



**Carthage ISD
Annual Report
2021-2022**

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2021-22 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

District Number: 183902

2022 Accountability Rating: B

2022 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	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	2022	76%	78%	82%	79%	83%	84%	-	*	-	82%	63%	*	82%	82%	76%	85%
	2021	67%	72%	79%	68%	71%	85%	*	-	-	71%	67%	100%	79%	78%	76%	68%
At Meets Grade Level or Above	2022	51%	51%	48%	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
	2021	39%	41%	42%	26%	34%	49%	*	-	-	29%	17%	40%	47%	19%	36%	36%
At Masters Grade Level	2022	30%	28%	32%	13%	31%	37%	-	*	-	27%	8%	*	35%	14%	22%	23%
	2021	19%	19%	21%	6%	18%	27%	*	-	-	14%	7%	10%	23%	14%	15%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	73%	81%	71%	86%	81%	-	*	-	100%	50%	*	83%	71%	76%	77%
	2021	62%	70%	76%	65%	82%	78%	*	-	-	71%	43%	100%	78%	68%	69%	73%
At Meets Grade Level or Above	2022	43%	44%	51%	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
	2021	31%	35%	40%	26%	26%	48%	*	-	-	29%	30%	30%	43%	27%	33%	27%
At Masters Grade Level	2022	21%	21%	21%	8%	17%	26%	-	*	-	18%	13%	*	23%	14%	17%	8%
	2021	14%	16%	19%	12%	13%	24%	*	-	-	0%	3%	10%	22%	8%	14%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	64%	50%	70%	65%	-	*	-	86%	38%	60%	68%	52%	55%	64%
	2021	63%	67%	58%	39%	42%	70%	-	*	-	*	36%	*	58%	58%	47%	36%
At Meets Grade Level or Above	2022	54%	52%	44%	26%	50%	46%	-	*	-	43%	34%	40%	50%	22%	35%	48%
	2021	36%	39%	24%	13%	10%	33%	-	*	-	*	29%	*	27%	16%	17%	5%
At Masters Grade Level	2022	28%	25%	18%	6%	23%	21%	-	*	-	14%	17%	20%	23%	4%	12%	20%
	2021	17%	18%	10%	6%	0%	14%	-	*	-	*	14%	*	10%	8%	6%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	70%	56%	38%	60%	62%	-	*	-	14%	31%	60%	61%	41%	48%	48%
	2021	59%	66%	68%	55%	45%	79%	-	*	-	*	50%	*	69%	64%	61%	41%
At Meets Grade Level or Above	2022	43%	42%	28%	18%	28%	31%	-	*	-	14%	17%	0%	31%	15%	19%	24%
	2021	36%	40%	34%	19%	19%	45%	-	*	-	*	29%	*	36%	30%	22%	18%
At Masters Grade Level	2022	23%	22%	13%	9%	18%	13%	-	*	-	0%	3%	0%	14%	9%	10%	16%
	2021	21%	24%	20%	13%	13%	26%	-	*	-	*	14%	*	22%	16%	11%	14%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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 Approaches Grade Level or Above	2022	81%	81%	77%	58%	72%	87%	-	-	-	*	50%	*	78%	76%	68%	77%
	2021	73%	73%	74%	59%	58%	85%	-	-	-	83%	42%	*	75%	71%	65%	53%
At Meets Grade Level or Above	2022	58%	57%	48%	30%	25%	61%	-	-	-	*	25%	*	47%	49%	37%	23%
	2021	46%	45%	46%	16%	27%	62%	-	-	-	67%	5%	*	41%	63%	29%	21%
At Masters Grade Level	2022	36%	34%	26%	12%	19%	34%	-	-	-	*	15%	*	26%	27%	17%	14%
	2021	30%	28%	29%	8%	24%	39%	-	-	-	33%	5%	*	26%	43%	16%	16%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	78%	80%	71%	72%	86%	-	-	-	*	48%	*	81%	76%	73%	73%
	2021	70%	75%	76%	67%	58%	85%	-	-	-	83%	21%	*	76%	76%	63%	58%
At Meets Grade Level or Above	2022	48%	49%	45%	29%	31%	56%	-	-	-	*	24%	*	43%	51%	34%	27%
	2021	44%	49%	50%	28%	42%	61%	-	-	-	50%	5%	*	49%	56%	41%	42%
At Masters Grade Level	2022	25%	25%	20%	9%	16%	25%	-	-	-	*	10%	*	19%	22%	12%	9%
	2021	25%	26%	29%	8%	18%	42%	-	-	-	17%	5%	*	26%	41%	20%	11%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	69%	67%	48%	56%	78%	-	-	-	*	40%	*	66%	71%	63%	55%
	2021	62%	67%	73%	51%	67%	84%	-	-	-	67%	26%	*	73%	74%	60%	68%
At Meets Grade Level or Above	2022	38%	41%	34%	21%	16%	44%	-	-	-	*	25%	*	32%	39%	23%	5%
	2021	31%	34%	43%	16%	27%	59%	-	-	-	33%	5%	*	39%	57%	30%	16%
At Masters Grade Level	2022	18%	19%	16%	9%	9%	20%	-	-	-	*	15%	*	14%	20%	11%	5%
	2021	13%	13%	18%	8%	9%	25%	-	-	-	17%	5%	*	13%	37%	13%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	71%	76%	61%	71%	83%	-	-	-	*	26%	*	77%	74%	67%	63%
	2021	62%	63%	54%	49%	34%	64%	-	-	-	33%	44%	*	58%	41%	43%	26%
At Meets Grade Level or Above	2022	43%	43%	53%	26%	43%	65%	-	-	-	*	11%	*	52%	55%	36%	37%
	2021	32%	31%	25%	21%	8%	33%	-	-	-	17%	28%	*	26%	18%	17%	0%
At Masters Grade Level	2022	23%	23%	27%	8%	20%	35%	-	-	-	*	0%	*	24%	36%	17%	11%
	2021	15%	14%	10%	13%	3%	12%	-	-	-	17%	17%	*	12%	5%	7%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	73%	79%	66%	74%	86%	-	-	-	*	37%	*	81%	74%	69%	63%
	2021	68%	73%	63%	47%	47%	75%	-	-	-	67%	72%	*	66%	52%	52%	45%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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 Meets Grade Level or Above	2022	39%	38%	40%	18%	43%	47%	-	-	-	*	5%	*	41%	38%	33%	37%
	2021	36%	40%	29%	28%	21%	34%	-	-	-	0%	28%	*	32%	16%	21%	13%
At Masters Grade Level	2022	16%	15%	14%	5%	11%	17%	-	-	-	*	5%	*	13%	17%	12%	5%
	2021	15%	17%	10%	9%	8%	13%	-	-	-	0%	11%	*	12%	5%	6%	3%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	81%	79%	65%	72%	87%	-	*	-	83%	43%	*	79%	77%	70%	68%
	2021	69%	72%	67%	42%	61%	78%	-	*	-	40%	29%	*	66%	72%	52%	53%
At Meets Grade Level or Above	2022	56%	55%	48%	31%	41%	59%	-	*	-	33%	14%	*	49%	44%	38%	39%
	2021	45%	45%	44%	21%	33%	55%	-	*	-	40%	18%	*	43%	49%	24%	28%
At Masters Grade Level	2022	37%	35%	30%	23%	23%	37%	-	*	-	0%	7%	*	29%	31%	21%	16%
	2021	25%	25%	27%	12%	18%	35%	-	*	-	20%	7%	*	29%	18%	12%	16%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	63%	61%	44%	44%	75%	-	*	-	83%	29%	*	61%	60%	49%	35%
	2021	55%	62%	63%	45%	51%	74%	-	*	-	40%	21%	*	61%	72%	46%	47%
At Meets Grade Level or Above	2022	31%	33%	32%	19%	23%	44%	-	*	-	0%	7%	*	33%	29%	21%	16%
	2021	27%	32%	34%	21%	22%	44%	-	*	-	0%	14%	*	37%	23%	20%	16%
At Masters Grade Level	2022	13%	14%	12%	6%	8%	17%	-	*	-	0%	4%	*	13%	10%	7%	6%
	2021	12%	13%	16%	9%	8%	21%	-	*	-	0%	4%	*	17%	10%	10%	9%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	83%	87%	71%	86%	93%	-	*	-	40%	50%	80%	86%	88%	79%	76%
	2021	73%	77%	76%	58%	67%	88%	-	*	-	*	30%	*	77%	75%	69%	70%
At Meets Grade Level or Above	2022	58%	57%	60%	29%	52%	75%	-	*	-	20%	8%	0%	60%	59%	45%	36%
	2021	46%	49%	47%	31%	44%	56%	-	*	-	*	30%	*	49%	44%	40%	48%
At Masters Grade Level	2022	37%	35%	40%	11%	28%	55%	-	*	-	0%	4%	0%	40%	37%	26%	8%
	2021	21%	22%	18%	9%	16%	21%	-	*	-	*	9%	*	19%	13%	15%	19%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	70%	77%	51%	80%	85%	-	*	-	40%	13%	40%	78%	71%	70%	72%
	2021	62%	73%	63%	45%	58%	75%	-	*	-	*	35%	*	63%	64%	64%	52%
At Meets Grade Level or Above	2022	40%	40%	50%	23%	48%	60%	-	*	-	40%	4%	0%	53%	43%	38%	32%
	2021	36%	48%	39%	15%	27%	54%	-	*	-	*	26%	*	36%	44%	34%	29%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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	2022	14%	14%	20%	9%	12%	28%	-	*	-	0%	4%	0%	25%	4%	10%	4%
	2021	11%	14%	7%	3%	9%	7%	-	*	-	*	9%	*	7%	9%	6%	10%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	74%	79%	57%	78%	87%	-	*	-	40%	13%	40%	80%	76%	70%	68%
	2021	68%	74%	71%	47%	65%	83%	-	*	-	*	39%	*	72%	67%	64%	56%
At Meets Grade Level or Above	2022	45%	43%	48%	29%	38%	58%	-	*	-	40%	8%	0%	50%	41%	32%	24%
	2021	43%	47%	41%	18%	40%	50%	-	*	-	*	35%	*	41%	40%	32%	37%
At Masters Grade Level	2022	24%	21%	23%	6%	14%	31%	-	*	-	40%	0%	0%	27%	10%	13%	4%
	2021	24%	25%	23%	4%	26%	29%	-	*	-	*	17%	*	23%	23%	16%	22%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	58%	62%	29%	62%	72%	-	*	-	40%	17%	*	63%	56%	48%	44%
	2021	57%	62%	66%	56%	53%	78%	-	*	-	*	39%	*	67%	65%	59%	48%
At Meets Grade Level or Above	2022	31%	27%	26%	14%	16%	34%	-	*	-	40%	4%	*	29%	17%	14%	4%
	2021	28%	30%	32%	13%	37%	39%	-	*	-	*	30%	*	34%	29%	27%	33%
At Masters Grade Level	2022	18%	15%	18%	6%	12%	25%	-	*	-	20%	4%	*	21%	10%	8%	4%
	2021	14%	14%	13%	7%	14%	14%	-	*	-	*	9%	*	14%	8%	11%	15%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	66%	73%	51%	79%	81%	-	*	-	*	35%	*	72%	76%	64%	64%
	2021	67%	68%	79%	61%	81%	86%	-	*	-	80%	56%	*	82%	66%	71%	70%
At Meets Grade Level or Above	2022	47%	47%	50%	31%	46%	61%	-	*	-	*	24%	*	50%	48%	42%	36%
	2021	50%	50%	62%	36%	62%	74%	-	*	-	40%	44%	*	63%	58%	51%	35%
At Masters Grade Level	2022	11%	9%	12%	3%	13%	14%	-	*	-	*	6%	*	11%	13%	7%	0%
	2021	12%	10%	15%	0%	16%	22%	-	*	-	0%	8%	*	14%	18%	7%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	81%	75%	85%	83%	-	*	-	60%	56%	*	83%	74%	78%	76%
	2021	71%	71%	78%	56%	77%	87%	-	-	-	*	41%	*	79%	75%	73%	75%
At Meets Grade Level or Above	2022	55%	54%	66%	50%	68%	75%	-	*	-	40%	44%	*	68%	60%	57%	48%
	2021	57%	57%	66%	41%	63%	77%	-	-	-	*	19%	*	67%	60%	59%	63%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	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	2022	9%	7%	10%	0%	8%	16%	-	*	-	0%	4%	*	9%	12%	5%	0%
	2021	11%	10%	8%	4%	0%	13%	-	-	-	*	3%	*	9%	5%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	73%	76%	69%	76%	82%	-	*	-	*	32%	*	79%	69%	72%	69%
	2021	73%	78%	88%	78%	88%	92%	-	*	-	80%	58%	*	91%	75%	83%	80%
At Meets Grade Level or Above	2022	43%	42%	52%	39%	53%	59%	-	*	-	*	23%	*	55%	42%	48%	46%
	2021	41%	48%	66%	52%	68%	71%	-	*	-	60%	38%	*	66%	63%	58%	52%
At Masters Grade Level	2022	27%	25%	27%	8%	29%	37%	-	*	-	*	3%	*	27%	27%	19%	23%
	2021	23%	27%	35%	22%	49%	35%	-	*	-	60%	13%	*	37%	30%	29%	32%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	85%	84%	75%	81%	89%	-	*	-	*	55%	*	84%	85%	81%	72%
	2021	82%	84%	88%	74%	87%	94%	-	*	-	83%	74%	*	92%	78%	86%	76%
At Meets Grade Level or Above	2022	55%	54%	61%	38%	54%	75%	-	*	-	*	29%	*	62%	58%	53%	28%
	2021	55%	55%	65%	26%	72%	78%	-	*	-	33%	33%	*	68%	53%	55%	43%
At Masters Grade Level	2022	21%	18%	24%	9%	27%	28%	-	*	-	*	10%	*	24%	24%	19%	20%
	2021	22%	20%	31%	13%	28%	40%	-	*	-	17%	15%	*	32%	29%	20%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	89%	95%	89%	95%	97%	-	-	-	80%	74%	*	96%	91%	93%	83%
	2021	88%	90%	93%	76%	98%	98%	-	*	-	*	53%	-	92%	94%	90%	100%
At Meets Grade Level or Above	2022	68%	66%	76%	59%	76%	84%	-	-	-	40%	44%	*	78%	69%	76%	50%
	2021	69%	71%	80%	59%	80%	89%	-	*	-	*	35%	-	82%	72%	72%	73%
At Masters Grade Level	2022	42%	37%	41%	28%	38%	49%	-	-	-	40%	15%	*	41%	38%	38%	22%
	2021	43%	43%	43%	24%	39%	52%	-	*	-	*	6%	-	45%	34%	37%	27%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	93%	98%	100%	100%	97%	-	*	-	-	-	-	98%	*	100%	-
	2021	95%	95%	100%	*	100%	100%	-	*	-	*	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	64%	57%	44%	17%	33%	50%	-	*	-	-	-	-	42%	*	28%	-
	2021	69%	62%	60%	*	83%	63%	-	*	-	*	-	-	63%	40%	50%	-

