023	38%	37%	**37%**	18%	36%	47%	-	*	-	20%	26%	*	37%	34%	30%	19%
	2022	42%	41%	**41%**	28%	38%	49%	-	-	-	40%	15%	*	41%	38%	38%	22%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	98%	**98%**	88%	*	100%	-	-	-	-	-	*	100%	86%	100%	-
	2022	92%	98%	**98%**	100%	100%	97%	-	*	-	-	-	-	98%	*	100%	-
At Meets Grade Level or Above	2023	61%	57%	**57%**	38%	*	60%	-	-	-	-	-	*	57%	57%	54%	-
	2022	64%	44%	**44%**	17%	33%	50%	-	*	-	-	-	-	42%	*	28%	-
At Masters Grade Level	2023	12%	2%	**2%**	0%	*	3%	-	-	-	-	-	*	3%	0%	0%	-
	2022	13%	0%	**0%**	0%	0%	0%	-	*	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	**89%**	75%	92%	93%	-	*	-	80%	55%	75%	89%	87%	85%	85%
	2022	74%	76%	**83%**	72%	84%	87%	-	88%	-	68%	49%	81%	83%	80%	78%	72%
At Meets Grade Level or Above	2023	49%	51%	**65%**	39%	63%	76%	-	*	-	60%	26%	13%	66%	62%	55%	46%
	2022	48%	48%	**60%**	42%	57%	70%	-	75%	-	42%	32%	25%	61%	56%	54%	41%
At Masters Grade Level	2023	20%	18%	**22%**	10%	16%	28%	-	*	-	24%	7%	0%	23%	18%	15%	6%
	2022	23%	22%	**21%**	9%	21%	27%	-	50%	-	21%	7%	6%	21%	23%	17%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**84%**	65%	90%	89%	-	*	-	80%	52%	71%	85%	82%	79%	82%
	2022	75%	77%	**76%**	62%	82%	82%	-	*	-	63%	44%	67%	77%	75%	70%	69%
At Meets Grade Level or Above	2023	53%	53%	**63%**	36%	63%	75%	-	*	-	60%	25%	14%	63%	63%	52%	44%
	2022	53%	52%	**57%**	40%	56%	67%	-	*	-	38%	33%	33%	58%	54%	48%	41%
At Masters Grade Level	2023	20%	16%	**14%**	4%	10%	19%	-	*	-	10%	2%	0%	15%	9%	8%	2%
	2022	25%	24%	**11%**	2%	10%	15%	-	*	-	13%	5%	0%	10%	12%	6%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	81%	**91%**	80%	93%	94%	-	-	-	80%	41%	*	91%	88%	88%	86%
	2022	72%	74%	**81%**	73%	82%	86%	-	*	-	*	32%	*	84%	71%	76%	69%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	50%	**63%**	38%	64%	71%	-	-	-	60%	15%	*	64%	60%	56%	54%
	2022	42%	42%	**50%**	36%	48%	56%	-	*	-	*	23%	*	51%	45%	45%	46%
At Masters Grade Level	2023	19%	18%	**25%**	20%	21%	28%	-	-	-	40%	11%	*	27%	18%	19%	11%
	2022	20%	17%	**21%**	7%	22%	26%	-	*	-	*	3%	*	19%	25%	17%	23%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**92%**	78%	95%	96%	-	-	-	80%	52%	*	91%	93%	88%	93%
	2022	76%	77%	**84%**	75%	81%	89%	-	*	-	*	55%	*	84%	85%	81%	72%
At Meets Grade Level or Above	2023	47%	48%	**64%**	35%	61%	77%	-	-	-	40%	7%	*	65%	60%	52%	43%
	2022	47%	49%	**61%**	38%	54%	75%	-	*	-	*	29%	*	62%	58%	53%	28%
At Masters Grade Level	2023	18%	17%	**24%**	7%	11%	35%	-	-	-	40%	0%	*	24%	22%	13%	3%
	2022	21%	21%	**24%**	9%	27%	28%	-	*	-	*	10%	*	24%	24%	19%	20%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	84%	**95%**	90%	92%	100%	-	*	-	80%	89%	*	96%	92%	92%	81%
	2022	75%	79%	**95%**	89%	95%	97%	-	-	-	80%	74%	*	96%	91%	93%	83%
At Meets Grade Level or Above	2023	52%	55%	**74%**	53%	64%	87%	-	*	-	80%	68%	*	75%	68%	65%	44%
	2022	50%	52%	**76%**	59%	76%	84%	-	-	-	40%	44%	*	78%	69%	76%	50%
At Masters Grade Level	2023	27%	27%	**37%**	18%	36%	47%	-	*	-	20%	26%	*	37%	34%	30%	19%
	2022	30%	30%	**41%**	28%	38%	49%	-	-	-	40%	15%	*	41%	38%	38%	22%

* 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)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA 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)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	62%	**62%**	46%	70%	63%	-	-	-	80%	26%	*	64%	57%	58%	83%
End of Course English II	2023	74%	81%	**81%**	75%	78%	83%	-	*	-	*	65%	*	81%	80%	78%	69%
End of Course Algebra I	2023	76%	84%	**84%**	74%	93%	83%	-	-	-	90%	67%	*	84%	83%	84%	91%
All Grades Both Subjects	2023	64%	66%	**75%**	66%	81%	76%	-	*	-	88%	53%	81%	76%	73%	73%	83%
All Grades ELA/Reading	2023	63%	62%	**71%**	62%	74%	72%	-	*	-	86%	46%	70%	72%	67%	68%	78%
All Grades Mathematics	2023	66%	70%	**84%**	74%	93%	83%	-	-	-	90%	67%	*	84%	83%	84%	91%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	44%	**44%**	0%	83%	50%	-	-	-	*	9%	*	43%	*	41%	100%
End of Course English II	2023	41%	56%	**56%**	60%	*	55%	-	-	-	*	50%	*	54%	63%	56%	*
End of Course Algebra I	2023	58%	57%	**57%**	43%	67%	61%	-	-	-	*	25%	*	56%	60%	61%	57%
All Grades Both Subjects	2023	38%	43%	**53%**	43%	63%	57%	-	-	-	71%	29%	50%	52%	59%	54%	67%
All Grades ELA/Reading	2023	35%	41%	**51%**	43%	60%	53%	-	-	-	*	32%	*	49%	58%	49%	75%
All Grades Mathematics	2023	40%	45%	**57%**	43%	67%	61%	-	-	-	*	25%	*	56%	60%	61%	57%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	81%	**89%**	-	-	-	-	-	-	84%	100%	83%	-	-	89%	84%	100%
	2022	74%	76%	**83%**	-	-	-	-	-	-	66%	64%	66%	-	-	84%	66%	90%
At Meets Grade Level or Above	2023	49%	51%	**65%**	-	-	-	-	-	-	43%	43%	43%	-	-	67%	43%	80%
	2022	48%	48%	**60%**	-	-	-	-	-	-	31%	50%	27%	-	-	62%	31%	70%
At Masters Grade Level	2023	20%	18%	**22%**	-	-	-	-	-	-	4%	0%	5%	-	-	24%	4%	33%
	2022	23%	22%	**21%**	-	-	-	-	-	-	8%	21%	5%	-	-	22%	8%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**84%**	-	-	-	-	-	-	80%	100%	76%	-	-	84%	80%	100%
	2022	75%	77%	**76%**	-	-	-	-	-	-	64%	60%	65%	-	-	77%	64%	85%
At Meets Grade Level or Above	2023	53%	53%	**63%**	-	-	-	-	-	-	40%	43%	39%	-	-	65%	40%	89%
	2022	53%	52%	**57%**	-	-	-	-	-	-	31%	40%	29%	-	-	59%	31%	69%
At Masters Grade Level	2023	20%	16%	**14%**	-	-	-	-	-	-	2%	0%	3%	-	-	15%	2%	22%
	2022	25%	24%	**11%**	-	-	-	-	-	-	0%	0%	0%	-	-	12%	0%	0%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	81%	**91%**	-	-	-	-	-	-	85%	-	85%	-	-	91%	85%	*
	2022	72%	74%	**81%**	-	-	-	-	-	-	62%	*	68%	-	-	83%	62%	100%
At Meets Grade Level or Above	2023	45%	50%	**63%**	-	-	-	-	-	-	56%	-	56%	-	-	64%	56%	*
	2022	42%	42%	**50%**	-	-	-	-	-	-	33%	*	37%	-	-	50%	33%	100%
At Masters Grade Level	2023	19%	18%	**25%**	-	-	-	-	-	-	11%	-	11%	-	-	27%	11%	*
	2022	20%	17%	**21%**	-	-	-	-	-	-	10%	*	11%	-	-	21%	10%	80%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**92%**	-	-	-	-	-	-	93%	-	93%	-	-	92%	93%	*
	2022	76%	77%	**84%**	-	-	-	-	-	-	63%	*	67%	-	-	85%	63%	100%
At Meets Grade Level or Above	2023	47%	48%	**64%**	-	-	-	-	-	-	45%	-	45%	-	-	67%	45%	*
	2022	47%	49%	**61%**	-	-	-	-	-	-	11%	*	11%	-	-	65%	11%	83%
At Masters Grade Level	2023	18%	17%	**24%**	-	-	-	-	-	-	3%	-	3%	-	-	27%	3%	*
	2022	21%	21%	**24%**	-	-	-	-	-	-	5%	*	6%	-	-	24%	5%	67%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	84%	**95%**	-	-	-	-	-	-	75%	-	75%	-	-	97%	75%	*
	2022	75%	79%	**95%**	-	-	-	-	-	-	83%	100%	67%	-	-	95%	83%	83%
At Meets Grade Level or Above	2023	52%	55%	**74%**	-	-	-	-	-	-	25%	-	25%	-	-	77%	25%	*
	2022	50%	52%	**76%**	-	-	-	-	-	-	58%	83%	33%	-	-	78%	58%	33%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	27%	**37%**	-	-	-	-	-	-	0%	-	0%	-	-	38%	0%	*
	2022	30%	30%	**41%**	-	-	-	-	-	-	33%	50%	17%	-	-	43%	33%	0%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	**75%**	-	-	-	-	-	-	82%	64%	85%	-	-	74%	82%	94%
All Grades ELA/Reading	2023	63%	62%	**71%**	-	-	-	-	-	-	77%	64%	80%	-	-	70%	77%	94%
All Grades Mathematics	2023	66%	70%	**84%**	-	-	-	-	-	-	91%	-	91%	-	-	83%	91%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	43%	**53%**	-	-	-	-	-	-	64%	-	64%	-	-	51%	64%	*
All Grades ELA/Reading	2023	35%	41%	**51%**	-	-	-	-	-	-	75%	-	75%	-	-	47%	75%	-
All Grades Mathematics	2023	40%	45%	**57%**	-	-	-	-	-	-	50%	-	50%	-	-	57%	50%	*

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**93%**	93%	90%	96%	-	*	-	74%	87%	89%	96%	85%	93%	84%
Not Included in Accountability: Mobile	4%	4%	**5%**	7%	2%	3%	-	*	-	26%	9%	11%	2%	12%	4%	3%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	8%	0%	-	*	-	0%	3%	0%	1%	4%	3%	13%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**92%**	94%	85%	96%	-	*	-	71%	88%	88%	95%	82%	91%	75%
Not Included in Accountability: Mobile	4%	4%	**5%**	6%	2%	4%	-	*	-	29%	8%	13%	2%	13%	4%	3%
Not Included in Accountability: Other Exclusions	3%	1%	**3%**	0%	13%	0%	-	*	-	0%	3%	0%	2%	5%	5%	22%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	-	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	94%	94%	**94%**	93%	93%	96%	-	-	-	63%	84%	80%	97%	85%	93%	90%
Not Included in Accountability: Mobile	5%	4%	**5%**	7%	3%	3%	-	-	-	38%	13%	20%	2%	14%	5%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	3%	0%	-	-	-	0%	3%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	-	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	1%	-	-	-	0%	0%	0%	0%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	96%	92%	98%	-	-	-	83%	93%	*	97%	91%	94%	91%
Not Included in Accountability: Mobile	4%	5%	**4%**	4%	3%	2%	-	-	-	17%	3%	*	3%	6%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	5%	0%	-	-	-	0%	3%	*	1%	3%	2%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	91%	97%	96%	-	*	-	83%	83%	*	97%	84%	94%	94%
Not Included in Accountability: Mobile	4%	6%	**5%**	9%	0%	3%	-	*	-	17%	13%	*	2%	13%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	3%	1%	-	*	-	0%	4%	*	1%	2%	2%	6%
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%
Accelerated Testers																
SAT/ACT Participant	93%	98%	**98%**	100%	*	97%	-	-	-	-	-	*	97%	100%	93%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	100%	94%	96%	-	100%	-	100%	96%	100%	97%	94%	96%	90%
Not Included in Accountability: Mobile	5%	3%	**2%**	0%	1%	3%	-	0%	-	0%	2%	0%	2%	5%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	5%	0%	-	0%	-	0%	2%	0%	1%	1%	2%	10%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	-	*	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	92%	95%	**93%**	100%	86%	95%	-	*	-	100%	94%	100%	94%	92%	93%	79%
Not Included in Accountability: Mobile	5%	3%	**3%**	0%	2%	4%	-	*	-	0%	2%	0%	2%	6%	3%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**3%**	0%	12%	0%	-	*	-	0%	5%	0%	3%	3%	4%	21%
Not Tested	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	-	*	-	*	97%	*	99%	100%	100%	100%
Included in Accountability	93%	97%	**98%**	100%	100%	96%	-	*	-	*	94%	*	99%	95%	98%	100%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	3%	**2%**	0%	0%	3%	-	*	-	*	3%	*	1%	5%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	1%	-	*	-	*	3%	*	1%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	*	3%	*	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	97%	**98%**	100%	100%	97%	-	*	-	*	97%	*	99%	95%	97%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	0%	0%	3%	-	*	-	*	3%	*	1%	5%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	97%	**98%**	98%	100%	98%	-	-	-	100%	100%	*	99%	96%	98%	100%
Not Included in Accountability: Mobile	4%	3%	**2%**	2%	0%	3%	-	-	-	0%	0%	*	1%	4%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	100%	**100%**	100%	100%	100%	-	*	-	-	-	-	100%	*	100%	-

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

	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%	91.9%	**91.1%**	90.8%	91.9%	91.0%	*	*	-	88.8%	90.9%	90.2%	91.2%
2020-21	95.0%	94.4%	**93.5%**	92.5%	94.0%	93.6%	*	*	-	94.1%	92.9%	92.6%	94.6%
Chronic Absenteeism													
2021-22	25.7%	29.4%	**35.1%**	36.8%	29.4%	36.9%	*	0.0%	-	33.3%	39.0%	40.3%	27.1%
2020-21	15.0%	15.9%	**20.3%**	23.9%	16.8%	20.2%	*	*	-	20.0%	22.2%	25.0%	17.6%
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%	1.9%	**1.9%**	2.7%	0.6%	1.9%	*	0.0%	-	5.6%	3.8%	1.9%	2.1%
2020-21	2.4%	1.8%	**1.8%**	2.2%	1.8%	1.7%	*	*	-	0.0%	1.8%	2.5%	2.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.9%	**91.9%**	95.3%	93.0%	90.7%	-	*	-	*	80.0%	93.1%	100.0%
Received TxCHSE	0.3%	1.0%	**1.0%**	0.0%	2.3%	0.9%	-	*	-	*	0.0%	1.0%	0.0%
Continued HS	3.5%	0.5%	**0.5%**	0.0%	0.0%	0.9%	-	*	-	*	5.0%	1.0%	0.0%
Dropped Out	6.4%	6.6%	**6.6%**	4.7%	4.7%	7.5%	-	*	-	*	15.0%	5.0%	0.0%
Graduates and TxCHSE	90.0%	92.9%	**92.9%**	95.3%	95.3%	91.6%	-	*	-	*	80.0%	94.1%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	93.4%	**93.4%**	95.3%	95.3%	92.5%	-	*	-	*	85.0%	95.0%	100.0%
Class of 2021													
Graduated	90.0%	94.6%	**94.6%**	97.4%	92.9%	94.0%	-	*	-	100.0%	100.0%	90.0%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Continued HS	3.9%	0.5%	**0.5%**	0.0%	0.0%	0.9%	-	*	-	0.0%	0.0%	1.1%	*
Dropped Out	5.8%	4.9%	**4.9%**	2.6%	7.1%	5.1%	-	*	-	0.0%	0.0%	8.9%	*
Graduates and TxCHSE	90.3%	94.6%	**94.6%**	97.4%	92.9%	94.0%	-	*	-	100.0%	100.0%	90.0%	*
Graduates, TxCHSE, and Continuers	94.2%	95.1%	**95.1%**	97.4%	92.9%	94.9%	-	*	-	100.0%	100.0%	91.1%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	**94.7%**	95.0%	92.9%	94.9%	-	*	-	100.0%	100.0%	91.1%	*
Received TxCHSE	0.4%	0.5%	**0.5%**	0.0%	0.0%	0.8%	-	*	-	0.0%	0.0%	1.1%	*
Continued HS	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dropped Out	6.3%	4.9%	**4.9%**	5.0%	7.1%	4.2%	-	*	-	0.0%	0.0%	7.8%	*
Graduates and TxCHSE	92.7%	95.1%	**95.1%**	95.0%	92.9%	95.8%	-	*	-	100.0%	100.0%	92.2%	*
Graduates, TxCHSE, and Continuers	93.7%	95.1%	**95.1%**	95.0%	92.9%	95.8%	-	*	-	100.0%	100.0%	92.2%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020													
Graduated	92.2%	96.6%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	3.4%	**3.4%**	3.5%	0.0%	3.6%	*	*	-	*	6.3%	4.0%	*
Graduates and TxCHSE	92.7%	96.6%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Graduates, TxCHSE, and Continuers	93.8%	96.6%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.6%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	3.4%	**3.4%**	3.5%	0.0%	3.6%	*	*	-	*	6.3%	4.0%	*
Graduates and TxCHSE	93.2%	96.6%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Graduates, TxCHSE, and Continuers	93.8%	96.6%	**96.6%**	96.5%	100.0%	96.4%	*	*	-	*	93.8%	96.0%	*
Class of 2019													
Graduated	92.6%	93.0%	**93.0%**	93.3%	97.1%	92.0%	*	*	-	*	100.0%	90.5%	*
Received TxCHSE	0.6%	1.0%	**1.0%**	0.0%	0.0%	1.8%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	6.0%	**6.0%**	6.7%	2.9%	6.2%	*	*	-	*	0.0%	9.5%	*
Graduates and TxCHSE	93.2%	94.0%	**94.0%**	93.3%	97.1%	93.8%	*	*	-	*	100.0%	90.5%	*
Graduates, TxCHSE, and Continuers	93.8%	94.0%	**94.0%**	93.3%	97.1%	93.8%	*	*	-	*	100.0%	90.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.0%	**92.0%**	95.3%	93.2%	90.7%	-	*	-	*	80.0%	93.1%	100.0%
Class of 2021	90.0%	94.1%	**94.1%**	97.4%	92.9%	93.2%	-	*	-	100.0%	96.2%	90.0%	*
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%	0.5%	**0.5%**	2.4%	0.0%	0.0%	-	*	-	*	6.3%	1.1%	0.0%
Class of 2021	3.8%	5.2%	**5.2%**	5.3%	7.7%	4.5%	-	*	-	0.0%	4.0%	4.9%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	79.7%	**79.7%**	63.4%	75.0%	88.7%	-	*	-	*	25.0%	72.3%	40.0%
Class of 2021	81.9%	66.8%	**66.8%**	42.1%	76.9%	71.8%	-	*	-	60.0%	8.0%	54.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	88.0%	80.2%	**80.2%**	65.9%	75.0%	88.7%	-	*	-	*	31.3%	73.4%	40.0%
Class of 2021	85.7%	72.0%	**72.0%**	47.4%	84.6%	76.4%	-	*	-	60.0%	12.0%	59.3%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.5%	**0.5%**	2.4%	0.0%	0.0%	-	*	-	*	6.3%	1.1%	0.0%
2020-21	3.8%	5.1%	**5.1%**	5.4%	7.5%	4.4%	-	*	-	0.0%	3.4%	4.5%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	78.9%	**78.9%**	65.9%	73.2%	86.9%	-	*	-	*	25.0%	72.6%	33.3%
2020-21	80.4%	65.0%	**65.0%**	40.5%	75.0%	69.3%	-	*	-	60.0%	6.9%	51.1%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	79.5%	**79.5%**	68.3%	73.2%	86.9%	-	*	-	*	31.3%	73.7%	33.3%
2020-21	84.1%	70.1%	**70.1%**	45.9%	82.5%	73.7%	-	*	-	60.0%	10.3%	55.7%	*

Texas Education Agency
2022-23 Graduation Profile (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	185	100.0%	185	368,686
By Ethnicity:				
African American	41	22.2%	41	45,227
Hispanic	41	22.2%	41	191,125
White	99	53.5%	99	103,171
American Indian	0	0.0%	0	1,159
Asian	2	1.1%	2	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	2	1.1%	2	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	38	20.5%	38	51,023
Foundation H.S. Program (Endorsement)	1	0.5%	1	14,179
Foundation H.S. Program (DLA)	146	78.9%	146	302,917
Special Education Graduates	16	8.6%	16	32,447
Economically Disadvantaged Graduates	95	51.4%	95	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	3.2%	6	40,398
At-Risk Graduates	45	24.3%	45	159,689
CTE Completers	89	48.1%	89	107,502

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	84.9%	**84.9%**	73.2%	87.8%	87.9%	-	*	-	*	75.0%	82.1%	83.3%
2020-21	65.2%	89.3%	**89.3%**	83.8%	90.0%	90.4%	-	*	-	100.0%	82.8%	84.1%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	80.0%	**80.0%**	58.5%	82.9%	86.9%	-	*	-	*	25.0%	73.7%	83.3%
2020-21	52.7%	79.7%	**79.7%**	56.8%	85.0%	85.1%	-	*	-	80.0%	17.2%	70.5%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	82.2%	**82.2%**	58.5%	85.4%	89.9%	-	*	-	*	25.0%	73.7%	83.3%
2020-21	56.1%	77.2%	**77.2%**	56.8%	77.5%	83.3%	-	*	-	80.0%	10.3%	69.3%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	82.2%	**82.2%**	70.7%	85.4%	84.8%	-	*	-	*	31.3%	75.8%	83.3%
2020-21	45.7%	74.1%	**74.1%**	56.8%	77.5%	78.1%	-	*	-	80.0%	13.8%	65.9%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	78.9%	**78.9%**	58.5%	82.9%	84.8%	-	*	-	*	25.0%	71.6%	83.3%
2020-21	40.4%	72.6%	**72.6%**	56.8%	75.0%	76.3%	-	*	-	80.0%	10.3%	65.9%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	9.7%	**9.7%**	4.9%	9.8%	10.1%	-	*	-	*	0.0%	3.2%	0.0%
2020-21	21.3%	13.2%	**13.2%**	0.0%	25.0%	12.3%	-	*	-	20.0%	0.0%	8.0%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.5%	**0.5%**	0.0%	2.4%	0.0%	-	*	-	*	0.0%	1.1%	0.0%
2020-21	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	33.0%	**33.0%**	12.2%	39.0%	38.4%	-	*	-	*	0.0%	27.4%	0.0%
2020-21	25.9%	37.6%	**37.6%**	18.9%	47.5%	40.4%	-	*	-	20.0%	6.9%	27.3%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	21.6%	**21.6%**	31.7%	26.8%	15.2%	-	*	-	*	75.0%	25.3%	0.0%
2020-21	24.2%	30.5%	**30.5%**	35.1%	32.5%	28.9%	-	*	-	20.0%	79.3%	30.7%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	12.4%	**12.4%**	12.2%	19.5%	9.1%	-	*	-	*	0.0%	11.6%	0.0%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	15.2%	**15.2%**	5.4%	17.5%	18.4%	-	*	-	0.0%	0.0%	11.4%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	2.7%	**2.7%**	0.0%	4.9%	3.0%	-	*	-	*	0.0%	3.2%	0.0%
2020-21	0.7%	5.1%	**5.1%**	2.7%	7.5%	5.3%	-	*	-	0.0%	6.9%	4.5%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	4.3%	**4.3%**	14.6%	2.4%	1.0%	-	*	-	*	50.0%	7.4%	0.0%
2020-21	2.4%	10.2%	**10.2%**	27.0%	7.5%	5.3%	-	*	-	20.0%	69.0%	15.9%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	2.7%	**2.7%**	7.3%	0.0%	2.0%	-	*	-	*	31.3%	4.2%	0.0%
2020-21	4.4%	1.5%	**1.5%**	0.0%	2.5%	1.8%	-	*	-	0.0%	10.3%	1.1%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	39.5%	**39.5%**	24.4%	29.3%	48.5%	-	*	-	*	0.0%	27.4%	0.0%
	2020-21	25.9%	52.3%	**52.3%**	29.7%	45.0%	62.3%	-	*	-	40.0%	0.0%	45.5%	*
Mathematics	2021-22	18.7%	31.9%	**31.9%**	12.2%	31.7%	39.4%	-	*	-	*	0.0%	18.9%	16.7%
	2020-21	19.4%	43.1%	**43.1%**	29.7%	45.0%	46.5%	-	*	-	40.0%	0.0%	37.5%	*
Both Subjects	2021-22	12.6%	26.5%	**26.5%**	7.3%	24.4%	34.3%	-	*	-	*	0.0%	14.7%	0.0%
	2020-21	14.4%	38.6%	**38.6%**	24.3%	35.0%	43.9%	-	*	-	40.0%	0.0%	35.2%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	43.8%	**43.8%**	36.6%	56.1%	42.4%	-	*	-	*	25.0%	48.4%	83.3%
	2020-21	8.6%	25.4%	**25.4%**	29.7%	35.0%	20.2%	-	*	-	40.0%	10.3%	25.0%	*
Mathematics	2021-22	14.0%	50.3%	**50.3%**	58.5%	56.1%	44.4%	-	*	-	*	31.3%	56.8%	66.7%
	2020-21	10.3%	33.5%	**33.5%**	29.7%	32.5%	35.1%	-	*	-	40.0%	13.8%	31.8%	*
Both Subjects	2021-22	7.5%	38.4%	**38.4%**	31.7%	51.2%	36.4%	-	*	-	*	25.0%	44.2%	66.7%
	2020-21	4.9%	22.3%	**22.3%**	24.3%	27.5%	19.3%	-	*	-	40.0%	10.3%	22.7%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	20.0%	**20.0%**	11.0%	17.5%	23.8%	*	*	-	33.3%	4.4%	15.8%	6.3%
	2021	21.1%	18.0%	**18.0%**	6.4%	19.5%	21.2%	-	*	-	0.0%	0.0%	13.5%	0.0%
English Language Arts	2022	13.2%	14.8%	**14.8%**	9.9%	11.3%	17.5%	*	*	-	33.3%	4.4%	13.1%	6.3%
	2021	12.1%	9.7%	**9.7%**	3.8%	4.9%	13.2%	-	*	-	0.0%	0.0%	6.2%	0.0%
Mathematics	2022	6.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2021	6.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Science	2022	9.6%	5.4%	**5.4%**	1.1%	6.3%	7.2%	*	*	-	0.0%	0.0%	2.7%	0.0%
	2021	8.7%	8.6%	**8.6%**	2.6%	14.6%	8.0%	-	*	-	0.0%	0.0%	7.9%	0.0%
Social Studies	2022	12.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	37.0%	**37.0%**	40.0%	14.3%	43.4%	-	*	-	*	*	31.4%	*
	2021	48.6%	33.3%	**33.3%**	20.0%	50.0%	28.9%	-	*	-	-	-	29.2%	-
English Language Arts	2022	53.2%	38.3%	**38.3%**	33.3%	11.1%	48.7%	-	-	-	*	*	34.5%	*
	2021	42.7%	29.7%	**29.7%**	*	*	25.0%	-	*	-	-	-	36.4%	-
Mathematics	2022	50.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	27.3%	**27.3%**	*	20.0%	25.0%	-	-	-	-	-	16.7%	-
	2021	41.4%	36.4%	**36.4%**	*	41.7%	35.3%	-	*	-	-	-	21.4%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	50.8%	**50.8%**	46.3%	46.3%	55.6%	-	*	-	*	6.3%	42.6%	0.0%
	2020-21	70.8%	45.7%	**45.7%**	37.8%	40.0%	49.1%	-	*	-	60.0%	3.4%	38.6%	*
At/Above Criterion for All Examinees	2021-22	32.1%	21.3%	**21.3%**	5.3%	15.8%	27.3%	-	*	-	-	*	10.0%	-
	2020-21	32.9%	36.7%	**36.7%**	14.3%	56.3%	37.5%	-	*	-	*	*	26.5%	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1043	**1043**	*	-	1054	-	-	-	-	-	*	-
	2020-21	1002	1130	**1130**	900	1138	1175	-	-	-	-	-	1120	-
English Language Arts and Writing	2021-22	506	523	**523**	*	-	533	-	-	-	-	-	*	-
	2020-21	504	560	**560**	410	550	613	-	-	-	-	-	550	-
Mathematics	2021-22	496	520	**520**	*	-	521	-	-	-	-	-	*	-
	2020-21	498	570	**570**	490	588	563	-	-	-	-	-	570	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	18.8	**18.8**	15.9	18.0	20.1	-	*	-	-	*	17.3	-
	2020-21	20.0	20.4	**20.4**	16.6	21.4	21.3	-	18.0	-	19.3	13.0	18.9	-
English Language Arts	2021-22	19.2	18.3	**18.3**	14.9	17.3	19.9	-	*	-	-	*	16.6	-
	2020-21	19.6	20.3	**20.3**	16.0	21.4	21.2	-	16.5	-	19.3	10.5	18.8	-
Mathematics	2021-22	19.3	18.7	**18.7**	16.3	17.9	19.8	-	*	-	-	*	17.2	-
	2020-21	19.9	20.0	**20.0**	16.4	21.1	20.6	-	17.0	-	20.0	16.0	18.3	-
Science	2021-22	19.8	19.5	**19.5**	17.1	18.9	20.4	-	*	-	-	*	18.4	-
	2020-21	20.3	20.7	**20.7**	17.4	21.0	21.5	-	20.0	-	19.3	13.0	19.3	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	30.4%	**30.4%**	21.0%	28.5%	35.3%	*	40.0%	-	23.5%	13.1%	24.8%	10.4%
	2020-21	42.5%	30.4%	**30.4%**	14.0%	31.0%	36.7%	*	*	-	20.0%	6.1%	26.5%	3.1%
English Language Arts	2021-22	16.6%	13.2%	**13.2%**	7.1%	11.3%	16.0%	*	40.0%	-	20.0%	2.2%	10.2%	2.2%
	2020-21	16.3%	11.8%	**11.8%**	3.2%	9.8%	15.3%	*	*	-	5.3%	0.0%	7.5%	0.0%
Mathematics	2021-22	19.9%	8.5%	**8.5%**	2.4%	8.2%	10.8%	*	40.0%	-	6.7%	0.0%	5.3%	0.0%
	2020-21	19.3%	8.8%	**8.8%**	2.0%	11.9%	9.3%	*	*	-	11.8%	0.0%	5.4%	0.0%
Science	2021-22	21.1%	17.2%	**17.2%**	13.1%	17.2%	19.1%	*	40.0%	-	6.7%	5.7%	14.5%	4.4%
	2020-21	20.6%	14.6%	**14.6%**	8.0%	15.8%	16.4%	*	*	-	5.9%	5.2%	15.0%	0.0%
Social Studies	2021-22	22.8%	14.7%	**14.7%**	4.6%	12.4%	19.7%	*	40.0%	-	6.3%	0.0%	8.7%	2.2%
	2020-21	22.8%	16.5%	**16.5%**	6.1%	15.5%	20.5%	*	*	-	11.1%	0.0%	11.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	56.3%	**56.3%**	45.9%	65.0%	57.0%	-	*	-	40.0%	31.0%	48.9%	*
	2019-20	46.1%	52.0%	**52.0%**	50.0%	34.5%	57.7%	*	*	-	*	26.7%	41.1%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	809	100.0%	2,616	5,504,150	809	100.0%	2,621	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	4.5%	4.4%	0	0.0%	4.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.5%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 2	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 9	230	28.4%	8.8%	8.7%	230	28.4%	8.8%	8.7%
Grade 10	193	23.9%	7.4%	7.9%	193	23.9%	7.4%	7.9%
Grade 11	181	22.4%	6.9%	7.0%	181	22.4%	6.9%	7.0%
Grade 12	205	25.3%	7.8%	6.6%	205	25.3%	7.8%	6.6%
Ethnic Distribution:								
African American	168	20.8%	19.6%	12.8%	168	20.8%	19.7%	12.8%
Hispanic	171	21.1%	20.0%	53.0%	171	21.1%	20.0%	52.9%
White	447	55.3%	56.2%	25.6%	447	55.3%	56.2%	25.7%
American Indian	2	0.2%	0.2%	0.3%	2	0.2%	0.2%	0.3%
Asian	5	0.6%	0.6%	5.1%	5	0.6%	0.6%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	16	2.0%	3.3%	3.0%	16	2.0%	3.3%	3.0%
Sex:								
Female	385	47.6%	46.6%	48.8%	385	47.6%	46.6%	48.8%
Male	424	52.4%	53.4%	51.2%	424	52.4%	53.4%	51.2%
Economically Disadvantaged	433	53.5%	58.8%	62.1%	433	53.5%	58.8%	62.0%
Non-Educationally Disadvantaged	376	46.5%	41.2%	37.9%	376	46.5%	41.2%	38.0%
Section 504 Students	90	11.1%	6.8%	7.4%	90	11.1%	6.8%	7.4%
EB Students/EL	56	6.9%	9.1%	23.1%	56	6.9%	9.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	32	3.7%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	43	5.3%	4.3%	5.5%	43	5.3%	4.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.0%	1.3%	0	0.0%	0.0%	1.3%
Immigrant	3	0.4%	0.4%	2.2%	3	0.4%	0.4%	2.2%
Migrant	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Title I	809	100.0%	100.0%	64.6%	809	100.0%	100.0%	64.6%
Military Connected	8	1.0%	1.4%	3.6%	8	1.0%	1.4%	3.6%
At-Risk	328	40.5%	43.0%	53.3%	328	40.5%	43.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	56	6.9%	9.0%	23.2%	56	6.9%	9.0%	23.2%
Career and Technical Education	732	90.5%	38.3%	26.5%	732	90.5%	38.2%	26.5%
Career and Technical Education (9-12 grades only)	732	90.5%	90.5%	72.3%	732	90.5%	90.5%	72.2%
Gifted and Talented Education	51	6.3%	6.5%	8.2%	51	6.3%	6.5%	8.2%
Special Education	99	12.2%	12.8%	12.6%	99	12.2%	12.9%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	99							
By Type of Primary Disability Students with Intellectual Disabilities	63	63.6%	47.6%	44.1%				
Students with Physical Disabilities	*	*	19.5%	20.0%				
Students with Autism	**	**	11.1%	15.5%				
Students with Behavioral Disabilities	23	23.2%	17.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	4.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	109	12.7%	12.4%	16.8%				
By Ethnicity: African American	21	2.5%	2.3%	3.3%				
Hispanic	19	2.2%	2.0%	8.7%				
White	64	7.5%	7.3%	3.4%				
American Indian	1	0.1%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.5%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	13	12.4%	11.7%	18.6%				
Count and Percent of EB Students/EL who are Mobile	4	8.3%	6.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	60	13.0%	14.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	84	13.5%	12.3%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	6.7%	1.5%	-	21.4%	4.5%
Grade 1	-	6.9%	2.5%	-	3.8%	3.6%
Grade 2	-	4.5%	1.6%	-	5.6%	2.0%
Grade 3	-	0.0%	0.8%	-	4.0%	0.9%
Grade 4	-	0.6%	0.5%	-	3.1%	0.5%
Grade 5	-	0.0%	0.3%	-	3.6%	0.4%
Grade 6	-	0.6%	0.3%	-	0.0%	0.4%
Grade 7	-	1.1%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	1.1%	1.1%	8.7%	6.7%	6.7%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	20.0	19.1
Grade 2	-	20.8	19.1
Grade 3	-	19.5	19.3
Grade 4	-	22.5	19.4
Grade 5	-	21.4	20.8
Grade 6	-	19.0	19.2
Secondary:			
English/Language Arts	14.5	14.2	16.2
Foreign Languages	20.1	19.1	18.8
Mathematics	15.5	16.2	17.5
Science	15.2	15.5	18.5
Social Studies	16.7	18.8	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	88.0	100.0%	100.0%	100.0%
Professional Staff:	81.0	92.0%	66.0%	64.1%
Teachers	69.9	79.5%	53.1%	48.7%
Professional Support	6.0	6.8%	7.0%	10.9%
Campus Administration (School Leadership)	5.1	5.7%	4.5%	3.3%
Educational Aides:	7.0	8.0%	15.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	2.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	2.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	17.8	20.3%	22.8%	53.2%
Teachers by Ethnicity:				
African American	9.8	14.1%	12.6%	11.8%
Hispanic	2.0	2.9%	3.1%	29.6%
White	58.1	83.1%	83.7%	54.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	28.3	40.5%	20.4%	24.4%
Females	41.6	59.5%	79.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	1.0	1.4%	0.8%	2.0%
Bachelors	37.5	53.7%	73.1%	72.2%
Masters	31.4	44.9%	25.6%	25.0%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.4	6.3%	8.0%	9.7%
1-5 Years Experience	7.0	10.1%	20.7%	26.3%
6-10 Years Experience	11.4	16.3%	16.0%	20.5%
11-20 Years Experience	18.7	26.7%	25.1%	27.2%
21-30 Years Experience	17.2	24.5%	20.7%	13.3%
Over 30 Years Experience	11.2	16.0%	9.5%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