Texas Education Agency
2021-22 STAAR Performance (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	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	2022	13%	6%	0%	0%	0%	0%	-	*	-	-	-	-	0%	*	0%	-
	2021	14%	7%	5%	*	0%	6%	-	*	-	*	-	-	5%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	74%	76%	62%	75%	82%	-	83%	-	66%	40%	69%	77%	72%	68%	65%
	2021	67%	71%	72%	57%	64%	81%	*	89%	-	62%	43%	81%	74%	68%	64%	58%
At Meets Grade Level or Above	2022	48%	47%	48%	31%	43%	57%	-	72%	-	35%	21%	22%	50%	43%	38%	31%
	2021	41%	44%	45%	26%	38%	54%	*	63%	-	33%	24%	44%	46%	40%	34%	29%
At Masters Grade Level	2022	23%	22%	22%	9%	18%	28%	-	44%	-	15%	7%	9%	23%	19%	15%	11%
	2021	18%	19%	19%	9%	15%	24%	*	47%	-	16%	9%	12%	20%	17%	13%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	76%	77%	63%	78%	83%	-	75%	-	73%	45%	73%	78%	75%	69%	71%
	2021	68%	71%	71%	54%	62%	81%	*	80%	-	62%	44%	79%	72%	67%	62%	55%
At Meets Grade Level or Above	2022	53%	52%	52%	33%	48%	61%	-	63%	-	41%	23%	35%	54%	47%	41%	38%
	2021	45%	45%	45%	27%	36%	55%	*	60%	-	38%	23%	43%	46%	40%	34%	29%
At Masters Grade Level	2022	25%	23%	24%	9%	20%	31%	-	25%	-	16%	8%	15%	24%	22%	16%	11%
	2021	18%	18%	17%	7%	12%	23%	*	40%	-	15%	8%	4%	18%	14%	10%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	72%	74%	59%	71%	80%	-	83%	-	64%	34%	75%	76%	66%	65%	60%
	2021	66%	72%	72%	58%	62%	81%	*	83%	-	68%	42%	85%	73%	67%	63%	56%
At Meets Grade Level or Above	2022	42%	41%	42%	26%	40%	50%	-	83%	-	26%	16%	13%	44%	37%	33%	30%
	2021	37%	42%	42%	28%	34%	51%	*	50%	-	27%	24%	42%	44%	36%	33%	27%
At Masters Grade Level	2022	20%	19%	17%	7%	15%	22%	-	50%	-	8%	6%	4%	18%	15%	12%	11%
	2021	18%	19%	19%	11%	17%	23%	*	50%	-	14%	8%	19%	20%	16%	13%	13%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	77%	77%	63%	74%	85%	-	*	-	55%	37%	67%	77%	78%	72%	65%
	2021	71%	76%	77%	57%	73%	87%	-	*	-	75%	49%	83%	79%	73%	70%	66%
At Meets Grade Level or Above	2022	47%	46%	49%	31%	38%	59%	-	*	-	36%	21%	17%	49%	46%	37%	19%
	2021	44%	46%	50%	20%	47%	63%	-	*	-	38%	26%	67%	50%	49%	39%	33%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	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	2022	21%	19%	21%	8%	18%	26%	-	*	-	27%	8%	0%	22%	18%	14%	10%
	2021	20%	20%	24%	8%	22%	32%	-	*	-	19%	13%	17%	23%	29%	16%	12%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	74%	79%	65%	77%	85%	-	*	-	60%	47%	33%	80%	75%	71%	60%
	2021	73%	76%	79%	65%	75%	88%	-	*	-	33%	45%	*	80%	76%	73%	67%
At Meets Grade Level or Above	2022	50%	47%	52%	42%	43%	59%	-	*	-	40%	25%	17%	54%	45%	46%	23%
	2021	49%	50%	55%	34%	58%	63%	-	*	-	33%	33%	*	58%	46%	47%	48%
At Masters Grade Level	2022	30%	26%	30%	19%	24%	37%	-	*	-	30%	10%	17%	31%	25%	24%	12%
	2021	29%	28%	27%	15%	26%	33%	-	*	-	33%	8%	*	30%	19%	23%	19%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	36%	37%	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
	2021	24%	26%	30%	18%	18%	37%	*	-	-	14%	13%	30%	34%	11%	24%	18%
Reading and Mathematics Including EOC	2022	36%	36%	37%	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
	2021	24%	26%	30%	18%	18%	37%	*	-	-	14%	13%	30%	34%	11%	24%	18%
Reading Including EOC	2022	51%	51%	48%	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
	2021	38%	41%	42%	26%	34%	49%	*	-	-	29%	17%	40%	47%	19%	36%	36%
Math Including EOC	2022	43%	44%	51%	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
	2021	31%	35%	40%	26%	26%	48%	*	-	-	29%	30%	30%	43%	27%	33%	27%
4th Graders																	
Reading and Mathematics	2022	36%	34%	23%	12%	28%	24%	-	*	-	14%	17%	0%	26%	11%	15%	24%
	2021	26%	28%	18%	10%	3%	26%	-	*	-	*	21%	*	21%	12%	12%	5%
Reading and Mathematics Including EOC	2022	36%	34%	23%	12%	28%	24%	-	*	-	14%	17%	0%	26%	11%	15%	24%
	2021	26%	28%	18%	10%	3%	26%	-	*	-	*	21%	*	21%	12%	12%	5%
Reading Including EOC	2022	54%	52%	43%	26%	50%	46%	-	*	-	43%	34%	40%	50%	22%	34%	48%
	2021	36%	39%	24%	13%	10%	33%	-	*	-	*	29%	*	27%	16%	17%	5%
Math Including EOC	2022	43%	42%	27%	18%	28%	30%	-	*	-	14%	17%	0%	31%	15%	19%	24%
	2021	36%	40%	34%	19%	19%	45%	-	*	-	*	29%	*	36%	30%	22%	18%
5th Graders																	
Reading and Mathematics	2022	41%	40%	33%	15%	19%	44%	-	-	-	*	15%	*	31%	39%	21%	18%
	2021	34%	35%	36%	11%	24%	49%	-	-	-	50%	5%	*	33%	50%	22%	21%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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)
Reading and Mathematics Including EOC	2022	41%	40%	33%	15%	19%	44%	-	-	-	*	15%	*	31%	39%	21%	18%
	2021	34%	35%	36%	11%	24%	49%	-	-	-	50%	5%	*	33%	50%	22%	21%
Reading Including EOC	2022	58%	57%	48%	30%	25%	61%	-	-	-	*	25%	*	47%	49%	37%	23%
	2021	46%	45%	46%	16%	27%	62%	-	-	-	67%	5%	*	41%	63%	29%	21%
Math Including EOC	2022	48%	49%	45%	29%	31%	56%	-	-	-	*	24%	*	43%	51%	34%	27%
	2021	44%	49%	50%	28%	42%	61%	-	-	-	50%	5%	*	49%	56%	41%	42%
6th Graders																	
Reading and Mathematics	2022	31%	30%	33%	11%	34%	41%	-	-	-	*	5%	*	33%	33%	22%	26%
	2021	24%	25%	19%	19%	8%	25%	-	-	-	0%	28%	*	21%	14%	12%	0%
Reading and Mathematics Including EOC	2022	31%	30%	33%	11%	34%	41%	-	-	-	*	5%	*	33%	33%	22%	26%
	2021	24%	25%	19%	19%	8%	25%	-	-	-	0%	28%	*	21%	14%	12%	0%
Reading Including EOC	2022	43%	43%	53%	26%	43%	65%	-	-	-	*	11%	*	52%	55%	36%	37%
	2021	32%	31%	25%	21%	8%	33%	-	-	-	17%	28%	*	26%	18%	17%	0%
Math Including EOC	2022	40%	38%	40%	18%	43%	47%	-	-	-	*	5%	*	41%	38%	33%	37%
	2021	36%	40%	29%	28%	21%	34%	-	-	-	0%	28%	*	32%	16%	21%	13%
7th Graders																	
Reading and Mathematics	2022	32%	32%	30%	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
	2021	26%	28%	29%	18%	14%	38%	-	*	-	0%	14%	*	30%	23%	14%	9%
Reading and Mathematics Including EOC	2022	33%	32%	30%	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
	2021	27%	28%	29%	18%	14%	38%	-	*	-	0%	14%	*	30%	23%	14%	9%
Reading Including EOC	2022	56%	55%	48%	31%	41%	59%	-	*	-	33%	14%	*	49%	45%	39%	39%
	2021	45%	45%	44%	21%	33%	55%	-	*	-	40%	18%	*	43%	49%	24%	28%
Math Including EOC	2022	37%	36%	33%	19%	23%	44%	-	*	-	0%	7%	*	33%	31%	22%	16%
	2021	32%	35%	34%	21%	22%	44%	-	*	-	0%	14%	*	37%	23%	20%	16%
8th Graders																	
Reading and Mathematics	2022	27%	30%	42%	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%
	2021	21%	30%	27%	10%	18%	39%	-	*	-	*	26%	*	28%	27%	24%	19%
Reading and Mathematics Including EOC	2022	41%	38%	42%	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%
	2021	33%	39%	37%	18%	33%	46%	-	*	-	*	26%	*	38%	31%	30%	33%
Reading Including EOC	2022	58%	57%	60%	29%	52%	74%	-	*	-	20%	8%	0%	60%	58%	44%	36%
	2021	47%	49%	47%	31%	44%	56%	-	*	-	*	30%	*	49%	44%	40%	48%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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	2022	48%	46%	50%	23%	48%	60%	-	*	-	40%	4%	0%	53%	42%	37%	32%
	2021	43%	53%	47%	22%	40%	61%	-	*	-	*	26%	*	47%	48%	39%	41%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	34%	33%	14%	29%	41%	-	*	-	19%	10%	10%	34%	29%	22%	19%
	2021	26%	29%	27%	14%	14%	36%	*	*	-	16%	17%	32%	28%	22%	18%	11%
Reading and Mathematics Including EOC	2022	36%	35%	33%	14%	29%	41%	-	*	-	19%	10%	10%	34%	29%	22%	19%
	2021	28%	30%	28%	16%	17%	37%	*	*	-	16%	17%	32%	30%	23%	19%	14%
Reading Including EOC	2022	53%	53%	50%	30%	44%	59%	-	*	-	42%	19%	35%	52%	45%	38%	37%
	2021	41%	42%	38%	22%	27%	48%	*	*	-	32%	20%	36%	39%	34%	27%	23%
Math Including EOC	2022	43%	42%	41%	23%	38%	49%	-	*	-	25%	15%	15%	42%	35%	31%	27%
	2021	37%	42%	39%	24%	28%	49%	*	*	-	19%	22%	40%	41%	33%	29%	25%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region07	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	73	49	47	59	44	-	*	-	79	26	40	51	39	43	67
	2019	61	60	49	49	32	57	-	-	-	*	61	33	50	47	44	27
Grade 4 Mathematics	2022	74	68	35	32	42	33	-	*	-	43	26	10	35	36	33	42
	2019	65	65	63	53	56	69	-	-	-	*	57	67	64	59	56	52
Grade 5 ELA/Reading	2022	87	84	91	84	95	92	-	-	-	*	88	*	90	91	87	95
	2019	81	80	83	80	80	86	*	*	-	80	73	*	82	88	80	79
Grade 5 Mathematics	2022	79	76	76	73	79	76	-	-	-	*	78	*	78	71	78	80
	2019	83	83	75	72	77	74	*	*	-	70	76	*	77	68	75	91
Grade 6 ELA/Reading	2022	61	61	70	63	71	72	-	-	-	*	34	*	68	80	67	75
	2019	42	40	39	29	32	46	-	*	-	-	18	*	39	40	36	33
Grade 6 Mathematics	2022	61	56	55	60	56	50	-	-	-	*	41	*	53	63	58	56
	2019	54	51	48	46	53	46	-	*	-	-	43	*	48	46	48	59
Grade 7 ELA/Reading	2022	88	89	87	85	85	89	-	*	-	100	67	*	88	87	86	87
	2019	77	80	80	76	80	83	-	*	-	*	43	*	81	73	76	75
Grade 7 Mathematics	2022	60	58	64	61	54	70	-	*	-	70	46	*	65	63	57	47
	2019	62	66	52	52	59	51	-	*	-	*	43	*	51	58	54	50
Grade 8 ELA/Reading	2022	83	81	86	82	84	92	-	*	-	40	80	100	85	90	83	75
	2019	77	76	75	74	79	76	-	-	-	*	67	*	73	88	76	74
Grade 8 Mathematics	2022	74	74	82	83	80	85	-	*	-	60	39	40	85	72	80	75
	2019	82	83	81	87	70	84	-	-	-	*	73	*	79	92	82	67
End of Course English II	2022	71	71	74	79	75	71	-	*	-	*	55	*	75	69	78	76
	2019	69	67	73	71	65	77	-	*	-	*	69	*	73	72	69	69
End of Course Algebra I	2022	67	61	71	57	81	76	-	*	-	*	30	*	71	71	65	76
	2019	75	69	84	81	89	83	-	*	-	*	57	*	86	73	83	90
All Grades Both Subjects	2022	74	71	70	67	72	70	-	69	-	67	49	58	70	69	67	70
	2019	69	68	67	62	65	69	*	87	-	58	58	60	67	66	64	63
All Grades ELA/Reading	2022	78	77	76	74	78	76	-	*	-	74	57	78	76	76	73	80
	2019	68	67	67	61	62	71	*	75	-	50	56	63	67	67	62	58
All Grades Mathematics	2022	69	65	64	61	65	64	-	*	-	60	41	39	64	62	61	61
	2019	70	69	67	64	67	67	*	100	-	68	60	58	67	65	65	68

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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	2022	74%	74%	76%	-	-	-	-	-	-	63%	63%	62%	-	*	77%	63%	87%
	2021	67%	71%	72%	-	-	-	-	-	-	48%	45%	67%	-	*	74%	48%	92%
At Meets Grade Level or Above	2022	48%	47%	48%	-	-	-	-	-	-	27%	28%	25%	-	*	50%	28%	68%
	2021	41%	44%	45%	-	-	-	-	-	-	18%	15%	35%	-	*	47%	18%	72%
At Masters Grade Level	2022	23%	22%	22%	-	-	-	-	-	-	9%	10%	6%	-	*	23%	9%	26%
	2021	18%	19%	19%	-	-	-	-	-	-	5%	6%	5%	-	*	20%	5%	31%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	76%	77%	-	-	-	-	-	-	69%	70%	66%	-	*	78%	69%	82%
	2021	68%	71%	71%	-	-	-	-	-	-	47%	44%	64%	-	*	73%	47%	93%
At Meets Grade Level or Above	2022	53%	52%	52%	-	-	-	-	-	-	34%	35%	32%	-	*	54%	35%	71%
	2021	45%	45%	45%	-	-	-	-	-	-	19%	15%	39%	-	*	47%	19%	74%
At Masters Grade Level	2022	25%	23%	24%	-	-	-	-	-	-	12%	15%	4%	-	*	26%	11%	6%
	2021	18%	18%	17%	-	-	-	-	-	-	6%	7%	0%	-	*	18%	6%	22%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	72%	74%	-	-	-	-	-	-	58%	57%	61%	-	*	75%	59%	89%
	2021	66%	72%	72%	-	-	-	-	-	-	49%	47%	62%	-	*	74%	49%	91%
At Meets Grade Level or Above	2022	42%	41%	42%	-	-	-	-	-	-	27%	27%	27%	-	*	44%	28%	78%
	2021	37%	42%	42%	-	-	-	-	-	-	18%	18%	23%	-	*	44%	19%	71%
At Masters Grade Level	2022	20%	19%	17%	-	-	-	-	-	-	7%	6%	10%	-	*	18%	8%	56%
	2021	18%	19%	19%	-	-	-	-	-	-	8%	8%	8%	-	*	20%	7%	46%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	77%	77%	-	-	-	-	-	-	62%	68%	55%	-	-	79%	62%	100%
	2021	71%	76%	77%	-	-	-	-	-	-	53%	47%	67%	-	-	79%	53%	100%
At Meets Grade Level or Above	2022	47%	46%	49%	-	-	-	-	-	-	14%	19%	7%	-	-	52%	14%	83%
	2021	44%	46%	50%	-	-	-	-	-	-	16%	12%	27%	-	-	51%	16%	82%
At Masters Grade Level	2022	21%	19%	21%	-	-	-	-	-	-	5%	5%	3%	-	-	23%	5%	67%
	2021	20%	20%	24%	-	-	-	-	-	-	4%	3%	7%	-	-	26%	4%	36%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	74%	79%	-	-	-	-	-	-	57%	55%	67%	-	-	80%	57%	83%
	2021	73%	76%	79%	-	-	-	-	-	-	37%	20%	*	-	-	80%	37%	93%
At Meets Grade Level or Above	2022	50%	47%	52%	-	-	-	-	-	-	22%	19%	33%	-	-	54%	22%	33%
	2021	49%	50%	55%	-	-	-	-	-	-	21%	7%	*	-	-	56%	21%	74%
At Masters Grade Level	2022	30%	26%	30%	-	-	-	-	-	-	14%	13%	17%	-	-	32%	14%	0%
	2021	29%	28%	27%	-	-	-	-	-	-	5%	0%	*	-	-	28%	5%	33%
School Progress Domain - Academic Growth Score																		