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

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.5	6.1
Average Years Experience of Principals with District	2.5	6.0	5.3
Average Years Experience of Assistant Principals	5.5	3.1	5.2
Average Years Experience of Assistant Principals with District	5.5	3.1	4.4
Average Years Experience of Teachers:	17.3	14.1	11.0
Average Years Experience of Teachers with District:	10.3	9.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,730	$48,417	$53,300
1-5 Years Experience	$43,227	$47,055	$56,516
6-10 Years Experience	$56,673	$54,123	$59,732
11-20 Years Experience	$62,673	$60,570	$63,389
21-30 Years Experience	$66,352	$64,116	$67,876
Over 30 Years Experience	$70,351	$69,408	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$61,117	$57,348	$60,717
Professional Support	$82,362	$74,776	$72,022
Campus Administration (School Leadership)	$105,260	$93,427	$85,167
Instructional Staff Percent:	n/a	78.3%	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	1.0	1.4%	2.5%	5.9%
Career and Technical Education	12.9	18.5%	7.9%	5.4%
Compensatory Education	1.4	2.0%	8.5%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	40.7	58.2%	67.4%	70.6%
Special Education	10.6	15.2%	11.9%	9.7%
Other	3.2	4.6%	1.7%	3.5%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: CARTHAGE J H

Campus Number: 183902042

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	83%	**83%**	79%	69%	89%	-	-	-	100%	40%	60%	84%	83%	75%	58%
	2022	80%	79%	**79%**	65%	72%	87%	-	*	-	83%	43%	*	79%	77%	70%	68%
At Meets Grade Level or Above	2023	55%	59%	**59%**	39%	46%	68%	-	-	-	100%	15%	40%	61%	50%	47%	42%
	2022	56%	48%	**48%**	31%	41%	59%	-	*	-	33%	14%	*	49%	44%	38%	39%
At Masters Grade Level	2023	27%	28%	**28%**	11%	29%	34%	-	-	-	20%	10%	40%	28%	28%	18%	26%
	2022	37%	30%	**30%**	23%	23%	37%	-	*	-	0%	7%	*	29%	31%	21%	16%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	77%	**77%**	68%	66%	83%	-	-	-	80%	40%	80%	79%	70%	66%	58%
	2022	61%	61%	**61%**	44%	44%	75%	-	*	-	83%	29%	*	61%	60%	49%	35%
At Meets Grade Level or Above	2023	37%	51%	**51%**	32%	43%	61%	-	-	-	40%	15%	40%	52%	45%	40%	32%
	2022	31%	32%	**32%**	19%	23%	44%	-	*	-	0%	7%	*	33%	29%	21%	16%
At Masters Grade Level	2023	11%	8%	**8%**	3%	3%	13%	-	-	-	0%	0%	0%	9%	8%	5%	5%
	2022	13%	12%	**12%**	6%	8%	17%	-	*	-	0%	4%	*	13%	10%	7%	6%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	87%	**87%**	77%	76%	96%	-	*	-	*	42%	*	87%	88%	83%	73%
	2022	83%	87%	**87%**	71%	86%	93%	-	*	-	40%	50%	80%	86%	88%	79%	76%
At Meets Grade Level or Above	2023	58%	52%	**52%**	34%	36%	66%	-	*	-	*	19%	*	54%	44%	43%	27%
	2022	58%	60%	**60%**	29%	52%	75%	-	*	-	20%	8%	0%	60%	59%	45%	36%
At Masters Grade Level	2023	28%	20%	**20%**	11%	10%	29%	-	*	-	*	8%	*	21%	16%	13%	3%
	2022	37%	40%	**40%**	11%	28%	55%	-	*	-	0%	4%	0%	40%	37%	26%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	84%	**84%**	76%	67%	94%	-	*	-	100%	52%	*	84%	84%	82%	61%
	2022	71%	77%	**77%**	51%	80%	85%	-	*	-	40%	13%	40%	78%	71%	70%	72%
At Meets Grade Level or Above	2023	46%	60%	**60%**	44%	50%	70%	-	*	-	80%	17%	*	63%	51%	54%	48%
	2022	40%	50%	**50%**	23%	48%	60%	-	*	-	40%	4%	0%	53%	43%	38%	32%
At Masters Grade Level	2023	17%	29%	**29%**	22%	19%	36%	-	*	-	0%	9%	*	28%	29%	21%	12%
	2022	14%	20%	**20%**	9%	12%	28%	-	*	-	0%	4%	0%	25%	4%	10%	4%
Grade 8 Science																	

	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	74%	79%	**79%**	65%	57%	93%	-	*	-	100%	46%	*	79%	79%	76%	52%
	2022	74%	79%	**79%**	57%	78%	87%	-	*	-	40%	13%	40%	80%	76%	70%	68%
At Meets Grade Level or Above	2023	47%	48%	**48%**	35%	36%	59%	-	*	-	40%	21%	*	51%	40%	39%	24%
	2022	45%	48%	**48%**	29%	38%	58%	-	*	-	40%	8%	0%	50%	41%	32%	24%
At Masters Grade Level	2023	17%	16%	**16%**	9%	14%	21%	-	*	-	0%	4%	*	14%	23%	10%	9%
	2022	24%	23%	**23%**	6%	14%	31%	-	*	-	40%	0%	0%	27%	10%	13%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	73%	**73%**	57%	64%	85%	-	*	-	60%	28%	*	74%	70%	68%	61%
	2022	61%	62%	**62%**	29%	62%	72%	-	*	-	40%	17%	*	63%	56%	48%	44%
At Meets Grade Level or Above	2023	33%	39%	**39%**	28%	38%	46%	-	*	-	0%	20%	*	40%	36%	32%	30%
	2022	31%	26%	**26%**	14%	16%	34%	-	*	-	40%	4%	*	29%	17%	14%	4%
At Masters Grade Level	2023	16%	20%	**20%**	9%	17%	26%	-	*	-	0%	12%	*	19%	23%	15%	9%
	2022	18%	18%	**18%**	6%	12%	25%	-	*	-	20%	4%	*	21%	10%	8%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	**81%**	70%	66%	90%	-	*	-	90%	41%	78%	81%	79%	75%	61%
	2022	74%	76%	**74%**	53%	71%	83%	-	100%	-	56%	28%	48%	75%	71%	64%	60%
At Meets Grade Level or Above	2023	49%	51%	**51%**	35%	41%	62%	-	*	-	52%	18%	33%	53%	44%	42%	34%
	2022	48%	48%	**44%**	24%	37%	55%	-	83%	-	28%	8%	0%	46%	39%	31%	25%
At Masters Grade Level	2023	20%	18%	**20%**	11%	15%	26%	-	*	-	3%	7%	11%	20%	21%	14%	10%
	2022	23%	22%	**24%**	11%	16%	32%	-	67%	-	9%	4%	0%	26%	17%	14%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**85%**	78%	73%	93%	-	*	-	100%	41%	71%	85%	86%	79%	67%
	2022	75%	77%	**83%**	67%	80%	90%	-	*	-	64%	46%	83%	83%	82%	74%	71%
At Meets Grade Level or Above	2023	53%	53%	**55%**	36%	40%	67%	-	*	-	78%	17%	43%	57%	47%	45%	33%
	2022	53%	52%	**54%**	30%	47%	67%	-	*	-	27%	12%	0%	55%	52%	41%	38%
At Masters Grade Level	2023	20%	16%	**24%**	11%	18%	31%	-	*	-	11%	9%	29%	24%	22%	15%	12%
	2022	25%	24%	**35%**	18%	26%	47%	-	*	-	0%	6%	0%	35%	34%	24%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	81%	**81%**	72%	66%	89%	-	*	-	90%	47%	86%	82%	78%	75%	60%
	2022	72%	74%	**69%**	47%	64%	80%	-	*	-	64%	21%	50%	70%	66%	59%	52%

	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	45%	50%	**56%**	39%	47%	66%	-	*	-	60%	16%	43%	58%	48%	47%	42%
	2022	42%	42%	**42%**	20%	37%	52%	-	*	-	18%	6%	0%	43%	36%	29%	23%
At Masters Grade Level	2023	19%	18%	**19%**	13%	12%	24%	-	*	-	0%	5%	0%	19%	19%	13%	10%
	2022	20%	17%	**17%**	7%	10%	23%	-	*	-	0%	4%	0%	19%	7%	8%	5%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**79%**	65%	57%	93%	-	*	-	100%	46%	*	79%	79%	76%	52%
	2022	76%	77%	**79%**	57%	78%	87%	-	*	-	40%	13%	40%	80%	76%	70%	68%
At Meets Grade Level or Above	2023	47%	48%	**48%**	35%	36%	59%	-	*	-	40%	21%	*	51%	40%	39%	24%
	2022	47%	49%	**48%**	29%	38%	58%	-	*	-	40%	8%	0%	50%	41%	32%	24%
At Masters Grade Level	2023	18%	17%	**16%**	9%	14%	21%	-	*	-	0%	4%	*	14%	23%	10%	9%
	2022	21%	21%	**23%**	6%	14%	31%	-	*	-	40%	0%	0%	27%	10%	13%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	84%	**73%**	57%	64%	85%	-	*	-	60%	28%	*	74%	70%	68%	61%
	2022	75%	79%	**62%**	29%	62%	72%	-	*	-	40%	17%	*	63%	56%	48%	44%
At Meets Grade Level or Above	2023	52%	55%	**39%**	28%	38%	46%	-	*	-	0%	20%	*	40%	36%	32%	30%
	2022	50%	52%	**26%**	14%	16%	34%	-	*	-	40%	4%	*	29%	17%	14%	4%
At Masters Grade Level	2023	27%	27%	**20%**	9%	17%	26%	-	*	-	0%	12%	*	19%	23%	15%	9%
	2022	30%	30%	**18%**	6%	12%	25%	-	*	-	20%	4%	*	21%	10%	8%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2023	37%	45%	**45%**	24%	40%	55%	-	-	-	40%	15%	40%	48%	35%	34%	32%
	2022	32%	30%	**30%**	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
Reading and Mathematics Including EOC	2023	38%	45%	**45%**	24%	40%	55%	-	-	-	40%	15%	40%	48%	35%	34%	32%
	2022	33%	30%	**30%**	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
Reading Including EOC	2023	55%	59%	**59%**	39%	46%	68%	-	-	-	100%	15%	40%	61%	50%	47%	42%
	2022	56%	48%	**48%**	31%	41%	59%	-	*	-	33%	14%	*	49%	45%	39%	39%
Math Including EOC	2023	43%	51%	**51%**	32%	43%	61%	-	-	-	40%	15%	40%	52%	45%	40%	32%
	2022	37%	33%	**33%**	19%	23%	44%	-	*	-	0%	7%	*	33%	31%	22%	16%
8th Graders																	
Reading and Mathematics	2023	31%	48%	**48%**	32%	33%	61%	-	*	-	*	13%	*	50%	40%	39%	27%
	2022	27%	42%	**42%**	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	48%	**48%**	32%	33%	61%	-	*	-	*	13%	*	50%	40%	39%	27%
	2022	41%	42%	**42%**	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%
Reading Including EOC	2023	58%	52%	**52%**	34%	36%	66%	-	*	-	*	19%	*	54%	44%	43%	27%
	2022	58%	60%	**60%**	29%	52%	74%	-	*	-	20%	8%	0%	60%	58%	44%	36%
Math Including EOC	2023	51%	60%	**60%**	44%	50%	70%	-	*	-	80%	17%	*	63%	51%	54%	48%
	2022	48%	50%	**50%**	23%	48%	60%	-	*	-	40%	4%	0%	53%	42%	37%	32%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	37%	**47%**	28%	36%	58%	-	*	-	33%	14%	43%	49%	38%	36%	29%
	2022	34%	33%	**36%**	14%	29%	48%	-	*	-	9%	6%	0%	38%	31%	24%	14%
Reading and Mathematics Including EOC	2023	39%	37%	**47%**	28%	36%	58%	-	*	-	33%	14%	43%	49%	38%	36%	29%
	2022	36%	33%	**36%**	14%	29%	48%	-	*	-	9%	6%	0%	38%	31%	24%	14%
Reading Including EOC	2023	53%	49%	**55%**	36%	40%	67%	-	*	-	78%	17%	43%	57%	47%	45%	33%
	2022	53%	50%	**54%**	30%	47%	67%	-	*	-	27%	12%	0%	55%	52%	41%	38%
Math Including EOC	2023	47%	46%	**56%**	39%	47%	66%	-	*	-	60%	16%	43%	58%	48%	47%	42%
	2022	43%	41%	**42%**	20%	37%	52%	-	*	-	18%	6%	0%	43%	36%	29%	23%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 7 ELA/Reading	2023	71%	73%	**73%**	77%	73%	71%	-	-	-	*	53%	*	73%	74%	71%	66%
Grade 7 Mathematics	2023	56%	65%	**65%**	62%	51%	71%	-	-	-	*	39%	*	67%	56%	57%	58%
Grade 8 ELA/Reading	2023	63%	65%	**65%**	55%	46%	78%	-	*	-	*	46%	*	67%	61%	63%	42%
Grade 8 Mathematics	2023	74%	86%	**86%**	84%	85%	88%	-	*	-	*	74%	*	88%	81%	87%	83%
All Grades Both Subjects	2023	64%	66%	**73%**	70%	64%	77%	-	*	-	75%	54%	88%	74%	69%	70%	63%
All Grades ELA/Reading	2023	63%	62%	**69%**	65%	58%	74%	-	*	-	79%	49%	92%	69%	67%	67%	51%
All Grades Mathematics	2023	66%	70%	**76%**	74%	69%	80%	-	*	-	71%	59%	83%	78%	70%	73%	74%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2023	39%	41%	**41%**	50%	27%	44%	-	-	-	-	29%	*	44%	33%	38%	29%
Grade 7 Mathematics	2023	22%	36%	**36%**	33%	22%	50%	-	-	-	-	27%	*	37%	33%	33%	14%
Grade 8 ELA/Reading	2023	39%	51%	**51%**	38%	36%	79%	-	-	-	-	19%	-	48%	60%	48%	40%
Grade 8 Mathematics	2023	49%	64%	**64%**	61%	43%	84%	-	-	-	*	35%	-	63%	67%	67%	43%
All Grades Both Subjects	2023	38%	43%	**51%**	48%	35%	67%	-	-	-	*	28%	*	51%	53%	51%	36%
All Grades ELA/Reading	2023	35%	41%	**46%**	43%	32%	60%	-	-	-	-	23%	*	46%	47%	43%	35%
All Grades Mathematics	2023	40%	45%	**55%**	51%	38%	73%	-	-	-	*	32%	*	54%	58%	57%	36%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	81%	**81%**	-	-	-	-	-	-	58%	58%	-	-	*	84%	60%	*
	2022	74%	76%	**74%**	-	-	-	-	-	-	59%	59%	-	-	*	76%	59%	*
At Meets Grade Level or Above	2023	49%	51%	**51%**	-	-	-	-	-	-	31%	31%	-	-	*	54%	32%	*
	2022	48%	48%	**44%**	-	-	-	-	-	-	24%	24%	-	-	*	47%	24%	*
At Masters Grade Level	2023	20%	18%	**20%**	-	-	-	-	-	-	10%	10%	-	-	*	22%	10%	*
	2022	23%	22%	**24%**	-	-	-	-	-	-	8%	8%	-	-	*	27%	8%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**85%**	-	-	-	-	-	-	65%	65%	-	-	*	88%	67%	*
	2022	75%	77%	**83%**	-	-	-	-	-	-	70%	70%	-	-	*	84%	71%	*
At Meets Grade Level or Above	2023	53%	53%	**55%**	-	-	-	-	-	-	31%	31%	-	-	*	59%	31%	*
	2022	53%	52%	**54%**	-	-	-	-	-	-	36%	36%	-	-	*	57%	36%	*
At Masters Grade Level	2023	20%	16%	**24%**	-	-	-	-	-	-	12%	12%	-	-	*	26%	12%	*
	2022	25%	24%	**35%**	-	-	-	-	-	-	13%	13%	-	-	*	39%	13%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	81%	**81%**	-	-	-	-	-	-	57%	57%	-	-	*	84%	59%	*
	2022	72%	74%	**69%**	-	-	-	-	-	-	51%	51%	-	-	*	72%	51%	*
At Meets Grade Level or Above	2023	45%	50%	**56%**	-	-	-	-	-	-	41%	41%	-	-	*	58%	41%	*
	2022	42%	42%	**42%**	-	-	-	-	-	-	21%	21%	-	-	*	45%	22%	*
At Masters Grade Level	2023	19%	18%	**19%**	-	-	-	-	-	-	8%	8%	-	-	*	20%	8%	*
	2022	20%	17%	**17%**	-	-	-	-	-	-	6%	6%	-	-	*	18%	5%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**79%**	-	-	-	-	-	-	48%	48%	-	-	*	85%	50%	*
	2022	76%	77%	**79%**	-	-	-	-	-	-	68%	68%	-	-	-	80%	68%	-
At Meets Grade Level or Above	2023	47%	48%	**48%**	-	-	-	-	-	-	19%	19%	-	-	*	53%	22%	*
	2022	47%	49%	**48%**	-	-	-	-	-	-	24%	24%	-	-	-	51%	24%	-
At Masters Grade Level	2023	18%	17%	**16%**	-	-	-	-	-	-	10%	10%	-	-	*	18%	9%	*
	2022	21%	21%	**23%**	-	-	-	-	-	-	4%	4%	-	-	-	26%	4%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	84%	**73%**	-	-	-	-	-	-	58%	58%	-	-	*	76%	59%	*
	2022	75%	79%	**62%**	-	-	-	-	-	-	44%	44%	-	-	-	64%	44%	-
At Meets Grade Level or Above	2023	52%	55%	**39%**	-	-	-	-	-	-	29%	29%	-	-	*	41%	28%	*
	2022	50%	52%	**26%**	-	-	-	-	-	-	4%	4%	-	-	-	30%	4%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	27%	**20%**	-	-	-	-	-	-	10%	10%	-	-	*	22%	9%	*
	2022	30%	30%	**18%**	-	-	-	-	-	-	4%	4%	-	-	-	20%	4%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	**73%**	-	-	-	-	-	-	62%	62%	-	-	*	74%	62%	*
All Grades ELA/Reading	2023	63%	62%	**69%**	-	-	-	-	-	-	50%	50%	-	-	*	72%	50%	*
All Grades Mathematics	2023	66%	70%	**76%**	-	-	-	-	-	-	73%	73%	-	-	*	76%	74%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	43%	**51%**	-	-	-	-	-	-	36%	36%	-	-	-	56%	36%	-
All Grades ELA/Reading	2023	35%	41%	**46%**	-	-	-	-	-	-	35%	35%	-	-	-	49%	35%	-
All Grades Mathematics	2023	40%	45%	**55%**	-	-	-	-	-	-	36%	36%	-	-	-	62%	36%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	98%	100%	100%	-	*	-	94%	96%	100%	99%	98%	99%	100%
Included in Accountability	93%	94%	**93%**	93%	98%	98%	-	*	-	91%	90%	90%	98%	80%	96%	98%
Not Included in Accountability: Mobile	4%	4%	**6%**	4%	2%	2%	-	*	-	3%	6%	10%	2%	17%	3%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	3%	0%	0%	-	*	-	6%	4%	0%	1%	2%	1%	0%
Absent	1%	0%	**1%**	3%	0%	0%	-	*	-	6%	4%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	99%	100%	100%	-	*	-	91%	100%	100%	100%	97%	100%	100%
Included in Accountability	92%	94%	**94%**	96%	99%	98%	-	*	-	82%	92%	88%	99%	80%	97%	98%
Not Included in Accountability: Mobile	4%	4%	**5%**	3%	1%	2%	-	*	-	9%	8%	13%	1%	17%	3%	2%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	1%	0%	0%	-	*	-	9%	0%	0%	0%	3%	0%	0%
Absent	1%	0%	**1%**	1%	0%	0%	-	*	-	9%	0%	0%	0%	3%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	97%	100%	100%	-	*	-	91%	94%	100%	99%	99%	98%	100%
Included in Accountability	94%	94%	**94%**	93%	99%	98%	-	*	-	91%	86%	88%	97%	83%	96%	98%
Not Included in Accountability: Mobile	5%	4%	**5%**	3%	1%	2%	-	*	-	0%	8%	13%	1%	17%	3%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	3%	0%	0%	-	*	-	9%	6%	0%	1%	1%	2%	0%
Absent	1%	1%	**1%**	3%	0%	0%	-	*	-	9%	6%	0%	1%	1%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	96%	100%	99%	-	*	-	100%	93%	*	99%	96%	98%	100%
Included in Accountability	93%	94%	**92%**	90%	98%	97%	-	*	-	100%	89%	*	97%	78%	94%	97%
Not Included in Accountability: Mobile	4%	5%	**6%**	6%	2%	2%	-	*	-	0%	4%	*	2%	18%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	4%	0%	1%	-	*	-	0%	7%	*	1%	4%	2%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	4%	0%	1%	-	*	-	0%	7%	*	1%	4%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	98%	100%	100%	-	*	-	100%	96%	*	100%	98%	99%	100%
Included in Accountability	94%	94%	**93%**	92%	98%	98%	-	*	-	100%	93%	*	98%	80%	95%	97%
Not Included in Accountability: Mobile	4%	6%	**6%**	6%	2%	2%	-	*	-	0%	4%	*	2%	18%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	2%	0%	0%	-	*	-	0%	4%	*	0%	2%	1%	0%
Absent	1%	0%	**0%**	2%	0%	0%	-	*	-	0%	4%	*	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	-	100%	-	100%	100%	96%	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	99%	98%	99%	-	100%	-	100%	100%	88%	98%	90%	99%	98%
Not Included in Accountability: Mobile	5%	3%	**4%**	1%	1%	0%	-	0%	-	0%	0%	8%	2%	9%	0%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	0%	**0%**	0%	0%	1%	-	0%	-	0%	0%	4%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	4%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	99%	98%	100%	-	*	-	100%	100%	86%	97%	92%	99%	97%
Not Included in Accountability: Mobile	5%	3%	**4%**	1%	1%	0%	-	*	-	0%	0%	14%	2%	8%	0%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	**96%**	99%	99%	100%	-	*	-	100%	100%	86%	98%	92%	100%	98%
Not Included in Accountability: Mobile	5%	3%	**4%**	1%	1%	0%	-	*	-	0%	0%	14%	2%	8%	0%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**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%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	**96%**	100%	98%	100%	-	*	-	100%	100%	100%	99%	89%	100%	100%
Not Included in Accountability: Mobile	4%	3%	**4%**	0%	2%	0%	-	*	-	0%	0%	0%	1%	11%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	**99%**	100%	100%	98%	-	*	-	100%	100%	80%	99%	98%	99%	100%
Included in Accountability	94%	97%	**95%**	100%	98%	98%	-	*	-	100%	100%	80%	98%	87%	99%	100%
Not Included in Accountability: Mobile	4%	3%	**4%**	0%	2%	0%	-	*	-	0%	0%	0%	1%	11%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	**1%**	0%	0%	2%	-	*	-	0%	0%	20%	1%	2%	1%	0%
Absent	1%	0%	**1%**	0%	0%	2%	-	*	-	0%	0%	20%	1%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.9%	**91.6%**	92.6%	92.0%	91.1%	-	*	-	88.3%	90.4%	90.6%	92.8%
2020-21	95.0%	94.4%	**95.1%**	95.6%	95.8%	94.7%	-	*	-	92.8%	93.8%	94.6%	95.3%
Chronic Absenteeism													
2021-22	25.7%	29.4%	**27.9%**	23.7%	28.9%	28.8%	-	*	-	36.4%	36.1%	32.2%	22.8%
2020-21	15.0%	15.9%	**13.5%**	14.0%	10.9%	13.5%	-	*	-	36.4%	23.9%	15.5%	16.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.9%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	1.8%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	92.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.4%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.1%	**-**	-	-	-	-	-	-	-	-	-	-

	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%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
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%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	5.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	79.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	66.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	78.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	70.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	185	368,686
By Ethnicity:				
African American	-	-	41	45,227
Hispanic	-	-	41	191,125
White	-	-	99	103,171
American Indian	-	-	0	1,159
Asian	-	-	2	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	2	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)	-	-	38	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	146	302,917
Special Education Graduates	-	-	16	32,447
Economically Disadvantaged Graduates	-	-	95	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	6	40,398
At-Risk Graduates	-	-	45	159,689
CTE Completers	-	-	89	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	392	100.0%	2,616	5,504,150	392	100.0%	2,621	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	4.5%	4.4%	0	0.0%	4.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.5%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 2	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.2%
Grade 7	186	47.4%	7.1%	7.4%	186	47.4%	7.1%	7.4%
Grade 8	206	52.6%	7.9%	7.7%	206	52.6%	7.9%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	6.9%	7.0%	0	0.0%	6.9%	7.0%
Grade 12	0	0.0%	7.8%	6.6%	0	0.0%	7.8%	6.6%
Ethnic Distribution:								
African American	87	22.2%	19.6%	12.8%	87	22.2%	19.7%	12.8%
Hispanic	80	20.4%	20.0%	53.0%	80	20.4%	20.0%	52.9%
White	212	54.1%	56.2%	25.6%	212	54.1%	56.2%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.6%	5.1%	0	0.0%	0.6%	5.1%
Pacific Islander	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Two or More Races	12	3.1%	3.3%	3.0%	12	3.1%	3.3%	3.0%
Sex:								
Female	177	45.2%	46.6%	48.8%	177	45.2%	46.6%	48.8%
Male	215	54.8%	53.4%	51.2%	215	54.8%	53.4%	51.2%
Economically Disadvantaged	228	58.2%	58.8%	62.1%	228	58.2%	58.8%	62.0%
Non-Educationally Disadvantaged	164	41.8%	41.2%	37.9%	164	41.8%	41.2%	38.0%
Section 504 Students	29	7.4%	6.8%	7.4%	29	7.4%	6.8%	7.4%
EB Students/EL	50	12.8%	9.1%	23.1%	50	12.8%	9.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	19	4.1%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	25	6.4%	4.3%	5.5%	25	6.4%	4.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.0%	1.3%	0	0.0%	0.0%	1.3%
Immigrant	1	0.3%	0.4%	2.2%	1	0.3%	0.4%	2.2%
Migrant	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Title I	392	100.0%	100.0%	64.6%	392	100.0%	100.0%	64.6%
Military Connected	9	2.3%	1.4%	3.6%	9	2.3%	1.4%	3.6%
At-Risk	221	56.4%	43.0%	53.3%	221	56.4%	43.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	49	12.5%	9.0%	23.2%	49	12.5%	9.0%	23.2%
Career and Technical Education	270	68.9%	38.3%	26.5%	270	68.9%	38.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	90.5%	72.3%	0	-	90.5%	72.2%
Gifted and Talented Education	36	9.2%	6.5%	8.2%	36	9.2%	6.5%	8.2%
Special Education	49	12.5%	12.8%	12.6%	49	12.5%	12.9%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	49							
By Type of Primary Disability Students with Intellectual Disabilities	27	55.1%	47.6%	44.1%				
Students with Physical Disabilities	*	*	19.5%	20.0%				
Students with Autism	**	**	11.1%	15.5%				
Students with Behavioral Disabilities	16	32.7%	17.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	4.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	55	11.9%	12.4%	16.8%				
By Ethnicity: African American	11	2.4%	2.3%	3.3%				
Hispanic	9	1.9%	2.0%	8.7%				
White	35	7.5%	7.3%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	6	9.8%	11.7%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	5.3%	6.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	43	15.4%	14.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	23	10.9%	12.3%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	6.7%	1.5%	-	21.4%	4.5%
Grade 1	-	6.9%	2.5%	-	3.8%	3.6%
Grade 2	-	4.5%	1.6%	-	5.6%	2.0%
Grade 3	-	0.0%	0.8%	-	4.0%	0.9%
Grade 4	-	0.6%	0.5%	-	3.1%	0.5%
Grade 5	-	0.0%	0.3%	-	3.6%	0.4%
Grade 6	-	0.6%	0.3%	-	0.0%	0.4%
Grade 7	1.1%	1.1%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	1.1%	8.7%	-	6.7%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	20.0	19.1
Grade 2	-	20.8	19.1
Grade 3	-	19.5	19.3
Grade 4	-	22.5	19.4
Grade 5	-	21.4	20.8
Grade 6	-	19.0	19.2
Secondary:			
English/Language Arts	13.8	14.2	16.2
Foreign Languages	15.0	19.1	18.8
Mathematics	17.5	16.2	17.5
Science	16.1	15.5	18.5
Social Studies	24.1	18.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	38.7	100.0%	100.0%	100.0%
Professional Staff:	33.2	85.8%	66.0%	64.1%
Teachers	28.2	72.9%	53.1%	48.7%
Professional Support	2.0	5.2%	7.0%	10.9%
Campus Administration (School Leadership)	3.0	7.8%	4.5%	3.3%
Educational Aides:	5.5	14.2%	15.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	6.7	17.2%	22.8%	53.2%
Teachers by Ethnicity:				
African American	2.7	9.4%	12.6%	11.8%
Hispanic	1.0	3.5%	3.1%	29.6%
White	24.5	87.0%	83.7%	54.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	7.0	24.9%	20.4%	24.4%
Females	21.2	75.1%	79.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	2.0%
Bachelors	20.8	73.9%	73.1%	72.2%
Masters	7.4	26.1%	25.6%	25.0%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.8	9.9%	8.0%	9.7%
1-5 Years Experience	11.3	40.2%	20.7%	26.3%
6-10 Years Experience	2.7	9.6%	16.0%	20.5%
11-20 Years Experience	5.0	17.7%	25.1%	27.2%
21-30 Years Experience	4.1	14.7%	20.7%	13.3%
Over 30 Years Experience	2.2	7.9%	9.5%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.9	n/a	13.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.5	6.1
Average Years Experience of Principals with District	6.0	6.0	5.3
Average Years Experience of Assistant Principals	3.0	3.1	5.2
Average Years Experience of Assistant Principals with District	3.0	3.1	4.4
Average Years Experience of Teachers:	11.1	14.1	11.0
Average Years Experience of Teachers with District:	6.2	9.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,965	$48,417	$53,300
1-5 Years Experience	$48,784	$47,055	$56,516
6-10 Years Experience	$55,189	$54,123	$59,732
11-20 Years Experience	$58,604	$60,570	$63,389
21-30 Years Experience	$62,317	$64,116	$67,876
Over 30 Years Experience	$67,315	$69,408	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$54,905	$57,348	$60,717
Professional Support	$81,894	$74,776	$72,022
Campus Administration (School Leadership)	$88,956	$93,427	$85,167
Instructional Staff Percent:	n/a	78.3%	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	0.8	2.9%	2.5%	5.9%
Career and Technical Education	2.4	8.6%	7.9%	5.4%
Compensatory Education	2.5	8.8%	8.5%	3.2%
Gifted and Talented Education	0.2	0.7%	0.1%	1.7%
Regular Education	19.7	69.7%	67.4%	70.6%
Special Education	2.6	9.3%	11.9%	9.7%
Other	0.0	0.0%	1.7%	3.5%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: BAKER-KOONCE INT

Campus Number: 183902101

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**78%**	69%	80%	81%	-	*	-	70%	36%	*	77%	80%	68%	75%
	2022	77%	64%	**64%**	50%	70%	65%	-	*	-	86%	38%	60%	68%	52%	55%	64%
At Meets Grade Level or Above	2023	48%	39%	**39%**	24%	40%	45%	-	*	-	10%	8%	*	41%	32%	26%	33%
	2022	54%	44%	**44%**	26%	50%	46%	-	*	-	43%	34%	40%	50%	22%	35%	48%
At Masters Grade Level	2023	22%	11%	**11%**	0%	17%	13%	-	*	-	0%	0%	*	12%	7%	9%	8%
	2022	28%	18%	**18%**	6%	23%	21%	-	*	-	14%	17%	20%	23%	4%	12%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	69%	**69%**	50%	70%	75%	-	*	-	60%	28%	*	72%	60%	62%	67%
	2022	70%	56%	**56%**	38%	60%	62%	-	*	-	14%	31%	60%	61%	41%	48%	48%
At Meets Grade Level or Above	2023	48%	42%	**42%**	25%	40%	50%	-	*	-	20%	16%	*	44%	37%	33%	25%
	2022	43%	28%	**28%**	18%	28%	31%	-	*	-	14%	17%	0%	31%	15%	19%	24%
At Masters Grade Level	2023	22%	18%	**18%**	4%	20%	21%	-	*	-	20%	8%	*	18%	16%	12%	17%
	2022	23%	13%	**13%**	9%	18%	13%	-	*	-	0%	3%	0%	14%	9%	10%	16%
Grade 5 Reading																	
At Approaches Grade Level or Above	2023	81%	72%	**72%**	55%	76%	75%	-	*	-	82%	45%	92%	76%	61%	66%	83%
	2022	81%	77%	**77%**	58%	72%	87%	-	-	-	*	50%	*	78%	76%	68%	77%
At Meets Grade Level or Above	2023	57%	41%	**41%**	27%	45%	44%	-	*	-	36%	17%	58%	45%	28%	32%	43%
	2022	58%	48%	**48%**	30%	25%	61%	-	-	-	*	25%	*	47%	49%	37%	23%
At Masters Grade Level	2023	28%	11%	**11%**	6%	11%	13%	-	*	-	0%	3%	17%	14%	2%	7%	9%
	2022	36%	26%	**26%**	12%	19%	34%	-	-	-	*	15%	*	26%	27%	17%	14%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	71%	**71%**	61%	68%	74%	-	*	-	82%	34%	83%	74%	61%	66%	65%
	2022	77%	80%	**80%**	71%	72%	86%	-	-	-	*	48%	*	81%	76%	73%	73%
At Meets Grade Level or Above	2023	51%	33%	**33%**	24%	37%	37%	-	*	-	9%	14%	25%	35%	28%	23%	35%
	2022	48%	45%	**45%**	29%	31%	56%	-	-	-	*	24%	*	43%	51%	34%	27%
At Masters Grade Level	2023	21%	14%	**14%**	6%	18%	15%	-	*	-	0%	3%	17%	16%	7%	8%	17%
	2022	25%	20%	**20%**	9%	16%	25%	-	-	-	*	10%	*	19%	22%	12%	9%
Grade 5 Science																	