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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 Both Subjects	2022	74%	71%	70%	-	-	-	-	-	-	69%	68%	73%	-	*	70%	69%	85%
	2019	69%	68%	67%	-	-	-	-	-	-	59%	56%	85%		*		59%	
All Grades ELA/Reading	2022	78%	77%	76%	-	-	-	-	-	-	79%	79%	77%	-	*	76%	79%	88%
	2019	68%	67%	67%	-	-	-	-	-	-	53%	51%	79%		*		54%	
All Grades Mathematics	2022	69%	65%	64%	-	-	-	-	-	-	60%	56%	69%	-	*	64%	60%	83%
	2019	70%	69%	67%	-	-	-	-	-	-	64%	61%	90%		*		64%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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)
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%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	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%	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%	-
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	99%	100%	100%	99%	*	95%	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	83%	89%	95%	96%	96%	94%	*	95%	-	89%	93%	99%	98%	85%	95%	98%
Not Included in Accountability: Mobile	3%	5%	4%	3%	3%	4%	*	0%	-	8%	2%	1%	1%	13%	4%	1%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	-	3%	3%	0%	0%	1%	1%	1%
Not Tested	12%	6%	1%	0%	0%	1%	*	5%	-	0%	2%	0%	1%	1%	1%	0%
Absent	2%	1%	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	1%	0%	0%
Other	10%	5%	0%	0%	0%	1%	*	5%	-	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	89%	95%	100%	99%	100%	99%	*	100%	-	100%	98%	100%	100%	99%	99%	100%
Included in Accountability	83%	89%	95%	97%	95%	95%	*	100%	-	89%	93%	100%	98%	86%	95%	97%
Not Included in Accountability: Mobile	3%	5%	4%	2%	3%	4%	*	0%	-	9%	2%	0%	1%	13%	4%	0%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	2%	0%	*	0%	-	2%	2%	0%	0%	1%	1%	2%
Not Tested	11%	5%	0%	1%	0%	1%	*	0%	-	0%	2%	0%	0%	1%	1%	0%
Absent	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	94%	99%	100%	100%	99%	*	100%	-	100%	98%	100%	99%	99%	99%	100%
Included in Accountability	84%	89%	95%	97%	96%	94%	*	100%	-	90%	93%	100%	98%	85%	95%	99%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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)
Not Included in Accountability: Mobile	4%	5%	4%	3%	3%	5%	*	0%	-	7%	2%	0%	1%	14%	3%	1%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	1%	0%	*	0%	-	2%	3%	0%	0%	1%	1%	1%
Not Tested	12%	6%	1%	0%	0%	1%	*	0%	-	0%	2%	0%	1%	1%	1%	0%
Absent	2%	1%	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%
Other	10%	5%	0%	0%	0%	1%	*	0%	-	0%	1%	0%	0%	0%	1%	0%
Science																
Assessment Participant	87%	94%	99%	100%	100%	98%	-	*	-	100%	97%	100%	99%	99%	98%	100%
Included in Accountability	84%	89%	95%	94%	97%	94%	-	*	-	94%	92%	86%	98%	86%	94%	97%
Not Included in Accountability: Mobile	3%	5%	4%	6%	3%	4%	-	*	-	6%	4%	14%	1%	11%	4%	1%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	1%	0%	-	*	-	0%	1%	0%	0%	1%	1%	1%
Not Tested	13%	6%	1%	0%	0%	2%	-	*	-	0%	3%	0%	1%	1%	2%	0%
Absent	2%	1%	1%	0%	0%	1%	-	*	-	0%	1%	0%	0%	1%	1%	0%
Other	10%	5%	0%	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	87%	94%	99%	100%	100%	98%	-	*	-	100%	100%	*	100%	95%	99%	100%
Included in Accountability	84%	89%	96%	96%	98%	96%	-	*	-	86%	100%	*	98%	91%	96%	98%
Not Included in Accountability: Mobile	3%	5%	3%	4%	2%	2%	-	*	-	14%	0%	*	2%	5%	3%	2%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	13%	6%	1%	0%	0%	2%	-	*	-	0%	0%	*	0%	5%	1%	0%
Absent	3%	1%	1%	0%	0%	1%	-	*	-	0%	0%	*	0%	3%	0%	0%
Other	10%	5%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	1%	0%	0%
Accelerated Testers																
SAT/ACT Participant	85%	78%	93%	*	86%	94%	-	*	-	*	-	-	93%	100%	89%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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													
2020-21	95.0%	95.1%	94.4%	94.1%	95.0%	94.5%	*	96.0%	*	92.6%	93.4%	93.8%	95.2%
2019-20	98.3%	98.6%	98.2%	98.3%	98.4%	98.1%	*	99.8%	*	98.4%	97.8%	97.9%	99.0%
Chronic Absenteeism													
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%
2019-20	6.7%	5.4%	6.4%	7.4%	4.9%	6.7%	0.0%	0.0%	*	5.0%	8.6%	8.4%	1.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.4%	1.8%	2.2%	1.8%	1.7%	*	*	-	0.0%	1.8%	2.5%	2.9%
2019-20	1.6%	0.9%	0.7%	0.0%	0.6%	1.0%	*	0.0%	-	0.0%	1.0%	0.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2020													
Graduated	90.3%	92.5%	95.6%	96.5%	100.0%	94.5%	*	*	-	*	93.3%	93.9%	*
Received TxCHSE	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.9%	3.8%	1.0%	0.0%	0.0%	1.8%	*	*	-	*	0.0%	2.0%	*
Dropped Out	5.4%	3.4%	3.4%	3.5%	0.0%	3.7%	*	*	-	*	6.7%	4.1%	*
Graduates and TxCHSE	90.7%	92.8%	95.6%	96.5%	100.0%	94.5%	*	*	-	*	93.3%	93.9%	*
Graduates, TxCHSE, and Continuers	94.6%	96.6%	96.6%	96.5%	100.0%	96.3%	*	*	-	*	93.3%	95.9%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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 2019													
Graduated	92.0%	94.6%	92.5%	93.3%	97.1%	91.2%	*	*	-	*	100.0%	89.3%	*
Received TxCHSE	0.5%	0.5%	1.0%	0.0%	0.0%	1.8%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.3%	0.8%	0.5%	0.0%	0.0%	0.9%	*	*	-	*	0.0%	1.2%	*
Dropped Out	6.1%	4.1%	6.0%	6.7%	2.9%	6.2%	*	*	-	*	0.0%	9.5%	*
Graduates and TxCHSE	92.6%	95.1%	93.5%	93.3%	97.1%	92.9%	*	*	-	*	100.0%	89.3%	*
Graduates, TxCHSE, and Continuers	93.9%	95.9%	94.0%	93.3%	97.1%	93.8%	*	*	-	*	100.0%	90.5%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2018													
Graduated	92.6%	95.8%	96.9%	97.4%	97.0%	96.7%	-	*	-	*	96.6%	96.0%	*
Received TxCHSE	0.7%	0.5%	0.5%	0.0%	0.0%	0.8%	-	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.1%	3.6%	2.6%	2.6%	3.0%	2.5%	-	*	-	*	3.4%	4.0%	*
Graduates and TxCHSE	93.3%	96.3%	97.4%	97.4%	97.0%	97.5%	-	*	-	*	96.6%	96.0%	*
Graduates, TxCHSE, and Continuers	93.9%	96.4%	97.4%	97.4%	97.0%	97.5%	-	*	-	*	96.6%	96.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	91.8%	94.1%	97.4%	92.9%	93.2%	-	*	-	100.0%	96.2%	90.0%	*
Class of 2020	90.3%	92.5%	95.1%	96.5%	100.0%	93.6%	*	*	-	*	93.3%	92.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	5.1%	5.2%	5.3%	7.7%	4.5%	-	*	-	0.0%	4.0%	4.9%	*
Class of 2020	4.3%	5.3%	7.7%	5.5%	10.7%	7.8%	*	*	-	*	7.1%	8.7%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	82.1%	66.8%	42.1%	76.9%	71.8%	-	*	-	60.0%	8.0%	54.3%	*
Class of 2020	83.5%	84.0%	71.1%	69.1%	64.3%	73.8%	*	*	-	*	7.1%	60.9%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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 2021	85.7%	87.2%	72.0%	47.4%	84.6%	76.4%	-	*	-	60.0%	12.0%	59.3%	*
Class of 2020	87.8%	89.3%	78.9%	74.5%	75.0%	81.6%	*	*	-	*	14.3%	69.6%	*
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	88.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	73.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	4.4%	5.1%	5.4%	7.5%	4.4%	-	*	-	0.0%	3.4%	4.5%	*
2019-20	4.4%	6.0%	7.6%	5.2%	10.3%	7.7%	*	*	-	*	6.7%	8.4%	*
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	80.8%	65.0%	40.5%	75.0%	69.3%	-	*	-	60.0%	6.9%	51.1%	*
2019-20	81.8%	82.0%	70.2%	65.5%	62.1%	75.0%	*	*	-	*	6.7%	58.9%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	85.2%	70.1%	45.9%	82.5%	73.7%	-	*	-	60.0%	10.3%	55.7%	*
2019-20	85.8%	87.9%	77.8%	70.7%	72.4%	82.7%	*	*	-	*	13.3%	67.4%	*

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	197	100.0%	358,842	100.0%
By Ethnicity:				
African American	37	18.8%	44,018	12.3%
Hispanic	40	20.3%	183,306	51.1%
White	114	57.9%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	1	0.5%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	5	2.5%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	59	29.9%	56,281	15.7%
Foundation H.S. Program (Endorsement)	10	5.1%	13,582	3.8%
Foundation H.S. Program (DLA)	128	65.0%	287,316	80.1%
Special Education Graduates	29	14.7%	31,028	8.6%
Economically Disadvantaged Graduates	88	44.7%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	1.5%	32,809	9.1%
At-Risk Graduates	89	45.2%	155,884	43.4%
CTE Completers	83	42.1%	99,076	27.6%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

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)													
2020-21	65.2%	63.9%	89.3%	83.8%	90.0%	90.4%	-	*	-	100.0%	82.8%	84.1%	*
2019-20	63.0%	59.5%	90.4%	86.2%	86.2%	93.3%	*	*	-	*	86.7%	86.3%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	46.5%	79.7%	56.8%	85.0%	85.1%	-	*	-	80.0%	17.2%	70.5%	*
2019-20	53.4%	47.6%	83.8%	72.4%	75.9%	91.3%	*	*	-	*	13.3%	75.8%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	51.4%	77.2%	56.8%	77.5%	83.3%	-	*	-	80.0%	10.3%	69.3%	*
2019-20	59.7%	51.9%	84.3%	72.4%	82.8%	90.4%	*	*	-	*	13.3%	76.8%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	38.2%	74.1%	56.8%	77.5%	78.1%	-	*	-	80.0%	13.8%	65.9%	*
2019-20	47.9%	40.6%	80.8%	70.7%	79.3%	85.6%	*	*	-	*	13.3%	72.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	33.0%	72.6%	56.8%	75.0%	76.3%	-	*	-	80.0%	10.3%	65.9%	*
2019-20	43.2%	34.9%	79.8%	69.0%	75.9%	85.6%	*	*	-	*	13.3%	71.6%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	8.0%	13.2%	0.0%	25.0%	12.3%	-	*	-	20.0%	0.0%	8.0%	*
2019-20	21.1%	7.6%	10.6%	3.4%	6.9%	14.4%	*	*	-	*	0.0%	5.3%	*
Associate Degree (Annual Graduates)													
2020-21	2.6%	1.9%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2019-20	2.1%	2.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	30.7%	37.6%	18.9%	47.5%	40.4%	-	*	-	20.0%	6.9%	27.3%	*
2019-20	24.6%	31.0%	39.9%	25.9%	27.6%	51.0%	*	*	-	*	6.7%	24.2%	*
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	1.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2019-20	4.0%	1.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	31.6%	30.5%	35.1%	32.5%	28.9%	-	*	-	20.0%	79.3%	30.7%	*
2019-20	18.7%	20.6%	29.8%	29.3%	31.0%	29.8%	*	*	-	*	86.7%	30.5%	*
Approved Industry-Based Certification (Annual Graduates)													
2020-21	18.4%	25.5%	15.2%	5.4%	17.5%	18.4%	-	*	-	0.0%	0.0%	11.4%	*