	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	65%	56%	**56%**	33%	55%	63%	-	*	-	45%	31%	75%	59%	43%	46%	61%
	2022	66%	67%	**67%**	48%	56%	78%	-	-	-	*	40%	*	66%	71%	63%	55%
At Meets Grade Level or Above	2023	36%	29%	**29%**	12%	32%	32%	-	*	-	18%	17%	33%	33%	15%	18%	35%
	2022	38%	34%	**34%**	21%	16%	44%	-	-	-	*	25%	*	32%	39%	23%	5%
At Masters Grade Level	2023	16%	10%	**10%**	6%	8%	13%	-	*	-	0%	7%	0%	13%	0%	3%	9%
	2022	18%	16%	**16%**	9%	9%	20%	-	-	-	*	15%	*	14%	20%	11%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	79%	**79%**	61%	70%	87%	-	*	-	80%	50%	*	80%	79%	74%	65%
	2022	70%	76%	**76%**	61%	71%	83%	-	-	-	*	26%	*	77%	74%	67%	63%
At Meets Grade Level or Above	2023	52%	47%	**47%**	29%	18%	60%	-	*	-	40%	21%	*	44%	54%	34%	22%
	2022	43%	53%	**53%**	26%	43%	65%	-	-	-	*	11%	*	52%	55%	36%	37%
At Masters Grade Level	2023	22%	14%	**14%**	7%	0%	20%	-	*	-	0%	4%	*	12%	19%	7%	0%
	2022	23%	27%	**27%**	8%	20%	35%	-	-	-	*	0%	*	24%	36%	17%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	80%	**80%**	82%	79%	81%	-	*	-	40%	54%	*	80%	79%	75%	78%
	2022	73%	79%	**79%**	66%	74%	86%	-	-	-	*	37%	*	81%	74%	69%	63%
At Meets Grade Level or Above	2023	40%	42%	**42%**	25%	33%	51%	-	*	-	0%	21%	*	42%	44%	33%	30%
	2022	39%	40%	**40%**	18%	43%	47%	-	-	-	*	5%	*	41%	38%	33%	37%
At Masters Grade Level	2023	16%	14%	**14%**	7%	6%	19%	-	*	-	0%	8%	*	13%	17%	7%	4%
	2022	16%	14%	**14%**	5%	11%	17%	-	-	-	*	5%	*	13%	17%	12%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	**72%**	58%	71%	76%	-	80%	-	67%	39%	82%	74%	66%	65%	71%
	2022	74%	76%	**71%**	56%	68%	78%	-	*	-	58%	38%	74%	73%	66%	63%	63%
At Meets Grade Level or Above	2023	49%	51%	**39%**	24%	35%	45%	-	60%	-	19%	16%	39%	40%	34%	28%	32%
	2022	48%	48%	**41%**	24%	34%	50%	-	*	-	32%	21%	33%	42%	38%	31%	29%
At Masters Grade Level	2023	20%	18%	**13%**	5%	11%	16%	-	20%	-	3%	5%	14%	14%	10%	8%	9%
	2022	23%	22%	**19%**	8%	17%	23%	-	*	-	13%	10%	15%	19%	19%	13%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**76%**	61%	75%	81%	-	*	-	77%	44%	88%	77%	73%	69%	74%
	2022	75%	77%	**72%**	56%	71%	78%	-	*	-	79%	38%	67%	74%	67%	63%	68%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	53%	**42%**	27%	35%	50%	-	*	-	27%	15%	56%	43%	38%	30%	33%
	2022	53%	52%	**48%**	28%	40%	57%	-	*	-	50%	25%	42%	50%	42%	36%	36%
At Masters Grade Level	2023	20%	16%	**12%**	4%	9%	16%	-	*	-	0%	3%	19%	13%	9%	8%	5%
	2022	25%	24%	**23%**	9%	21%	29%	-	*	-	21%	12%	25%	24%	22%	15%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	81%	**73%**	64%	72%	77%	-	*	-	65%	38%	81%	75%	67%	67%	71%
	2022	72%	74%	**71%**	58%	68%	77%	-	*	-	43%	38%	75%	74%	64%	62%	61%
At Meets Grade Level or Above	2023	45%	50%	**39%**	25%	37%	46%	-	*	-	12%	17%	25%	40%	36%	29%	31%
	2022	42%	42%	**37%**	22%	34%	44%	-	*	-	21%	16%	25%	38%	35%	28%	29%
At Masters Grade Level	2023	19%	18%	**15%**	6%	15%	19%	-	*	-	8%	6%	19%	16%	13%	9%	12%
	2022	20%	17%	**15%**	8%	15%	18%	-	*	-	7%	6%	8%	15%	16%	11%	11%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**56%**	33%	55%	63%	-	*	-	45%	31%	75%	59%	43%	46%	61%
	2022	76%	77%	**67%**	48%	56%	78%	-	-	-	*	40%	*	66%	71%	63%	55%
At Meets Grade Level or Above	2023	47%	48%	**29%**	12%	32%	32%	-	*	-	18%	17%	33%	33%	15%	18%	35%
	2022	47%	49%	**34%**	21%	16%	44%	-	-	-	*	25%	*	32%	39%	23%	5%
At Masters Grade Level	2023	18%	17%	**10%**	6%	8%	13%	-	*	-	0%	7%	0%	13%	0%	3%	9%
	2022	21%	21%	**16%**	9%	9%	20%	-	-	-	*	15%	*	14%	20%	11%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
4th Graders																	
Reading and Mathematics	2023	38%	29%	**29%**	18%	30%	35%	-	*	-	10%	4%	*	30%	28%	19%	17%
	2022	36%	23%	**23%**	12%	28%	24%	-	*	-	14%	17%	0%	26%	11%	15%	24%
Reading and Mathematics Including EOC	2023	38%	29%	**29%**	18%	30%	35%	-	*	-	10%	4%	*	30%	28%	19%	17%
	2022	36%	23%	**23%**	12%	28%	24%	-	*	-	14%	17%	0%	26%	11%	15%	24%
Reading Including EOC	2023	48%	39%	**39%**	24%	40%	45%	-	*	-	10%	8%	*	41%	32%	26%	33%
	2022	54%	43%	**43%**	26%	50%	46%	-	*	-	43%	34%	40%	50%	22%	34%	48%
Math Including EOC	2023	48%	42%	**42%**	25%	40%	50%	-	*	-	20%	16%	*	44%	37%	33%	25%
	2022	43%	27%	**27%**	18%	28%	30%	-	*	-	14%	17%	0%	31%	15%	19%	24%
5th Graders																	
Reading and Mathematics	2023	43%	28%	**28%**	21%	29%	31%	-	*	-	9%	14%	25%	30%	22%	18%	26%
	2022	41%	33%	**33%**	15%	19%	44%	-	-	-	*	15%	*	31%	39%	21%	18%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	28%	**28%**	21%	29%	31%	-	*	-	9%	14%	25%	30%	22%	18%	26%
	2022	41%	33%	**33%**	15%	19%	44%	-	-	-	*	15%	*	31%	39%	21%	18%
Reading Including EOC	2023	57%	41%	**41%**	27%	45%	44%	-	*	-	36%	17%	58%	45%	28%	32%	43%
	2022	58%	48%	**48%**	30%	25%	61%	-	-	-	*	25%	*	47%	49%	37%	23%
Math Including EOC	2023	51%	33%	**33%**	24%	37%	37%	-	*	-	9%	14%	25%	35%	28%	23%	35%
	2022	48%	45%	**45%**	29%	31%	56%	-	-	-	*	24%	*	43%	51%	34%	27%
6th Graders																	
Reading and Mathematics	2023	35%	34%	**34%**	21%	15%	44%	-	*	-	0%	13%	*	31%	40%	23%	17%
	2022	31%	33%	**33%**	11%	34%	41%	-	-	-	*	5%	*	33%	33%	22%	26%
Reading and Mathematics Including EOC	2023	35%	34%	**34%**	21%	15%	44%	-	*	-	0%	13%	*	31%	40%	23%	17%
	2022	31%	33%	**33%**	11%	34%	41%	-	-	-	*	5%	*	33%	33%	22%	26%
Reading Including EOC	2023	52%	47%	**47%**	29%	18%	60%	-	*	-	40%	21%	*	44%	54%	34%	22%
	2022	43%	53%	**53%**	26%	43%	65%	-	-	-	*	11%	*	52%	55%	36%	37%
Math Including EOC	2023	40%	42%	**42%**	25%	33%	51%	-	*	-	0%	21%	*	42%	44%	33%	30%
	2022	40%	40%	**40%**	18%	43%	47%	-	-	-	*	5%	*	41%	38%	33%	37%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	37%	**30%**	20%	25%	36%	-	*	-	8%	10%	25%	30%	30%	20%	21%
	2022	34%	33%	**29%**	12%	27%	36%	-	*	-	21%	13%	17%	30%	28%	19%	23%
Reading and Mathematics Including EOC	2023	39%	37%	**30%**	20%	25%	36%	-	*	-	8%	10%	25%	30%	30%	20%	21%
	2022	36%	33%	**29%**	12%	27%	36%	-	*	-	21%	13%	17%	30%	28%	19%	23%
Reading Including EOC	2023	53%	49%	**42%**	27%	35%	50%	-	*	-	27%	15%	56%	43%	38%	30%	33%
	2022	53%	50%	**48%**	28%	40%	57%	-	*	-	50%	25%	42%	50%	42%	36%	36%
Math Including EOC	2023	47%	46%	**39%**	25%	37%	46%	-	*	-	12%	17%	25%	40%	36%	29%	31%
	2022	43%	41%	**37%**	22%	34%	44%	-	*	-	21%	16%	25%	38%	35%	28%	29%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	40%	**40%**	29%	47%	42%	-	*	-	30%	30%	*	40%	41%	35%	38%
Grade 4 Mathematics	2023	63%	51%	**51%**	34%	43%	58%	-	*	-	45%	41%	*	50%	51%	43%	42%
Grade 5 ELA/Reading	2023	65%	59%	**59%**	53%	62%	58%	-	*	-	65%	40%	63%	60%	54%	63%	70%
Grade 5 Mathematics	2023	71%	70%	**70%**	71%	72%	69%	-	*	-	70%	52%	75%	72%	63%	69%	70%
Grade 6 ELA/Reading	2023	51%	49%	**49%**	54%	33%	51%	-	-	-	*	44%	*	50%	46%	46%	33%
Grade 6 Mathematics	2023	54%	60%	**60%**	68%	62%	58%	-	-	-	*	67%	*	59%	60%	61%	67%
All Grades Both Subjects	2023	64%	66%	**55%**	52%	54%	56%	-	50%	-	53%	46%	61%	56%	53%	53%	56%
All Grades ELA/Reading	2023	63%	62%	**50%**	46%	48%	51%	-	*	-	56%	38%	56%	50%	47%	48%	48%
All Grades Mathematics	2023	66%	70%	**60%**	59%	60%	62%	-	*	-	50%	53%	66%	61%	58%	58%	63%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	28%	**28%**	29%	40%	29%	-	*	-	*	20%	-	26%	33%	30%	*
Grade 4 Mathematics	2023	27%	3%	**3%**	0%	*	0%	-	*	-	-	0%	-	5%	0%	4%	*
Grade 5 ELA/Reading	2023	37%	37%	**37%**	25%	33%	45%	-	-	-	*	20%	*	38%	33%	37%	50%
Grade 5 Mathematics	2023	48%	44%	**44%**	47%	31%	40%	-	-	-	86%	13%	60%	47%	33%	47%	33%
Grade 6 ELA/Reading	2023	26%	32%	**32%**	33%	40%	23%	-	-	-	*	25%	-	35%	27%	34%	17%
Grade 6 Mathematics	2023	35%	38%	**38%**	56%	40%	29%	-	-	-	*	29%	-	36%	42%	35%	29%
All Grades Both Subjects	2023	38%	43%	**34%**	34%	35%	31%	-	*	-	53%	18%	67%	35%	30%	35%	32%
All Grades ELA/Reading	2023	35%	41%	**34%**	29%	37%	36%	-	*	-	29%	22%	*	34%	31%	35%	31%
All Grades Mathematics	2023	40%	45%	**34%**	39%	33%	27%	-	*	-	75%	14%	60%	36%	28%	35%	32%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	81%	**72%**	-	-	-	-	-	-	69%	-	69%	-	*	72%	70%	*
	2022	74%	76%	**71%**	-	-	-	-	-	-	62%	66%	56%	-	*	72%	63%	67%
At Meets Grade Level or Above	2023	49%	51%	**39%**	-	-	-	-	-	-	29%	-	29%	-	*	39%	31%	*
	2022	48%	48%	**41%**	-	-	-	-	-	-	27%	30%	22%	-	*	43%	28%	50%
At Masters Grade Level	2023	20%	18%	**13%**	-	-	-	-	-	-	6%	-	6%	-	*	14%	7%	*
	2022	23%	22%	**19%**	-	-	-	-	-	-	10%	12%	7%	-	*	20%	11%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**76%**	-	-	-	-	-	-	73%	-	73%	-	*	77%	74%	*
	2022	75%	77%	**72%**	-	-	-	-	-	-	68%	68%	68%	-	*	73%	68%	*
At Meets Grade Level or Above	2023	53%	53%	**42%**	-	-	-	-	-	-	30%	-	30%	-	*	43%	32%	*
	2022	53%	52%	**48%**	-	-	-	-	-	-	34%	33%	36%	-	*	49%	35%	*
At Masters Grade Level	2023	20%	16%	**12%**	-	-	-	-	-	-	4%	-	4%	-	*	13%	4%	*
	2022	25%	24%	**23%**	-	-	-	-	-	-	15%	18%	9%	-	*	24%	14%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	81%	**73%**	-	-	-	-	-	-	70%	-	70%	-	*	74%	70%	*
	2022	72%	74%	**71%**	-	-	-	-	-	-	60%	63%	55%	-	*	72%	60%	*
At Meets Grade Level or Above	2023	45%	50%	**39%**	-	-	-	-	-	-	29%	-	29%	-	*	40%	30%	*
	2022	42%	42%	**37%**	-	-	-	-	-	-	27%	33%	18%	-	*	38%	29%	*
At Masters Grade Level	2023	19%	18%	**15%**	-	-	-	-	-	-	9%	-	9%	-	*	16%	11%	*
	2022	20%	17%	**15%**	-	-	-	-	-	-	8%	8%	9%	-	*	16%	10%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**56%**	-	-	-	-	-	-	57%	-	57%	-	*	55%	59%	*
	2022	76%	77%	**67%**	-	-	-	-	-	-	55%	73%	36%	-	-	69%	55%	-
At Meets Grade Level or Above	2023	47%	48%	**29%**	-	-	-	-	-	-	29%	-	29%	-	*	28%	32%	*
	2022	47%	49%	**34%**	-	-	-	-	-	-	5%	9%	0%	-	-	38%	5%	-
At Masters Grade Level	2023	18%	17%	**10%**	-	-	-	-	-	-	5%	-	5%	-	*	10%	5%	*
	2022	21%	21%	**16%**	-	-	-	-	-	-	5%	9%	0%	-	-	17%	5%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	**55%**	-	-	-	-	-	-	54%	-	54%	-	*	55%	55%	*
All Grades ELA/Reading	2023	63%	62%	**50%**	-	-	-	-	-	-	46%	-	46%	-	*	50%	47%	*
All Grades Mathematics	2023	66%	70%	**60%**	-	-	-	-	-	-	62%	-	62%	-	*	60%	62%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	43%	**34%**	-	-	-	-	-	-	32%	-	32%	-	-	34%	32%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA 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%	41%	**34%**	-	-	-	-	-	-	31%	-	31%	-	-	34%	31%	-
All Grades Mathematics	2023	40%	45%	**34%**	-	-	-	-	-	-	32%	-	32%	-	-	34%	32%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	-	100%	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	95%	96%	95%	-	100%	-	94%	97%	96%	98%	88%	95%	95%
Not Included in Accountability: Mobile	4%	4%	**3%**	3%	1%	4%	-	0%	-	3%	1%	4%	1%	10%	4%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	1%	3%	0%	-	0%	-	3%	2%	0%	1%	2%	1%	5%
Not Tested	1%	1%	**1%**	0%	0%	1%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	**1%**	0%	0%	1%	-	0%	-	0%	0%	0%	1%	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%	99%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**95%**	96%	95%	95%	-	*	-	93%	96%	94%	98%	88%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	3%	1%	4%	-	*	-	4%	1%	6%	1%	10%	3%	0%
Not Included in Accountability: Other Exclusions	3%	1%	**1%**	1%	4%	0%	-	*	-	4%	2%	0%	1%	2%	1%	6%
Not Tested	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	99%	100%	99%	-	*	-	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	94%	94%	**95%**	95%	96%	95%	-	*	-	93%	96%	94%	98%	88%	95%	95%
Not Included in Accountability: Mobile	5%	4%	**3%**	3%	1%	4%	-	*	-	4%	1%	6%	1%	10%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	1%	3%	0%	-	*	-	4%	2%	0%	0%	2%	1%	5%
Not Tested	1%	1%	**1%**	1%	0%	1%	-	*	-	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	**1%**	1%	0%	1%	-	*	-	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	-	*	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	97%	97%	94%	-	*	-	100%	100%	100%	99%	85%	96%	100%
Not Included in Accountability: Mobile	4%	5%	**4%**	3%	3%	5%	-	*	-	0%	0%	0%	0%	15%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**0%**	0%	0%	1%	-	*	-	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	99%	100%	100%	-	*	-	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	96%	96%	97%	-	*	-	100%	96%	84%	99%	91%	96%	94%
Not Included in Accountability: Mobile	5%	3%	**3%**	3%	4%	3%	-	*	-	0%	1%	16%	1%	9%	3%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	1%	0%	0%	-	*	-	0%	2%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	99%	100%	100%	-	*	-	100%	97%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	96%	96%	97%	-	*	-	100%	96%	86%	99%	91%	96%	94%
Not Included in Accountability: Mobile	5%	3%	**3%**	3%	4%	3%	-	*	-	0%	1%	14%	1%	9%	3%	6%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	1%	0%	0%	-	*	-	0%	3%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	-	*	-	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	**96%**	97%	96%	97%	-	*	-	100%	97%	86%	99%	91%	96%	94%
Not Included in Accountability: Mobile	5%	3%	**3%**	3%	4%	3%	-	*	-	0%	1%	14%	1%	9%	3%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	**99%**	97%	100%	100%	-	-	-	*	95%	*	99%	100%	100%	100%
Included in Accountability	93%	97%	**97%**	94%	97%	98%	-	-	-	*	95%	*	98%	92%	98%	92%
Not Included in Accountability: Mobile	4%	3%	**3%**	3%	3%	2%	-	-	-	*	0%	*	1%	8%	2%	8%

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.9%	**92.5%**	92.6%	94.0%	92.2%	*	*	*	89.9%	91.0%	92.2%	94.5%
2020-21	95.0%	94.4%	**93.9%**	93.7%	94.2%	94.1%	-	*	*	89.7%	91.1%	93.2%	94.9%
Chronic Absenteeism													
2021-22	25.7%	29.4%	**26.0%**	23.7%	18.6%	28.1%	*	*	*	44.4%	34.1%	26.8%	10.9%
2020-21	15.0%	15.9%	**19.2%**	18.9%	17.2%	17.4%	-	*	*	57.1%	34.9%	23.3%	10.8%
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%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-

	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%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
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%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	5.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	79.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	66.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	78.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	70.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	185	368,686
By Ethnicity:				
African American	-	-	41	45,227
Hispanic	-	-	41	191,125
White	-	-	99	103,171
American Indian	-	-	0	1,159
Asian	-	-	2	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	2	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)	-	-	38	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	146	302,917
Special Education Graduates	-	-	16	32,447
Economically Disadvantaged Graduates	-	-	95	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	6	40,398
At-Risk Graduates	-	-	45	159,689
CTE Completers	-	-	89	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	567	100.0%	2,616	5,504,150	568	100.0%	2,621	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	4.5%	4.4%	0	0.0%	4.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.5%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 2	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.1%
Grade 4	183	32.3%	7.0%	7.2%	183	32.2%	7.0%	7.1%
Grade 5	200	35.3%	7.6%	7.2%	201	35.4%	7.7%	7.2%
Grade 6	184	32.5%	7.0%	7.3%	184	32.4%	7.0%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	6.9%	7.0%	0	0.0%	6.9%	7.0%
Grade 12	0	0.0%	7.8%	6.6%	0	0.0%	7.8%	6.6%
Ethnic Distribution:								
African American	97	17.1%	19.6%	12.8%	97	17.1%	19.7%	12.8%
Hispanic	107	18.9%	20.0%	53.0%	107	18.8%	20.0%	52.9%
White	336	59.3%	56.2%	25.6%	337	59.3%	56.2%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	4	0.7%	0.6%	5.1%	4	0.7%	0.6%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	23	4.1%	3.3%	3.0%	23	4.0%	3.3%	3.0%
Sex:								
Female	277	48.9%	46.6%	48.8%	277	48.8%	46.6%	48.8%
Male	290	51.1%	53.4%	51.2%	291	51.2%	53.4%	51.2%
Economically Disadvantaged	331	58.4%	58.8%	62.1%	331	58.3%	58.8%	62.0%
Non-Educationally Disadvantaged	236	41.6%	41.2%	37.9%	237	41.7%	41.2%	38.0%
Section 504 Students	37	6.5%	6.8%	7.4%	37	6.5%	6.8%	7.4%
EB Students/EL	61	10.8%	9.1%	23.1%	61	10.7%	9.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	4	0.7%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	27	4.8%	4.3%	5.5%	27	4.8%	4.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.0%	1.3%	0	0.0%	0.0%	1.3%
Immigrant	4	0.7%	0.4%	2.2%	4	0.7%	0.4%	2.2%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	567	100.0%	100.0%	64.6%	568	100.0%	100.0%	64.6%
Military Connected	18	3.2%	1.4%	3.6%	18	3.2%	1.4%	3.6%
At-Risk	288	50.8%	43.0%	53.3%	289	50.9%	43.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	60	10.6%	9.0%	23.2%	60	10.6%	9.0%	23.2%
Career and Technical Education	0	0.0%	38.3%	26.5%	0	0.0%	38.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	90.5%	72.3%	0	-	90.5%	72.2%
Gifted and Talented Education	67	11.8%	6.5%	8.2%	67	11.8%	6.5%	8.2%
Special Education	80	14.1%	12.8%	12.6%	81	14.3%	12.9%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	80							
By Type of Primary Disability Students with Intellectual Disabilities	44	55.0%	47.6%	44.1%				
Students with Physical Disabilities	13	16.3%	19.5%	20.0%				
Students with Autism	12	15.0%	11.1%	15.5%				
Students with Behavioral Disabilities	11	13.8%	17.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	4.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	63	10.3%	12.4%	16.8%				
By Ethnicity: African American	9	1.5%	2.3%	3.3%				
Hispanic	9	1.5%	2.0%	8.7%				
White	37	6.1%	7.3%	3.4%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	2	0.3%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.8%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	10	11.4%	11.7%	18.6%				
Count and Percent of EB Students/EL who are Mobile	1	1.6%	6.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	41	11.5%	14.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	41	10.6%	12.3%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	6.7%	1.5%	-	21.4%	4.5%
Grade 1	-	6.9%	2.5%	-	3.8%	3.6%
Grade 2	-	4.5%	1.6%	-	5.6%	2.0%
Grade 3	-	0.0%	0.8%	-	4.0%	0.9%
Grade 4	0.6%	0.6%	0.5%	3.1%	3.1%	0.5%
Grade 5	0.0%	0.0%	0.3%	3.6%	3.6%	0.4%
Grade 6	0.6%	0.6%	0.3%	0.0%	0.0%	0.4%
Grade 7	-	1.1%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	1.1%	8.7%	-	6.7%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	20.0	19.1
Grade 2	-	20.8	19.1
Grade 3	-	19.5	19.3
Grade 4	22.5	22.5	19.4
Grade 5	21.4	21.4	20.8
Grade 6	19.0	19.0	19.2
Secondary:			
English/Language Arts	-	14.2	16.2
Foreign Languages	-	19.1	18.8
Mathematics	-	16.2	17.5
Science	-	15.5	18.5
Social Studies	-	18.8	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	60.3	100.0%	100.0%	100.0%
Professional Staff:	47.3	78.5%	66.0%	64.1%
Teachers	40.9	67.8%	53.1%	48.7%
Professional Support	2.4	4.0%	7.0%	10.9%
Campus Administration (School Leadership)	4.0	6.6%	4.5%	3.3%
Educational Aides:	13.0	21.5%	15.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	2.0	4,258.0
Part-time Librarians	1.0	n/a	1.0	646.0
Full-time Counselors	0.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	16.0	26.5%	22.8%	53.2%
Teachers by Ethnicity:				
African American	7.0	17.1%	12.6%	11.8%
Hispanic	1.0	2.4%	3.1%	29.6%
White	32.9	80.5%	83.7%	54.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	4.1	10.1%	20.4%	24.4%
Females	36.8	89.9%	79.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	2.0%
Bachelors	36.1	88.3%	73.1%	72.2%
Masters	3.8	9.3%	25.6%	25.0%
Doctorate	1.0	2.4%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.3	8.0%	8.0%	9.7%
1-5 Years Experience	11.6	28.4%	20.7%	26.3%
6-10 Years Experience	6.9	16.9%	16.0%	20.5%
11-20 Years Experience	9.9	24.2%	25.1%	27.2%
21-30 Years Experience	7.2	17.6%	20.7%	13.3%
Over 30 Years Experience	2.0	4.9%	9.5%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.9	n/a	13.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	6.5	6.1
Average Years Experience of Principals with District	14.0	6.0	5.3
Average Years Experience of Assistant Principals	1.5	3.1	5.2
Average Years Experience of Assistant Principals with District	1.5	3.1	4.4
Average Years Experience of Teachers:	11.7	14.1	11.0
Average Years Experience of Teachers with District:	7.8	9.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,314	$48,417	$53,300
1-5 Years Experience	$47,479	$47,055	$56,516
6-10 Years Experience	$52,861	$54,123	$59,732
11-20 Years Experience	$59,539	$60,570	$63,389
21-30 Years Experience	$62,543	$64,116	$67,876
Over 30 Years Experience	$66,971	$69,408	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$54,735	$57,348	$60,717
Professional Support	$73,592	$74,776	$72,022
Campus Administration (School Leadership)	$86,517	$93,427	$85,167
Instructional Staff Percent:	n/a	78.3%	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	2.0	4.9%	2.5%	5.9%
Career and Technical Education	0.0	0.0%	7.9%	5.4%
Compensatory Education	4.0	9.8%	8.5%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	30.5	74.4%	67.4%	70.6%
Special Education	4.5	10.9%	11.9%	9.7%
Other	0.0	0.0%	1.7%	3.5%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: LIBBY EL

Campus Number: 183902103

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	87%	**87%**	79%	90%	89%	*	*	-	75%	47%	100%	85%	90%	84%	82%
	2022	76%	82%	**82%**	79%	83%	84%	-	*	-	82%	63%	*	82%	82%	76%	85%
At Meets Grade Level or Above	2023	50%	60%	**60%**	45%	59%	64%	*	*	-	63%	13%	57%	59%	63%	51%	41%
	2022	51%	48%	**48%**	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
At Masters Grade Level	2023	20%	18%	**18%**	12%	8%	23%	*	*	-	25%	0%	14%	15%	25%	15%	12%
	2022	30%	32%	**32%**	13%	31%	37%	-	*	-	27%	8%	*	35%	14%	22%	23%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	88%	**88%**	84%	79%	92%	*	*	-	100%	73%	100%	87%	92%	87%	76%
	2022	71%	81%	**81%**	71%	86%	81%	-	*	-	100%	50%	*	83%	71%	76%	77%
At Meets Grade Level or Above	2023	45%	48%	**48%**	31%	44%	57%	*	*	-	38%	20%	43%	48%	50%	38%	47%
	2022	43%	51%	**51%**	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
At Masters Grade Level	2023	19%	16%	**16%**	6%	8%	23%	*	*	-	13%	0%	14%	16%	17%	13%	12%
	2022	21%	21%	**21%**	8%	17%	26%	-	*	-	18%	13%	*	23%	14%	17%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	**87%**	82%	85%	90%	*	*	-	88%	60%	100%	86%	91%	85%	79%
	2022	74%	76%	**82%**	75%	84%	82%	-	*	-	91%	56%	*	83%	77%	76%	81%
At Meets Grade Level or Above	2023	49%	51%	**54%**	38%	51%	60%	*	*	-	50%	17%	50%	53%	56%	45%	44%
	2022	48%	48%	**49%**	38%	53%	52%	-	*	-	41%	25%	*	52%	36%	42%	38%
At Masters Grade Level	2023	20%	18%	**17%**	9%	8%	23%	*	*	-	19%	0%	14%	16%	21%	14%	12%
	2022	23%	22%	**26%**	10%	24%	31%	-	*	-	23%	10%	*	29%	14%	19%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**87%**	79%	90%	89%	*	*	-	75%	47%	100%	85%	90%	84%	82%
	2022	75%	77%	**82%**	79%	83%	84%	-	*	-	82%	63%	*	82%	82%	76%	85%
At Meets Grade Level or Above	2023	53%	53%	**60%**	45%	59%	64%	*	*	-	63%	13%	57%	59%	63%	51%	41%
	2022	53%	52%	**48%**	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
At Masters Grade Level	2023	20%	16%	**18%**	12%	8%	23%	*	*	-	25%	0%	14%	15%	25%	15%	12%
	2022	25%	24%	**32%**	13%	31%	37%	-	*	-	27%	8%	*	35%	14%	22%	23%
All Grades Mathematics																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	75%	81%	**88%**	84%	79%	92%	*	*	-	100%	73%	100%	87%	92%	87%	76%
	2022	72%	74%	**81%**	71%	86%	81%	-	*	-	100%	50%	*	83%	71%	76%	77%
At Meets Grade Level or Above	2023	45%	50%	**48%**	31%	44%	57%	*	*	-	38%	20%	43%	48%	50%	38%	47%
	2022	42%	42%	**51%**	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
At Masters Grade Level	2023	19%	18%	**16%**	6%	8%	23%	*	*	-	13%	0%	14%	16%	17%	13%	12%
	2022	20%	17%	**21%**	8%	17%	26%	-	*	-	18%	13%	*	23%	14%	17%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	39%	**39%**	25%	33%	47%	*	*	-	38%	7%	14%	39%	42%	29%	29%
	2022	36%	37%	**37%**	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
Reading and Mathematics Including EOC	2023	37%	39%	**39%**	25%	33%	47%	*	*	-	38%	7%	14%	39%	42%	29%	29%
	2022	36%	37%	**37%**	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
Reading Including EOC	2023	50%	60%	**60%**	45%	59%	64%	*	*	-	63%	13%	57%	59%	63%	51%	41%
	2022	51%	48%	**48%**	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
Math Including EOC	2023	45%	48%	**48%**	31%	44%	57%	*	*	-	38%	20%	43%	48%	50%	38%	47%
	2022	43%	51%	**51%**	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	37%	**39%**	25%	33%	47%	*	*	-	38%	7%	14%	39%	42%	29%	29%
	2022	34%	33%	**37%**	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
Reading and Mathematics Including EOC	2023	39%	37%	**39%**	25%	33%	47%	*	*	-	38%	7%	14%	39%	42%	29%	29%
	2022	36%	33%	**37%**	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
Reading Including EOC	2023	53%	49%	**60%**	45%	59%	64%	*	*	-	63%	13%	57%	59%	63%	51%	41%
	2022	53%	50%	**48%**	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
Math Including EOC	2023	47%	46%	**48%**	31%	44%	57%	*	*	-	38%	20%	43%	48%	50%	38%	47%
	2022	43%	41%	**51%**	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%

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

This campus is not rated on Progress (TAPR).