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

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
2019-20	13.2%	14.6%	21.2%	12.1%	27.6%	24.0%	*	*	-	*	6.7%	18.9%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.5%	5.1%	2.7%	7.5%	5.3%	-	*	-	0.0%	6.9%	4.5%	*
2019-20	0.7%	0.4%	3.0%	3.4%	0.0%	3.8%	*	*	-	*	0.0%	3.2%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	3.0%	10.2%	27.0%	7.5%	5.3%	-	*	-	20.0%	69.0%	15.9%	*
2019-20	2.4%	3.0%	5.6%	13.8%	3.4%	1.9%	*	*	-	*	73.3%	9.5%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.0%	1.5%	0.0%	2.5%	1.8%	-	*	-	0.0%	10.3%	1.1%	*
2019-20	3.7%	4.6%	1.0%	0.0%	0.0%	1.9%	*	*	-	*	13.3%	0.0%	*

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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	2020-21	25.9%	31.5%	52.3%	29.7%	45.0%	62.3%	-	*	-	40.0%	0.0%	45.5%	*
	2019-20	30.1%	35.2%	55.6%	36.2%	41.4%	68.3%	*	*	-	*	0.0%	42.1%	*
Mathematics	2020-21	19.4%	20.7%	43.1%	29.7%	45.0%	46.5%	-	*	-	40.0%	0.0%	37.5%	*
	2019-20	21.2%	23.3%	36.9%	24.1%	31.0%	45.2%	*	*	-	*	0.0%	24.2%	*
Both Subjects	2020-21	14.4%	15.9%	38.6%	24.3%	35.0%	43.9%	-	*	-	40.0%	0.0%	35.2%	*
	2019-20	16.4%	17.6%	34.3%	24.1%	24.1%	42.3%	*	*	-	*	0.0%	21.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	11.3%	25.4%	29.7%	35.0%	20.2%	-	*	-	40.0%	10.3%	25.0%	*
	2019-20	7.3%	6.4%	27.8%	36.2%	41.4%	20.2%	*	*	-	*	13.3%	34.7%	*
Mathematics	2020-21	10.3%	11.7%	33.5%	29.7%	32.5%	35.1%	-	*	-	40.0%	13.8%	31.8%	*
	2019-20	9.7%	10.5%	43.4%	46.6%	48.3%	39.4%	*	*	-	*	13.3%	48.4%	*
Both Subjects	2020-21	4.9%	5.0%	22.3%	24.3%	27.5%	19.3%	-	*	-	40.0%	10.3%	22.7%	*
	2019-20	4.2%	4.0%	25.3%	36.2%	34.5%	17.3%	*	*	-	*	13.3%	31.6%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	10.3%	18.0%	6.4%	19.5%	21.2%	-	*	-	0.0%	0.0%	13.5%	0.0%
	2020	22.0%	9.2%	16.0%	3.2%	17.4%	19.8%	*	*	-	22.2%	0.0%	8.7%	0.0%
English Language Arts	2021	12.1%	5.6%	9.7%	3.8%	4.9%	13.2%	-	*	-	0.0%	0.0%	6.2%	0.0%
	2020	12.7%	5.0%	9.1%	2.1%	15.9%	9.7%	*	*	-	11.1%	0.0%	6.7%	0.0%
Mathematics	2021	6.1%	2.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2020	6.4%	1.9%	3.6%	1.1%	1.4%	5.5%	*	*	-	0.0%	0.0%	1.0%	0.0%
Science	2021	8.7%	3.7%	8.6%	2.6%	14.6%	8.0%	-	*	-	0.0%	0.0%	7.9%	0.0%
	2020	9.4%	3.2%	4.8%	0.0%	1.4%	6.5%	*	*	-	11.1%	0.0%	1.0%	0.0%
Social Studies	2021	11.6%	4.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2020	12.4%	4.0%	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	2021	48.6%	41.9%	33.3%	20.0%	50.0%	28.9%	-	*	-	-	-	29.2%	-
	2020	59.0%	48.5%	30.2%	*	50.0%	20.9%	-	*	-	*	-	29.4%	-
English Language Arts	2021	42.7%	39.1%	29.7%	*	*	25.0%	-	*	-	-	-	36.4%	-
	2020	50.1%	44.8%	38.9%	*	54.5%	28.6%	-	*	-	*	-	38.5%	-
Mathematics	2021	49.4%	47.9%	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	48.4%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Science	2021	41.4%	44.4%	36.4%	*	41.7%	35.3%	-	*	-	-	-	21.4%	-
	2020	47.6%	44.1%	26.3%	-	*	21.4%	-	*	-	*	-	*	-

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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	2021	42.2%	34.7%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	39.5%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	49.0%	45.7%	37.8%	40.0%	49.1%	-	*	-	60.0%	3.4%	38.6%	*
	2019-20	76.7%	54.8%	41.9%	44.8%	20.7%	46.2%	*	*	-	*	0.0%	31.6%	*
At/Above Criterion for All Examinees	2020-21	32.9%	27.6%	36.7%	14.3%	56.3%	37.5%	-	*	-	*	*	26.5%	-
	2019-20	35.7%	29.8%	36.1%	7.7%	0.0%	56.3%	*	*	-	*	-	13.3%	*
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	993	1130	*	1138	*	-	-	-	-	-	1120	-
	2019-20	1019	1019	1125	985	940	1162	970	1360	-	980	-	1005	-
English Language Arts and Writing	2020-21	504	503	560	*	550	*	-	-	-	-	-	550	-
	2019-20	513	516	559	475	480	585	460	640	-	450	-	483	-
Mathematics	2020-21	498	491	570	*	588	*	-	-	-	-	-	570	-
	2019-20	506	503	566	510	460	577	510	720	-	530	-	523	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	19.5	20.4	16.6	21.4	21.3	-	*	-	*	*	18.9	-
	2019-20	20.2	19.5	20.1	16.7	18.8	22.1	22.0	-	-	-	-	17.7	18.0
English Language Arts	2020-21	19.6	19.2	20.3	16.0	21.4	21.2	-	*	-	*	*	18.8	-
	2019-20	19.9	19.2	19.6	15.6	18.3	21.9	21.5	-	-	-	-	16.6	14.5
Mathematics	2020-21	19.9	19.2	20.0	16.4	21.1	20.6	-	*	-	*	*	18.3	-
	2019-20	20.1	19.2	20.5	17.5	20.8	22.0	23.0	-	-	-	-	18.5	25.0
Science	2020-21	20.3	19.9	20.7	17.4	21.0	21.5	-	*	-	*	*	19.3	-
	2019-20	20.5	19.9	20.2	17.7	17.7	22.0	20.0	-	-	-	-	18.7	19.0

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	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	2020-21	42.5%	37.4%	30.4%	14.0%	31.0%	36.7%	*	*	-	20.0%	6.1%	26.5%	3.1%
	2019-20	46.3%	40.1%	29.6%	21.4%	23.9%	34.1%	*	100.0%	-	25.0%	5.2%	19.3%	3.4%
English Language Arts	2020-21	16.3%	14.2%	11.8%	3.2%	9.8%	15.3%	*	*	-	5.3%	0.0%	7.5%	0.0%
	2019-20	18.2%	15.2%	12.5%	6.9%	10.3%	14.9%	*	40.0%	-	13.3%	0.0%	6.3%	0.0%
Mathematics	2020-21	19.3%	17.7%	8.8%	2.0%	11.9%	9.3%	*	*	-	11.8%	0.0%	5.4%	0.0%
	2019-20	20.7%	18.8%	13.6%	6.5%	11.8%	16.6%	*	60.0%	-	6.3%	0.0%	7.2%	0.0%
Science	2020-21	20.6%	21.3%	14.6%	8.0%	15.8%	16.4%	*	*	-	5.9%	5.2%	15.0%	0.0%
	2019-20	22.4%	21.9%	12.0%	10.1%	8.6%	13.2%	*	60.0%	-	12.5%	0.0%	6.8%	0.0%
Social Studies	2020-21	22.8%	14.1%	16.5%	6.1%	15.5%	20.5%	*	*	-	11.1%	0.0%	11.3%	0.0%
	2019-20	24.6%	14.7%	16.2%	5.0%	12.6%	21.3%	*	80.0%	-	12.5%	0.0%	7.4%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	45.6%	52.0%	50.0%	34.5%	57.7%	*	*	-	*	26.7%	41.1%	*
	2018-19	52.6%	49.1%	56.6%	57.1%	47.1%	59.4%	*	*	-	*	34.8%	42.3%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	2,668	100.0%	5,402,928	100.0%	2,674	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	9	0.3%	14,290	0.3%	15	0.6%	21,375	0.4%
Pre-Kindergarten	117	4.4%	222,767	4.1%	117	4.4%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	117	4.4%	188,798	3.5%	117	4.4%	189,474	3.5%
Kindergarten	185	6.9%	370,054	6.8%	185	6.9%	371,502	6.8%
Grade 1	202	7.6%	384,494	7.1%	202	7.6%	386,232	7.1%
Grade 2	175	6.6%	382,008	7.1%	175	6.5%	383,838	7.1%
Grade 3	178	6.7%	383,078	7.1%	178	6.7%	384,872	7.1%
Grade 4	206	7.7%	383,959	7.1%	206	7.7%	386,011	7.1%
Grade 5	180	6.7%	387,945	7.2%	180	6.7%	389,971	7.2%
Grade 6	184	6.9%	398,640	7.4%	184	6.9%	400,447	7.4%
Grade 7	211	7.9%	418,486	7.7%	211	7.9%	418,788	7.7%
Grade 8	221	8.3%	424,287	7.9%	221	8.3%	424,544	7.8%
Grade 9	211	7.9%	475,437	8.8%	211	7.9%	475,746	8.8%
Grade 10	183	6.9%	408,393	7.6%	183	6.8%	408,700	7.5%
Grade 11	227	8.5%	389,034	7.2%	227	8.5%	389,454	7.2%
Grade 12	179	6.7%	360,056	6.7%	179	6.7%	362,157	6.7%
Ethnic Distribution:								
African American	534	20.0%	690,999	12.8%	534	20.0%	694,302	12.8%
Hispanic	512	19.2%	2,850,147	52.8%	513	19.2%	2,860,754	52.7%
White	1,514	56.7%	1,420,166	26.3%	1,519	56.8%	1,427,241	26.3%
American Indian	8	0.3%	17,944	0.3%	8	0.3%	18,028	0.3%
Asian	11	0.4%	259,342	4.8%	11	0.4%	261,788	4.8%
Pacific Islander	1	0.0%	8,443	0.2%	1	0.0%	8,477	0.2%
Two or More Races	88	3.3%	155,887	2.9%	88	3.3%	156,780	2.9%
Sex:								
Female	1,291	48.4%	2,640,313	48.9%	1,293	48.4%	2,650,563	48.8%
Male	1,377	51.6%	2,762,615	51.1%	1,381	51.6%	2,776,807	51.2%
Economically Disadvantaged	1,579	59.2%	3,278,452	60.7%	1,582	59.2%	3,289,420	60.6%
Non-Educationally Disadvantaged	1,089	40.8%	2,124,476	39.3%	1,092	40.8%	2,137,950	39.4%
Section 504 Students	158	5.9%	400,729	7.4%	158	5.9%	401,648	7.4%
EB Students/EL	230	8.6%	1,171,661	21.7%	230	8.6%	1,175,333	21.7%
Students w/ Disciplinary Placements (2020-21)	53	1.8%	34,054	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	98	3.7%	270,260	5.0%	98	3.7%	270,966	5.0%
Foster Care	5	0.2%	15,338	0.3%	5	0.2%	15,409	0.3%
Homeless	1	0.0%	61,433	1.1%	1	0.0%	61,687	1.1%
Immigrant	8	0.3%	108,510	2.0%	8	0.3%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	2,668	100.0%	3,473,996	64.3%	2,674	100.0%	3,487,333	64.3%
Military Connected	38	1.4%	176,253	3.3%	38	1.4%	176,554	3.3%
At-Risk	1,183	44.3%	2,892,191	53.5%	1,183	44.2%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	228	8.5%	1,182,035	21.9%	228	8.5%	1,185,511	21.8%
Career and Technical Education	1,032	38.7%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	721	90.1%	1,159,913	71.0%				
Gifted and Talented Education	162	6.1%	434,269	8.0%	162	6.1%	435,356	8.0%
Special Education	334	12.5%	624,256	11.6%	337	12.6%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	334		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	166	49.7%	268,673	43.0%				
Students with Physical Disabilities	62	18.6%	129,679	20.8%				
Students with Autism	34	10.2%	91,742	14.7%				
Students with Behavioral Disabilities	58	17.4%	125,096	20.0%				
Students with Non-Categorical Early Childhood	14	4.2%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	327	12.8%	705,063	13.6%				
By Ethnicity:								
African American	75	2.9%	131,970	2.5%				
Hispanic	49	1.9%	342,504	6.6%				
White	185	7.3%	184,235	3.5%				
American Indian	3	0.1%	2,852	0.1%				
Asian	2	0.1%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	13	0.5%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	52	15.0%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	17	8.1%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	224	15.5%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	172	10.3%	772,746	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	3.2%	1.9%	11.8%	5.2%
Grade 1	8.8%	2.9%	5.3%	4.2%
Grade 2	3.8%	1.7%	4.2%	2.2%
Grade 3	1.7%	1.0%	0.0%	1.0%
Grade 4	0.0%	0.7%	0.0%	0.7%
Grade 5	2.6%	0.5%	7.7%	0.7%
Grade 6	0.0%	0.6%	3.6%	0.6%
Grade 7	1.1%	0.7%	0.0%	0.7%
Grade 8	0.6%	0.6%	0.0%	0.8%
Grade 9	5.7%	10.5%	7.4%	14.1%