	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%	81%	**87%**	-	-	-	-	-	-	79%	79%	-	-	-	88%	79%	-
	2022	74%	76%	**82%**	-	-	-	-	-	-	81%	81%	-	-	-	82%	81%	-
At Meets Grade Level or Above	2023	49%	51%	**54%**	-	-	-	-	-	-	44%	44%	-	-	-	55%	44%	-
	2022	48%	48%	**49%**	-	-	-	-	-	-	38%	38%	-	-	-	50%	38%	-
At Masters Grade Level	2023	20%	18%	**17%**	-	-	-	-	-	-	12%	12%	-	-	-	18%	12%	-
	2022	23%	22%	**26%**	-	-	-	-	-	-	15%	15%	-	-	-	27%	15%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**87%**	-	-	-	-	-	-	82%	82%	-	-	-	87%	82%	-
	2022	75%	77%	**82%**	-	-	-	-	-	-	85%	85%	-	-	-	82%	85%	-
At Meets Grade Level or Above	2023	53%	53%	**60%**	-	-	-	-	-	-	41%	41%	-	-	-	62%	41%	-
	2022	53%	52%	**48%**	-	-	-	-	-	-	38%	38%	-	-	-	49%	38%	-
At Masters Grade Level	2023	20%	16%	**18%**	-	-	-	-	-	-	12%	12%	-	-	-	19%	12%	-
	2022	25%	24%	**32%**	-	-	-	-	-	-	23%	23%	-	-	-	32%	23%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	81%	**88%**	-	-	-	-	-	-	76%	76%	-	-	-	90%	76%	-
	2022	72%	74%	**81%**	-	-	-	-	-	-	77%	77%	-	-	-	82%	77%	-
At Meets Grade Level or Above	2023	45%	50%	**48%**	-	-	-	-	-	-	47%	47%	-	-	-	48%	47%	-
	2022	42%	42%	**51%**	-	-	-	-	-	-	38%	38%	-	-	-	52%	38%	-
At Masters Grade Level	2023	19%	18%	**16%**	-	-	-	-	-	-	12%	12%	-	-	-	16%	12%	-
	2022	20%	17%	**21%**	-	-	-	-	-	-	8%	8%	-	-	-	22%	8%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**96%**	93%	100%	98%	*	*	-	100%	100%	64%	98%	92%	96%	100%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	0%	2%	*	*	-	0%	0%	36%	2%	8%	4%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	1%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	1%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	94%	**97%**	94%	100%	98%	*	*	-	100%	100%	64%	98%	92%	96%	100%
Not Included in Accountability: Mobile	4%	4%	**3%**	6%	0%	2%	*	*	-	0%	0%	36%	2%	8%	4%	0%
Not Included in Accountability: Other Exclusions	3%	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%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	97%	100%	100%	*	*	-	100%	100%	100%	99%	100%	99%	100%
Included in Accountability	94%	94%	**96%**	91%	100%	98%	*	*	-	100%	100%	64%	98%	92%	95%	100%
Not Included in Accountability: Mobile	5%	4%	**3%**	6%	0%	2%	*	*	-	0%	0%	36%	2%	8%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	3%	0%	0%	*	*	-	0%	0%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	3%	0%	0%	*	*	-	0%	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	**97%**	96%	97%	96%	-	*	-	100%	100%	*	98%	90%	98%	100%
Not Included in Accountability: Mobile	5%	3%	**3%**	4%	3%	4%	-	*	-	0%	0%	*	2%	10%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	95%	**97%**	96%	97%	96%	-	*	-	100%	100%	*	98%	90%	98%	100%
Not Included in Accountability: Mobile	5%	3%	**3%**	4%	3%	4%	-	*	-	0%	0%	*	2%	10%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	97%	**97%**	96%	97%	96%	-	*	-	100%	100%	*	98%	90%	98%	100%
Not Included in Accountability: Mobile	5%	3%	**3%**	4%	3%	4%	-	*	-	0%	0%	*	2%	10%	2%	0%
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%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.9%	**92.6%**	92.3%	94.1%	92.4%	*	*	-	89.7%	91.3%	92.2%	94.1%
2020-21	95.0%	94.4%	**95.5%**	96.0%	96.0%	95.3%	*	*	-	92.6%	96.0%	94.8%	95.8%
Chronic Absenteeism													
2021-22	25.7%	29.4%	**24.5%**	27.9%	12.2%	25.8%	*	*	-	50.0%	38.0%	29.2%	12.5%
2020-21	15.0%	15.9%	**10.4%**	8.7%	9.9%	9.6%	*	*	-	30.0%	6.3%	13.9%	11.1%
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%	1.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-

	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%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
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%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	5.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	79.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	66.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	78.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	70.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	185	368,686
By Ethnicity:				
African American	-	-	41	45,227
Hispanic	-	-	41	191,125
White	-	-	99	103,171
American Indian	-	-	0	1,159
Asian	-	-	2	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	2	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)	-	-	38	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	146	302,917
Special Education Graduates	-	-	16	32,447
Economically Disadvantaged Graduates	-	-	95	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	6	40,398
At-Risk Graduates	-	-	45	159,689
CTE Completers	-	-	89	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	368	100.0%	2,616	5,504,150	368	100.0%	2,621	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	4.5%	4.4%	0	0.0%	4.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.5%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 2	191	51.9%	7.3%	7.2%	191	51.9%	7.3%	7.2%
Grade 3	177	48.1%	6.8%	7.2%	177	48.1%	6.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.2%
Grade 7	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	6.9%	7.0%	0	0.0%	6.9%	7.0%
Grade 12	0	0.0%	7.8%	6.6%	0	0.0%	7.8%	6.6%
Ethnic Distribution:								
African American	60	16.3%	19.6%	12.8%	60	16.3%	19.7%	12.8%
Hispanic	71	19.3%	20.0%	53.0%	71	19.3%	20.0%	52.9%
White	216	58.7%	56.2%	25.6%	216	58.7%	56.2%	25.7%
American Indian	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Asian	2	0.5%	0.6%	5.1%	2	0.5%	0.6%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	18	4.9%	3.3%	3.0%	18	4.9%	3.3%	3.0%
Sex:								
Female	174	47.3%	46.6%	48.8%	174	47.3%	46.6%	48.8%
Male	194	52.7%	53.4%	51.2%	194	52.7%	53.4%	51.2%
Economically Disadvantaged	224	60.9%	58.8%	62.1%	224	60.9%	58.8%	62.0%
Non-Educationally Disadvantaged	144	39.1%	41.2%	37.9%	144	39.1%	41.2%	38.0%
Section 504 Students	15	4.1%	6.8%	7.4%	15	4.1%	6.8%	7.4%
EB Students/EL	37	10.1%	9.1%	23.1%	37	10.1%	9.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	17	4.6%	4.3%	5.5%	17	4.6%	4.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.0%	1.3%	0	0.0%	0.0%	1.3%
Immigrant	3	0.8%	0.4%	2.2%	3	0.8%	0.4%	2.2%
Migrant	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Title I	368	100.0%	100.0%	64.6%	368	100.0%	100.0%	64.6%
Military Connected	1	0.3%	1.4%	3.6%	1	0.3%	1.4%	3.6%
At-Risk	170	46.2%	43.0%	53.3%	170	46.2%	43.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	37	10.1%	9.0%	23.2%	37	10.1%	9.0%	23.2%
Career and Technical Education	0	0.0%	38.3%	26.5%	0	0.0%	38.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	90.5%	72.3%	0	-	90.5%	72.2%
Gifted and Talented Education	14	3.8%	6.5%	8.2%	14	3.8%	6.5%	8.2%
Special Education	40	10.9%	12.8%	12.6%	40	10.9%	12.9%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	40							
By Type of Primary Disability Students with Intellectual Disabilities	18	45.0%	47.6%	44.1%				
Students with Physical Disabilities	13	32.5%	19.5%	20.0%				
Students with Autism	**	**	11.1%	15.5%				
Students with Behavioral Disabilities	*	*	17.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	4.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	50	13.2%	12.4%	16.8%				
By Ethnicity: African American	12	3.2%	2.3%	3.3%				
Hispanic	9	2.4%	2.0%	8.7%				
White	25	6.6%	7.3%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	1.1%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	15.7%	11.7%	18.6%				
Count and Percent of EB Students/EL who are Mobile	5	15.2%	6.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	42	16.8%	14.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	24	13.6%	12.3%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	6.7%	1.5%	-	21.4%	4.5%
Grade 1	-	6.9%	2.5%	-	3.8%	3.6%
Grade 2	4.5%	4.5%	1.6%	5.6%	5.6%	2.0%
Grade 3	0.0%	0.0%	0.8%	4.0%	4.0%	0.9%
Grade 4	-	0.6%	0.5%	-	3.1%	0.5%
Grade 5	-	0.0%	0.3%	-	3.6%	0.4%
Grade 6	-	0.6%	0.3%	-	0.0%	0.4%
Grade 7	-	1.1%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	1.1%	8.7%	-	6.7%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	20.0	19.1
Grade 2	20.8	20.8	19.1
Grade 3	19.5	19.5	19.3
Grade 4	-	22.5	19.4
Grade 5	-	21.4	20.8
Grade 6	-	19.0	19.2
Secondary:			
English/Language Arts	-	14.2	16.2
Foreign Languages	-	19.1	18.8
Mathematics	-	16.2	17.5
Science	-	15.5	18.5
Social Studies	-	18.8	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	42.0	100.0%	100.0%	100.0%
Professional Staff:	29.5	70.3%	66.0%	64.1%
Teachers	25.1	59.8%	53.1%	48.7%
Professional Support	2.0	4.8%	7.0%	10.9%
Campus Administration (School Leadership)	2.4	5.7%	4.5%	3.3%
Educational Aides:	12.5	29.7%	15.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	8.0	19.0%	22.8%	53.2%
Teachers by Ethnicity:				
African American	3.0	11.9%	12.6%	11.8%
Hispanic	1.0	4.0%	3.1%	29.6%
White	20.1	80.1%	83.7%	54.9%
American Indian	1.0	4.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	20.4%	24.4%
Females	25.1	100.0%	79.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	2.0%
Bachelors	21.1	84.1%	73.1%	72.2%
Masters	4.0	15.9%	25.6%	25.0%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.5	6.1%	8.0%	9.7%
1-5 Years Experience	5.0	19.9%	20.7%	26.3%
6-10 Years Experience	8.0	31.8%	16.0%	20.5%
11-20 Years Experience	9.0	35.8%	25.1%	27.2%
21-30 Years Experience	1.6	6.4%	20.7%	13.3%
Over 30 Years Experience	0.0	0.0%	9.5%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.6	n/a	13.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	6.5	6.1
Average Years Experience of Principals with District	10.0	6.0	5.3
Average Years Experience of Assistant Principals	4.0	3.1	5.2
Average Years Experience of Assistant Principals with District	4.0	3.1	4.4
Average Years Experience of Teachers:	10.5	14.1	11.0
Average Years Experience of Teachers with District:	7.5	9.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,000	$48,417	$53,300
1-5 Years Experience	$46,800	$47,055	$56,516
6-10 Years Experience	$52,099	$54,123	$59,732
11-20 Years Experience	$59,905	$60,570	$63,389
21-30 Years Experience	$62,652	$64,116	$67,876
Over 30 Years Experience	-	$69,408	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$54,085	$57,348	$60,717
Professional Support	$69,553	$74,776	$72,022
Campus Administration (School Leadership)	$89,939	$93,427	$85,167
Instructional Staff Percent:	n/a	78.3%	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	1.0	4.0%	2.5%	5.9%
Career and Technical Education	0.0	0.0%	7.9%	5.4%
Compensatory Education	2.0	8.0%	8.5%	3.2%
Gifted and Talented Education	0.0	0.0%	0.1%	1.7%
Regular Education	20.1	79.9%	67.4%	70.6%
Special Education	2.0	8.2%	11.9%	9.7%
Other	0.0	0.0%	1.7%	3.5%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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.)

2022-23 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: CARTHAGE J H

Campus Number: 183902042

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	83%	**83%**	79%	69%	89%	-	-	-	100%	40%	60%	84%	83%	75%	58%
	2022	80%	79%	**79%**	65%	72%	87%	-	*	-	83%	43%	*	79%	77%	70%	68%
At Meets Grade Level or Above	2023	55%	59%	**59%**	39%	46%	68%	-	-	-	100%	15%	40%	61%	50%	47%	42%
	2022	56%	48%	**48%**	31%	41%	59%	-	*	-	33%	14%	*	49%	44%	38%	39%
At Masters Grade Level	2023	27%	28%	**28%**	11%	29%	34%	-	-	-	20%	10%	40%	28%	28%	18%	26%
	2022	37%	30%	**30%**	23%	23%	37%	-	*	-	0%	7%	*	29%	31%	21%	16%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	77%	**77%**	68%	66%	83%	-	-	-	80%	40%	80%	79%	70%	66%	58%
	2022	61%	61%	**61%**	44%	44%	75%	-	*	-	83%	29%	*	61%	60%	49%	35%
At Meets Grade Level or Above	2023	37%	51%	**51%**	32%	43%	61%	-	-	-	40%	15%	40%	52%	45%	40%	32%
	2022	31%	32%	**32%**	19%	23%	44%	-	*	-	0%	7%	*	33%	29%	21%	16%
At Masters Grade Level	2023	11%	8%	**8%**	3%	3%	13%	-	-	-	0%	0%	0%	9%	8%	5%	5%
	2022	13%	12%	**12%**	6%	8%	17%	-	*	-	0%	4%	*	13%	10%	7%	6%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	87%	**87%**	77%	76%	96%	-	*	-	*	42%	*	87%	88%	83%	73%
	2022	83%	87%	**87%**	71%	86%	93%	-	*	-	40%	50%	80%	86%	88%	79%	76%
At Meets Grade Level or Above	2023	58%	52%	**52%**	34%	36%	66%	-	*	-	*	19%	*	54%	44%	43%	27%
	2022	58%	60%	**60%**	29%	52%	75%	-	*	-	20%	8%	0%	60%	59%	45%	36%
At Masters Grade Level	2023	28%	20%	**20%**	11%	10%	29%	-	*	-	*	8%	*	21%	16%	13%	3%
	2022	37%	40%	**40%**	11%	28%	55%	-	*	-	0%	4%	0%	40%	37%	26%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	84%	**84%**	76%	67%	94%	-	*	-	100%	52%	*	84%	84%	82%	61%
	2022	71%	77%	**77%**	51%	80%	85%	-	*	-	40%	13%	40%	78%	71%	70%	72%
At Meets Grade Level or Above	2023	46%	60%	**60%**	44%	50%	70%	-	*	-	80%	17%	*	63%	51%	54%	48%
	2022	40%	50%	**50%**	23%	48%	60%	-	*	-	40%	4%	0%	53%	43%	38%	32%
At Masters Grade Level	2023	17%	29%	**29%**	22%	19%	36%	-	*	-	0%	9%	*	28%	29%	21%	12%
	2022	14%	20%	**20%**	9%	12%	28%	-	*	-	0%	4%	0%	25%	4%	10%	4%
Grade 8 Science																	

	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	74%	79%	**79%**	65%	57%	93%	-	*	-	100%	46%	*	79%	79%	76%	52%
	2022	74%	79%	**79%**	57%	78%	87%	-	*	-	40%	13%	40%	80%	76%	70%	68%
At Meets Grade Level or Above	2023	47%	48%	**48%**	35%	36%	59%	-	*	-	40%	21%	*	51%	40%	39%	24%
	2022	45%	48%	**48%**	29%	38%	58%	-	*	-	40%	8%	0%	50%	41%	32%	24%
At Masters Grade Level	2023	17%	16%	**16%**	9%	14%	21%	-	*	-	0%	4%	*	14%	23%	10%	9%
	2022	24%	23%	**23%**	6%	14%	31%	-	*	-	40%	0%	0%	27%	10%	13%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	73%	**73%**	57%	64%	85%	-	*	-	60%	28%	*	74%	70%	68%	61%
	2022	61%	62%	**62%**	29%	62%	72%	-	*	-	40%	17%	*	63%	56%	48%	44%
At Meets Grade Level or Above	2023	33%	39%	**39%**	28%	38%	46%	-	*	-	0%	20%	*	40%	36%	32%	30%
	2022	31%	26%	**26%**	14%	16%	34%	-	*	-	40%	4%	*	29%	17%	14%	4%
At Masters Grade Level	2023	16%	20%	**20%**	9%	17%	26%	-	*	-	0%	12%	*	19%	23%	15%	9%
	2022	18%	18%	**18%**	6%	12%	25%	-	*	-	20%	4%	*	21%	10%	8%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	**81%**	70%	66%	90%	-	*	-	90%	41%	78%	81%	79%	75%	61%
	2022	74%	76%	**74%**	53%	71%	83%	-	100%	-	56%	28%	48%	75%	71%	64%	60%
At Meets Grade Level or Above	2023	49%	51%	**51%**	35%	41%	62%	-	*	-	52%	18%	33%	53%	44%	42%	34%
	2022	48%	48%	**44%**	24%	37%	55%	-	83%	-	28%	8%	0%	46%	39%	31%	25%
At Masters Grade Level	2023	20%	18%	**20%**	11%	15%	26%	-	*	-	3%	7%	11%	20%	21%	14%	10%
	2022	23%	22%	**24%**	11%	16%	32%	-	67%	-	9%	4%	0%	26%	17%	14%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	82%	**85%**	78%	73%	93%	-	*	-	100%	41%	71%	85%	86%	79%	67%
	2022	75%	77%	**83%**	67%	80%	90%	-	*	-	64%	46%	83%	83%	82%	74%	71%
At Meets Grade Level or Above	2023	53%	53%	**55%**	36%	40%	67%	-	*	-	78%	17%	43%	57%	47%	45%	33%
	2022	53%	52%	**54%**	30%	47%	67%	-	*	-	27%	12%	0%	55%	52%	41%	38%
At Masters Grade Level	2023	20%	16%	**24%**	11%	18%	31%	-	*	-	11%	9%	29%	24%	22%	15%	12%
	2022	25%	24%	**35%**	18%	26%	47%	-	*	-	0%	6%	0%	35%	34%	24%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	81%	**81%**	72%	66%	89%	-	*	-	90%	47%	86%	82%	78%	75%	60%
	2022	72%	74%	**69%**	47%	64%	80%	-	*	-	64%	21%	50%	70%	66%	59%	52%

	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	45%	50%	**56%**	39%	47%	66%	-	*	-	60%	16%	43%	58%	48%	47%	42%
	2022	42%	42%	**42%**	20%	37%	52%	-	*	-	18%	6%	0%	43%	36%	29%	23%
At Masters Grade Level	2023	19%	18%	**19%**	13%	12%	24%	-	*	-	0%	5%	0%	19%	19%	13%	10%
	2022	20%	17%	**17%**	7%	10%	23%	-	*	-	0%	4%	0%	19%	7%	8%	5%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**79%**	65%	57%	93%	-	*	-	100%	46%	*	79%	79%	76%	52%
	2022	76%	77%	**79%**	57%	78%	87%	-	*	-	40%	13%	40%	80%	76%	70%	68%
At Meets Grade Level or Above	2023	47%	48%	**48%**	35%	36%	59%	-	*	-	40%	21%	*	51%	40%	39%	24%
	2022	47%	49%	**48%**	29%	38%	58%	-	*	-	40%	8%	0%	50%	41%	32%	24%
At Masters Grade Level	2023	18%	17%	**16%**	9%	14%	21%	-	*	-	0%	4%	*	14%	23%	10%	9%
	2022	21%	21%	**23%**	6%	14%	31%	-	*	-	40%	0%	0%	27%	10%	13%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	84%	**73%**	57%	64%	85%	-	*	-	60%	28%	*	74%	70%	68%	61%
	2022	75%	79%	**62%**	29%	62%	72%	-	*	-	40%	17%	*	63%	56%	48%	44%
At Meets Grade Level or Above	2023	52%	55%	**39%**	28%	38%	46%	-	*	-	0%	20%	*	40%	36%	32%	30%
	2022	50%	52%	**26%**	14%	16%	34%	-	*	-	40%	4%	*	29%	17%	14%	4%
At Masters Grade Level	2023	27%	27%	**20%**	9%	17%	26%	-	*	-	0%	12%	*	19%	23%	15%	9%
	2022	30%	30%	**18%**	6%	12%	25%	-	*	-	20%	4%	*	21%	10%	8%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2023	37%	45%	**45%**	24%	40%	55%	-	-	-	40%	15%	40%	48%	35%	34%	32%
	2022	32%	30%	**30%**	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
Reading and Mathematics Including EOC	2023	38%	45%	**45%**	24%	40%	55%	-	-	-	40%	15%	40%	48%	35%	34%	32%
	2022	33%	30%	**30%**	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
Reading Including EOC	2023	55%	59%	**59%**	39%	46%	68%	-	-	-	100%	15%	40%	61%	50%	47%	42%
	2022	56%	48%	**48%**	31%	41%	59%	-	*	-	33%	14%	*	49%	45%	39%	39%
Math Including EOC	2023	43%	51%	**51%**	32%	43%	61%	-	-	-	40%	15%	40%	52%	45%	40%	32%
	2022	37%	33%	**33%**	19%	23%	44%	-	*	-	0%	7%	*	33%	31%	22%	16%
8th Graders																	
Reading and Mathematics	2023	31%	48%	**48%**	32%	33%	61%	-	*	-	*	13%	*	50%	40%	39%	27%
	2022	27%	42%	**42%**	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	48%	**48%**	32%	33%	61%	-	*	-	*	13%	*	50%	40%	39%	27%
	2022	41%	42%	**42%**	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%
Reading Including EOC	2023	58%	52%	**52%**	34%	36%	66%	-	*	-	*	19%	*	54%	44%	43%	27%
	2022	58%	60%	**60%**	29%	52%	74%	-	*	-	20%	8%	0%	60%	58%	44%	36%
Math Including EOC	2023	51%	60%	**60%**	44%	50%	70%	-	*	-	80%	17%	*	63%	51%	54%	48%
	2022	48%	50%	**50%**	23%	48%	60%	-	*	-	40%	4%	0%	53%	42%	37%	32%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	37%	**47%**	28%	36%	58%	-	*	-	33%	14%	43%	49%	38%	36%	29%
	2022	34%	33%	**36%**	14%	29%	48%	-	*	-	9%	6%	0%	38%	31%	24%	14%
Reading and Mathematics Including EOC	2023	39%	37%	**47%**	28%	36%	58%	-	*	-	33%	14%	43%	49%	38%	36%	29%
	2022	36%	33%	**36%**	14%	29%	48%	-	*	-	9%	6%	0%	38%	31%	24%	14%
Reading Including EOC	2023	53%	49%	**55%**	36%	40%	67%	-	*	-	78%	17%	43%	57%	47%	45%	33%
	2022	53%	50%	**54%**	30%	47%	67%	-	*	-	27%	12%	0%	55%	52%	41%	38%
Math Including EOC	2023	47%	46%	**56%**	39%	47%	66%	-	*	-	60%	16%	43%	58%	48%	47%	42%
	2022	43%	41%	**42%**	20%	37%	52%	-	*	-	18%	6%	0%	43%	36%	29%	23%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 7 ELA/Reading	2023	71%	73%	**73%**	77%	73%	71%	-	-	-	*	53%	*	73%	74%	71%	66%
Grade 7 Mathematics	2023	56%	65%	**65%**	62%	51%	71%	-	-	-	*	39%	*	67%	56%	57%	58%
Grade 8 ELA/Reading	2023	63%	65%	**65%**	55%	46%	78%	-	*	-	*	46%	*	67%	61%	63%	42%
Grade 8 Mathematics	2023	74%	86%	**86%**	84%	85%	88%	-	*	-	*	74%	*	88%	81%	87%	83%
All Grades Both Subjects	2023	64%	66%	**73%**	70%	64%	77%	-	*	-	75%	54%	88%	74%	69%	70%	63%
All Grades ELA/Reading	2023	63%	62%	**69%**	65%	58%	74%	-	*	-	79%	49%	92%	69%	67%	67%	51%
All Grades Mathematics	2023	66%	70%	**76%**	74%	69%	80%	-	*	-	71%	59%	83%	78%	70%	73%	74%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2023	39%	41%	**41%**	50%	27%	44%	-	-	-	-	29%	*	44%	33%	38%	29%
Grade 7 Mathematics	2023	22%	36%	**36%**	33%	22%	50%	-	-	-	-	27%	*	37%	33%	33%	14%
Grade 8 ELA/Reading	2023	39%	51%	**51%**	38%	36%	79%	-	-	-	-	19%	-	48%	60%	48%	40%
Grade 8 Mathematics	2023	49%	64%	**64%**	61%	43%	84%	-	-	-	*	35%	-	63%	67%	67%	43%
All Grades Both Subjects	2023	38%	43%	**51%**	48%	35%	67%	-	-	-	*	28%	*	51%	53%	51%	36%
All Grades ELA/Reading	2023	35%	41%	**46%**	43%	32%	60%	-	-	-	-	23%	*	46%	47%	43%	35%
All Grades Mathematics	2023	40%	45%	**55%**	51%	38%	73%	-	-	-	*	32%	*	54%	58%	57%	36%

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	81%	**81%**	-	-	-	-	-	-	58%	58%	-	-	*	84%	60%	*
	2022	74%	76%	**74%**	-	-	-	-	-	-	59%	59%	-	-	*	76%	59%	*
At Meets Grade Level or Above	2023	49%	51%	**51%**	-	-	-	-	-	-	31%	31%	-	-	*	54%	32%	*
	2022	48%	48%	**44%**	-	-	-	-	-	-	24%	24%	-	-	*	47%	24%	*
At Masters Grade Level	2023	20%	18%	**20%**	-	-	-	-	-	-	10%	10%	-	-	*	22%	10%	*
	2022	23%	22%	**24%**	-	-	-	-	-	-	8%	8%	-	-	*	27%	8%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	82%	**85%**	-	-	-	-	-	-	65%	65%	-	-	*	88%	67%	*
	2022	75%	77%	**83%**	-	-	-	-	-	-	70%	70%	-	-	*	84%	71%	*
At Meets Grade Level or Above	2023	53%	53%	**55%**	-	-	-	-	-	-	31%	31%	-	-	*	59%	31%	*
	2022	53%	52%	**54%**	-	-	-	-	-	-	36%	36%	-	-	*	57%	36%	*
At Masters Grade Level	2023	20%	16%	**24%**	-	-	-	-	-	-	12%	12%	-	-	*	26%	12%	*
	2022	25%	24%	**35%**	-	-	-	-	-	-	13%	13%	-	-	*	39%	13%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	81%	**81%**	-	-	-	-	-	-	57%	57%	-	-	*	84%	59%	*
	2022	72%	74%	**69%**	-	-	-	-	-	-	51%	51%	-	-	*	72%	51%	*
At Meets Grade Level or Above	2023	45%	50%	**56%**	-	-	-	-	-	-	41%	41%	-	-	*	58%	41%	*
	2022	42%	42%	**42%**	-	-	-	-	-	-	21%	21%	-	-	*	45%	22%	*
At Masters Grade Level	2023	19%	18%	**19%**	-	-	-	-	-	-	8%	8%	-	-	*	20%	8%	*
	2022	20%	17%	**17%**	-	-	-	-	-	-	6%	6%	-	-	*	18%	5%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**79%**	-	-	-	-	-	-	48%	48%	-	-	*	85%	50%	*
	2022	76%	77%	**79%**	-	-	-	-	-	-	68%	68%	-	-	-	80%	68%	-
At Meets Grade Level or Above	2023	47%	48%	**48%**	-	-	-	-	-	-	19%	19%	-	-	*	53%	22%	*
	2022	47%	49%	**48%**	-	-	-	-	-	-	24%	24%	-	-	-	51%	24%	-
At Masters Grade Level	2023	18%	17%	**16%**	-	-	-	-	-	-	10%	10%	-	-	*	18%	9%	*
	2022	21%	21%	**23%**	-	-	-	-	-	-	4%	4%	-	-	-	26%	4%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	84%	**73%**	-	-	-	-	-	-	58%	58%	-	-	*	76%	59%	*
	2022	75%	79%	**62%**	-	-	-	-	-	-	44%	44%	-	-	-	64%	44%	-
At Meets Grade Level or Above	2023	52%	55%	**39%**	-	-	-	-	-	-	29%	29%	-	-	*	41%	28%	*
	2022	50%	52%	**26%**	-	-	-	-	-	-	4%	4%	-	-	-	30%	4%	-

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	27%	**20%**	-	-	-	-	-	-	10%	10%	-	-	*	22%	9%	*
	2022	30%	30%	**18%**	-	-	-	-	-	-	4%	4%	-	-	-	20%	4%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	**73%**	-	-	-	-	-	-	62%	62%	-	-	*	74%	62%	*
All Grades ELA/Reading	2023	63%	62%	**69%**	-	-	-	-	-	-	50%	50%	-	-	*	72%	50%	*
All Grades Mathematics	2023	66%	70%	**76%**	-	-	-	-	-	-	73%	73%	-	-	*	76%	74%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	43%	**51%**	-	-	-	-	-	-	36%	36%	-	-	-	56%	36%	-
All Grades ELA/Reading	2023	35%	41%	**46%**	-	-	-	-	-	-	35%	35%	-	-	-	49%	35%	-
All Grades Mathematics	2023	40%	45%	**55%**	-	-	-	-	-	-	36%	36%	-	-	-	62%	36%	-

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

\- Indicates there are no students in the group.

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	98%	100%	100%	-	*	-	94%	96%	100%	99%	98%	99%	100%
Included in Accountability	93%	94%	**93%**	93%	98%	98%	-	*	-	91%	90%	90%	98%	80%	96%	98%
Not Included in Accountability: Mobile	4%	4%	**6%**	4%	2%	2%	-	*	-	3%	6%	10%	2%	17%	3%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	3%	0%	0%	-	*	-	6%	4%	0%	1%	2%	1%	0%
Absent	1%	0%	**1%**	3%	0%	0%	-	*	-	6%	4%	0%	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**99%**	99%	100%	100%	-	*	-	91%	100%	100%	100%	97%	100%	100%
Included in Accountability	92%	94%	**94%**	96%	99%	98%	-	*	-	82%	92%	88%	99%	80%	97%	98%
Not Included in Accountability: Mobile	4%	4%	**5%**	3%	1%	2%	-	*	-	9%	8%	13%	1%	17%	3%	2%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**1%**	1%	0%	0%	-	*	-	9%	0%	0%	0%	3%	0%	0%
Absent	1%	0%	**1%**	1%	0%	0%	-	*	-	9%	0%	0%	0%	3%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	97%	100%	100%	-	*	-	91%	94%	100%	99%	99%	98%	100%
Included in Accountability	94%	94%	**94%**	93%	99%	98%	-	*	-	91%	86%	88%	97%	83%	96%	98%
Not Included in Accountability: Mobile	5%	4%	**5%**	3%	1%	2%	-	*	-	0%	8%	13%	1%	17%	3%	2%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	3%	0%	0%	-	*	-	9%	6%	0%	1%	1%	2%	0%
Absent	1%	1%	**1%**	3%	0%	0%	-	*	-	9%	6%	0%	1%	1%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	96%	100%	99%	-	*	-	100%	93%	*	99%	96%	98%	100%
Included in Accountability	93%	94%	**92%**	90%	98%	97%	-	*	-	100%	89%	*	97%	78%	94%	97%
Not Included in Accountability: Mobile	4%	5%	**6%**	6%	2%	2%	-	*	-	0%	4%	*	2%	18%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	4%	0%	1%	-	*	-	0%	7%	*	1%	4%	2%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**1%**	4%	0%	1%	-	*	-	0%	7%	*	1%	4%	2%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	100%	**100%**	98%	100%	100%	-	*	-	100%	96%	*	100%	98%	99%	100%
Included in Accountability	94%	94%	**93%**	92%	98%	98%	-	*	-	100%	93%	*	98%	80%	95%	97%
Not Included in Accountability: Mobile	4%	6%	**6%**	6%	2%	2%	-	*	-	0%	4%	*	2%	18%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	2%	0%	0%	-	*	-	0%	4%	*	0%	2%	1%	0%
Absent	1%	0%	**0%**	2%	0%	0%	-	*	-	0%	4%	*	0%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	99%	-	100%	-	100%	100%	96%	100%	100%	100%	100%
Included in Accountability	93%	96%	**96%**	99%	98%	99%	-	100%	-	100%	100%	88%	98%	90%	99%	98%
Not Included in Accountability: Mobile	5%	3%	**4%**	1%	1%	0%	-	0%	-	0%	0%	8%	2%	9%	0%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	0%	**0%**	0%	0%	1%	-	0%	-	0%	0%	4%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	4%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	**96%**	99%	98%	100%	-	*	-	100%	100%	86%	97%	92%	99%	97%
Not Included in Accountability: Mobile	5%	3%	**4%**	1%	1%	0%	-	*	-	0%	0%	14%	2%	8%	0%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	**96%**	99%	99%	100%	-	*	-	100%	100%	86%	98%	92%	100%	98%
Not Included in Accountability: Mobile	5%	3%	**4%**	1%	1%	0%	-	*	-	0%	0%	14%	2%	8%	0%	2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**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%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	**96%**	100%	98%	100%	-	*	-	100%	100%	100%	99%	89%	100%	100%
Not Included in Accountability: Mobile	4%	3%	**4%**	0%	2%	0%	-	*	-	0%	0%	0%	1%	11%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	**99%**	100%	100%	98%	-	*	-	100%	100%	80%	99%	98%	99%	100%
Included in Accountability	94%	97%	**95%**	100%	98%	98%	-	*	-	100%	100%	80%	98%	87%	99%	100%
Not Included in Accountability: Mobile	4%	3%	**4%**	0%	2%	0%	-	*	-	0%	0%	0%	1%	11%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	**1%**	0%	0%	2%	-	*	-	0%	0%	20%	1%	2%	1%	0%
Absent	1%	0%	**1%**	0%	0%	2%	-	*	-	0%	0%	20%	1%	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.9%	**91.6%**	92.6%	92.0%	91.1%	-	*	-	88.3%	90.4%	90.6%	92.8%
2020-21	95.0%	94.4%	**95.1%**	95.6%	95.8%	94.7%	-	*	-	92.8%	93.8%	94.6%	95.3%
Chronic Absenteeism													
2021-22	25.7%	29.4%	**27.9%**	23.7%	28.9%	28.8%	-	*	-	36.4%	36.1%	32.2%	22.8%
2020-21	15.0%	15.9%	**13.5%**	14.0%	10.9%	13.5%	-	*	-	36.4%	23.9%	15.5%	16.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.9%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	1.8%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	91.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	6.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	92.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	93.4%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	94.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	4.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	95.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.7%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.1%	**-**	-	-	-	-	-	-	-	-	-	-

	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%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
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%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	5.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	79.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	66.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	80.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	72.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	78.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	65.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	70.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	185	368,686
By Ethnicity:				
African American	-	-	41	45,227
Hispanic	-	-	41	191,125
White	-	-	99	103,171
American Indian	-	-	0	1,159
Asian	-	-	2	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	2	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)	-	-	38	51,023
Foundation H.S. Program (Endorsement)	-	-	1	14,179
Foundation H.S. Program (DLA)	-	-	146	302,917
Special Education Graduates	-	-	16	32,447
Economically Disadvantaged Graduates	-	-	95	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	6	40,398
At-Risk Graduates	-	-	45	159,689
CTE Completers	-	-	89	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	392	100.0%	2,616	5,504,150	392	100.0%	2,621	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.5%	0.3%	0	0.0%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	4.5%	4.4%	0	0.0%	4.5%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.7%	0	0.0%	0.0%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.7%	0	0.0%	4.5%	3.7%
Kindergarten	0	0.0%	6.6%	6.7%	0	0.0%	6.6%	6.7%
Grade 1	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 2	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.1%
Grade 4	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.6%	7.2%	0	0.0%	7.7%	7.2%
Grade 6	0	0.0%	7.0%	7.3%	0	0.0%	7.0%	7.2%
Grade 7	186	47.4%	7.1%	7.4%	186	47.4%	7.1%	7.4%
Grade 8	206	52.6%	7.9%	7.7%	206	52.6%	7.9%	7.7%
Grade 9	0	0.0%	8.8%	8.7%	0	0.0%	8.8%	8.7%
Grade 10	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	6.9%	7.0%	0	0.0%	6.9%	7.0%
Grade 12	0	0.0%	7.8%	6.6%	0	0.0%	7.8%	6.6%
Ethnic Distribution:								
African American	87	22.2%	19.6%	12.8%	87	22.2%	19.7%	12.8%
Hispanic	80	20.4%	20.0%	53.0%	80	20.4%	20.0%	52.9%
White	212	54.1%	56.2%	25.6%	212	54.1%	56.2%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.6%	5.1%	0	0.0%	0.6%	5.1%
Pacific Islander	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Two or More Races	12	3.1%	3.3%	3.0%	12	3.1%	3.3%	3.0%
Sex:								
Female	177	45.2%	46.6%	48.8%	177	45.2%	46.6%	48.8%
Male	215	54.8%	53.4%	51.2%	215	54.8%	53.4%	51.2%
Economically Disadvantaged	228	58.2%	58.8%	62.1%	228	58.2%	58.8%	62.0%
Non-Educationally Disadvantaged	164	41.8%	41.2%	37.9%	164	41.8%	41.2%	38.0%
Section 504 Students	29	7.4%	6.8%	7.4%	29	7.4%	6.8%	7.4%
EB Students/EL	50	12.8%	9.1%	23.1%	50	12.8%	9.1%	23.0%
Students w/ Disciplinary Placements (2021-22)	19	4.1%	1.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	25	6.4%	4.3%	5.5%	25	6.4%	4.3%	5.5%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.0%	1.3%	0	0.0%	0.0%	1.3%
Immigrant	1	0.3%	0.4%	2.2%	1	0.3%	0.4%	2.2%
Migrant	1	0.3%	0.1%	0.3%	1	0.3%	0.1%	0.3%
Title I	392	100.0%	100.0%	64.6%	392	100.0%	100.0%	64.6%
Military Connected	9	2.3%	1.4%	3.6%	9	2.3%	1.4%	3.6%
At-Risk	221	56.4%	43.0%	53.3%	221	56.4%	43.0%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	49	12.5%	9.0%	23.2%	49	12.5%	9.0%	23.2%
Career and Technical Education	270	68.9%	38.3%	26.5%	270	68.9%	38.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	90.5%	72.3%	0	-	90.5%	72.2%
Gifted and Talented Education	36	9.2%	6.5%	8.2%	36	9.2%	6.5%	8.2%
Special Education	49	12.5%	12.8%	12.6%	49	12.5%	12.9%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	49							
By Type of Primary Disability Students with Intellectual Disabilities	27	55.1%	47.6%	44.1%				
Students with Physical Disabilities	*	*	19.5%	20.0%				
Students with Autism	**	**	11.1%	15.5%				
Students with Behavioral Disabilities	16	32.7%	17.1%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	4.8%	1.6%				
Mobility (2021-22):								
Total Mobile Students	55	11.9%	12.4%	16.8%				
By Ethnicity: African American	11	2.4%	2.3%	3.3%				
Hispanic	9	1.9%	2.0%	8.7%				
White	35	7.5%	7.3%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.6%	0.6%				
Count and Percent of Special Ed Students who are Mobile	6	9.8%	11.7%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	5.3%	6.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	43	15.4%	14.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	23	10.9%	12.3%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	6.7%	1.5%	-	21.4%	4.5%
Grade 1	-	6.9%	2.5%	-	3.8%	3.6%
Grade 2	-	4.5%	1.6%	-	5.6%	2.0%
Grade 3	-	0.0%	0.8%	-	4.0%	0.9%
Grade 4	-	0.6%	0.5%	-	3.1%	0.5%
Grade 5	-	0.0%	0.3%	-	3.6%	0.4%
Grade 6	-	0.6%	0.3%	-	0.0%	0.4%
Grade 7	1.1%	1.1%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 9	-	1.1%	8.7%	-	6.7%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	20.0	19.1
Grade 2	-	20.8	19.1
Grade 3	-	19.5	19.3
Grade 4	-	22.5	19.4
Grade 5	-	21.4	20.8
Grade 6	-	19.0	19.2
Secondary:			
English/Language Arts	13.8	14.2	16.2
Foreign Languages	15.0	19.1	18.8
Mathematics	17.5	16.2	17.5
Science	16.1	15.5	18.5
Social Studies	24.1	18.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	38.7	100.0%	100.0%	100.0%
Professional Staff:	33.2	85.8%	66.0%	64.1%
Teachers	28.2	72.9%	53.1%	48.7%
Professional Support	2.0	5.2%	7.0%	10.9%
Campus Administration (School Leadership)	3.0	7.8%	4.5%	3.3%
Educational Aides:	5.5	14.2%	15.8%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,258.0
Part-time Librarians	0.0	n/a	1.0	646.0
Full-time Counselors	1.0	n/a	4.0	13,815.0
Part-time Counselors	0.0	n/a	0.0	1,240.0
Total Minority Staff:	6.7	17.2%	22.8%	53.2%
Teachers by Ethnicity:				
African American	2.7	9.4%	12.6%	11.8%
Hispanic	1.0	3.5%	3.1%	29.6%
White	24.5	87.0%	83.7%	54.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	7.0	24.9%	20.4%	24.4%
Females	21.2	75.1%	79.6%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	2.0%
Bachelors	20.8	73.9%	73.1%	72.2%
Masters	7.4	26.1%	25.6%	25.0%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.8	9.9%	8.0%	9.7%
1-5 Years Experience	11.3	40.2%	20.7%	26.3%
6-10 Years Experience	2.7	9.6%	16.0%	20.5%
11-20 Years Experience	5.0	17.7%	25.1%	27.2%
21-30 Years Experience	4.1	14.7%	20.7%	13.3%
Over 30 Years Experience	2.2	7.9%	9.5%	2.9%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	13.9	n/a	13.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.5	6.1
Average Years Experience of Principals with District	6.0	6.0	5.3
Average Years Experience of Assistant Principals	3.0	3.1	5.2
Average Years Experience of Assistant Principals with District	3.0	3.1	4.4
Average Years Experience of Teachers:	11.1	14.1	11.0
Average Years Experience of Teachers with District:	6.2	9.3	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,965	$48,417	$53,300
1-5 Years Experience	$48,784	$47,055	$56,516
6-10 Years Experience	$55,189	$54,123	$59,732
11-20 Years Experience	$58,604	$60,570	$63,389
21-30 Years Experience	$62,317	$64,116	$67,876
Over 30 Years Experience	$67,315	$69,408	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$54,905	$57,348	$60,717
Professional Support	$81,894	$74,776	$72,022
Campus Administration (School Leadership)	$88,956	$93,427	$85,167
Instructional Staff Percent:	n/a	78.3%	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	0.8	2.9%	2.5%	5.9%
Career and Technical Education	2.4	8.6%	7.9%	5.4%
Compensatory Education	2.5	8.8%	8.5%	3.2%
Gifted and Talented Education	0.2	0.7%	0.1%	1.7%
Regular Education	19.7	69.7%	67.4%	70.6%
Special Education	2.6	9.3%	11.9%	9.7%
Other	0.0	0.0%	1.7%	3.5%

- \- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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.)

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

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

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

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

Other Important Information:

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

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

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

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

STAAR Performance (2022–23)

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

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

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

Bilingual Education/ESL

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

STAAR Participation (2022–23)

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

Attendance is calculated as follows:

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

(Data source: PEIMS 42400)

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

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

(Data source: PEIMS 42400)

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

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

- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

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

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

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

(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:

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

(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:

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

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

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

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

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

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

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

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

5-Year Extended Longitudinal Rate

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

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

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

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

(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:

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

(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:

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

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

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

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

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

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:

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

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

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

(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:

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

(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:

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

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

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

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

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

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

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

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

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

Additional Information about Federal Graduation Rates

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

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

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

(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:

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

(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:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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total number of graduates in the 2021-22 school year

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

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

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

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total number of graduates in the 2021-22 school year

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

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

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

College Readiness

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

an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*

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

3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*

4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunsetting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*

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

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

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

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

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

College, Career, or Military Ready Graduates

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

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

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

College Ready Graduates

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

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

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

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

The percentages are calculated as follows:

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English Language Arts.

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

Mathematics.

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

Both Subjects.

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

Any Subject.

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

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

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

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

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

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

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

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

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

Career/Military Ready Graduates

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

CCMR-related Indicators (2022–23)

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

English Language Arts.

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

number of 2021-22 annual graduates

Mathematics.

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

number of 2021-22 annual graduates

Both Subjects.

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

number of 2021-22 annual graduates

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

English Language Arts.

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

number of 2021-22 annual graduates

Mathematics.

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

number of 2021-21 annual graduates

Both Subjects.

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

number of 2021-22 annual graduates

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

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All Subjects.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

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

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

All Subjects.

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

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

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

All Subjects.

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

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

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

$$\frac{\textbf{number of 2021-22 graduates who took either the SAT or the ACT}}{}$$

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

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

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

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

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

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

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

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

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

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

(Data source: College Board and PEIMS 40203)

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

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

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

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

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

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

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

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

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

Other Postsecondary Indicators (2022–23)

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

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

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

Any Subject.

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

English Language Arts.

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

Mathematics.

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

Science.

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

Social Studies.

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

(Data source: PEIMS 43415)

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

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

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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

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

Student Information (2022–23)

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

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

(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

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

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

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

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

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

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

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

(B) includes —

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

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

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

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

(Data source: PEIMS 40100)

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

(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)

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

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

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (2022–23)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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.

2022–23 Texas Academic Performance Report (TAPR) Glossary

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:

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

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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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)*

2022–23 Texas Academic Performance Report (TAPR) Glossary

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 & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

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

Fine Arts

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

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

Science

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

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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

2022–23 Texas Academic Performance Report (TAPR) Glossary

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

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

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

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

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

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

Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

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

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

PROFESSIONAL SUPPORT STAFF

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

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

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.

Financial Integrity Rating System of Texas

2022-2023 RATINGS BASED ON SCHOOL YEAR 2021-2022 DATA - DISTRICT STATUS DETAIL

Name: CARTHAGE ISD(183902)

Status: Passed

Rating: A = Superior Achievement

District Score: 96

2022 - 2023 Budgeted Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,616

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	$28,588,747	93.37%	$10,928	$28,588,747	88.19%	$10,928
State Operating Funds	$2,000,000	6.53%	$765	$2,000,000	6.17%	$765
Federal Funds	$0	0.00%	$0	$1,200,000	3.70%	$459
Other Local	$30,000	0.10%	$11	$630,000	1.94%	$241
Total Operating Revenue	$30,618,747	100.00%	$11,704	$32,418,747	100.00%	$12,392
Other Revenue						
Local Property Tax from I&S	$0	0.00%	$0	$11,400,000	100.00%	$4,358
State Assistance for Debt Service	$0	0.00%	$0	$0	0.00%	$0
Misc Rev Debt Service Fund (F599)	$0	0.00%	$0	$0	0.00%	$0
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0
Total Other Revenue	$0	0.00%	$0	$11,400,000	100.00%	$4,358
Subtotal: Operating and Other Revenue	$30,618,747	100.00%	$11,704	$43,818,747	100.00%	$16,750
Recapture Revenue						
Local Property Tax Recaptured	$11,540,812	100.00%	$4,412	$11,540,812	100.00%	$4,412
Total Recaptured Revenue	$11,540,812	100.00%	$4,412	$11,540,812	100.00%	$4,412
Subtotal: Operating, Other and Recaptured Revenue	$42,159,559	100.00%	$16,116	$55,359,559	100.00%	$21,162
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	$0	0.00%	$0	$0	0.00%	$0
Estimated State TRS Contributions	$0	0.00%	$0	$0	0.00%	$0
Total Debt Service Financing and TRS Estimate Revenue	$0	0.00%	$0	$0	0.00%	$0
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$30,618,747	100.00%	$11,704	$43,818,747	100.00%	$16,750
Expenditures						
Operating Expenditures by Object (61xx-						
Payroll Expenditures (Object 61xx)	$23,824,771	82.03%	$9,107	$23,898,947	78.82%	$9,136
Professional & Contracted Services (Object 62xx)	$2,044,966	7.04%	$782	$3,249,155	10.72%	$1,242

2022 - 2023 Budgeted Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,616

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$2,377,080	8.18%	$909	$2,377,080	7.84%	$909
Other Operating Expenditures (Object 64xx)	$797,155	2.74%	$305	$797,155	2.63%	$305
Total Operating Expenditures by Object	$29,043,972	100.00%	$11,102	$30,322,337	100.00%	$11,591
Non-Operating Expenditures by Object						
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Debt Services (Object 65xx)	$174,591	35.97%	$67	$11,574,591	93.29%	$4,425
Capital Outlay (Object 66xx)	$310,743	64.03%	$119	$832,378	6.71%	$318
Total Non-Operating Expenditures by Object	$485,334	100.00%	$186	$12,406,969	100.00%	$4,743
Grand Total: Operating and Non-Operating Expenditures by Object	$29,529,306	100.00%	$11,288	$42,729,306	100.00%	$16,334
Operating Expenditures by Function (61xx-64xx only)						
Instruction (Function 11,95)	$16,837,897	57.97%	$6,437	$16,837,897	55.53%	$6,437
Instructional Resources & Media Services (Function 12)	$143,858	0.50%	$55	$143,858	0.47%	$55
Curriculum & Staff Development (Function 13)	$202,974	0.70%	$78	$202,974	0.67%	$78
Instructional Leadership (Function 21)	$302,095	1.04%	$115	$302,095	1.00%	$115
School Leadership (Function 23)	$1,504,708	5.18%	$575	$1,504,708	4.96%	$575
Guidance Counseling Services (Function 31)	$741,081	2.55%	$283	$741,081	2.44%	$283
Social Work Services (Function 32)	$0	0.00%	$0	$0	0.00%	$0
Health Services (Function 33)	$309,148	1.06%	$118	$309,148	1.02%	$118
Transportation (Function 34)	$2,037,937	7.02%	$779	$2,037,937	6.72%	$779
Food Services (Function 35)	$0	0.00%	$0	$1,278,365	4.22%	$489
Extracurricular (Function 36)	$1,509,144	5.20%	$577	$1,509,144	4.98%	$577
General Administration (Function 41,92)	$1,628,239	5.61%	$622	$1,628,239	5.37%	$622
Facilities Maintenance & Operations (Function 51)	$3,082,170	10.61%	$1,178	$3,082,170	10.16%	$1,178
Security & Monitoring Services (Function 52)	$125,896	0.43%	$48	$125,896	0.42%	$48
Data Processing Services (Function 53)	$598,825	2.06%	$229	$598,825	1.97%	$229
Community Services (Function 61)	$20,000	0.07%	$8	$20,000	0.07%	$8
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0
Total Operating Expenditures by Function	$29,043,972	100.00%	$11,102	$30,322,337	100.00%	$11,591

2022 - 2023 Budgeted Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,616

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function						
Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Non-Operating Expenditures by Function (1x-9x) (65xx)	$174,591	35.97%	$67	$11,574,591	93.29%	$4,425
Non-Operating Expenditures by Function (1x-9x) (66xx)	$310,743	64.03%	$119	$832,378	6.71%	$318
Total Non-Operating Expenditures by Function	$485,334	100.00%	$186	$12,406,969	100.00%	$4,743
Grand Total: Operating and Non-Operating Expenditures by Function	$29,529,306	100.00%	$11,288	$42,729,306	100.00%	$16,334
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	$15,971,715	54.99%	$6,105	$15,971,715	52.67%	$6,105
Gifted and Talented (PIC 21)	$145,127	0.50%	$55	$145,127	0.48%	$55
Career and Technical (PIC 22)	$830,132	2.86%	$317	$830,132	2.74%	$317
Students with Disabilities (PICs 23,33)	$1,762,623	6.07%	$674	$1,762,623	5.81%	$674
State Compensatory Education (PICs 24,26,28,29,30,34)	$1,209,224	4.16%	$462	$1,209,224	3.99%	$462
Bilingual (PICs 25,35)	$138,698	0.48%	$53	$138,698	0.46%	$53
High School Allotment (PIC 31)	$0	0.00%	$0	$0	0.00%	$0
PreKindergarten (PIC 32)	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment (PIC 36)	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Services (PIC 37)	$0	0.00%	$0	$0	0.00%	$0
College, Career, and Military Readiness (CCMR) (PIC 38)	$0	0.00%	$0	$0	0.00%	$0
Athletics/Related Activities (PIC 91)	$7,572	0.03%	$3	$7,572	0.02%	$3
Un-Allocated (PIC 99)	$8,978,881	30.91%	$3,432	$10,257,246	33.83%	$3,921
Total Operating Expenditures by Program Intent Code (PIC)	$29,043,972	100.00%	$11,102	$30,322,337	100.00%	$11,591
Non-Operating Expenditures by PIC						
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$174,591	35.97%	$67	$11,574,591	93.29%	$4,425
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$310,743	64.03%	$119	$832,378	6.71%	$318
Total Non-Operating Expenditures by Program Intent Code (PIC)	$485,334	100.00%	$186	$12,406,969	100.00%	$4,743
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$29,529,306	100.00%	$11,288	$42,729,306	100.00%	$16,334

2022 - 2023 Budgeted Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,616

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Disbursements **Total Disbursements**						
Operating Expenditures	$29,043,972	68.89%	$11,102	$30,322,337	54.77%	$11,591
Recapture	$11,540,812	27.40%	$4,412	$11,540,812	20.80%	$4,412
Total Other Uses	$650,000	1.54%	$248	$650,000	1.17%	$248
Intergovernmental Charge	$439,440	1.04%	$168	$439,440	0.79%	$168
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0
Debt Service (Object 6500)	$174,591	0.41%	$67	$11,574,591	20.91%	$4,425
Capital Projects (Object 6600)	$310,743	0.74%	$119	$832,378	1.50%	$318
Total Disbursements	$42,159,558	100.00%	$16,116	$55,359,558	100.00%	$21,162

2022-2023 District Accreditation Status
Carthage Independent School District

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
183902	CARTHAGE ISD	7	A - Superior Achievement	B	ACCREDITED		

(source: https://tea4avcastro.tea.state.tx.us/accountability/accreditation/2022_2023_accreditation_statuses.html)

Early Childhood Literacy CISD Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% (2019) to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NA	51% Goal / 42% Actual	54% Goal / 48% Actual	54% Goal/60% Actual	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB
2019	25%	29%	57%	NA	NA	50%	11%	34%	19%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	28% /24%	32% /33%	61% / 49%	NA	NA	53% / 38%	13% / 13%	37% / 35%	21% / 36%
2022	31% / 38%	35% / 52%	64% / 50%	NA	NA	56% / 45%	15% / 17%	40% / 36%	23% / 38%
2023	34% / 45%	38% / 59%	67% / 64%	NA	NA	59% / 63%	17% / 13%	43% / 51%	25% / 41%
2024	37%	41%	70%	NA	NA	62%	19%	46%	27%

Early Childhood Math CISD Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NA	50% Goal / 40% Actual	54% Goal / 51% Actual	58%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EB
2019	44%	25%	29%	NA	NA	33%	16%	36%	24%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	48% / 24%	29% / 28%	33% / 46%	NA	NA	37% / 25%	18% / 27%	40% / 32%	28% / 27%
2022	52% / 38%	33% / 55%	37% / 54%	NA	NA	41% / 36%	20% / 33%	44% / 46%	32% / 38%

2023	56% / 31%	37% / 44%	41% / 57%	NA	NA	45% / 38%	22% / 20%	46% / 38%	36% / 47%
2024	58%	40%	43%	NA	NA	47%	24%	50%	38%

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 67.4% to 98% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
NA	75% Goal/ 94% Actual	85% Goal / 89.3% Actual	90% Goal / 84.9% Actual	98%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	EL
2020	55%	66%	72%	NA	NA	NA	75%	65%	NA
2021	65%	75%	80%	NA	NA	NA	80%	75%	NA
2022	75%	80%	85%	NA	NA	NA	85%	80%	NA
2023	85% / 73.2	85% / 87.8%	95% / 87.9%	NA	NA	NA	95% / 75%	85% / 83.3%	83%
2024	96%	98%	100%	NA	NA	NA	98%	96%	98%%

CARTHAGE ISD

District Improvement Plan
2023/2024

WHERE CHAMPIONS ARE EDUCATED

Carthage ISD
Where Champions Are Educated

Carthage Independent School District
#1 Bulldog Drive Carthage, TX 75633
903 693-3806
carthageisd.org

Date Reviewed: 09/26/2023

Date Approved: 10/16/2023

CARTHAGE ISD

Mission

The Mission of the Carthage ISD is for all staff to work together to achieve successful student outcomes by consistently providing a rigorous, engaging, and successful learning experience for all students.

Vision

Our vision is to provide our students with a physical, social, and academic foundation that will enable them to be successful in college, career, and community.

Nondiscrimination Notice
CARTHAGE ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

CARTHAGE ISD Site Base

Name	Position
Barber, Kathryn	Parent
Alexander, Ashley	Special Ed Teacher - CHS
Brown, Mark	Business Representative
Brown, Isha	Teacher
Caver, Karen	Teacher - Libby Elementary
Cooke, Tanya	Parent
Edwards, Anthony	Parent
Hammett, Tanya	Teacher - CHS - CTE
Johnson, Carla	Teacher - CJHS
Johnson, Heather	Teacher - BK
Koch, Allen	Chair - District Representative
Kopecky, Cindy	Teacher - BK
Lagrone, Lacy	Parent
Musgrove, Angie	Community Member
Penner, Rachel	Teacher - Libby Elementary
Principals, All Campus	Campus Principal
Rocka, Kim	Chair - District Representative
Tate, Wendi	Teacher - CJHS

BOARD PRIORITIES

CISD will close the achievement gap to ensure that all students reach their academic potential by providing a high-quality curriculum and effective instruction.

CISD will maintain a safe and secure environment and continue to build a positive school culture and relationships with all stakeholders.

CISD will recruit, develop and retain highly qualified personnel by providing strong school leadership and effective, well supported teachers.

CISD will improve student preparation for college and career.

Resources

Resource	Source
CTE	Federal
Federal	Federal
IDEA Special Education	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IID Technology	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Education Foundation	Local
Local	Local
Local Funds	State
State	State
State Compensatory	State

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 1. (Professional Development) CISD will secure targeted and timely professional development opportunities for all staff that will support the delivery of quality Tier-1 instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district administration and campus leadership will utilize the professional development days incorporated into the 2023-2024 Calendar to provide professional development to address specific needs identified during the six-week grading period. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5)	District and Campus Administration	2023-2024		Criteria: Campus agendas for professional development days. 10/11/23 - On Track
2. The district administration and campus principals will secure outside training sources (i.e. Region 7 ESC Academic Content Cooperative, Lead4Ward, Renaissance Learning, etc.) to support improvement efforts in the area of curriculum, instruction, and assessment. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,5,5.1,5.3)	District and Campus Administration	2023-2024		Criteria: Certificates of completion on file. 10/11/23 - On Track
3. Campus leaders will utilize instructional coaches, curriculum coordinators, master teachers, and specialized staff to deliver job-embedded professional development. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,5)	District and Campus Administration, Instructional Coordinator	2023-2024		Criteria: Presentation slides and materials. 10/11/23 - On Track

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 2. (High Quality Instructional Materials) CISD will provide staff with high-quality instructional materials that will support student mastery of the Texas Essential Knowledge and Skills (TEKS), are aligned to evidence-based best practices, support all learners including those with disabilities, and include implementation support for teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will provide the TEKS Resource System as a framework for a high-quality curriculum and aligned assessment. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1)	Curriculum Director, District and Campus Administration, Instructional Coordinator	2023-2024		Criteria: Collaborative planning agendas, individual lesson plans, and usage reports from TEKS Resource System. 10/11/23 - Completed
2. CISD will implement Renaissance Learning software solutions to accelerate student growth, regularly assess student learning in reading and math, inform instruction with valid and reliable data, provide incentives for reading, and progress monitor students who require multi-tiered systems of support (MTSS). (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.3,5.4)	Curriculum Director, District and Campus Administration	2023-2024		Criteria: Renaissance STAR data and usage reports, Accelerated Reader reports, and collaborative meeting agendas. 10/11/23 - On Track
3. The CISD Textbook Committee, in conjunction with selected CISD teachers, will review and make a recommendation for instructional materials for Proclamation 2024 which includes K-12 Science, selected CTE courses, economics, and personal financial literacy. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 4,4.1)	CTE Teachers, Curriculum Director, Science Teachers, Social Studies Teachers, Teacher(s)	Spring 2024		Criteria: Recommendation of the CISD Textbook Committee to adopt textbooks. 10/11/23 - Some Progress

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 3. (Systematic and Targeted Coaching and Feedback) CISD will provide staff with coaching, feedback, and appraisals that will increase staff capacity to provide quality Tier-1 instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In addition to following the 2023-2024 Appraisal Calendar for the Carthage Teacher Appraisal System (CTAS), the Instructional Leadership Team (ILT) on each campus will develop and implement a system of classroom observations accompanied by specific, timely, and constructive feedback that is documented on the lesson plan. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 5,5.1,5.2)	Assistant Principal, Curriculum Director, District and Campus Administration, Principal	2023-2024		Criteria: Written feedback on the Google sheet based lesson plan for each teacher observed. 10/11/23 - On Track
2. The CISD District Instructional Leadership Team (DILT) will conduct quarterly instructional rounds on each campus in order to evaluate the level to which the campus instructional framework is being implemented and to gather data points that will help the DILT develop targeted support for campus leaders and teachers. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1,5,5.1,5.2)	District and Campus Administration	2023-2024		Criteria: Scripts from focused coaching visits. 10/11/23 - On Track

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 4. (Instructional Framework) CISD site-based teams and campus leaders will develop an instructional framework that will define and describe what quality Tier-1 instruction looks like and how these actions fit within the overall mission of the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Instructional Leadership Team (ILT) on each campus will develop and publish an Instructional Framework that establishes expectations for classroom instruction and is used as a coaching reference for specific, timely, and constructive feedback. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.2,5.3)	District and Campus Administration, Teacher(s)	August 2023		Criteria: Instructional Framework from each campus. 10/11/23 - Completed (S)

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 5. (Focus on Literacy) CISD will develop systems and programs that build students' fluency, comprehension, writing skills, and overall communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principals at Carthage Primary and Libby Elementary will ensure that all Kindergarten through 3rd teachers have completed a Reading Academy based on the principles of the science of reading acquisition. (Title I SW Elements: 2.5) (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3,5.4)	Principal	2023-2024		Criteria: Certificates of completion for the Reading Academy on file. 10/11/23 - On Track
2. The ILT will ensure that the literacy and writing curriculum is being implemented with fidelity at all levels through classroom coaching visits, a review of lesson plans, collaborative meeting agendas, and samples of student work. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 4,4.1)	District and Campus Administration	2023-2024		Criteria: Coaching feedback, lesson plans, and student work samples. 10/11/23 - Some Progress
3. Media specialists at CISD will support literacy instruction by implementing reading incentive programs, providing high-interest on-grade-level books, and developing programs that promote the love of reading. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1)	Librarian	2023-2024		Criteria: Programming and artifacts from campus media centers. 10/11/23 - On Track
4. The ILTs and ELA teachers will meet each semester to ensure that literacy instruction is vertically aligned with respect to curriculum, vocabulary, resources, and instructional delivery. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 4,5)	Instructional Leadership Teams, Language Arts Teachers	Quarterly		Criteria: Vertical alignment of meeting agendas and minutes. 10/11/23 - Some Progress
5. CISD will promote a cross-curricular focus on reading and writing by setting expectations and holding staff accountable for incorporating regular reading and writing assignments in history and science classrooms. (Title I SW Elements: 2.5) (Target Group: All) (Strategic	Instructional Leadership Teams, Teacher(s)	2023-2024		Criteria: Lesson Plans and student work reflects the focus on reading and writing in the science and social studies classroom. 10/11/23 - On Track

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 5. (Focus on Literacy) CISD will develop systems and programs that build students' fluency, comprehension, writing skills, and overall communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 2) (ESF: 5,5.1)				
6. ILTs from each campus will create opportunities for teachers to provide parents with the information and tools necessary to support the literacy instruction of their students. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4,5,5.1)	Department Chair, District and Campus Administration, Librarian, Parents			Criteria: Artifacts from literacy programs and specific information provided to parents. 10/11/23 - Some Progress

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 6. (Small-Group Instruction) CISD will increase the frequency and effectiveness of small-group instruction in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District Curriculum Team and campus ILTs will provide staff with professional development and training on the implementation of small group instruction in the classroom. Professional development may include modeling, visits to other districts, presentations by specialists, and individual coaching from the ILT. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1)	District and Campus Administration, Instructional Leadership Teams, Teacher(s)	2023-2024		Criteria: Coaching feedback, sign-in sheets from professional development sessions, and written feedback from members of the ILT. 10/11/23 - Some Progress
2. ILTs will set expectations and hold staff accountable for the regular use of small group instruction in the classroom. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1,5.2)	District and Campus Administration, Instructional Leadership Teams, Teacher(s)	2023-2024		Criteria: Written expectations, written feedback on lesson plans, and observation of small group instruction during instructional rounds conducted by the District Instructional Leadership Team. 10/11/23 - Significant Progress

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 7. (Multi-tiered Systems of Support (MTSS)) CISD will develop and/or refine progress monitoring and multi-tiered systems of support on each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will have campus teams review, monitor, and provide interventions for students referred to MTSS, 504, Special Education (including Dyslexia), and Emergent Bilingual programs. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2,4) (ESF: 5,5.3,5.4)	ARD Committee, Dyslexic Teacher, ESL Teacher, Instructional Coordinator, Principal	2023-2024		Criteria: Meeting agendas, student progress monitoring notes in DMAC, ARD reports, and student progress. 10/11/23 - On Track
2. ILTs, student services coordinators, and teachers will utilize DMAC to consolidate data and progress monitor students who are in the MTSS process. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.3,5,5.3)	Instructional Leadership Teams, Teacher(s)	2023-2024		Criteria: Student portfolios in DMAC. 10/11/23 - On Track
3. ILTs will utilize campus interventionists to push into classrooms to provide Tier 2 and Tier 3 interventions. (Title I SW Elements: 2.6) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,5,5.4)	Instructional Facilitator, Instructional Leadership Teams			Criteria: Interventionist schedules, lesson plans, and coaching feedback. 10/11/23 - Some Progress
4. In response to current CISD Results Driven Accountability (RDA) data, Panola County Shared Services will utilize the ARD process and campus master scheduling to move CISD special education instruction to an inclusion model that reflects the least restrictive environment for special education students. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: SPED) (Strategic Priorities: 2,3) (ESF: 1.2,3.3,4.1,5.4)	District and Campus Administration, Life Management Skills Teacher, Special Education Director			Criteria: Ard deliberations, master schedules, and RDA data. 10/11/23 - Significant Progress
5. ILTs from each campus will conduct an audit of GT programs and adjust identification, scheduling, curriculum, and instruction to ensure that gifted students receive instruction that is differentiated in content, product, process, learning environment, and assessment. (Title I SW Elements: 2.2)	District and Campus Administration, Instructional Leadership Teams	2023-2024		Criteria: GT programming, staffing, and artifacts. 10/11/23 - Some Progress

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 7. (Multi-tiered Systems of Support (MTSS)) CISD will develop and/or refine progress monitoring and multi-tiered systems of support on each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: GT) (Strategic Priorities: 2,3) (ESF: 1.2,3.3,4.1,5.1)				
6. ILTs, dyslexia specialists, and Panola County Shared Services staff will develop, implement, and monitor a plan to move dyslexia services from 504 services to special education services. (Title I SW Elements: 2.2) (Target Group: Dys) (Strategic Priorities: 2) (ESF: 1.2,3.3,3.4,5.4)	District and Campus Administration, Dyslexic Teacher, Special Education Director, Teacher(s)	2023-2025		Criteria: 504 and ARD deliberations and placement. 10/11/23 - On Track

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 8. (Data Driven Instruction) CISD teachers will use formative and summative assessments to drive classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ILTs will schedule regular data meetings in which content-specific teaching teams will evaluate student assessment data and create a plan to adjust intervention and instruction in response to the deficiencies identified by the data. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.3)	Instructional Leadership Teams, Teacher(s)	2023-2024		Criteria: Data analysis sheets, meeting agendas, and minutes. 10/11/23 - On Track

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 9. (Baker-Koonce Targeted Improvement) CISD will work with TEA and Region 7 ESC to implement improvement efforts outlined in the 2023-2024 Targeted Improvement Plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The ILT at Baker-Koonce, with the support of the Director of School Improvement (DCSI) will develop, implement, and monitor a Targeted Improvement Plan (TIP) that will focus on classroom instruction and high-quality instructional materials. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 4th,5th,6th) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.1,5.2,5.3,5.4)	Chief Learning Officer, CIT committee, District and Campus Administration	2023-2024		Criteria: Targeted Improvement Plan as approved by the Board of Trustees of CISD. 10/11/23 - Significant Progress

CARTHAGE ISD

Goal 1. (Deliver Quality Tier-1 Instruction) CISD will deliver quality instruction as evidenced by student achievement.

Objective 10. (Closing the Gaps) CISD will provide resources, intervention, and support for all students who have been identified with learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

CARTHAGE ISD

Goal 2. (Increase College and Career Readiness) CISd will increase the number of students who are college and career-ready.

Objective 1. (CTE Programming) CISD will develop, implement, and sustain continuous improvement within the Career and Technical Education Programs at CISD.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The ILT from Carthage Junior High and Carthage High School will collaborate with the Deputy Superintendent and other stakeholders to evaluate, update, and expand the Career and Technical Education (CTE) opportunities for students at CISD. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1.2,3.3)	Assistant Superintendent, Counselor(s), CTE Teachers, Curriculum Director, District and Campus Administration, Instructional Leadership Teams	2023-2024		Criteria: CTE programming updates to the 2024-2025 Instructional Programming Guide. 10/11/23 - On Track

CARTHAGE ISD

Goal 2. (Increase College and Career Readiness) CISd will increase the number of students who are college and career-ready.

Objective 2. (Dual Credit Programming) CISD will expand dual credit opportunities for qualifying students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will collaborate with Panola College and make adjustments to master schedules in order to expand academic and technical dual-credit offerings for CISD students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1.2)	Counselor(s), CTE Teachers, District and Campus Administration, Students	2023-2024		Criteria: Dual Credit opportunities listed in the 2024-2025 programming guide. 10/11/23 - On Track
2. CISD will increase enrollment in dual credit courses by providing guidance and information to all students who qualify and their parents. (Title I SW Elements: 2.2,3.1) (Target Group: 7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.3)	Counselor(s), District and Campus Administration	2023-2024		Criteria: Number of CISD students enrolled in dual credit courses 10/12/23 - Significant Progress

CARTHAGE ISD

Goal 2. (Increase College and Career Readiness) CISd will increase the number of students who are college and career-ready.

Objective 3. (Exposure to Collegiate Opportunities) CISE will expand students' exposure to collegiate opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will expand students' exposure to collegiate opportunities through college investigation curriculum, college fairs, trips to college campuses, and support for college entrance requirements. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1.2)	District and Campus Administration, Faculty, Instructional Leadership Teams			Criteria: Programming that supports collegiate exposure. 10/11/23 - Some Progress

CARTHAGE ISD

Goal 2. (Increase College and Career Readiness) CISd will increase the number of students who are college and career-ready.

Objective 4. (Exposure to Career Opportunities) CISD will expand students' exposure to career opporunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will expand students's exposure to career opportunities through a career investigation curriculum, career fairs, guest speakers, and trips to observe and shadow careers in the community. (Target Group: All) (Strategic Priorities: 3) (ESF: 1.2)	Assistant Superintendent, Curriculum Director, Instructional Leadership Teams, Local Businesses, Students	2023-2024		Criteria: Career curriculum, lesson plans, and career exploration programming. 10/11/23 - Some Progress
2. CISD will increase the number of students receiving Industry Based Certifications (IBCs) by providing instruction, training, and testing supports. (Title I SW Elements: 2.1) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 3.3)	Counselor(s), CTE Teachers, District and Campus Administration	2023-2024		Criteria: Number of IBCs earned 10/12/23 - On Track

CARTHAGE ISD

Goal 2. (Increase College and Career Readiness) CISd will increase the number of students who are college and career-ready.

Objective 5. (Parent/Guardian Information) CISD will provide parent/guardian information about post-secondary opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Carthage High School will host parent information nights in order to provide resources, information, preparation, and guidance in collegiate financial aid, completing the FAFSA, college entrance exams (ACT/SAT/TSIA), and the college admissions process. (Title I SW Elements: 2.1,3.1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3,3.4)	Counselor(s), District and Campus Administration			Criteria: Programming for parents and guardians. 10/11/23 - No Progress

CARTHAGE ISD

Goal 3. (Provide Exceptional Student Experiences) CISD will provide exceptional student experiences in the classroom and through extracurricular participation, co-curricular experiences, and student organizations.

Objective 1. (Expand and Improve Extra Curricular and Co Curricular Activities) CISD will expand and/or improve extra curricular and co-curricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bulldogs Beyond The Bell is an after school program established for 100 Kindergarten-6th grade students. This program is designed for students to complete homework assignments, strengthen literacy and numeracy skills. Parents are encouraged to register their student on line for this free program. A waitlist is generated if the program is at capacity. (Title I SW Elements: 2.1) (Target Group: K,1st,2nd,3rd,4th,5th,6th) (Strategic Priorities: 2,4) (ESF: 3,3.4)	Instructional Coordinator, Parents, Teacher(s)	2023-2024		Criteria: End of Year family survey. 10/05/23 - On Track
2. CISD CTE co-curricular programs and student organizations will utilize district-level rubrics to audit programming, participation, and success and will work with campus and district leadership to develop improvement plans. (Title I SW Elements: 1.1,2.2) (Target Group: CTE,7th ,8th,9th,10th,11th,12th) (ESF: 1,1.2,3.3)	CTE Teachers, District and Campus Administration			Criteria: Co-curricular outcomes, enrollment, and success. 10/11/23 - Some Progress
3. All CISD extra-curricular and club coaches and sponsors will engage in an end-of-the-year conference with their director or supervisor to evaluate the year and set goals with regard to enrollment, participation, and success. (Title I SW Elements: 1.1,2.2) (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 1.2,3.3)	Athletic Director, Club Sponsors, District and Campus Administration	May 2024		Criteria: Extra-curricular and club enrollment, participation, and success. 10/12/23 - No Progress

CARTHAGE ISD

Goal 3. (Provide Exceptional Student Experiences) CISD will provide exceptional student experiences in the classroom and through extracurricular participation, co-curricular experiences, and student organizations.

Objective 2. (Meaningful and Relevant Learning Experiences) CISD will ensure that teachers utilize meaningful and relevant learning experiences for instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ILTs from each campus will communicate expectations to teachers and monitor progress regarding the frequent use of meaningful and relevant instructional strategies in Tier 1 instruction. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1)	Instructional Leadership Teams	2023-2024		Criteria: Lesson plans, collaborative meeting agendas, instructional rounds scripts, and written feedback. 10/12/23 - On Track

CARTHAGE ISD

Goal 3. (Provide Exceptional Student Experiences) CISD will provide exceptional student experiences in the classroom and through extracurricular participation, co-curricular experiences, and student organizations.

Objective 3. (Technology) CISD will provide updated student and teacher devices, support for software that enhances instruction, support for successful technology integration, and support for school communications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will promote positive social media releases to parents and the community. CISD parents will also be informed of pertinent events as the need arises. (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	District and Campus Administration	2023-2024		Criteria: Website and Social Media views. 10/05/23 - On Track

CARTHAGE ISD

Goal 3. (Provide Exceptional Student Experiences) CISD will provide exceptional student experiences in the classroom and through extracurricular participation, co-curricular experiences, and student organizations.

Objective 4. (Counseling and Mental Health Programs) CISD will support the mental and emotional health of students by providing comprehensive counseling and mental health programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors on each campus will implement campus-wide programs that address character development, social-emotional stability, and access to counseling for mental health crises. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 1.2,3.1,3.3,3.4)	Counselor(s)	2023-2024		10/12/23 - On Track

CARTHAGE ISD

Goal 4. (Maintain a Safe and Secure Environment) CISD will maintain a safe and secure environment.