	---- District ----		---- State ----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	4	0.3%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	20.2	18.7
Grade 1	21.8	18.7
Grade 2	19.1	18.6
Grade 3	19.4	18.7
Grade 4	16.7	18.8
Grade 5	14.9	20.2
Grade 6	12.8	19.2
Secondary:		
English/Language Arts	13.3	16.3
Foreign Languages	17.2	18.4
Mathematics	14.8	17.5
Science	16.1	18.5
Social Studies	17.7	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	340.1	100.0%	749,473.4	100.0%
Professional Staff:	238.7	70.2%	480,632.3	64.1%
Teachers	190.6	56.0%	369,695.8	49.3%
Professional Support	30.1	8.8%	80,190.4	10.7%
Campus Administration (School Leadership)	13.0	3.8%	22,091.4	2.9%
Central Administration	5.0	1.5%	8,654.8	1.2%
Educational Aides:	42.4	12.5%	82,972.4	11.1%
Auxiliary Staff:	59.0	17.4%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	4,194.0	n/a
Part-time Librarians	1.0	n/a	607.0	n/a
Full-time Counselors	5.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	70.5	20.7%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	19.5	10.2%	41,286.1	11.2%
Hispanic	7.0	3.7%	106,866.5	28.9%
White	163.1	85.6%	208,485.4	56.4%
American Indian	1.0	0.5%	1,235.6	0.3%
Asian	0.0	0.0%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%
Teachers by Sex:				
Males	39.4	20.7%	89,015.4	24.1%
Females	151.2	79.3%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	1.5	0.8%	5,187.9	1.4%
Bachelors	137.7	72.3%	268,560.2	72.6%
Masters	50.4	26.4%	93,139.5	25.2%
Doctorate	1.0	0.5%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	13.5	7.1%	29,215.8	7.9%
1-5 Years Experience	35.8	18.8%	98,764.8	26.7%
6-10 Years Experience	26.0	13.6%	76,197.2	20.6%
11-20 Years Experience	54.7	28.7%	105,811.4	28.6%

Texas Education Agency
2021-22 Staff Information (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	44.4	23.3%	48,804.6	13.2%
Over 30 Years Experience	16.2	8.5%	10,902.0	2.9%
Number of Students per Teacher	14.0	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.3	6.3
Average Years Experience of Principals with District	5.8	5.4
Average Years Experience of Assistant Principals	4.2	5.5
Average Years Experience of Assistant Principals with District	3.8	4.8
Average Years Experience of Teachers:	14.7	11.1
Average Years Experience of Teachers with District:	10.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$42,614	\$51,054
1-5 Years Experience	\$44,638	\$54,577
6-10 Years Experience	\$51,217	\$57,746
11-20 Years Experience	\$57,749	\$61,377
21-30 Years Experience	\$62,049	\$65,949
Over 30 Years Experience	\$65,395	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$54,977	\$58,887
Professional Support	\$64,380	\$69,505
Campus Administration (School Leadership)	\$94,519	\$84,990
Central Administration	\$125,946	\$112,797
Instructional Staff Percent:	79.1%	64.9%
Turnover Rate for Teachers:	10.6%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	7.3	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
 CARTHAGE ISD (183902) - PANOLA COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	3,305	\$6,188
Exemplary	-	-	1,564	\$12,202
Master	-	-	681	\$21,922

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	3.9	2.1%	22,926.8	6.2%
Career and Technical Education	13.7	7.2%	19,365.5	5.2%
Compensatory Education	11.5	6.1%	11,037.2	3.0%
Gifted and Talented Education	2.2	1.2%	6,465.0	1.7%
Regular Education	130.9	68.7%	261,685.1	70.8%
Special Education	24.9	13.1%	35,441.0	9.6%
Other	3.4	1.8%	12,775.1	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 2020-21 Financial Actual Report](#)

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: CARTHAGE H S

Campus Number: 183902001

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	73%	73%	51%	79%	81%	-	*	-	*	35%	*	72%	76%	64%	64%
	2021	67%	79%	78%	60%	81%	86%	-	*	-	80%	48%	*	82%	66%	71%	70%
At Meets Grade Level or Above	2022	47%	50%	50%	31%	46%	61%	-	*	-	*	24%	*	50%	48%	42%	36%
	2021	50%	62%	61%	33%	61%	74%	-	*	-	40%	33%	*	61%	58%	51%	35%
At Masters Grade Level	2022	11%	12%	12%	3%	13%	14%	-	*	-	*	6%	*	11%	13%	7%	0%
	2021	12%	15%	16%	0%	17%	23%	-	*	-	0%	10%	*	15%	18%	7%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	81%	81%	75%	85%	83%	-	*	-	60%	56%	*	83%	74%	78%	76%
	2021	71%	78%	78%	56%	77%	87%	-	-	-	*	39%	*	79%	75%	73%	75%
At Meets Grade Level or Above	2022	55%	66%	66%	50%	68%	75%	-	*	-	40%	44%	*	68%	60%	57%	48%
	2021	57%	66%	65%	41%	63%	76%	-	-	-	*	16%	*	67%	60%	58%	63%
At Masters Grade Level	2022	9%	10%	10%	0%	8%	16%	-	*	-	0%	4%	*	9%	12%	5%	0%
	2021	11%	8%	8%	4%	0%	12%	-	-	-	*	0%	*	8%	5%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	76%	76%	69%	76%	82%	-	*	-	*	32%	*	79%	69%	72%	69%
	2021	73%	88%	85%	74%	83%	90%	-	*	-	80%	50%	*	88%	73%	81%	74%
At Meets Grade Level or Above	2022	43%	52%	52%	39%	53%	59%	-	*	-	*	23%	*	55%	42%	48%	46%
	2021	41%	66%	60%	46%	63%	66%	-	*	-	60%	25%	*	60%	59%	54%	42%
At Masters Grade Level	2022	27%	27%	27%	8%	29%	37%	-	*	-	*	3%	*	27%	27%	19%	23%
	2021	23%	35%	28%	18%	40%	28%	-	*	-	60%	15%	*	30%	24%	23%	16%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	84%	75%	81%	89%	-	*	-	*	55%	*	84%	85%	81%	72%
	2021	82%	88%	88%	72%	87%	94%	-	*	-	83%	70%	*	91%	78%	86%	76%
At Meets Grade Level or Above	2022	55%	61%	61%	38%	54%	75%	-	*	-	*	29%	*	62%	58%	53%	28%
	2021	55%	65%	64%	22%	71%	78%	-	*	-	33%	22%	*	67%	53%	55%	43%
At Masters Grade Level	2022	21%	24%	24%	9%	27%	28%	-	*	-	*	10%	*	24%	24%	19%	20%
	2021	22%	31%	31%	11%	29%	40%	-	*	-	17%	13%	*	32%	29%	20%	5%
End of Course U.S. History																	

Texas Education Agency
2021-22 STAAR Performance (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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	95%	95%	89%	95%	97%	-	-	-	80%	74%	*	96%	91%	93%	83%
	2021	88%	93%	93%	76%	98%	98%	-	*	-	*	53%	-	92%	94%	90%	100%
At Meets Grade Level or Above	2022	68%	76%	76%	59%	76%	84%	-	-	-	40%	44%	*	78%	69%	76%	50%
	2021	69%	80%	80%	59%	80%	89%	-	*	-	*	35%	-	82%	72%	72%	73%
At Masters Grade Level	2022	42%	41%	41%	28%	38%	49%	-	-	-	40%	15%	*	41%	38%	38%	22%
	2021	43%	43%	43%	24%	39%	52%	-	*	-	*	6%	-	45%	34%	37%	27%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	98%	98%	100%	100%	97%	-	*	-	-	-	-	98%	*	100%	-
	2021	95%	100%	100%	*	100%	100%	-	*	-	*	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2022	64%	44%	44%	17%	33%	50%	-	*	-	-	-	-	42%	*	28%	-
	2021	69%	60%	60%	*	83%	63%	-	*	-	*	-	-	63%	40%	50%	-
At Masters Grade Level	2022	13%	0%	0%	0%	0%	0%	-	*	-	-	-	-	0%	*	0%	-
	2021	14%	5%	5%	*	0%	6%	-	*	-	*	-	-	5%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	76%	83%	72%	84%	87%	-	88%	-	68%	49%	81%	83%	80%	78%	72%
	2021	67%	72%	85%	67%	86%	91%	-	83%	-	82%	51%	100%	87%	77%	80%	78%
At Meets Grade Level or Above	2022	48%	48%	60%	42%	57%	70%	-	75%	-	42%	32%	25%	61%	56%	54%	41%
	2021	41%	45%	66%	40%	69%	76%	-	33%	-	55%	25%	100%	68%	59%	58%	51%
At Masters Grade Level	2022	23%	22%	21%	9%	21%	27%	-	50%	-	21%	7%	6%	21%	23%	17%	13%
	2021	18%	19%	23%	10%	23%	29%	-	17%	-	23%	8%	0%	24%	20%	17%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	77%	76%	62%	82%	82%	-	*	-	63%	44%	67%	77%	75%	70%	69%
	2021	68%	71%	78%	57%	78%	87%	-	*	-	88%	42%	*	80%	71%	72%	73%
At Meets Grade Level or Above	2022	53%	52%	57%	40%	56%	67%	-	*	-	38%	33%	33%	58%	54%	48%	41%
	2021	45%	45%	63%	38%	62%	75%	-	*	-	63%	23%	*	65%	59%	55%	50%
At Masters Grade Level	2022	25%	24%	11%	2%	10%	15%	-	*	-	13%	5%	0%	10%	12%	6%	0%
	2021	18%	17%	11%	2%	8%	17%	-	*	-	0%	4%	*	11%	11%	6%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	74%	81%	73%	82%	86%	-	*	-	*	32%	*	84%	71%	76%	69%
	2021	66%	72%	88%	76%	86%	93%	-	*	-	83%	50%	*	91%	76%	83%	74%