Objective 1. (Guardian Program) CISD will recruit and train members of the guardian program for the protection of students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

CARTHAGE ISD

Goal 4. (Maintain a Safe and Secure Environment) CISD will maintain a safe and secure environment.

Objective 2. (Emergency Operations Plan) CISD will ensure the district leadership is trained in order to develop, implement, and review an Emergency Operations Plan approved by the Texas State Safety Center.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Safety coordinators from each campus will ensure that all mandatory drills are conducted, reported, evaluated, and coordinated with the appropriate local agencies. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All) (ESF: 1.1,1.2,3.1,3.3)	District and Campus Administration, Faculty, Safety Director	2023-202		Criteria: Record of drills and de-brief documents. 10/12/23 - On Track

CARTHAGE ISD

Goal 4. (Maintain a Safe and Secure Environment) CISD will maintain a safe and secure environment.

Objective 3. (Monitor and Improve Access Control) CISD will utilize state funding to improve control of access to CISD facilities and buildings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will perform weekly exterior door checks and provide documentation. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1)	Assistant Principal(s)	2023-2024		Criteria: Weekly Reports 10/12/23 - On Track
2. CISD will utilize state funding to harden facilities and campuses. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 1.2,3.1,3.3)	Business Office, CISD Board, Maintenance workers, Superintendent			Criteria: Project completion. 10/12/23 - Some Progress
3. CISD will add, update, replace, repair, or relocate security cameras on all campuses. (Target Group: All) (ESF: 3.1)	Business Office, CISD Board, District and Campus Administration, Safety Director, Superintendent, Technology Coordinator/Personnel	2023-2024		Criteria: Yearly review of camera functionality 10/12/23 - Significant Progress

CARTHAGE ISD

Goal 4. (Maintain a Safe and Secure Environment) CISD will maintain a safe and secure environment.

Objective 4. (Teacher training and awareness) CISD will maintain a safe and secure environment for all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will provide mandatory training to staff members in the following areas: Bloodborne Pathogens, Child Maltreatment Responsibilities, FERPA and PPRA in Schools, Section 504 and Public Schools, Understanding the IEP, Sexual Harassment for Educators, Cyber-bulling-David's Law, Human Trafficking Awareness, Cybersecurity Training Program. Gifted and Talented teachers will also complete their 6 hour update. These courses will be completed through the EduHero System. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 2,2.1,3,3.2,3.3)	District and Campus Administration	Fall 2023		Criteria: Completion certificates and test scores. 10/12/23 - Completed 10/05/23 - Completed

CARTHAGE ISD

Goal 5. (Recruit and Retain High Quality Teachers) CISD will recruit, retain, support, and train high-quality teachers and staff.

Objective 1. (Instructional Leadership Development) CISD will provide instructional leadership training and opportunities in order to develop instructional leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District and Campus Administrators and instructional Coordinators will attend instructional leadership meetings for planning and growth purposes. Meetings will also be held with Nurses, Counselors, and Special Programs representatives to ensure program policies are being implemented. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,5)	Counselor(s), District and Campus Administration, ESL Coordinator, GT Teachers, Instructional Coordinator, Nurse	2023-2024		Criteria: Agenda/Sign-in Sheets 10/12/23 - On Track 10/05/23 - On Track
2. District and Campus Administrators will monitor student attendance, grade reporting, discipline, lesson plans, academic assessments, and enrollment on a regular basis. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,5,5.3)	District and Campus Administration	2023-2024		Criteria: Attendance, discipline and various data reports. 10/12/23 - On Track 10/06/23 - On Track
3. Teachers identified by the ILT from each campus will participate in teacher leadership training conducted by the District Leadership Team. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1)	District and Campus Administration	2023-2024		10/12/23 - On Track

CARTHAGE ISD

Goal 5. (Recruit and Retain High Quality Teachers) CISD will recruit, retain, support, and train high-quality teachers and staff.

Objective 2. (Competitive Salary Structure) CISD will provide teaches with a competitive salary schedule.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will provide a competitive teacher pay scale to attract and retain high quality teachers. (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,2.1)	Business Office, CISD Board, Superintendent	2023-2024		Criteria: Teacher Pay Scales 10/12/23 - Completed 10/05/23 - On Track
2. CISD, in coordination with the Board of Trustees, will develop a teacher incentive program that rewards staff success in the area of student achievement. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	CISD Board, District and Campus Administration, Superintendent	2023-2024		Criteria: Written guidelines of teacher incentive program(s) 10/12/23 - Some Progress

CARTHAGE ISD

Goal 5. (Recruit and Retain High Quality Teachers) CISD will recruit, retain, support, and train high-quality teachers and staff.

Objective 3. (Recruitment Activities) CISD will recruit high-quality professionals that are able to promote instructional excellence and foster student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CISD will attend College and Career Fairs to recruit prospective applicants for high needs positions. Recruiting materials spotlighting CISD will be distributed. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	District and Campus Administration	2023-2024		10/05/23 - On Track
2. CISD will partner with colleges and universities to grow potential professionals through observation and student teaching experiences. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	District and Campus Administration, Teacher(s)	2023-2024		Criteria: Fill rate of student teachers into open positions. 10/05/23 - On Track
3. CISD offers an on-line application system for applicants to apply for desired positions. Applicants are able to apply for multiple positions with one submitted application. Postings are updated regularly, which allows for applications to be completed 24 hours a day, 7 days a week. (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Human Resources Director	2023-2024	(L)Local, (S)State	Criteria: On-line applications 10/06/23 - On Track

CARTHAGE ISD

Goal 5. (Recruit and Retain High Quality Teachers) CISD will recruit, retain, support, and train high-quality teachers and staff.

Objective 4. (Mentor Program) CISD will ensure that educators in the early stages of their careers are assigned mentor leaders who will assist in the development of instructional skills and talents to ensure success in the classroom .

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A mentoring program will be been established to support new teachers. During this program, new teachers are assigned a teacher leader as an instructional partner. Monthly meetings are held between the mentor and mentee. Monthly checklists are discussed, evaluated, and turned into administration. Administration takes an active role to ensure the success of the new teacher. Progress is reported to campus principals. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,5,5.1,5.2,5.3)	Instructional Coordinator, Principal, Teacher(s)	Monthly		10/12/23 - On Track

CARTHAGE ISD

Goal 5. (Recruit and Retain High Quality Teachers) CISD will recruit, retain, support, and train high-quality teachers and staff.

Objective 5. (Professional Development) Professional Development days will be built into the calendar in order to provide targeted training for all staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional Development days will be built in to allow teachers time to implement the backward lesson design model. This will ensure teachers are prepared and able to collaborate as a team prior to the upcoming six weeks. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,5,5.1,5.2,5.3,5.4)	District and Campus Administration	Each Six Weeks		Criteria: Training Records. 10/02/23 - On Track
2. CISD will join with Region 7 in professional development agreements to provide on going trainings for teachers and administrators that enhance instructional best practices which lead to student growth. (Title I SW Elements: 1.1,2.3,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1,3,4,5,5.1,5.2,5.3,5.4)	District and Campus Administration, Teacher(s)	On Going		Criteria: Training records 10/12/23 - On Track

CARTHAGE ISD

Goal 5. (Recruit and Retain High Quality Teachers) CISD will recruit, retain, support, and train high-quality teachers and staff.

Objective 6. (Efficient Staffing Model) CISD will develop and implement a staffing model that is consistent with student enrollment, leverages staff strengths, considers diversity, and to the greatest extent possible, keeps the student-to-teacher ratio as low as possible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

CARTHAGE ISD

Goal 6. (Leverage Community Partners) CISD will increase cooperation with all community stakeholders and parents.

Objective 1. (Increase Parent Involvement) CISD will evaluate and increase levels of parent involvement on all CISD campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus advisory teams will develop, implement, and evaluate programs that involve parents in the educational process. Programs may include orientation nights, parent nights, school programs, book fairs, parent information nights, volunteer programs, special program information nights (EB, Sped, 504, Dyslexia), social media connections, and a robust website. (Target Group: All)	District and Campus Administration, ESL Coordinator, Faculty, GT Teachers, Instructional Coordinator, Parent Volunteers, Parents, School Nurse, Students	2023-202		10/12/23 - Some Progress

CARTHAGE ISD

Goal 6. (Leverage Community Partners) CISD will increase cooperation with all community stakeholders and parents.

Objective 2. (Increase Business/Community Involvement) CISD will evaluate and increase levels of business/community involvement on all CISD campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus advisory teams will develop, implement, and evaluate programs that involve the community and local businesses in the educational process. Programs may include guest speaking, career fairs, mentoring, seeking feedback in community forums, leveraging Communities in Schools, and having student clubs volunteer in the community. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1.2,3.4)	Community Partners, Community Volunteers, District and Campus Administration, Faculty	2023-2024		10/12/23 - Some Progress

CARTHAGE ISD

Carthage High School Campus Improvement Plan
2023/2024

Where Champions Are Educated

Carthage High School
#1 Bulldog Drive, Carthage, TX 75633
903-693-2552

CARTHAGE ISD Site Base

Name	Position
Gray, Crystal	SPED Teacher
LaGrone, Lacie	Parent
Cooke, Tonya	Community Member / Parent
Cocklin, Michelle	Math Teacher (Instructional Leadership Committee)
Royce, Shannon	Counselor
Nichols, Morgan	CTE Teacher
Alcala, Julissa	Spanish Teacher
Stacy, Chris	Assistant Principal
Collins, Clarinda	Assistant Principal
Alexander, Ashlee	SPED Teacher
Watson, James "Bubba"	504 Coordinator / Teacher
Edwards, Dr. Anthony	Parent / Community

Comprehensive Needs Assessment

CARTHAGE ISD

Goal 1. (Quality Tier I Instruction) Carthage High School will Enhance Quality Tier I Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2023 - 2024 School Year.

Objective 1. (Develop and Implement Evidence-Based Teaching Strategies) Carthage High School will Develop and Implement Evidence-Based Teaching Strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct regular professional development sessions to train educators in evidence-based teaching strategies. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Department Chair, Principal, Teacher(s)	2023 - 2024 School Year	(F)CTE, (L)Education Foundation, (L)Local, (S)Local Funds	09/28/23 - Pending
2. Carthage High School will provide resources and support for educators to integrate these strategies into their instructional practices. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), ESL Coordinator, Principal, Support Room Aides, Teacher(s)	2023-2024 School Year	(F)CTE, (L)Local, (S)Local Funds, (S)State	
3. Monitor the implementation of these strategies in classrooms and provide feedback for continuous improvement. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,2,2.1,3,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Department Chair, ESL Coordinator, Principal	Throughout 2023-2024	(F)CTE, (L)Local, (S)Local Funds	Criteria: CTAS, Informal Observations, Instructional Rounds

CARTHAGE ISD

Goal 1. (Quality Tier I Instruction) Carthage High School will Enhance Quality Tier I Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2023 - 2024 School Year.

Objective 2. (Objective 2: Foster a Collaborative Learning Environment) CHS will foster a collaborative learning environment for students and professional staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote collaboration among teachers through regular team meetings and professional learning communities. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3)	ARD Committee, Assistant Principal(s), Principal, Teacher(s)	Academic Year 23-24	(F)CTE, (L)Local, (S)Local Funds	Criteria: CHS Instructional Framework, CTAS, Informal Walkthroughs
2. By the end of the academic year, all instructional staff will complete a minimum of 20 hours of training in Sheltered Instructional Strategies (SIS) to improve their ability to effectively teach diverse student populations. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,3,3.2,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), ESL Monitor, Principal, Teacher(s)	By May of 2024	(F)CTE, (L)Local, (S)Local Funds, (S)State	Criteria: Student Performance Data, CTAS, Informal Walkthroughs, TELPAS Performance Data

CARTHAGE ISD

Goal 1. (Quality Tier I Instruction) Carthage High School will Enhance Quality Tier I Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2023 - 2024 School Year.

Objective 3. (Objective 3: Use Data to Drive Instructional Decision-Making) CHS will use data to drive the instructional decision-making process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will implement data-driven assessment tools such as DMAC and Lead4Ward to regularly assess student performance and identify areas of improvement with specific attention to student progress and student growth. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Principal, Teacher(s)	Through May 2024	(F)CTE, (L)Local, (S)Local Funds	Criteria: State Assessment Results, Benchmark Data, No Red Ink Data, IXL Data, CTAS, Informal Walkthroughs
2. CHS will provide training for educators on how to analyze and interpret assessment data effectively. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Principal	Through May 2024	(F)CTE, (L)Local, (S)Local Funds, (S)State	
3. CHS will use data insights to tailor instruction to meet the diverse needs of students and differentiate teaching approaches. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Through May of 2024		

CARTHAGE ISD

Goal 1. (Quality Tier I Instruction) Carthage High School will Enhance Quality Tier I Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2023 - 2024 School Year.

Objective 4. (Objective 4: Support Professional Growth and Development) CHS will support Professional growth and development for staff members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will establish a mentorship program where experienced educators can mentor newer teachers. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1,3,3.1,3.2,3.3)	Assistant Principal(s), Principal, Teacher(s)	Through May of 2024	(F)CTE, (L)Local, (S)Local Funds, (S)State	
2. CHS will provide opportunities for teachers to attend conferences, workshops, and courses to stay updated on best practices. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3)	Principal	Through May of 2024	(F)CTE, (L)Education Foundation, (L)Local, (S)Local Funds, (S)State	
3. CHS will recognize and reward teachers who demonstrate exceptional commitment to improving Tier I instruction and teacher who exhibit exceptional attendance. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2)	Assistant Principal(s), Principal	Through May of 2024	(F)CTE, (L)Local	

CARTHAGE ISD

Goal 1. (Quality Tier I Instruction) Carthage High School will Enhance Quality Tier I Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2023 - 2024 School Year.

Objective 5. (Objective 5: Engage Families and the Community) CHS will engage families and the Community in a way that impacts student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will promote family involvement in the learning process through regular communication and parent-teacher conferences. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 3,3.1,3.4)	Assistant Principal(s), Coaches, Community Partners, Counselor(s), ESL Monitor, Parents, Principal	Through May of 2024	(F)CTE, (L)Local, (S)Local Funds	
2. Organize community events and workshops to involve external stakeholders in supporting quality instruction and life skills needed for students to succeed beyond high school. (Ex: Adulting 101, CTE Advisory Board, Nuestros Padres.) (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), CTE Teachers, ESL Monitor, Faculty, Paraprofessionals, Parents, Principal, Teacher(s)	Through May of 2024	(F)CTE, (L)Local, (S)Local Funds, (S)State	
3. CHS will actively seek feedback from parents and community members to gauge the effectiveness of instruction and make improvements accordingly. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,3,3.4)	Assistant Principal(s), Community Partners, Community Volunteers, CTE Teachers, Parents, Principal, Teacher(s)	Through May of 2024	(F)CTE, (F)Federal, (L)Local, (S)Local Funds, (S)State	

CARTHAGE ISD

Goal 1. (Quality Tier I Instruction) Carthage High School will Enhance Quality Tier I Instruction for Improved Student Learning Outcomes by increasing the number of students who make adequate yearly growth by 10% as demonstrated by scores on STAAR EOC 2023 - 2024 School Year.

Objective 6. (Objective 6: Monitor Progress and Adjust Strategies) CHS will monitor progress and adjust instructional strategies based on quality/vetted data to impact student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish regular assessment cycles to monitor the impact of instructional improvements on student outcomes. (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Principal, Teacher(s)	Through May of 2024	(F)CTE, (F)Federal, (L)Local, (S)Local Funds, (S)State	Criteria: State assessment data, Benchmarks, PLC effectiveness
2. CHS will use formative assessment data to make timely adjustments to instructional strategies. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,3,3.1,4,4.1,5,5.3)	Assistant Principal(s), Principal, Teacher(s)	Through May of 2024	(F)Federal, (L)Local, (S)Local Funds, (S)State	Criteria: Student Performance

CARTHAGE ISD

Goal 2. (Safe, Secure, Consistent, and Positive School Culture) During the 2023-2024 school year Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture by implementing a multi-faceted approach that includes a School Guardian Program, an Anti-Vaping Program, a Character Development Program through "Building Better Bulldogs," regular safety drills, and a newly implemented policies that promote consistency throughout campus.

Objective 1. (School Guardian Program) CHS will have a highly skilled and trained School Guardian Program ready to protect the integrity of our campus safety and security.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify and train qualified staff members or security personnel to serve as school guardians. (Ex: Quarterly Guardian Qualification Training, CSAT) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.2)	Assistant Principal(s), Principal, Teacher(s)	Through May of 2024	(L)Local, (S)Local Funds, (S)State	
2. Implement a rigorous selection process, including background checks and psychological evaluations. (Target Group: All) (ESF: 3,3.1,3.2)	Assistant Principal(s), Principal, Safety Director, Teacher(s)	Through May of 2024	(F)Federal, (L)Local, (S)Local Funds, (S)State	
3. CHS will ensure school guardians are accessible throughout the campus and prepared to be responsive to school safety concerns. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,3,3.1,3.2)	Assistant Principal(s), Principal, Teacher(s)	Through May of 2024	(F)Federal, (L)Local, (S)Local Funds, (S)State	
4. CHS will provide regular emergency response training to school guardians, including scenarios related to active threats. CHS will also conduct simulated emergency drills involving school guardians, staff, and local law enforcement. (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal(s), Principal, Teacher(s)	Through May of 2024	(F)Federal, (L)Local, (S)Local Funds, (S)State	

CARTHAGE ISD

Goal 2. (Safe, Secure, Consistent, and Positive School Culture) During the 2023-2024 school year Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture by implementing a multi-faceted approach that includes a School Guardian Program, an Anti-Vaping Program, a Character Development Program through "Building Better Bulldogs," regular safety drills, and a newly implemented policies that promote consistency throughout campus.

Objective 2. (Anti-Vaping Program) CHS will implement an Anti-Vaping Program aimed at educational awareness concerning the use of electronic cigarettes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will develop and implement age-appropriate anti-vaping curriculum with a focus on educating students about the harmful effects of electronic cigarettes. (Target Group: All) (Strategic Priorities: 1,3) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Community Partners, Community Volunteers, Principal, Teacher(s)	Through May of 2024	(F)CTE, (L)Local, (S)Local Funds, (S)State	
2. CHS will organize regular awareness campaigns, workshops, and guest speakers to educate students about the dangers of vaping. (Target Group: All) (Strategic Priorities: 1,3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Community Partners, Community Volunteers, Counselor(s), Principal, Teacher(s)	May of 2024	(L)Local, (S)Local Funds, (S)State	

CARTHAGE ISD

Goal 2. (Safe, Secure, Consistent, and Positive School Culture) During the 2023-2024 school year Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture by implementing a multi-faceted approach that includes a School Guardian Program, an Anti-Vaping Program, a Character Development Program through "Building Better Bulldogs," regular safety drills, and a newly implemented policies that promote consistency throughout campus.

Objective 3. (Character Development through "Building Better Bulldogs) CHS will integrate character development modules into the curriculum across all grade levels and involve CISD Community members to engage in the rollout and implementation of these strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate character development modules into the curriculum across all grade levels. (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Grand Central Station Teacher, Principal, Teacher(s)	Through May of 2024	(F)CTE, (L)Local, (S)Local Funds, (S)State	
2. CHS will promote Community Involvement through engaging students in community service projects that foster positive character traits. CHS will also encourage parent and community involvement in character-building activities. (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Through May of 2024	(F)CTE, (L)Local, (S)Local Funds, (S)State	

CARTHAGE ISD

Goal 2. (Safe, Secure, Consistent, and Positive School Culture) During the 2023-2024 school year Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture by implementing a multi-faceted approach that includes a School Guardian Program, an Anti-Vaping Program, a Character Development Program through "Building Better Bulldogs," regular safety drills, and a newly implemented policies that promote consistency throughout campus.

Objective 4. (School Safety Drills) CHS will Conduct monthly fire drills to ensure everyone knows the evacuation procedures.CHS will also plan and execute drills for other safety scenarios such as lockdowns, severe weather, and medical emergencies on a quarterly basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct monthly fire drills to ensure everyone knows the evacuation procedures. (Target Group: All) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3)	Assistant Principal(s), Counselor(s), Principal, Students, Teacher(s)	Through May of 2024	(L)Local	Criteria: Safety drill logs and follow up minutes
2. CHS will evaluate the effectiveness of safety drills and revise procedures as needed. CHS will also provide feedback and training to staff and students based on drill outcomes. (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,3.2,3.3)	Assistant Principal(s), Principal, School Nurse, Teacher(s)	May of 2024	(L)Local	

CARTHAGE ISD

Goal 2. (Safe, Secure, Consistent, and Positive School Culture) During the 2023-2024 school year Carthage High School will implement continuous improvement in the area of providing a safe, secure, consistent, and positive school culture by implementing a multi-faceted approach that includes a School Guardian Program, an Anti-Vaping Program, a Character Development Program through "Building Better Bulldogs," regular safety drills, and a newly implemented policies that promote consistency throughout campus.

Objective 5. (Campus Policies That Promote School-Wide Consistency) CHS will implement policies that promote school-wide consistency (Ex: Cell Phone Policy, Dress Code Policy, Instructional Accountability Framework)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will establish a Campus Safety Committee to oversee the implementation of these strategies. Regularly review incident reports, surveys, and feedback from students, staff, and parents. Adjust strategies and action steps based on the data and evolving safety needs. (Target Group: All) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Attendance Clerk, Counselor(s), Principal, Teacher(s)	Through May of 2024	(L)Local	

CARTHAGE ISD

Goal 3. (Exceptional Student Experiences and CCMR Readiness) During the 2023-2024 school year Carthage High School will provide Exceptional Student Experiences through providing engaging experiences in the classroom and through promoting meaningful College, Career, and Military Readiness experiences for students by increasing the number of quality opportunities students have to engage in exploring options for their future.

Objective 1. (Empowering CHS Students to Effectively Transition to Post-Secondary Success) CHS will create an enriching and inclusive environment that empowers Carthage High School students with the knowledge, skills, and exposure necessary for a successful transition into post-secondary education, careers, or military service.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS Teachers will integrate real-world applications, problem-solving, and critical thinking into the curriculum. (Target Group: All) (Strategic Priorities: 3) (ESF: 4,4.1)	Teacher(s)	Through May of 2024	(S)Local Funds	
2. CHS will establish partnerships with local colleges, businesses, and military organizations to provide students with hands-on learning experiences. (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,3.4,4,4.1)	Assistant Principal(s), CTE Teachers, Principal, Teacher(s)	Through May of 2024	(F)CTE, (L)Education Foundation, (L)Local	
3. CHS will arrange college campus and trade school visits and information sessions to introduce students to higher education options. (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Community Partners, Community Volunteers, Counselor(s), CTE Teachers, Principal, Teacher(s)	Through May of 2024	(F)CTE, (L)Local, (S)Local Funds	
4. CHS will design career and technical education programs in a way that aligns with industry standards, and increases our students ability to obtain industry based certifications in their respective areas of interest. (Target Group: ECD,ESL,SPED,CTE,AtRisk) (Strategic Priorities: 3) (ESF: 3,3.1,3.4,5,5.1)	Assistant Principal(s), Community Partners, Community Volunteers, Counselor(s), CTE Teachers, District and Campus Administration, Students	June of 2024	(F)CTE, (L)Local, (L)Local Business Donations, (S)Local Funds	Criteria: Increased Numbers in Industry Based Certification Increased Opportunities to Obtain Credentials through Dual Credit

CARTHAGE ISD

Goal 3. (Exceptional Student Experiences and CCMR Readiness) During the 2023-2024 school year Carthage High School will provide Exceptional Student Experiences through providing engaging experiences in the classroom and through promoting meaningful College, Career, and Military Readiness experiences for students by increasing the number of quality opportunities students have to engage in exploring options for their future.

Objective 2. (Career and College Counseling) CHS will expand the guidance counseling department to offer personalized career and college counseling to all students, while promoting opportunities that exist in the dual credit program at Panola College.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The CHS Counseling department will implement regular workshops and seminars on college applications, financial aid, and scholarship opportunities. (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Through May of 2024	(L)Local	

CARTHAGE ISD

Goal 3. (Exceptional Student Experiences and CCMR Readiness) During the 2023-2024 school year Carthage High School will provide Exceptional Student Experiences through providing engaging experiences in the classroom and through promoting meaningful College, Career, and Military Readiness experiences for students by increasing the number of quality opportunities students have to engage in exploring options for their future.

Objective 3. (Parent and Community Involvement) CHS will organize regular meetings and workshops for parents to understand and support their child's post-secondary readiness journey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will organize regular meetings and workshops for parents to understand and support their child's post-secondary readiness journey. CHS will also involve community leaders and professionals in career days and panels to inspire students. (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Community Partners, Community Volunteers, Counselor(s), Principal, Teacher(s)	Through May of 2024	(F)CTE, (L)Local, (L)Local Business Donations, (S)Local Funds	

CARTHAGE ISD

Goal 3. (Exceptional Student Experiences and CCMR Readiness) During the 2023-2024 school year Carthage High School will provide Exceptional Student Experiences through providing engaging experiences in the classroom and through promoting meaningful College, Career, and Military Readiness experiences for students by increasing the number of quality opportunities students have to engage in exploring options for their future.

Objective 4. (Promoting a Culture of Readiness) CHS will promote a culture of post-secondary readiness through promotion and highlighting success stories.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will launch a school-wide campaign during the 2023-2024 school year to foster a culture of readiness, highlighting success stories of alumni who have excelled in college, careers, or the military. (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.4)	Assistant Principal(s), Community Partners, Community Volunteers, CTE Teachers, Faculty, Parents, Principal, Students, Teacher(s)	Through May of 2024		

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form

Date: 8/30/2023 Time: 4:00 Facilitator/Title: _____

District Name: Carthage ISD (CHS) District Number: _____

Sign-in Name, Role, Signature

Name	Role	Signature
Kathy Brown	Counselor Secretary	Kathy Brown
Ashlee Alexander	Life Skills Teacher	Ashlee Alexander
Crystal Gray	Resource Teacher	Crystal Gray
Clarinda Collins	Asst. Principal	Clarinda Collins

CNA Discussion Topic/Topics

Topic	Minutes
Demographics	Area of weakness/concerns: Staff demographics number of ~~at~~ Economic Disadvantage students
Topic	Minutes
Student Culture & Climate	Area of weakness/concerns: Lack of communication between leadership staff Accountability from parents/students

Facilitator's Signature: _____ Date: _____

Focus Area

Demographics

District Number: 183901 District Name: Carthage High School

Focus Area Guiding Questions

What do enrollment numbers indicate for your campus?

Hispanic 161
African American 176
White 438
American Indian 3
Asian 5
2 or more 17

What is the number of students in each sub-population? How do these program numbers look by sub-population category?

ED - 437 students
504 - 78 students

Who are our at-risk students? What is their at-risk category?

Who are our Migrant students?

What area of the community do the sub-population students come from?

What are the staff demographics on your campus?

Hispanic 2
African American 8
White 59

What are the teacher/student ratios? How do these ratios compare to student performance?

25 to 1

Other questions addressed:

Focus Area

Student Culture & Climate

District Number: 183901 District Name: Carthage High School

Focus Area Guiding Questions

1. How do students describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act?

   Safe, welcoming

2. How does staff describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act?

   implementation of staff suggestion box

3. What does your campus data show regarding student behaviors and discipline by sub-population? How does this compare to classroom student achievement data?

   Hispanic African American - OCS concern Special Ed. - OCS concern

4. Describe your campus expectation in academics, behavior and civics. How do students perceive these expectations?

   attendance (accountability)

5. Describe strategies/activities utilized to improve your campus culture and climate.

6. What does the campus data indicate regarding classroom management to support academic achievement?

   teacher autonomy / uniformity

7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

8. Other questions addressed:

   Morning detention
   Saturday school
   after school detention
   lack of communication between leader + staff

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form

Date: 8/30/2023 Time: 4:00 Facilitator/Title: Shannon Royce

District Name: Carthage ISD (CHS) District Number: _____

Sign-in Name, Role, Signature

Name	Role	Signature

CNA Discussion Topic/Topics

Topic	Minutes
School Context & Organization	
Topic	Minutes
Family & Community Involvement/ Engagement	

Facilitator's Signature: _____ Date: _____

Focus Area

School Context & Organization

District Number:_____ District Name:_____

Focus Area Guiding Questions

1. What does the campus data reflect about classes and schedules for supporting the sub-populations?
   - added inclusion class
   - smaller resources classes
   - embedded more support in gen ed classes
2. How is adequate time devoted to core content areas in which students need improvement?
   - tutorial times
3. Describe the teacher's role in decision-making and school policies for addressing professional development, student academics and instructional activities.
   * area needs improvement
4. Describe the teacher's role in deciding what assessments will be used to evaluate individual student.
   - Benchmarks are common assessments
   - Autonomy given for daily activities and small assessments
5. How does the campus make it easy for stakeholders to be heard and provide input in the decision making process?
   - meetings like this
   - what would a suggestion box online be beneficial?
6. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.
7. Does the school have a vision and a mission statement? Are they widely known and understood? Is the vision periodically reviewed to determine if it meets the needs of the school?
   yes
8. Is the entire school staff involved in decisions about school operations? How?
   Depends on situation
9. Is the school safe and orderly?
   yes
10. What disciplinary policies exist, and how are these policies enforced?
    new system ~ still not sure how it will work

Focus Area

Family & Community Involvement/Engagement

District Number:_____ District Name:_____

Focus Area Guiding Questions

1. What opportunities are provided for families and community members to be involved in meaningful activities that support students' learning?
   - goggle classroom
   - Parent Portal
   - Remind
   - Social media
2. How are families and the community members involved in campus decision-making?
   - committees like this
   - informative meetings
   - social media surveys
3. If families speak languages other than English, how does the school communicate in those languages?
   - *area of weakness
   - there's talk of creating another social media page
4. What types of services are available to support parents of students in sub-population?
5. Describe how teachers effectively communicate with parents (formally and informally) about the academic progress of their children.
6. Are translators and written communications available for families who speak language other than English?
7. Describe how parental community involvement strategies are evaluated and revised, as needed.
8. How does the campus maintain Title I Parent Involvement compliance status with School/Parent Compacts, Parent Involvement Policy, Annual Title I Meeting, and Program Evaluation?
9. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.
10. Other questions addressed:

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form

Date: 8/30/2023 Time: 4:00 Facilitator/Title: _____

District Name: Carthage ISD (CHS) District Number: _____

Sign-in Name, Role, Signature

Name	Role	Signature

CNA Discussion Topic/Topics

Topic	Minutes
Staff Quality/ Effectiveness, Recruitment, and Retention	
Topic	Minutes
Technology	

Facilitator's Signature: _____ Date: _____

Focus Area

Staff Quality/Effectiveness, Recruitment, and Retention

District Number:_____ District Name:_____

Focus Area Guiding Questions

1. What does the general data reflect regarding teacher effectiveness on the campus?

2. How is observation and evaluation data utilized to improve teacher performance resulting in student academic growth?

3. What is your campus staff attendance and retention percentage rate? How does this impact student achievement?

4. How is highly effective staff assigned to work with the highest need student sub-population?

5. How is new staff supported to ensure a positive impact on student achievement?

6. What systems are in place to build capacity and support continuous improvement?

7. Describe how campus data is used to determine professional development needs for staff.

8. What types of district professional development has staff attended? How is implementation monitored? What impact has it had on student performance?

9. What type of campus professional development has staff attended to address sub-populations? How is implementation monitored? What impact has it had on student performance?

10. How frequently is professional development offered at the district and campus level?

11. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area?

Focus Area

Technology

District Number:_____ District Name:_____

Focus Area Guiding Questions

1. Describe the technology needs of your campus.

2. Describe your campus vision for instructional technology to improve student academic achievement.

3. What is the technology proficiency for staff and students? How is the campus supporting improvement of technology proficiency?

4. List technology professional development available to staff members. How is implementation monitored?

5. What impact has technology professional development had on student and staff performance?

6. In which core content areas is the campus using technology to improve student achievement and how?How does the data support the impact on improving student performance?

7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

Goal #4	In an effort to increase academic growth, CHS will incorporate sheltered instructional practices within the curriculum along w/ a character development program to reduce out of class placements due to behavioral issues by May of 2024 and shown through states assessment scores.
ACTIVITY / STRATEGY	Visual aids, modeling, demonstrations, graphic organizers vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content, P.B.L., incorporating pop culture, native language support, character development track (intervention/ rehabilitation before ocs/DAEP)
PERSON(S) RESPONSIBLE	all
TIMELINE	By May 2024
EVIDENCE OF IMPLEMENTATION	Benchmark scores, state testing scores,
EVIDENCE OF IMPACT	Student growth
COMMUNITY INFLUENCE:	

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form

Date: 8/30/2023 Time: 4:00 Facilitator/Title: _____

District Name: Carthage ISD (CHS) District Number: _____

Sign-in Name, Role, Signature

Name	Role	Signature
Chris Stacy	A.P.	Ch P Sty
Michelle Cocklin	Teacher	mec
Lacie LaGrone	Parent	LLaGrone
Anthony Edwards	Parent/Community member	Anthony Edwards

CNA Discussion Topic/Topics

Topic	Minutes
Student Achievement	Great scores Small Gaps in subgroups - ENGLI
Topic	Minutes
Curriculum & Instruction	

Facilitator's Signature: _____ Date: _____

Focus Area

Student Achievement

District Number:_____ District Name:_____

Focus Area Guiding Questions

1. List identified priorities based on achievement data disaggregated by sub-population categories. English 1 - AA lower than other courses
   close gaps between sub-pops (math + English have larger gaps)
2. In which content areas are we showing growth? At what percentage rate based on your campus data?
   Alg. 1 - 12%. Biology - 8%.
3. Which sub-population groups are making progress on your campus? Why?
   sp. ed - Eng. 2
4. List intervention strategies/activities that improve student achievement on your campus. Which sub-population are improving? Why?
   Sp. ed - Eng. 2 econ. dis.
5. What does your campus data results reflect in the core content areas?
   core classes are strong - need to work on closing gaps w/ sub pops
6. What are the student mobility rates?
   15-20%. ?
7. What are the student dropout rates by sub-population?
8. What are the student attendance rates by sub-population?
9. How are you integrating your Targeted Improvement Plan into your current Campus Improvement Plan and Comprehensive Needs Assessment?
10. What instructional supports are in place at your campus to ensure all students succeed and how do they address all sub-populations? Administrative supports?

Focus Area

Curriculum & Instruction

District Number:_____ District Name:_____

Focus Area Guiding Questions

1. How is campus data used to determine instruction and assessment decisions to improve student academic achievement? used to develop lesson plans, make adjustments to curriculum/instruction, plan tutorials/intervention

2. How do staff members express high expectations for student achievement? Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for which the State has not established standards? Have teachers participated in a curriculum alignment process? teachers focusing on getting more students to meets/masters level (higher standards)

3. What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?

4. Is there scientifically-based research that supports the curriculum and the instructional program being used in the school?

5. What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement? six week/benchmark tests

6. How are assessment results used? used to guide ~~in~~ ~~is~~ instruction + intervention

7. Is instructional technology available to all students? Do teachers integrate technology into teaching?

8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students?

9. Based on campus data how are instruction and assessment aligned? How are they aligned to support and challenge student sub-population?

Every child, prepared for success in college, a career or the military.

Strategic priorities

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov

CARTHAGE J H

Campus Improvement Plan
2023/2024

HOME OF CHAMPIONS IN THE CLASSROOM AND ON THE FIELD

Carthage Junior High School

Where Champions Are Educated

Wade Watson, Principal
301 Hill
9036932751
wwatson@carthageisd.org

Date Reviewed: 08/30/2023

Date Approved:

CARTHAGE J H

Mission

The Mission of the Carthage ISD is to provide every student with a first-class education, a safe environment, and the necessary resources to guarantee every student's academic, physical, social, and emotional success.

Vision

By 2025, Carthage ISD will create a climate of excellence, that inspires all students to achieve high levels of academic, co-curricular, and extracurricular performance and exhibit good citizenship that will ensure success in each student's college and career pathway of choice.

Nondiscrimination Notice
CARTHAGE J H does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

CARTHAGE J H Site Base

Name	Position
Watson, Wade	Principal
Koch, Allen	Director of Curriculum and Instruction
Lee, Scott	Community Representative
Hull, Teresa	Community Representative
Duran, Adam	Parent
Bridges, Heather	Sped Teacher
Sanford, Cassandra	Teacher
Powell, Tina	Teacher

CISD Board Goals

By the spring of 2023, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on

a number of assessment measures compared

to the regional, state, and national averages.

BOARD PRIORITIES:

CJHS will close the achievement gap to ensure that all students reach their academic potentiaL by providing a high-quality curriculum and effective instruction.

CJHS will improve student preparation for college and career.

CJHS will maintain a safe and secure environment and continue to build a positive school culture and relationships with all stakeholders.

CJHS will recruit, develop and retain highly qualified personnel by providing strong school leadership and effective, well supported teachers.

CARTHAGE J H

Goal 1. CJHS teachers will utilize various instructional methods to meet the needs of all students.

Objective 1. CJHS teachers will utilize student data to drive instruction. Unit tests will be entered into DMAC and data will be utilized to provide intervention where necessary

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum specialists in ELA and Math will work with teachers to implement vertical alignment and best practices within the classroom. (Title I SW: 3,7) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4)	Principal, Teacher(s)	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Meeting schedules and agendas 10/01/22 - On Track
2. All teachers will develop lesson plans that incorporate instructional strategies, vocabulary and assessments. (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Administration, Instructional Coordinator	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Documented Lesson Plans 10/01/22 - On Track
3. Core teachers will work together in collaboration in an effort to improve overall instruction. Teachers will focus on student expectations and data accumulation. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 3)	Assistant Principal, Principal	2023-2024	(L)Local, (S)State	Criteria: Data evaluations 10/01/22 - On Track
4. Teachers will meet weekly with their teaching partners, in order to ensure data driven practices are being utilized. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Principal, Teacher(s)	2023-2024	(S)State	Criteria: Weekly meeting documentation 10/01/22 - On Track
5. Teachers will utilize Google Classroom for instruction with Face-to-Face and COVID-19 At Home Learners. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Google Lessons 10/01/22 - On Track

CARTHAGE J H

Goal 1. CJHS teachers will utilize various instructional methods to meet the needs of all students.

Objective 2. Teachers will develop appropriate assessments, both formal and informal to determine student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 7th and 8th grade students will be assessed using various tools including but not limited to: Portfolios, Lab practicum, Research papers, DMAC assessments, and Benchmarks (Title I SW: 2,8,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2)	Principal, Teacher(s)	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Graded Assessments 10/01/22 - On Track
2. Teachers will utilize continuing education to improve instructional delivery. (Title I SW: 1,2,3,4,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Administration, Principal, Teacher(s)	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Professional Development Records 10/01/22 - On Track

CARTHAGE J H

Goal 1. CJHS teachers will utilize various instructional methods to meet the needs of all students.

Objective 3. Carthage JHS will use Google Classroom as the LMS that will reach our AHL students, students not F2F will be able to receive instruction through the use of technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan and build lessons utilizing the PLC model that will allow for backwards planning and implementation of the proper student expectations. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 3)	Principal, Teacher(s)	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Lesson Plans 10/01/22 - On Track

CARTHAGE J H

Goal 2. CJHS will provide all students with research-based instruction emphasizing critical thinking and technology.

Objective 1. CJHS teachers will provide student learning opportunities using proven instructional strategies which emphasize higher-level critical thinking.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will develop their Unit Assessments at the beginning of their planning time. Unit assessments will be aligned with student expectations. (Title I SW: 2,3,5,8,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 4)	Principal, Region VII	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Unit Assessments 10/01/22 - On Track
2. Teachers will work within their departments in order to promote research based strategies that improve student performance. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 7)	Principal, Teacher(s)	203-2024	(F)Federal, (S)Local Funds, (S)State	Criteria: Department meeting documentation 10/01/22 - On Track
3. Teachers will utilize independent reading time during 1st period each day. Teachers will monitor and work with struggling readers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2)	Assistant Principal(s), Librarian, Principal	2023-2024	(F)Federal, (S)State	Criteria: Master Schedule 10/01/22 - On Track
4. Continue to utilize a strategy of "Backwards Planning" for the implementation of sound instruction and lesson development. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,5,6,7)	All School District Personnel	2023-2024	(F)Federal, (L)Local, (O)Other, (S)State	Criteria: Administrative reviews 10/01/22 - On Track

CARTHAGE J H

Goal 2. CJHS will provide all students with research-based instruction emphasizing critical thinking and technology.

Objective 2. CJHS teachers will incorporate research-based technology and digital learning to improve students' depth of knowledge and understanding of the curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize unit data information and develop interventions based on student data. (Title I SW: 4) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Instructional Coordinator, Librarian, Principal, Teacher(s)	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Data meetings 10/01/22 - On Track
2. Teachers will incorporate the use of digital technologies into the classroom; such as iPad/iPod-applications, production, and practice.(Title I SW: 2,3,6,9) (Target Group: All) (NCLB: 1,2,3,5) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 4)	Teacher(s)	2023-2024	(S)Local Funds, (S)State	Criteria: Lesson Plans 10/01/22 - On Track
3. Teachers will use a variety of instructional methods to meet the needs of all students. Interventions and extensions will all be planned in advance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 2)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	2023-2024	(L)Local	Criteria: Administration observations 10/01/22 - On Track

CARTHAGE J H

Goal 2. CJHS will provide all students with research-based instruction emphasizing critical thinking and technology.

Objective 3. CJHS teachers will address the State Accountability Safeguards to close acheivement gaps between sub-populations of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core teachers will analyze student data to identify weaknesses in TEKS performance from previous years to current year. (Title I SW Elements: 1.1,2.2) (Target Group: All,H,W,AA,ECD,ESL) (Strategic Priorities: 2)	Assistant Principal, Instructional Coordinator	2023-2024	(F)Federal, (S)Local Funds, (S)State	Criteria: Student Data Reviews 10/01/22 - On Track
2. All core teachers teachers will differentiate instruction, provide after school tutorials, and request RTI assistance to help close learning gaps of ALL students emphasizing application and critical thinking skills. (Title I SW: 3,6,8,9) (Title I SW Elements: 1.1) (Target Group: All,H,W,AA,ECD,ESL,EB)	Instructional Coordinator, Principal, Teacher(s)	2023-2024	(L)Local	Criteria: Tutorial documentation, student data 10/01/22 - On Track
3. All core teachers will analyze ALL student data to identify weaknesses in TEKS performance to help close achievement gaps through: Improving critical thinking skills, emphasizing application, and improving academic vocabulary. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,H,W,AA,ECD,ESL,EB) (Strategic Priorities: 2)	Principal, Teacher(s)	2023-2024	(L)Local	Criteria: Data analysis meetings 10/01/22 - On Track
4. Support GT students by providing enrichment opportunities and course offerings. (Title I SW Elements: 2.2,2.5) (Target Group: GT) (Strategic Priorities: 2,3) (ESF: 3,4,5)	Faculty, Librarian, Principal	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Master schedule, activities lists 10/01/22 - On Track

CARTHAGE J H

Goal 3. CJHS will positively promote the district by providing information to our community highlighting successful programs and activities.

Objective 1. CJHS teachers will actively seek opportunities to publicly promote student success. CJHS will use various media outlets to promote our campus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use local media to promote individual student success and group success, both extra-curricular and academic. (Title I SW: 2,6) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1)	Principal, Teacher(s)	2023-2024	(L)Local	Criteria: Media Postings 10/01/22 - On Track
2. Use the district website to provide updates on student achievement through individual class pages and on the main campus site. Keep the district website current and updated in order to make the website a useful tool for parents and community. (Title I SW: 1,6,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Tech Director, Principal, Teacher(s)	2023-2024	(L)Local, (S)Local Funds, (S)State	Criteria: Website Postings 10/01/22 - On Track
3. CJHS will implement a mentoring program for struggling students made of volunteers from local churches, parents, and community members. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 6)	Counselor(s), Principal	2023-2024	(O)Other	Criteria: List of Mentors 10/01/22 - On Track

CARTHAGE J H

Goal 4. Carthage JHS will ensure a safe and secure environment by evaluating current safety measures, soliciting input from local and state experts, and implement a safety plan designed to address facilities, technology, and personnel.

Objective 1. CJHS will provide a safe and secure campus for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus visitor's ID's checked through Raptor Security System. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal, Attendance Clerk, Principal	2023-2024	(L)Local, (S)State	Criteria: Visitor list 10/01/22 - On Track
2. All Staff will wear ID badges while on campus. (Title I SW: 6,10) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 4)	Assistant Principal, Principal	2023-2024	(L)Local	Criteria: Administration monitoring 10/01/22 - On Track
3. CJHS will conduct routine fire drills, tornado drills, lock down drills, and secure in place drills. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 6)	Principal	2023-2024	(O)Other	Criteria: Safety Drill Schedules/Documentation 10/01/22 - On Track
4. CJHS will provide programs for student instruction in violence and drug abuse prevention, conflict resolution, and bullying and student harassment. (Red Ribbon Week) "Stop Bullying Now" program conducted through the 7th and 8th grade Social Studies classes. Utilize the CampusEye online bullying report program. (Title I SW: 1) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 6)	Assistant Principal, Counselor(s), Principal	2023-2024	(S)Local Funds	Criteria: Activity Reports 10/01/22 - On Track
5. CJHS will participate in the guardian program that will help to establish and safe environment for our students and faculty (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Principal	Continuing	(S)State	Criteria: Identified Guardians 10/01/22 - On Track

CARTHAGE J H

Goal 4. Carthage JHS will ensure a safe and secure environment by evaluating current safety measures, soliciting input from local and state experts, and implement a safety plan designed to address facilities, technology, and personnel.

Objective 2. Carthage JHS will follow all required TEA mandates in an effort to stop the spread of COVID-19.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Carthage Junior High will follow all TEA guidelines to help prevent the spread of Covid-19 (Title I SW Elements: 1.1,2.1) (Target Group: All)	All School District Personnel	2023-2024		10/12/22 - On Track

Resources

Resource	Source
Federal	Federal
Local	Local
Other	Other
State	State

Comprehensive Needs Assessment

Demographics

Demographics Strengths

NA

Demographics Weaknesses

Approximately 11.7% of school population is Special Education. District Goal is less than 10%

Demographics Needs

Our school needs to continue to do a good job of monitoring ED and SPED students.

Demographics Summary

374 total students at CJHS for 2023-2024

White - 57% AA - 20% Hispanic 19.3% Mixed 3.7%

Mobility rate - 15%

Teacher/Student Ratio - 15/1

Student Achievement

Student Achievement Data Sources

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

Disaggregated STAAR Data

Student Achievement Strengths

CJHS was higher than the Region and State in all STAAR testing for the 2022-2023 school year.

Student Achievement Weaknesses

We need to have more students scoring at the "Masters" level on 8th grade ELA test.

Student Achievement Needs

Need better resources in able to be able to fully provide our students with a better learning experience.

School Culture and Climate

School Culture and Climate Data Sources

Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

School Culture and Climate Strengths (Continued)

According to OHI survey from 2022-2023 Campus Morale was at the top of strengths listed from the staff that was surveyed. Communication was high as well.

School discipline is strong and teacher support is provided.

School Culture and Climate Weaknesses

In continuing improvement efforts we need to utilize all personnel in a way that maximizes their strengths.

School Culture and Climate Needs

NA

School Culture and Climate Summary

Office referrals continue to fall and student discipline continues to improve. Consistent routines and procedures have improved the overall school climate.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Staff is made up of highly qualified veteran teachers. The addition of curriculum coordinators on campus has strengthened our faculty. The leadership team at CJHS has provided themselves to be a valuable resource for all teachers on campus.

Staff Quality, Recruitment and Retention Weaknesses

Physical location of CISD limits the number of applicants we are able to draw for certain positions.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Formal testing and utilization of data to drive instruction.

Curriculum, Instruction and Assessment Weaknesses

Time....teachers are pressed for time due to reduction in school days and increase in the amount of testing days that lead to a loss of instruction.

Curriculum, Instruction and Assessment Needs

Resources for testing. Resources for finding valid questions that will lead to an increase in learning.

Family and Community Involvement

Family and Community Involvement Strengths

CJHS communicates with parents by using various platforms of social media. We also communicate grade progress through our Parent Portal, Progress Reports and 6 weeks grading period.

Family and Community Involvement Weaknesses

Difficult time finding parent volunteers in the 7th and 8th grades.

Family and Community Involvement Needs

Increase the outreach to parents and increase involvement in the school on a a day to day basis.

School Context and Organization

School Context and Organization Data Sources

Disaggregated STAAR Data
Failure Lists
Semester Exam Grades

School Context and Organization Strengths

Formal assessments and common planning times increase classroom productivity.

Technology

Technology Strengths

Chromebooks in each classroom. RenSTAAR, DMAC, Lead4ward. Virtual Reality classroom to enhance learning experience as well.

Technology Weaknesses

None

Technology Needs

Better Internet Connectivity.

Other

BAKER-KOONCE INT

Campus Improvement Plan
2023/2024

Achieving excellence together.

Baker Koonce Intermediate

Where Champions Are Educated

Kiley Schumacher, Principal
320 N. Daniels, Carthage, TX 75633
903-693-8611
kschumacher@carthageisd.org

Date Reviewed: 07/28/2022

Date Approved:

BAKER-KOONCE INT

Mission

The Mission of the Carthage ISD is to provide every student with a first-class education, a safe environment, and the necessary resources to guarantee every student's academic, physical, social, and emotional success.

Vision

Baker-Koonce Intermediate will create a learning community where students feel safe, appreciated, and loved, and one where parents and other stakeholders are actively involved. We will maintain high expectations for teachers and students and will promote academic excellence for all students.

Nondiscrimination Notice
BAKER-KOONCE INT does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

BAKER-KOONCE INT Site Base

Name	Position
DIETER, JULIE	SPED TEACHER
MORALES, JULIA	CLERICAL
SCHUMACHER, KILEY	PRINCIPAL
LADYMON, MISTY	PARENT
GOOLSBY, SHELLEY	TEACHER
KRUEBBE, KATHLEEN	BUSINESS REPRESENTATIVE
GRAY, ANGIE	TEACHER
AKIN, BRANDY	PARENT
KOCH, ALLEN	CHIEF LEARNING OFFICER
CLINTON, LAUREN	Teacher
WILLIS, SHEILA	Communtiy Member

2023 - 2024 BOARD OF TRUSTEES

President: Dr. Ben Donald

Vice President: Mr. Frank Willis

Secretary: Mrs. Mary Ella Sherman

Member: Mr. Truman Shirey

Member: Mrs.Brenda Giles

Member: Mr. Elzie Hicks

Member: Mr. Paul Beatty

BOARD GOALS

- CISD will close the achievement gap to ensure that all students reach their academic potential by providing a high-quality curriculum and effective instruction.
- CISD will maintain a safe and secure environment and continue to build a positive school culture and relationships with all stakeholders.
- CISD will recruit, develop, and retain highly qualified personnel by providing strong school leadership and effective, well supported teachers.
- CISD will improve student preparation for college and career.

BAKER-KOONCE INT

Goal 1. By the spring of 2024, CISD will exceed state and regional performance by demonstrating positive academic student growth on a number of assessment measures.

Objective 1. BK will recruit, develop and retain highly qualified personnel by providing strong school leadership supported with effective professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Administrators will attend District Instructional Leadership Meetings for planning and growth purposes. (Title I SW Elements: 1.1) (Target Group: 4th,5th,6th) (Strategic Priorities: 1) (ESF: 1.1)	Assistant Principal(s), Chief Learning Officer, Principal	2023-2024	(L)Local, (S)State	Criteria: Sign in sheets Agenda Formative - Scheduled Meetings Agendas Minutes of Meetings
2. Campus Administrators will monitor targets including teacher and student attendance, lesson planning, discipline, grade reporting, academic assessments, enrollment, and community communications. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1)	Assistant Principal(s), Principal	2023-2024	(L)Local, (S)State	Criteria: Attendance/Discipline referrals/Campus Climate Summative - Data Analysis/Surveys Percentage of Monitored Targets
3. Campus Administrators will perform regular coaching visits to assess academic excellence in assigned teacher's classrooms. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coordinator, Principal	On going	(L)Local, (S)State	Criteria: Coaching visits PLC weekly meetings Summative - CTAS Evaluations Coaching Visits Documentation
4. Campus Administrators will join organizations that promote excellence in school leadership. (Title I SW Elements: 1.1,2.4) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,3,4) (ESF: 1,1.1,1.2)	Assistant Principal(s), Principal	2023-2024	(L)Local, (S)State	Criteria: Decrease in discipline referrals Summative - Association Memberships/Conferences

BAKER-KOONCE INT

Goal 1. By the spring of 2024, CISD will exceed state and regional performance by demonstrating positive academic student growth on a number of assessment measures.

Objective 2. BK will recruit, develop and retain highly qualified personnel by providing effective, well supported teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BK will participate in district provided professional development flex days to provide teachers with quality training in effective teaching practices. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.5,2.6) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,4) (ESF: 5,5.1,5.2,5.3,5.4)	Chief Learning Officer, Principal, Teacher(s)	Summer 2024	(L)Local, (S)State	Criteria: Training Records Summative - District Calendar Agenda and Notes from Professional Development
2. BK will participate in professional development days at the end of each six-weeks period to enable teachers to review formative assessment data and training to enhance classroom teaching strategies. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1)	Chief Learning Officer, Principal, Teacher(s)	each 6 weeks	(L)Local, (S)State	Criteria: Response to Assessment
3. BK will implement positive incentives to reinforce and maintain a culture of teacher support. (Title I SW Elements: 2.1,3.1) (Target Group: All,4th,5th,6th) (Strategic Priorities: 1) (ESF: 2,2.1)	Climate Committee	Monthly	(L)Education Foundation, (L)Local, (L)Local Business Donations	Criteria: Staff morale
4. BK will provide qualified mentors to new teachers to assist in routines and procedures and teaching pedagogy. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: 4th,5th,6th) (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1)	Instructional Coordinator, Principal, Teacher(s)	2023-2024	(L)Local, (S)State	Criteria: Performance Observance Survey
5. BK will emphasize the use of cooperative learning groups, journals, note-taking,learner-centered instruction, sustained silent reading, graphic organizers, problem solving, small group instruction, providing constructive feedback, homework and practice, use of manipulatives, generate and test hypotheses. Utilize practices that are more related to a specific type of knowledge. (ex. vocabulary terms and phrases, details and organizing ideas) (Title I SW Elements:	Chief Learning Officer, Instructional Coordinator, Principal, Teacher(s)	2023-2024	(L)Local, (S)State	Criteria: Lesson Plans Summative - Weekly monitoring

BAKER-KOONCE INT

Goal 1. By the spring of 2024, CISD will exceed state and regional performance by demonstrating positive academic student growth on a number of assessment measures.

Objective 2. BK will recruit, develop and retain highly qualified personnel by providing effective, well supported teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 4th,5th,6th) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1)				
6. BK will utilize available technology to augment curriculum. (Promethean boards Smartboard, Elmo, Freckle, Summit K-12, and Chrome Books.) (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 4th,5th,6th) (Strategic Priorities: 2,4) (ESF: 3,3.3,4,4.1,5,5.1,5.2)	Chief Learning Officer, Principal, Teacher(s), Technology Coordinator/Personnel	2023-2024	(F)Federal, (L)Education Foundation, (L)Local, (S)State	Criteria: Targeted instruction Summative - Progress monitoring through fidelity of usage
7. BK will utilize a certified teacher to provide services to dyslexic students needing explicit, individualized, multi-sensory reading instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 2,2.1,4,4.1)	Dyslexic Teacher, Special Education Director, Teacher(s)	Continually	(F)Federal, (L)Local, (S)State	Criteria: 3 week progress reports 6 week report cards ARDS Formative - ARD IEP

BAKER-KOONCE INT

Goal 1. By the spring of 2024, CISD will exceed state and regional performance by demonstrating positive academic student growth on a number of assessment measures.

Objective 3. BK will close the achievement gap to ensure that all students reach their academic potential by providing a high-quality curriculum and effective instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BK will provide TEKS Resource system as a framework for high quality curriculum. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1)	Chief Learning Officer, CISD Board, Superintendent	Beginning August 2023	(L)Local, (S)State	Criteria: Usage Records
2. BK will offer dyslexia screenings and programs to identified at risk students. (Title I SW Elements: 2.1,2.3,2.5,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 2) (ESF: 4,4.1)	Dyslexic Teacher, Teacher(s)	Continually	(F)Title I	Criteria: At Risk Student Identification
3. BK will enlist assistance from Region VII to address English Language Learners (EB) academic gaps. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: ESL,Migrant,EB,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,5,5.1,5.2)	Assistant Principal, Counselor(s), ESL Coordinator, Teacher(s)	2023-2024	(F)Title III Bilingual / ESL, (L)Local, (S)State	Criteria: RtA data DDI
4. BK will have campus teams review and monitor students to be referred to RTI, 504 and Special Education programs. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: ECD,EB,SPED,M,F,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 2,2.1,5,5.1,5.2)	CIT committee, Dyslexic Teacher, Instructional Coordinator, Principal	2023-2024	(F)Federal, (F)IDEA Special Education, (L)Local, (S)State	Criteria: RtA Identification of needed services for all student populations
5. BK will ensure that students have a +5 academic achievement goal. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Chief Learning Officer, Principal, Students, Teacher(s)	Continually	(L)Local, (S)State	Criteria: RtA Formative - FAs

BAKER-KOONCE INT

Goal 1. By the spring of 2024, CISD will exceed state and regional performance by demonstrating positive academic student growth on a number of assessment measures.

Objective 4. BK will maintain a safe and secure environment and continue to build a positive school culture and relationships with all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BK will continue sponsoring and supporting the Guardian Program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.2,3.3,3.4)	Superintendent	Continually	(L)Local, (S)State	Criteria: Certification and qualification requirements
2. BK will support campus Parent/Teacher Groups. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Climate Committee, Community Partners, Community Volunteers, Principal, Teacher(s)	2023-2024	(L)Local	Criteria: List of Activities
3. BK will provide training to faculty and staff concerning suicide prevention, conflict resolution, violence prevention, CPS reporting. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Principal, Region VII, School Nurse	Summer 2023	(L)Local, (S)State	Criteria: Training Records
4. BK will promote positive social media releases to the parents and community. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.4)	All School District Personnel	2023-2024	(O)Other	Criteria: Media Posts
5. BK will promote student, parent and community usage of CampusEye an online antivictimization program. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s)	2023-2024	(O)Donation	Criteria: Reports
6. BK will follow best practices adopted by the CDC to help prevent COVID-19 and other infectious diseases. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1,3)	All School District Personnel, School Nurse	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: ADMIN OBSERVATION

BAKER-KOONCE INT

Goal 1. By the spring of 2024, CISD will exceed state and regional performance by demonstrating positive academic student growth on a number of assessment measures.

Objective 5. BK will improve student preparation for college and career.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BK will support various student UIL competitions. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,3,3.1,3.4)	Principal, Teacher(s), UIL Coaches	Spring 2024	(L)Local, (O)Donation	Criteria: Points earned
2. BK will promote campus activities that target student preparation for college and career readiness. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 3)	Principal	2023-2024	(L)Education Foundation, (L)Local, (O)Donation, (S)State	Criteria: Growth measure
3. BK will promote enrichment activities for GT students following the state guidelines. (Title I SW Elements: 2.2,2.5) (Target Group: GT) (ESF: 4,4.1)	GT Teachers	2023-2024	(F)Federal, (L)Local, (S)State	Criteria: Listed Activities

BAKER-KOONCE INT

Goal 1. By the spring of 2024, CISD will exceed state and regional performance by demonstrating positive academic student growth on a number of assessment measures.

Objective 6. BK will follow the Comprehensive Improvement Plan established by the state required Leadership Team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Follow CIP with an emphasis on data to drive instruction. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: H,W,AA,ECD,EB,4th,5th,6th) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,4,4.1,5,5.1,5.2,5.3,5.4)	Chief Learning Officer, CIT committee, Principal, Region VII, Teacher(s)	On Going	(F)Federal, (O)Other, (S)State	Criteria: DDI RtA

Resources

Resource	Source
Federal	Federal
Local	Local
Donation	Other
Other	Other
State	State

LIBBY EL

Campus Improvement Plan
2023/2024

Learn. Grow. Lead.
#TheLibbyWay

Staci Davis, Principal
#1 Bulldog Drive
903-693-8862
stacid@carthageisd.org

Date Reviewed: 09/29/2022

Date Approved:

LIBBY EL

Mission

Libby Elementary School will create and support a learning environment where students feel safe, welcomed, and respected. Our learning community will maintain high expectations, promote academic excellence for all students, and foster lifelong learning.

Vision

Learn - Grow - Lead

Nondiscrimination Notice
LIBBY EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

LIBBY EL Site Base

Name	Position
Davis, Staci	Principal
Caver, Karen	Teacher - Third Grade; Instructional Coordinator
Andrus, Belinda	Business Owner
Durham, Nick	Director of Music
Russell, Sherrie	Campius Level Professional Counselor
Clinton, Don	Community Member
Deason, Amanda	Campus Level Professional Nurse
Berry, Lee	Assistant Principal
Penner, Rachel	Teacher - Second Grade Team Leader
Dixon, Robin	Teacher - 3rd Grade - Instructional Coordinator
Parks, Courtney	Paraprofessional
Barber, Tate	Business Owner
Stacy, Cindy	Community Member
Ritter, Misti	Parent Representative
Andrus, Amanda	Parent Representative
Joines, Karen	Teacher - 2nd Grade Representative

CISD Board Goals

- CISD will close the achievement gap to ensure that all students reach their academic potential by providing a high-quality curriculum and effective instruction.
- CISD will maintain a safe and secure environment and continue to build a positive school culture and relationships with all stakeholders.
- CISD will recruit, develop, and retain highly qualified personnel by providing strong school leadership and effective, well supported teachers.
- CISD will improve student preparation for college and career.

LIBBY ELEMENTARY SCHOOL PRIORITIES

- Libby Elementary will close the achievement gap by providing high quality Tier 1 instruction and ensuring both intervention and enrichment are data supported and monitored.
- Libby Elementary teachers will utilize small group instruction daily that will be monitored for effectiveness and efficiency using multiple sources of data.
- Libby Elementary will support new teachers and returning teachers in need by providing strong school leadership and a mentor program focusing on routines, procedures, consistency, and quality Tier 1 instruction.
- Libby Elementary will improve and monitor the Gifted and Talented program by implementing student projects and/or field experiences each six weeks.
- Libby Elementary will maintain a safe and secure environment and continue to build a positive school culture as well as meaningful relationships with all stakeholders.

LIBBY EL

Goal 1. Libby Elementary will provide learning opportunities for teachers and staff, preparing students to be productive and successful citizens.

Objective 1. Libby Elementary staff will engage in meaningful, quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize staff development opportunities offered through Region VII ESC. (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	Ongoing	(L)Local, (O)Other	Summative - Region VII ESC Staff Development Records
2. Provide on-campus staff development. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1,5,5.1,5.2)	Assistant Principal, Instructional Coordinator, Principal	Ongoing	(F)Federal, (L)Local, (O)Other, (S)State	Summative - Improved student achievement data; Certificates of Completion; Sign-In Rosters
3. Utilize Region VII ESC staff to provide on-campus educational learning opportunities. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Instructional Coordinator, Principal	Ongoing	(F)Federal, (F)Title I, (L)Local, (S)State	Criteria: Professional Development Reports
4. Access math curriculum training through Sharon Wells representatives. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,4,4.1)	Instructional Coordinator, Teacher(s)	Ongoing	(L)Local	Criteria: Summative - Improved Student Academic Achievement; Sign-in Records
5. Access specific learning opportunities through the online professional development platform, EduHero. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,2,2.1,5,5.1)	Assistant Principal, Counselor(s), Paraprofessionals, Principal, Teacher(s)	Ongoing	(L)Local	Criteria: Summative - Certificates of Completion

LIBBY EL

Goal 2. Libby Elementary will close the achievement gap by providing high-quality Tier 1 instruction to all students and the necessary support for struggling learners through a data-driven RtI approach.

Objective 1. Libby Elementary staff will examine and create varied assessments to identify students at-risk and in need of early intervention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate bi-weekly as a grade-level and/or content team to examine data and evaluate and revise performance-based assessments as needed. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4,4.1,5,5.1)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Bi-Weekly	(F)Federal, (L)Local, (S)State	Criteria: Agendas; Sign-In Records; Student Performance
2. Contact Region VII representatives for additional help or resources. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal, Instructional Coordinator, Principal, Region VII, Teacher(s)	As Needed	(F)Federal, (F)Title I, (L)Local, (S)State	Criteria: Region VII Records and Materials
3. Utilize Sharon Wells and SAVVAS curriculums for unit assessments and additional resources. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)		Ongoing	(L)Local, (S)State	Criteria: Assessments; Resources; Student Performance; Edcite; SAVVAS; Grades; DMAC Reports

LIBBY EL

Goal 2. Libby Elementary will close the achievement gap by providing high-quality Tier 1 instruction to all students and the necessary support for struggling learners through a data-driven RtI approach.

Objective 2. Libby Elementary staff will identify and provide targeted instruction for students needing Accelerated Reading Instruction, Accelerated Math Instruction, SPED, Dyslexia, EB, and GT services.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement ARI, AMI, small group, and one-on-one interventions using technology when appropriate. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,ESL,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal, Dyslexic Teacher, ESL Teacher, GT Teachers, IDEA Teachers, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	Ongoing	(F)Title I, (S)Local Funds	Criteria: Intervention Schedules; Lesson Plans; Freckle Reports, STAR Reports, Universal Screeners, DMAC Reports
2. Implement the RtI process to provide strategies and support for struggling students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ESL,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2) (ESF: 1.2,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal, Counselor(s), Instructional Coordinator, Principal, Teacher(s)	Daily	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (L)Local	Criteria: RtI Documentation, Data Sheets, Progress Monitoring Sheets
3. Implement extension activities for student enrichment. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Daily	(F)Federal, (L)Local, (S)State	Criteria: Data Sheets, Progress Monitoring Tools, DMAC Reports, Freckle Reports, STAR Reports

LIBBY EL

Goal 2. Libby Elementary will close the achievement gap by providing high-quality Tier 1 instruction to all students and the necessary support for struggling learners through a data-driven RtI approach.

Objective 3. Libby Elementary staff will increase the performance level of Special Education, Hispanic, African American, and At-Risk students in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a consistent progress monitoring system for Special Education, Hispanic, African American, and At-Risk students who do not meet state standards in math. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: H,AA,ESL,EB,SPED,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal, ESL Teacher, IDEA Teachers, Instructional Coordinator, Math Interventionist, Principal, Teacher(s)	Weekly	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (L)Local	Criteria: Data Reports
2. Utilize instructional aides for small group math instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: H,AA,ESL,EB,SPED,AtRisk) (Strategic Priorities: 2) (ESF: 3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Instructional Coordinator, Math Interventionist, Paraprofessionals, Principal, Teacher(s)	Daily	(F)Title I, (L)Local	Criteria: Progress Monitoring Reports
3. Align math curriculum and instruction vertically with Carthage Primary School. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,AA,ESL,EB,SPED,AtRisk) (Strategic Priorities: 2) (ESF: 1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Instructional Coordinator, Math Interventionist, Principal	Annually	(L)Local	Criteria: Curriculum documents, screeners, Renaissance Star, Freckle
4. Attend professional development specific to student needs such as technology webinars, district training, Sharon Wells training, EduHero training, and Region VII workshops. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: H,AA,ESL,EB,SPED,AtRisk) (Strategic Priorities: 1,2) (ESF: 1,1.2,2,2.1,3,3.3,4,4.1,5,5.1,5.2,5.4)	Assistant Principal, ESL Teacher, IDEA Teachers, Instructional Coordinator, Math Interventionist, Paraprofessionals, Principal, Teacher(s)	Ongoing	(L)Local	Criteria: Training Records, Certificates of Completion
5. Utilize computer programs such as Reflex Math, Freckle, and Moby Max to support instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: H,AA,ESL,EB,SPED,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	ESL Teacher, IDEA Teachers, Instructional Coordinator, Math Interventionist, Paraprofessionals, Teacher(s)	Daily	(F)Title I, (L)Local	Criteria: Usage Reports, Progress Monitoring Data

LIBBY EL

Goal 2. Libby Elementary will close the achievement gap by providing high-quality Tier 1 instruction to all students and the necessary support for struggling learners through a data-driven RtI approach.

Objective 4. Libby Elementary staff will increase the performance level of Hispanic, African American, and Special Education students in reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a consistent progress monitoring system for Special Education, Hispanic, and African American students who do not meet state standards in reading. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,AA,EB,SPED) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal, ESL Teacher, Instructional Coordinator, Principal, Reading Interventionist, Teacher(s)	Weekly	(F)Title I, (L)Local, (S)State	Criteria: Progress Monitoring Reports, DRA, Renaissance STAR Reports, Freckle, TPRI
2. Utilize instructional aides for small group reading instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,AA,EB,SPED) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Instructional Coordinator, Paraprofessionals, Principal, Reading Interventionist, Teacher(s)	Daily	(F)Title I, (L)Local, (S)State	Criteria: Student Progress Reports, Paraprofessional Schedules
3. Utilize programs such as Project Read, Moby Max, Edmark, Accelerated Reader, Freckle, and Haggerty Bridge the Gap programs to increase student performance in reading. (Title I SW Elements: 1.1,2.5) (Target Group: H,AA,EB,SPED) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Reading Interventionist, Teacher(s)	Daily	(F)Title I, (L)Local, (S)State	Criteria: Program Usage Reports, Student Progress Monitoring Data

LIBBY EL

Goal 2. Libby Elementary will close the achievement gap by providing high-quality Tier 1 instruction to all students and the necessary support for struggling learners through a data-driven RtI approach.

Objective 5. Libby Elementary staff will utilize various means of instruction to improve student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize various means of technology and applications to increase digital literacy. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1,5.2,5.3,5.4)	Paraprofessionals, Teacher(s)	Daily	(L)Local	Criteria: Lesson Plans; Usage Reports; Progress Monitoring Reports
2. Implement school-wide systems including but not limited to lesson plans, coaching visits, student and teacher attendance, data disaggregation, discipline, and community awareness. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,3,3.4,4,4.1,5,5.1,5.2)	Assistant Principal, Paraprofessionals, Principal, Teacher(s)	Ongoing	(F)Federal, (L)Local, (S)Local Funds	Criteria: Lesson Plans; Coaching Visits and Comments; Remind; Home-School Connections, The Libby Messenger Newsletter
3. Utilize Google Classroom as a supplement to instruction. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Teacher(s)	Daily	(F)Federal, (L)Local, (S)State	Criteria: Google Lessons, Student Data Reports

LIBBY EL

Goal 3. Libby Elementary will positively promote the district by providing information to the community highlighting successful programs, activities, and information about upcoming events.