Texas Education Agency
2021-22 STAAR Performance (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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	42%	50%	36%	48%	56%	-	*	-	*	23%	*	51%	45%	45%	46%
	2021	37%	42%	60%	43%	67%	65%	-	*	-	67%	25%	*	61%	57%	54%	42%
At Masters Grade Level	2022	20%	17%	21%	7%	22%	26%	-	*	-	*	3%	*	19%	25%	17%	23%
	2021	18%	19%	23%	17%	33%	22%	-	*	-	50%	15%	*	24%	21%	21%	16%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	77%	84%	75%	81%	89%	-	*	-	*	55%	*	84%	85%	81%	72%
	2021	71%	77%	88%	72%	87%	94%	-	*	-	83%	70%	*	91%	78%	86%	76%
At Meets Grade Level or Above	2022	47%	49%	61%	38%	54%	75%	-	*	-	*	29%	*	62%	58%	53%	28%
	2021	44%	50%	64%	22%	71%	78%	-	*	-	33%	22%	*	67%	53%	55%	43%
At Masters Grade Level	2022	21%	21%	24%	9%	27%	28%	-	*	-	*	10%	*	24%	24%	19%	20%
	2021	20%	24%	31%	11%	29%	40%	-	*	-	17%	13%	*	32%	29%	20%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	79%	95%	89%	95%	97%	-	-	-	80%	74%	*	96%	91%	93%	83%
	2021	73%	79%	93%	76%	98%	98%	-	*	-	*	53%	-	92%	94%	90%	100%
At Meets Grade Level or Above	2022	50%	52%	76%	59%	76%	84%	-	-	-	40%	44%	*	78%	69%	76%	50%
	2021	49%	55%	80%	59%	80%	89%	-	*	-	*	35%	-	82%	72%	72%	73%
At Masters Grade Level	2022	30%	30%	41%	28%	38%	49%	-	-	-	40%	15%	*	41%	38%	38%	22%
	2021	29%	27%	43%	24%	39%	52%	-	*	-	*	6%	-	45%	34%	37%	27%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	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 Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2022	71	74	74	79	75	71	-	*	-	*	55	*	75	69	78	76
	2019	69	73	73	71	65	77	-	*	-	*	69	*	73	72	69	69
End of Course Algebra I	2022	67	71	71	57	81	76	-	*	-	*	30	*	71	71	65	76
	2019	75	84	82	80	88	79	-	*	-	*	54	*	85	72	82	89
All Grades Both Subjects	2022	74	70	72	67	78	73	-	*	-	50	42	40	73	70	71	76
	2019	69	67	76	75	75	78	-	*	-	67	63	60	77	72	75	80
All Grades ELA/Reading	2022	78	76	74	79	75	71	-	*	-	*	55	*	75	69	78	76
	2019	68	67	73	71	65	77	-	*	-	*	69	*	73	72	69	69
All Grades Mathematics	2022	69	64	71	57	81	76	-	*	-	*	30	*	71	71	65	76
	2019	70	67	82	80	88	79	-	*	-	*	54	*	85	72	82	89

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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	2022	74%	76%	83%	-	-	-	-	-	-	66%	64%	66%	-	-	84%	66%	90%
	2021	67%	72%	85%	-	-	-	-	-	-	67%	-	67%	-	-	85%	67%	96%
At Meets Grade Level or Above	2022	48%	48%	60%	-	-	-	-	-	-	31%	50%	27%	-	-	62%	31%	70%
	2021	41%	45%	66%	-	-	-	-	-	-	35%	-	35%	-	-	67%	35%	82%
At Masters Grade Level	2022	23%	22%	21%	-	-	-	-	-	-	8%	21%	5%	-	-	22%	8%	27%
	2021	18%	19%	23%	-	-	-	-	-	-	5%	-	5%	-	-	25%	5%	25%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	77%	76%	-	-	-	-	-	-	64%	60%	65%	-	-	77%	64%	85%
	2021	68%	71%	78%	-	-	-	-	-	-	64%	-	64%	-	-	78%	64%	90%
At Meets Grade Level or Above	2022	53%	52%	57%	-	-	-	-	-	-	31%	40%	29%	-	-	59%	31%	69%
	2021	45%	45%	63%	-	-	-	-	-	-	39%	-	39%	-	-	64%	39%	76%
At Masters Grade Level	2022	25%	24%	11%	-	-	-	-	-	-	0%	0%	0%	-	-	12%	0%	0%
	2021	18%	17%	11%	-	-	-	-	-	-	0%	-	0%	-	-	13%	0%	5%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	74%	81%	-	-	-	-	-	-	62%	*	68%	-	-	83%	62%	100%
	2021	66%	72%	88%	-	-	-	-	-	-	62%	-	62%	-	-	89%	62%	100%
At Meets Grade Level or Above	2022	42%	42%	50%	-	-	-	-	-	-	33%	*	37%	-	-	50%	33%	100%
	2021	37%	42%	60%	-	-	-	-	-	-	23%	-	23%	-	-	61%	23%	90%
At Masters Grade Level	2022	20%	17%	21%	-	-	-	-	-	-	10%	*	11%	-	-	21%	10%	80%
	2021	18%	19%	23%	-	-	-	-	-	-	8%	-	8%	-	-	22%	8%	60%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	77%	84%	-	-	-	-	-	-	63%	*	67%	-	-	85%	63%	100%
	2021	71%	77%	88%	-	-	-	-	-	-	67%	-	67%	-	-	89%	67%	100%
At Meets Grade Level or Above	2022	47%	49%	61%	-	-	-	-	-	-	11%	*	11%	-	-	65%	11%	83%
	2021	44%	50%	64%	-	-	-	-	-	-	27%	-	27%	-	-	66%	27%	90%
At Masters Grade Level	2022	21%	21%	24%	-	-	-	-	-	-	5%	*	6%	-	-	24%	5%	67%
	2021	20%	24%	31%	-	-	-	-	-	-	7%	-	7%	-	-	34%	7%	20%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	79%	95%	-	-	-	-	-	-	83%	100%	67%	-	-	95%	83%	83%
	2021	73%	79%	93%	-	-	-	-	-	-	*	-	*	-	-	92%	*	100%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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 Meets Grade Level or Above	2022	50%	52%	76%	-	-	-	-	-	-	58%	83%	33%	-	-	78%	58%	33%
	2021	49%	55%	80%	-	-	-	-	-	-	*	-	*	-	-	81%	*	80%
At Masters Grade Level	2022	30%	30%	41%	-	-	-	-	-	-	33%	50%	17%	-	-	43%	33%	0%
	2021	29%	27%	43%	-	-	-	-	-	-	*	-	*	-	-	45%	*	33%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	70%	72%	-	-	-	-	-	-	70%	*	73%	-	-	72%	70%	94%
	2019	69%	67%	76%	-	-	-	-	-	-	85%	-	85%	-	-		85%	
All Grades ELA/Reading	2022	78%	76%	74%	-	-	-	-	-	-	69%	*	68%	-	-	75%	69%	*
	2019	68%	67%	73%	-	-	-	-	-	-	79%	-	79%	-	-		79%	
All Grades Mathematics	2022	69%	64%	71%	-	-	-	-	-	-	71%	*	77%	-	-	70%	71%	90%
	2019	70%	67%	82%	-	-	-	-	-	-	90%	-	90%	-	-		90%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	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%	-
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	99%	99%	100%	98%	-	100%	-	100%	99%	100%	99%	96%	98%	100%
Included in Accountability	83%	95%	94%	95%	94%	94%	-	100%	-	92%	93%	83%	97%	87%	93%	93%
Not Included in Accountability: Mobile	3%	4%	3%	4%	2%	3%	-	0%	-	8%	3%	17%	2%	7%	4%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	3%	1%	-	0%	-	0%	3%	0%	1%	2%	1%	7%
Not Tested	12%	1%	1%	1%	0%	2%	-	0%	-	0%	1%	0%	1%	4%	2%	0%
Absent	2%	0%	1%	0%	0%	1%	-	0%	-	0%	0%	0%	0%	3%	1%	0%
Other	10%	0%	1%	0%	0%	1%	-	0%	-	0%	1%	0%	0%	2%	1%	0%
Reading																
Assessment Participant	89%	100%	99%	98%	100%	100%	-	*	-	100%	98%	*	100%	97%	99%	100%
Included in Accountability	83%	95%	95%	96%	91%	96%	-	*	-	89%	93%	*	97%	88%	94%	90%
Not Included in Accountability: Mobile	3%	4%	3%	2%	3%	3%	-	*	-	11%	4%	*	2%	7%	4%	0%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	6%	0%	-	*	-	0%	2%	*	1%	3%	1%	10%
Not Tested	11%	0%	1%	2%	0%	0%	-	*	-	0%	2%	*	0%	3%	1%	0%
Absent	2%	0%	0%	1%	0%	0%	-	*	-	0%	0%	*	0%	1%	0%	0%
Other	10%	0%	0%	1%	0%	0%	-	*	-	0%	2%	*	0%	2%	0%	0%
Mathematics																
Assessment Participant	88%	99%	98%	100%	97%	97%	-	*	-	100%	100%	*	98%	96%	97%	100%
Included in Accountability	84%	95%	94%	95%	92%	93%	-	*	-	100%	91%	*	96%	88%	92%	95%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	4%	3%	5%	3%	2%	-	*	-	0%	5%	*	2%	6%	4%	0%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	3%	1%	-	*	-	0%	5%	*	1%	2%	2%	5%
Not Tested	12%	1%	2%	0%	3%	3%	-	*	-	0%	0%	*	2%	4%	3%	0%
Absent	2%	0%	0%	0%	0%	1%	-	*	-	0%	0%	*	0%	2%	1%	0%
Other	10%	0%	2%	0%	3%	2%	-	*	-	0%	0%	*	2%	2%	2%	0%
Science																
Assessment Participant	87%	99%	98%	100%	100%	97%	-	*	-	100%	100%	*	99%	96%	97%	100%
Included in Accountability	84%	95%	93%	92%	95%	93%	-	*	-	100%	92%	*	97%	85%	91%	95%
Not Included in Accountability: Mobile	3%	4%	4%	8%	3%	4%	-	*	-	0%	4%	*	2%	9%	5%	0%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	3%	1%	-	*	-	0%	4%	*	1%	2%	2%	5%
Not Tested	13%	1%	2%	0%	0%	3%	-	*	-	0%	0%	*	1%	4%	3%	0%
Absent	2%	1%	2%	0%	0%	3%	-	*	-	0%	0%	*	1%	4%	3%	0%
Other	10%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	87%	99%	98%	100%	100%	96%	-	*	-	*	100%	-	100%	89%	98%	100%
Included in Accountability	84%	96%	95%	97%	100%	93%	-	*	-	*	100%	-	98%	84%	94%	100%
Not Included in Accountability: Mobile	3%	3%	3%	3%	0%	3%	-	*	-	*	0%	-	2%	5%	4%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	-	0%	0%	0%	0%
Not Tested	13%	1%	2%	0%	0%	4%	-	*	-	*	0%	-	0%	11%	2%	0%
Absent	3%	1%	2%	0%	0%	3%	-	*	-	*	0%	-	0%	8%	1%	0%
Other	10%	0%	1%	0%	0%	1%	-	*	-	*	0%	-	0%	3%	1%	0%
Accelerated Testers																
SAT/ACT Participant	85%	93%	93%	*	86%	94%	-	*	-	*	-	-	93%	100%	89%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.4%	93.5%	92.5%	94.0%	93.6%	*	*	-	94.1%	92.9%	92.6%	94.6%
2019-20	98.3%	98.2%	97.7%	97.7%	97.7%	97.7%	*	*	-	98.6%	97.0%	97.1%	97.0%
Chronic Absenteeism													
2020-21	15.0%	15.9%	20.3%	23.9%	16.8%	20.2%	*	*	-	20.0%	22.2%	25.0%	17.6%
2019-20	6.7%	6.4%	10.3%	11.9%	9.1%	10.3%	*	0.0%	-	6.3%	15.4%	14.5%	10.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.8%	1.8%	2.2%	1.8%	1.7%	*	*	-	0.0%	1.8%	2.5%	2.9%
2019-20	1.6%	0.7%	0.7%	0.0%	0.6%	1.0%	*	0.0%	-	0.0%	1.0%	0.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2020													
Graduated	90.3%	95.6%	95.6%	96.5%	100.0%	94.5%	*	*	-	*	93.3%	93.9%	*
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.9%	1.0%	1.0%	0.0%	0.0%	1.8%	*	*	-	*	0.0%	2.0%	*
Dropped Out	5.4%	3.4%	3.4%	3.5%	0.0%	3.7%	*	*	-	*	6.7%	4.1%	*
Graduates and TxCHSE	90.7%	95.6%	95.6%	96.5%	100.0%	94.5%	*	*	-	*	93.3%	93.9%	*
Graduates, TxCHSE, and Continuers	94.6%	96.6%	96.6%	96.5%	100.0%	96.3%	*	*	-	*	93.3%	95.9%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2019													
Graduated	92.0%	92.5%	92.5%	93.3%	97.1%	91.2%	*	*	-	*	100.0%	89.3%	*
Received TxCHSE	0.5%	1.0%	1.0%	0.0%	0.0%	1.8%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.3%	0.5%	0.5%	0.0%	0.0%	0.9%	*	*	-	*	0.0%	1.2%	*
Dropped Out	6.1%	6.0%	6.0%	6.7%	2.9%	6.2%	*	*	-	*	0.0%	9.5%	*
Graduates and TxCHSE	92.6%	93.5%	93.5%	93.3%	97.1%	92.9%	*	*	-	*	100.0%	89.3%	*
Graduates, TxCHSE, and Continuers	93.9%	94.0%	94.0%	93.3%	97.1%	93.8%	*	*	-	*	100.0%	90.5%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2018													
Graduated	92.6%	96.9%	96.9%	97.4%	97.0%	96.7%	-	*	-	*	96.6%	96.0%	*
Received TxCHSE	0.7%	0.5%	0.5%	0.0%	0.0%	0.8%	-	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.1%	2.6%	2.6%	2.6%	3.0%	2.5%	-	*	-	*	3.4%	4.0%	*
Graduates and TxCHSE	93.3%	97.4%	97.4%	97.4%	97.0%	97.5%	-	*	-	*	96.6%	96.0%	*
Graduates, TxCHSE, and Continuers	93.9%	97.4%	97.4%	97.4%	97.0%	97.5%	-	*	-	*	96.6%	96.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.1%	94.1%	97.4%	92.9%	93.2%	-	*	-	100.0%	96.2%	90.0%	*
Class of 2020	90.3%	95.1%	95.1%	96.5%	100.0%	93.6%	*	*	-	*	93.3%	92.9%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	5.2%	5.2%	5.3%	7.7%	4.5%	-	*	-	0.0%	4.0%	4.9%	*
Class of 2020	4.3%	7.7%	7.7%	5.5%	10.7%	7.8%	*	*	-	*	7.1%	8.7%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	81.9%	66.8%	66.8%	42.1%	76.9%	71.8%	-	*	-	60.0%	8.0%	54.3%	*
Class of 2020	83.5%	71.1%	71.1%	69.1%	64.3%	73.8%	*	*	-	*	7.1%	60.9%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	85.7%	72.0%	72.0%	47.4%	84.6%	76.4%	-	*	-	60.0%	12.0%	59.3%	*
Class of 2020	87.8%	78.9%	78.9%	74.5%	75.0%	81.6%	*	*	-	*	14.3%	69.6%	*
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	5.1%	5.1%	5.4%	7.5%	4.4%	-	*	-	0.0%	3.4%	4.5%	*
2019-20	4.4%	7.6%	7.6%	5.2%	10.3%	7.7%	*	*	-	*	6.7%	8.4%	*
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	65.0%	65.0%	40.5%	75.0%	69.3%	-	*	-	60.0%	6.9%	51.1%	*
2019-20	81.8%	70.2%	70.2%	65.5%	62.1%	75.0%	*	*	-	*	6.7%	58.9%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	70.1%	70.1%	45.9%	82.5%	73.7%	-	*	-	60.0%	10.3%	55.7%	*
2019-20	85.8%	77.8%	77.8%	70.7%	72.4%	82.7%	*	*	-	*	13.3%	67.4%	*