Objective 1. Libby Elementary will highlight school-wide activities and achievements through various means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send home monthly newsletters regarding school activities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Principal	Monthy	(L)Local	Criteria: Newsletters
2. Provide a paper copy of the online Student Handbook if requested. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)	Assistant Principal, Principal	August - May	(F)Federal, (L)Local, (S)State	Criteria: Parent Requests/Website
3. Send home progress reports, SPED Reports, RtI Reports, Dyslexia Progress Reports, Report Cards, Renaissance Reports, student work, and discipline referral forms. (Title I SW Elements: 1.1,2.5,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,3.4)	Assistant Principal, Principal, Teacher(s)	3-Week, 6-Week, Daily	(F)Federal, (L)Local, (S)State	Criteria: Various Student Reports
4. Hold various activities on campus including Meet The Teacher, Open House, Fall Festival, Book Fair, End of the Year Celebration, PALS Meetings, Parent Night Meetings, Fire Prevention Week, Red Ribbon Week, Musical Performances, Art Walk, Pumpkin Decorating Contest, Read Across America, Bulldog Buddies, and Bulldogs Beyond the Bell. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3.4)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Ongoing	(F)Federal, (L)Local, (S)State	Criteria: Sign-In Sheets; Agendas
5. Send home weekly Home-School Connections. (Title I SW Elements: 1.1,2.5,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3.4)	Teacher(s)	Weekly	(L)Local	Criteria: Home-School Connection Newsletters
6. Promote UIL Academics. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2,2.1,3.4)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s), UIL Coaches	Ongoing	(F)Federal, (L)Local, (S)State	Criteria: UIL Student Participation
7. Utilize the Libby Elementary "PALS" organization to increase parent volunteers. (Title I SW Elements: 1.1,3.1) (Target Group:	Principal, Teacher(s)	Ongoing	(L)Local	Criteria: Parent Communications

LIBBY EL

Goal 3. Libby Elementary will positively promote the district by providing information to the community highlighting successful programs, activities, and information about upcoming events.

Objective 1. Libby Elementary will highlight school-wide activities and achievements through various means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All) (Strategic Priorities: 2,4) (ESF: 3.3,3.4)				

LIBBY EL

Goal 3. Libby Elementary will positively promote the district by providing information to the community highlighting successful programs, activities, and information about upcoming events.

Objective 2. Libby Elementary will provide opportunities for the learning community to be actively engaged in school programs and activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives and publicize awards for the Accelerated Reader Program and Reflex Math. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,3.4)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Each Grading Period	(O)Other	Criteria: Student Awards and Recognition
2. Publicize the schedule of events for Texas Public Schools Week, Red Ribbon Week, and Constitution Week in the local newspaper, monthly newsletter, campus website, and on the electronic marquee. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2,3.3,3.4)	Assistant Principal, Principal	August - May	(L)Local, (S)State	Criteria: Year-at-a-Glance; Newsletters; Website; Facebook
3. Provide incentives for students such as "Spirit Tags" - A Honor Roll, AB Honor Roll, Math Superstar, Master Reader, AR Star, Terrific Tickets, and Math Milestone Awards. (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,3,3.2,3.3,3.4)	Assistant Principal, Principal, Teacher(s)	Ongoing	(L)Local	Criteria: Student Awards
4. Recognize Libby STAR Students and present each of them with a Star Student Yard Sign. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Principal, Teacher(s)	Monthly	(F)Federal, (L)Local, (S)State	Criteria: Libby STAR Students
5. Recognize Terrific Kids in conjunction with Carthage Kiwanis Club. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Community Partners, Principal, Teacher(s)	4th, 5th & 6th Six Weeks	(L)Local	Criteria: List of Terrific Kid Certificates

LIBBY EL

Goal 4. Libby will ensure a safe and secure environment for all district campuses and facilities, continuing to evaluate the safety and security plan that addresses facilities, technology, and personnel.

Objective 1. Libby Elementary will provide a safe and secure campus for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct various drills throughout the year to promote safety - Fire, Tornado, Lock Down, Hazmat, Evacuation, and Soft Lockdown. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.1,3.2)	Assistant Principal, Principal, Safety Director	Ongoing	(L)Local	Criteria: Drill Reports
2. Utilize the Raptor system to screen all visitors entering the building. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local, (S)State	Criteria: Raptor Usage
3. Lock all exterior doors and front foyer security doors at all times throughout the school day. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.2)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local	Criteria: Door Check Monitoring Logs
4. Require visible name hangers in every car picking up a student in the car rider line. (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.2,3.4)	Assistant Principal, Paraprofessionals, Principal, Teacher(s)	Daily	(F)Federal, (L)Local, (S)State	Criteria: Monitoring by Car Duty Personnel and Administration
5. Require faculty and staff to wear official CISD ID badges while on campus. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal, Principal	Daily	(F)Federal, (L)Local, (S)State	Criteria: Administration Monitoring
6. Continue training staff on Crisis Prevention Intervention strategies. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1)	Assistant Principal, Principal, Safety Director, Special Education Director, Teacher(s)	Annually	(L)Local	Criteria: Training Records
7. Utilize campus security cameras as an additional safety measure. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.1)	Assistant Principal, Principal	Daily	(L)Local	Criteria: Administration Monitoring
8. Meet with all campus and district-level administrators to determine safety and security needs, share ideas and concerns, and discuss safety and security plans at the campus and district level. (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Superintendent, Principal, Superintendent	Ongoing	(F)Federal, (L)Local, (S)State	Criteria: Campus and District Emergency Operations Plans
9. Maintain the CISD Guardian Program	Administration	Ongoing	(F)Federal, (L)Local, (S)State	Criteria: List of Guardians;

LIBBY EL

Goal 4. Libby will ensure a safe and secure environment for all district campuses and facilities, continuing to evaluate the safety and security plan that addresses facilities, technology, and personnel.

Objective 1. Libby Elementary will provide a safe and secure campus for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
where armed staff members assist with the safety and security of the campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)				Scheduled Meetings; Agendas; Sign-In Records
10. Provide monthly character lessons to all students. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,3,3.1)	Counselor(s)	Monthly	(L)Local	Criteria: Character Lesson Schedule

CARTHAGE PRI

Campus Improvement Plan
2023/2024

Where Bulldogs Begin!

Jennifer Register, Principal
jregister@carthageisd.org

Date Reviewed: 07/29/2022

Date Approved:

CARTHAGE PRI

Mission

The Mission of the Carthage ISD to provide every student with a first-class education, a safe environment, and the necessary resources to guarantee every student's academic, physical, social, and emotional success.

Vision

By 2025, Carthage ISD will create a climate of excellence, that inspires all students to achieve high levels of academic, co-curricular, and extracurricular performance and exhibit good citizenship that will ensure success in each student's college and career pathway of choice.

Nondiscrimination Notice
CARTHAGE PRI does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

CARTHAGE PRI Site Base

Name	Position
Bagley, Kim	First Grade Teacher
Bagley, Madison	Parent Representative
McCormick, Melanie	Special Ed. Director
Allison, Reshay	Campus Level Paraprofessional
Isbell, Amber	Instructional Coordinator
Bagley, Merry	Community Member/Retired Teacher
Miller, Jenni	Head Start Teacher
Shelton, Sonya	Assistant Principal - Campus Level Professional
Register, Jennifer	Principal - Campus Level Professional
Ivy, Jessica	Parent Representative
Shields, Paulette	Pre-K Teacher
St John, Jessica	Counselor - Campus Level Professional
Willis, Sheila	Business Representative

Board Goals

BOARD PRIORITIES:

CP will close the achievement gap to ensure that all students
reach their academic potential by providing a high-quality curriculum and effective instruction.

CP will improve student preparation for college and career.

CP will maintain a safe and secure environment and continue to
build a positive school culture and relationships with all stakeholders.

CP will recruit, develop and retain highly qualified
personnel by providing strong school leadership and effective, well supported teachers.

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 1. Carthage Primary will provide high-quality, ongoing professional development for staff.

Objective 2. Carthage Primary will determine students' individual needs through varied assessments.

Objective 3. Carthage Primary will use various methods of instruction to meet students' individual needs.

Objective 4. Carthage Primary will increase the performance level of African American students and Special Education students in reading.

Objective 5. Carthage Primary will increase the performance level of African American students, Special Education students and At-Risk students in math.

Goal 2. CP will expand technology in instruction and application in the areas of math and reading with an emphasis on future career choices.

Objective 1. Carthage Primary will integrate technology into the reading and math program.

Objective 2. Carthage Primary will introduce possible career choices to students through various activities.

Objective 3. Carthage Primary will provide parents with information using electronic media to facilitate student success.

Objective 4. Carthage Primary will provide all students and teachers with hands-on technology.

Goal 3. CP will positively promote the district by providing information to our community highlighting successful programs, activities and information about upcoming events.

Objective 1. Carthage Primary will positively publicize school-wide activities.

Goal 4. CP will ensure a safe and secure environment by continuing to evaluate the safety and security following the EOP.

Objective 1. Carthage Primary will integrate safety and security measures into the daily school routine to ensure a safe and secure campus.

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 1. Carthage Primary will provide high-quality, ongoing professional development for staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor the continued use of academic systems including but not limited to: lesson plans, coaching visits, student and teacher attendance, data disaggregation, discipline and community awareness through social media. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1)	All School District Personnel	2023-2024 SY	(F)Federal, (L)Local, (O)Other, (S)State	Criteria: Administration Monitoring
2. Provide annual GT training. (Target Group: GT) (Strategic Priorities: 4) (ESF: 2.1)	Assistant Principal, Principal, Region VII, Teacher(s)	Annually	(L)Local, (S)State	Criteria: GT Plans
3. Provide curriculum training. (Title I SW: 10) (Title I SW Elements: 2.2) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 3) (ESF2019: 4,4.1) (ESF2021: 1)	Assistant Principal, Principal, Region VII, Teacher(s)	Weekly	(L)Local, (O)Other, (S)State	Criteria: Training records
4. Provide a common period of collaboration to plan, implement, and clarify curriculum for grade-level teachers as well as to share ideas. (Title I SW: 3,4,10) (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,6,7) (ESF: 2,4,4.1)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	Weekly	(L)Local, (O)Other	Criteria: Master schedule
5. Participate in Reading Academies as required. (Title I SW: 3,4) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF2019: 2,2.1,2.2,5,5.2) (ESF2021: 4,4.1,5,5.2)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Region VII	Annually	(L)Local	Criteria: Region VII training records

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 2. Carthage Primary will determine students' individual needs through varied assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize many assessment tools including checklists, 6-Week Assessments, DRA, Sight Word Assessments, HMH Assessments, Renaissance Star Assessments, and the Brigance Screening to determine students' needs. (Title I SW: 1,2) (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.3)	Counselor(s), Instructional Coordinator, Teacher(s)	Weekly, BOY/MOY/EOY, or Annually	(L)Local, (S)State	Criteria: Progress reports
2. Continue to assess students for special programs including ESL, SPED, Dyslexia, and GT. (Title I SW: 9) (Title I SW Elements: 2.4) (Title I TA: 1,2,3,4,5) (Target Group: ESL,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 3.3,5.3,5.4)	Assistant Principal, IDEA Teachers, Instructional Coordinator, Principal, Special Education Director, Teacher(s)	Annually	(F)IDEA Special Education, (F)Title III Bilingual / ESL, (L)Local	Criteria: Student Data

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 3. Carthage Primary will use various methods of instruction to meet students' individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide activities based on the state-mandated GT curriculum that meet students' individual needs. (Title I SW Elements: 2.4,2.5) (Title I TA: 3,5) (Target Group: GT) (Strategic Priorities: 2,4) (ESF: 4,5)	Teacher(s)	Weekly	(O)Other, (S)Local Funds, (S)State	Criteria: GT Activity Records
2. Incorporate decodable readers into all classrooms to enhance guided reading. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.2,5.3)	Instructional Coordinator, Principal, Teacher(s)	Weekly	(F)Title I, (L)Local	Criteria: Leveled reading records
3. Utilize the Reading Lab teachers and the "Title"/Instructional aides for small group intervention for Kindergarten and First Grade students. (Title I SW: 2) (Title I SW Elements: 2.4,2.5) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	End of each 6 weeks	(F)Title I, (O)Other	Criteria: Master schedules
4. Continue to use resource teachers and aides for Special Education student intervention (Title I SW Elements: 2.2,2.4,2.5) (Title I TA: 1,5,8) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 5)	IDEA Teachers, Paraprofessionals, Teacher(s)	End of each 6 weeks	(F)IDEA Special Education	Criteria: Master schedule / student progress
5. Continue inclusion programs to provide Special Education students more time in the general education classroom. (Title I SW Elements: 2.2,2.4,2.5) (Title I TA: 1,2) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 5,5.2)	IDEA Teachers, Paraprofessionals, Teacher(s)	September	(F)IDEA Special Education, (O)Other	Criteria: Student Schedules
6. Continue Dyslexia instruction. (Title I SW Elements: 2.4,2.5) (Title I TA: 1,3) (Target Group: Dys) (Strategic Priorities: 2) (ESF: 5,5.2,5.3)	IDEA Teachers, Teacher(s)	End of each 6 weeks	(F)IDEA Special Education, (L)Local, (S)Local Funds	Criteria: Student progress through Dyslexia program
7. Continue to offer summer school for LEP students to ensure acquisition of the English language. (Title I SW: 5,8) (Title I SW Elements: 2.6) (Title I TA: 1,3,5,7,8) (Target Group: ESL,EB) (Strategic Priorities: 2,4) (ESF: 5.2)	Assistant Principal, Faculty, Paraprofessionals, Principal, Teacher(s)	July	(F)Title III Bilingual / ESL, (O)Other, (S)Local Funds	Criteria: LEP Student attendance

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 3. Carthage Primary will use various methods of instruction to meet students' individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Continue to provide various Pre-K programs to build a foundation for learning. (Title I SW: 7) (Title I SW Elements: 2.5) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 5)	Paraprofessionals, Teacher(s)	August	(F)Federal, (L)Local	Criteria: Student progress monitoring
9. Provide differentiated instruction through small group instruction and center activities. (Title I SW: 1,3) (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2) (ESF: 5)	Paraprofessionals, Teacher(s)	Daily	(L)Local, (O)Other, (S)Local Funds	Criteria: Documented small group lists / progress Improved test scores
10. Continue using the HMH phonics and phonemic awareness programs for Kindergarten and First Grade intervention. Begin using the Freckle program for First Grade intervention. (Title I SW: 1) (Title I SW Elements: 2.4,2.5) (Target Group: K,1st) (Strategic Priorities: 2) (ESF: 4,4.1)	Paraprofessionals, Teacher(s)	End of Each 6 Weeks	(L)Local	Criteria: Improved Scores Summative - Improved DRA and 6 Weeks Assessments Scores
11. Utilize our Reading Specialists for small group reading intervention (Literacy Groups) for First Grade students. (Title I SW Elements: 2.4,2.5,2.6) (Title I TA: 1,3) (Target Group: AtRisk,1st) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Teacher(s)	End of 20 Weeks	(F)Title I, (L)Local	Criteria: Reading Specialist Records of student progress
12. Utilize new technology software for reading and math in an effort to increase digital literacy. (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 2) (CSFs: 4) (ESF: 5,5.2,5.3)	Teacher(s)	Weekly	(F)Title I, (S)Local Funds	Criteria: Computer usage
13. Continue the approved Phonics Program in Kindergarten and in First Grade. (Title I SW Elements: 2.4,2.5) (Title I TA: 1,3) (Target Group: K) (Strategic Priorities: 2) (ESF: 4,5)	Teacher(s)	Weekly	(L)Local	Criteria: Student progress reports

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 4. Carthage Primary will increase the performance level of African American students and Special Education students in reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the "Title"/Instructional Aides and Reading Lab teachers for small group reading instruction for Kindergarten and First Grade students. (Title I SW: 1) (Title I SW Elements: 2.5) (Title I TA: 1,3) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 4) (CSFs: 1) (ESF2019: 5.4) (ESF2021: 2,4)	Principal, Teacher(s)	End of Each 6 Weeks	(F)Title I, (L)Local	Criteria: Scheduled reading groups
2. Continue to offer tutorials for Kindergarten and First Grade students not performing satisfactorily in reading. (Title I SW: 1,2,3,9) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 2) (ESF: 3.3,5.3)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Annually	(L)Local	Criteria: Tutorial Records
3. Vertically align math and reading curriculum and instruction with Libby Elementary. (Title I SW: 1,2,4,10) (Title I SW Elements: 2.4,2.5) (Title I TA: 1) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 2) (ESF: 4,5)	Instructional Coordinator, Principal	Each 6 Weeks	(L)Local	Criteria: Documented Aligned Curriculum
4. Utilize the Reading Eggs and Freckle software to assist in reading. (Title I SW Elements: 2.5) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 2) (ESF: 4,5)	Instructional Coordinator, Teacher(s)	End of Six Weeks	(L)Local	Criteria: Software usage

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 5. Carthage Primary will increase the performance level of African American students, Special Education students and At-Risk students in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the Resource Teacher and Special Education Aides for small group math instruction for Kindergarten and First Grade Special Education and At-Risk students. (Title I SW: 1) (Title I SW Elements: 2.5,2.6) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 2) (CSFs: 1) (ESF: 4,5)	Teacher(s)	End of Each Six Weeks	(F)Federal, (F)IDEA Special Education, (L)Local, (S)State	Criteria: Math Resource Records
2. Vertically align math curriculum and instruction with Libby Elementary. (Title I SW: 1) (Title I SW Elements: 2.4,2.5) (Target Group: SPED,K,1st) (Strategic Priorities: 2) (ESF: 4,5)	Principal, Teacher(s)	Each Six Weeks	(F)Federal, (F)IDEA Special Education, (L)Local, (S)State	Criteria: Math Curriculum Documentation

CARTHAGE PRI

Goal 2. CP will expand technology in instruction and application in the areas of math and reading with an emphasis on future career choices.

Objective 1. Carthage Primary will integrate technology into the reading and math program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue incorporating technology into reading instruction through multiple online computer programs including, “Renaissance”, “Reading Eggs”, "Raz Kids", "Freckle" and “Starfall”. (Title I SW: 1,2,6,10) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5)	Teacher(s)	End of each 6 weeks	(L)Local, (O)Other	Criteria: Computer Program Usage
2. Attend computer lab sessions up to four times per week to integrate technology into the instructional program. (Title I SW: 3) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)	Teacher(s)	Daily	(L)Local, (O)Other	Criteria: Computer Usage
3. Utilize the Accelerated Reader program as an additional tool to increase fluency and comprehension. Award prizes for motivation and use ZPD scores to identify each student’s reading level for continued success and encouragement in reading. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3)	Parents, Teacher(s)	End of each 6 weeks	(L)Local	Criteria: Accelerated Reading Reports
4. Incorporate technology into math instruction through “More Starfall” and "Math Seeds". (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 2) (ESF: 4,5)	Teacher(s)	Weekly	(F)Title I, (L)Local	Criteria: Computer Program Usage

CARTHAGE PRI

Goal 2. CP will expand technology in instruction and application in the areas of math and reading with an emphasis on future career choices.

Objective 2. Carthage Primary will introduce possible career choices to students through various activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host a Career Day for our Pre-K and Kindergarten students where presenters from local businesses share information about their career (Veterinarian, Police Office, Hair Dresser, etc.). (Title I SW: 1,10) (Title I SW Elements: 2.1) (Target Group: PRE K,K) (Strategic Priorities: 3) (ESF: 3,3.4)	Teacher(s)	October and February	(L)Local	Criteria: Student /Community Participation

CARTHAGE PRI

Goal 2. CP will expand technology in instruction and application in the areas of math and reading with an emphasis on future career choices.

Objective 3. Carthage Primary will provide parents with information using electronic media to facilitate student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regularly update the campus website to include information important to parents. (Title I SW: 6) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.4) (ESF2021: 3.4)	Assistant Principal, Principal, Teacher(s), Technology Coordinator/Personnel	Monthly	(L)Local, (O)Other	Criteria: Website Posting
2. Provide parents with student Google login information for Clever to they can access math and reading technology applications at home. (Title I SW: 6) (Title I SW Elements: 2.5,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4)	Teacher(s)	Annually	(L)Local	Criteria: Parent Log In Data
3. Provide Kindergarten and First Grade parents with information to enable access to the “Parent Portal” to view student grades. (Title I SW: 6) (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF2019: 3,3.4) (ESF2021: 3.4)	Assistant Principal, Principal, Teacher(s), Technology Coordinator/Personnel	Annually	(L)Local	Criteria: Parent Participation

CARTHAGE PRI

Goal 2. CP will expand technology in instruction and application in the areas of math and reading with an emphasis on future career choices.

Objective 4. Carthage Primary will provide all students and teachers with hands-on technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Promethean Boards in each classroom to facilitate learning in all subjects using various software. (Title I SW: 10) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 5.2)	Principal, Teacher(s), Technology Coordinator/Personnel	2022 2023 SY	(L)Local, (O)Other	Criteria: Smart Board Usage / Administration Observation
2. Use Chromebooks to facilitate assessment through Renaissance and to promote language and math skills using additional applications. (Title I SW: 1) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3)	Principal, Teacher(s), Technology Coordinator/Personnel	Each Six Weeks	(L)Local, (O)Other	Criteria: Computer Usage
3. Utilize iPad minis in each classroom to facilitate learning in all subjects using multiple applications. (Title I SW: 1) (Title I SW Elements: 1.1,2.5) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2) (ESF: 5)	Principal, Teacher(s)	Annually	(L)Local	Criteria: Computer Usage

CARTHAGE PRI

Goal 3. CP will positively promote the district by providing information to our community highlighting successful programs, activities and information about upcoming events.

Objective 1. Carthage Primary will positively publicize school-wide activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Focus on drug education with Red Ribbon Week activities. (Title I SW: 2,6,10) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.1,3.2,3.3) (ESF2021: 3.4)	Assistant Principal, Counselor(s), Paraprofessionals, Parents, Principal, Teacher(s)	October	(F)Title IV Safe and Drug Free, (L)Local, (O)Other	Criteria: Red Ribbon Activities
2. Teach character traits, conflict resolution and social skills through Character Counts program. (Title I SW: 2,10) (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3)	Counselor(s)	Monthly	(L)Local	Criteria: Counselor Lessons/ Scheduled Reports
3. Reinforce targeted character traits by recognizing students through weekly announcements, the Character Wall, and the campus newsletter. (Title I SW: 2,10) (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.3,3.4) (ESF2021: 3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August - May	(O)Other	Criteria: Positive Student Behavior
4. Inform parents of school-wide activities and upcoming events including the Fall Festival, Musical Extravaganza, Field Day, and Book Fair through monthly newsletters. (Title I SW: 6) (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.4) (ESF2021: 3.4)	Assistant Principal(s), Principal, Teacher(s)	Monthly	(L)Local, (O)Other	Criteria: Parent Participation
5. Utilize the campus website, electronic sign, and Facebook to include information important to parents. (Title I SW: 6) (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.4) (ESF2021: 3,3.4)	Assistant Principal, Principal, Teacher(s), Technology Coordinator/Personnel	Weekly	(L)Local, (O)Other	Criteria: Website postings
6. Continue the use of “Bulldog” folders in all classrooms. (Title I SW: 6) (Target Group: All)	Teacher(s)	Daily	(L)Local	Criteria: Bulldogs notebooks
7. Positively publicize school-wide activities through the local newspaper. (Title I SW: 6)	Assistant Principal, Counselor(s), Principal,	August-May	(L)Local	Criteria: Newspaper Postings

CARTHAGE PRI

Goal 3. CP will positively promote the district by providing information to our community highlighting successful programs, activities and information about upcoming events.

Objective 1. Carthage Primary will positively publicize school-wide activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Teacher(s)			
8. Continue utilizing the Primary PTO parent volunteer program. (Title I SW: 6) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.4) (ESF2021: 3.4)	Assistant Principal, Principal	August-May	(O)Other	Criteria: Apple Parent Group Activities/Participation
9. Hold an annual Title I parent meeting to provide goals/expectations for the year. (Title I SW: 6,10) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal, Counselor(s), Instructional Coordinator, Principal, Teacher(s)	September	(L)Local	Criteria: Title Meeting Records
10. Continue to recognize perfect attendance by classroom with incentives for special rewards. (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Faculty, Principal, Students	August-May	(L)Local	Criteria: Student Awards
11. Publicize Classroom Attendance reward winners on the Primary Facebook page and Good Character Award winners over the intercom and on the campus bulletin board. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Assistant Principal, Counselor(s), Faculty, Principal	August-May	(O)Other	Criteria: Student Awards
12. Sponsor a canned food drive to benefit a local charity. (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.4) (ESF2021: 3,3.4)	Assistant Principal(s), Faculty, Parents, Principal, Students	Annually	(O)Other	Criteria: Food Drive Participation
13. Continue to perform various plays and "Musical Extravaganzas" as well as host "Breakfast with a Buddy" and a Parent Literacy Night to promote parent and community involvement. (Title I SW: 6) (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.4) (ESF2021: 3,3.4)	Assistant Principal, Paraprofessionals, Principal, Teacher(s)	Annually	(L)Local	Criteria: Program Attendance

CARTHAGE PRI

Goal 4. CP will ensure a safe and secure environment by continuing to evaluate the safety and security following the EOP.

Objective 1. Carthage Primary will integrate safety and security measures into the daily school routine to ensure a safe and secure campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct various drills throughout the year to promote safety (Fire, Tornado, Lock-Down). (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2)	Assistant Principal, Principal, Safety Director, Teacher(s)	Annually	(L)Local	Criteria: Safety Reports
2. Utilize the Raptor system to screen visitors entering the building. (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.4)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local	Criteria: Raptor usage
3. Lock front foyer security doors and office security doors throughout the school day; Doors will only be unlocked by office personnel for parents/visitors with scheduled appointments, parents needing to go to the nurse's office, or other visitors who have justified reasons to be on campus and all will be screened through the Raptor System. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF2019: 3,3.1,3.2) (ESF2021: 1)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local, (S)State	Criteria: Administrator Observation
4. Require visible name tags in every car picking up a student in the car rider line. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	Assistant Principal, Paraprofessionals, Principal, Teacher(s)	Daily	(L)Local	Criteria: Administrator Observation
5. Verify identities of every person checking a child out of school using a photo ID (Driver's License) and clear all check-outs through the Main Office only. (Title I SW Elements: 1.1,2.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local	Criteria: Administrator Observation
6. Continue training staff on the Crisis Prevention Institute strategies. (Title I SW: 1,4) (Title I SW Elements: 1.1,2.4) (Title I TA: 1,3,6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Assistant Principal, Principal, Special Education Director, Teacher(s)	Annually	(L)Local	Criteria: Training Records
7. Utilize campus security cameras as an	Assistant Principal, Principal	Daily	(L)Local	Criteria: Administrator

CARTHAGE PRI

Goal 4. CP will ensure a safe and secure environment by continuing to evaluate the safety and security following the EOP.

Objective 1. Carthage Primary will integrate safety and security measures into the daily school routine to ensure a safe and secure campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
additional safety measure. (Title I SW: 1,2,9) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)				Maintenance
8. Meet with all Campus and District level administrators to determine safety/security needs, to share ideas and concerns, and to discuss safety/security plans at the campus and district level. (Title I SW: 1,2) (Title I SW Elements: 1.1,2.1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1)	Assistant Superintendent, Principal, Superintendent	Annually	(F)Federal, (L)Local, (S)State	Criteria: Meeting documentation
9. In-house training for armed staff members on campus (under the CISD Guardian Program) to assist with security and safety. (Title I SW Elements: 1.1,2.2) (Target Group: PRE K,K,1st) (Strategic Priorities: 1) (ESF: 1)	Administration, Faculty	Daily	(L)Local	Criteria: Administration Reports
10. Promote proper handwashing techniques and other illness prevention measures. (Title I SW Elements: 1.1) (Target Group: All)	All School District Personnel	Daily	(L)Local	Criteria: Administration Observation

Resources

Resource	Source
Federal	Federal
IDEA Special Education	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Local	Local
Other	Other
State	State

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data
Campuses: All
2022 - 2023 Summer Collection, Accepted Submission

LEA: 183902 - CARTHAGE ISD

Action Reason Code	Action Codes 01	02	03	04	05	06	07	08	09	10	11	12	13	Action Sub-Total *
02 - Felony	0	0	0	0	2	0	6	0	0	0	0	0	0	8
04 - Marijuana	0	0	0	0	8	0	13	1	0	0	0	0	0	22
05 - Alcohol	0	0	0	0	1	0	2	0	0	0	0	0	0	3
09 - Off Campus Ttl5	0	0	0	0	1	0	1	0	0	0	0	0	0	2
21 - St Code Conduct	0	0	0	0	51	51	48	3	0	0	0	0	0	153
26 - Terror Threat	0	0	0	0	3	0	3	0	0	0	0	0	0	6
27 - Assault Emp/Vol	0	0	0	0	1	0	1	0	0	0	0	0	0	2
41 - Fighting	0	0	0	0	7	0	20	0	0	0	0	0	0	27
Total	0	0	0	0	74	51	94	4	0	0	0	0	0	223

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data
Campuses: All
2022 - 2023 Summer Collection, Accepted Submission

LEA: 183902 - CARTHAGE ISD

Action Reason Code	Action Total
02 - Felony	8
04 - Marijuana	22
05 - Alcohol	3
09 - Off Campus Ttl5	2
21 - St Code Conduct	153
26 - Terror Threat	6
27 - Assault Emp/Vol	2
41 - Fighting	27
Total	223

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents

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

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
PANOLA									
	BECKVILLE ISD								
	183901001	BECKVILLE JR-SR HIGH SCHOOL							
		Four-Year Public University	5	1	1	1	0	2	0
		Two-Year Public Colleges	21	7	3	4	1	3	3
		Independent Colleges & Universities	1						
		Not Trackable	0						
		Not Found	14						
		Total High School Graduates	41						
	CARTHAGE ISD								
	183902001	CARTHAGE H S							
		Four-Year Public University	31	10	4	5	6	6	0
		Two-Year Public Colleges	68	26	13	7	10	10	2
		Independent Colleges & Universities	4						
		Not Trackable	8						
		Not Found	87						
		Total High School Graduates	198						

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.

High School Graduates Enrolled in Higher Education by School District

School Year: 2020 - 2021

1/29/2024

District	Higher Education Type	Students Enrolled in Texas Public 4-year Universities		Students Enrolled in Texas Public 2-year Colleges		Students Not Located in Texas Public Higher Education		Total High School Graduates	
161919	BRUCEVILLE-EDDY ISD	8	13.8%	18	31.0%	32	55.2%	58	100.0%
021902	BRYAN ISD	167	15.3%	204	18.7%	718	65.9%	1,089	100.0%
119901	BRYSON ISD	*	*	*	*	14	66.7%	21	100.0%
166907	BUCKHOLTS ISD			*	*	5	55.6%	9	100.0%
186901	BUENA VISTA ISD	*	*	*	*	*	*	10	100.0%
145901	BUFFALO ISD	7	13.2%	16	30.2%	30	56.6%	53	100.0%
212902	BULLARD ISD	38	18.9%	66	32.8%	97	48.3%	201	100.0%
121903	BUNA ISD	23	23.5%	19	19.4%	56	57.1%	98	100.0%
243901	BURKBURNETT ISD	42	21.2%	33	16.7%	123	62.1%	198	100.0%
176901	BURKEVILLE ISD	*	*	*	*	5	35.7%	14	100.0%
126902	BURLESON ISD	191	21.7%	176	20.0%	514	58.3%	881	100.0%
027903	BURNET CISD	45	19.5%	27	11.7%	159	68.8%	231	100.0%
071801	BURNHAM WOOD CHARTER SCHOOL DISTRI	12	33.3%	5	13.9%	19	52.8%	36	100.0%
239903	BURTON ISD	*	*	*	*	13	44.8%	29	100.0%
188904	BUSHLAND ISD	36	29.8%	32	26.5%	53	43.8%	121	100.0%
109902	BYNUM ISD	*	*	*	*	7	53.9%	13	100.0%
116901	CADDO MILLS ISD	24	17.4%	30	21.7%	84	60.9%	138	100.0%
178903	CALALLEN ISD	83	28.3%	64	21.8%	146	49.8%	293	100.0%
026901	CALDWELL ISD	20	17.5%	21	18.4%	73	64.0%	114	100.0%
029901	CALHOUN COUNTY ISD	42	15.9%	73	27.6%	150	56.6%	265	100.0%
049905	CALLISBURG ISD	10	13.2%	15	19.7%	51	67.1%	76	100.0%
198902	CALVERT ISD	*	*	*	*	9	75.0%	12	100.0%
101837	CALVIN NELMS CHARTER SCHOOLS	6	14.3%	21	50.0%	15	35.7%	42	100.0%
166901	CAMERON ISD	19	16.2%	23	19.7%	75	64.1%	117	100.0%
116910	CAMPBELL ISD	*	*	*	*	19	67.9%	28	100.0%
106901	CANADIAN ISD	23	34.3%	12	17.9%	32	47.8%	67	100.0%
234902	CANTON ISD	28	19.2%	44	30.1%	74	50.7%	146	100.0%
071907	CANUTILLO ISD	111	26.1%	63	14.8%	252	59.2%	426	100.0%
191901	CANYON ISD	193	28.0%	177	25.7%	319	46.3%	689	100.0%
201913	CARLISLE ISD	*	*	*	*	25	59.5%	42	100.0%
064903	CARRIZO SPRINGS CISD	32	23.5%	29	21.3%	75	55.2%	136	100.0%
220919	CARROLL ISD	177	25.2%	59	8.4%	466	66.4%	702	100.0%
057903	CARROLLTON-FARMERS BRANCH ISD	299	18.3%	415	25.4%	919	56.3%	1,633	100.0%
183902	CARTHAGE ISD	25	12.7%	74	37.6%	98	49.8%	197	100.0%
220917	CASTLEBERRY ISD	25	10.5%	39	16.3%	175	73.2%	239	100.0%
001902	CAYUGA ISD	*	*	*	*	17	47.2%	36	100.0%
057904	CEDAR HILL ISD	166	28.8%	109	18.9%	302	52.3%	577	100.0%
227817	CEDARS INTERNATIONAL ACADEMY	10	31.3%	5	15.6%	17	53.1%	32	100.0%
116902	CELESTE ISD	10	25.6%	10	25.6%	19	48.7%	39	100.0%
043903	CELINA ISD	33	15.9%	66	31.7%	109	52.4%	208	100.0%
210901	CENTER ISD	28	16.5%	63	37.1%	79	46.5%	170	100.0%
133901	CENTER POINT ISD	*	*	*	*	34	81.0%	42	100.0%
145902	CENTERVILLE ISD	10	33.3%	13	43.3%	7	23.3%	30	100.0%
228904	CENTERVILLE ISD			*	*	9	81.8%	11	100.0%
174908	CENTRAL HEIGHTS ISD	36	46.2%	12	15.4%	30	38.5%	78	100.0%
003907	CENTRAL ISD	9	9.9%	33	36.3%	49	53.9%	91	100.0%
101905	CHANNELVIEW ISD	63	9.9%	268	42.2%	304	47.9%	635	100.0%
103901	CHANNING ISD			*	*	*	*	*	*
227814	CHAPARRAL STAR ACADEMY	5	19.2%	5	19.2%	16	61.5%	26	100.0%
212909	CHAPEL HILL ISD	26	11.8%	87	39.6%	107	48.6%	220	100.0%
225906	CHAPEL HILL ISD	11	13.1%	39	46.4%	34	40.5%	84	100.0%
007901	CHARLOTTE ISD					*	*	*	*
206903	CHEROKEE ISD	*	*	*	*	5	50.0%	10	100.0%
229906	CHESTER ISD	*	*	*	*	5	50.0%	10	100.0%
249904	CHICO ISD	*	*	*	*	22	64.7%	34	100.0%
038901	CHILDRESS ISD	17	25.4%	7	10.5%	43	64.2%	67	100.0%
099902	CHILLICOTHE ISD	*	*	*	*	*	*	12	100.0%
073901	CHILTON ISD	*	*	*	*	15	42.9%	35	100.0%
161920	CHINA SPRING ISD	50	24.2%	64	30.9%	93	44.9%	207	100.0%
174901	CHIRENO ISD	*	*	*	*	12	66.7%	18	100.0%
139905	CHISUM ISD	15	19.5%	18	23.4%	44	57.1%	77	100.0%
226901	CHRISTOVAL ISD	*	*	*	*	21	53.9%	39	100.0%

Not Located in Public Higher Education - Category for high school graduates who were not found in either a Texas public university or two-year institution in the year following their graduation. High school graduates who enrolled in out-of-state or in Texas independent institutions of higher education during the year following their graduation are also included in the "Not Located in Texas Higher Education" column as are high school graduates who have non-standard ID numbers that will not find a match at Texas higher education institutions.