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	197	100.0%	197	358,842
By Ethnicity:				
African American	37	18.8%	37	44,018
Hispanic	40	20.3%	40	183,306
White	114	57.9%	114	103,898
American Indian	0	0.0%	0	1,195
Asian	1	0.5%	1	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	5	2.5%	5	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	59	29.9%	59	56,281
Foundation H.S. Program (Endorsement)	10	5.1%	10	13,582
Foundation H.S. Program (DLA)	128	65.0%	128	287,316
Special Education Graduates	29	14.7%	29	31,028
Economically Disadvantaged Graduates	88	44.7%	88	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	3	1.5%	3	32,809
At-Risk Graduates	89	45.2%	89	155,884
CTE Completers	83	42.1%	83	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	89.3%	89.3%	83.8%	90.0%	90.4%	-	*	-	100.0%	82.8%	84.1%	*
2019-20	63.0%	90.4%	90.4%	86.2%	86.2%	93.3%	*	*	-	*	86.7%	86.3%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	79.7%	79.7%	56.8%	85.0%	85.1%	-	*	-	80.0%	17.2%	70.5%	*
2019-20	53.4%	83.8%	83.8%	72.4%	75.9%	91.3%	*	*	-	*	13.3%	75.8%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	77.2%	77.2%	56.8%	77.5%	83.3%	-	*	-	80.0%	10.3%	69.3%	*
2019-20	59.7%	84.3%	84.3%	72.4%	82.8%	90.4%	*	*	-	*	13.3%	76.8%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	74.1%	74.1%	56.8%	77.5%	78.1%	-	*	-	80.0%	13.8%	65.9%	*
2019-20	47.9%	80.8%	80.8%	70.7%	79.3%	85.6%	*	*	-	*	13.3%	72.6%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	72.6%	72.6%	56.8%	75.0%	76.3%	-	*	-	80.0%	10.3%	65.9%	*
2019-20	43.2%	79.8%	79.8%	69.0%	75.9%	85.6%	*	*	-	*	13.3%	71.6%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	13.2%	13.2%	0.0%	25.0%	12.3%	-	*	-	20.0%	0.0%	8.0%	*
2019-20	21.1%	10.6%	10.6%	3.4%	6.9%	14.4%	*	*	-	*	0.0%	5.3%	*
Associate Degree (Annual Graduates)													
2020-21	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2019-20	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	37.6%	37.6%	18.9%	47.5%	40.4%	-	*	-	20.0%	6.9%	27.3%	*
2019-20	24.6%	39.9%	39.9%	25.9%	27.6%	51.0%	*	*	-	*	6.7%	24.2%	*
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	*
2019-20	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	30.5%	30.5%	35.1%	32.5%	28.9%	-	*	-	20.0%	79.3%	30.7%	*
2019-20	18.7%	29.8%	29.8%	29.3%	31.0%	29.8%	*	*	-	*	86.7%	30.5%	*
Approved Industry-Based Certification (Annual Graduates)													
2020-21	18.4%	15.2%	15.2%	5.4%	17.5%	18.4%	-	*	-	0.0%	0.0%	11.4%	*

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2019-20	13.2%	21.2%	21.2%	12.1%	27.6%	24.0%	*	*	-	*	6.7%	18.9%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	5.1%	5.1%	2.7%	7.5%	5.3%	-	*	-	0.0%	6.9%	4.5%	*
2019-20	0.7%	3.0%	3.0%	3.4%	0.0%	3.8%	*	*	-	*	0.0%	3.2%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	10.2%	10.2%	27.0%	7.5%	5.3%	-	*	-	20.0%	69.0%	15.9%	*
2019-20	2.4%	5.6%	5.6%	13.8%	3.4%	1.9%	*	*	-	*	73.3%	9.5%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	1.5%	1.5%	0.0%	2.5%	1.8%	-	*	-	0.0%	10.3%	1.1%	*
2019-20	3.7%	1.0%	1.0%	0.0%	0.0%	1.9%	*	*	-	*	13.3%	0.0%	*

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	52.3%	52.3%	29.7%	45.0%	62.3%	-	*	-	40.0%	0.0%	45.5%	*
	2019-20	30.1%	55.6%	55.6%	36.2%	41.4%	68.3%	*	*	-	*	0.0%	42.1%	*
Mathematics	2020-21	19.4%	43.1%	43.1%	29.7%	45.0%	46.5%	-	*	-	40.0%	0.0%	37.5%	*
	2019-20	21.2%	36.9%	36.9%	24.1%	31.0%	45.2%	*	*	-	*	0.0%	24.2%	*
Both Subjects	2020-21	14.4%	38.6%	38.6%	24.3%	35.0%	43.9%	-	*	-	40.0%	0.0%	35.2%	*
	2019-20	16.4%	34.3%	34.3%	24.1%	24.1%	42.3%	*	*	-	*	0.0%	21.1%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	25.4%	25.4%	29.7%	35.0%	20.2%	-	*	-	40.0%	10.3%	25.0%	*
	2019-20	7.3%	27.8%	27.8%	36.2%	41.4%	20.2%	*	*	-	*	13.3%	34.7%	*
Mathematics	2020-21	10.3%	33.5%	33.5%	29.7%	32.5%	35.1%	-	*	-	40.0%	13.8%	31.8%	*
	2019-20	9.7%	43.4%	43.4%	46.6%	48.3%	39.4%	*	*	-	*	13.3%	48.4%	*
Both Subjects	2020-21	4.9%	22.3%	22.3%	24.3%	27.5%	19.3%	-	*	-	40.0%	10.3%	22.7%	*
	2019-20	4.2%	25.3%	25.3%	36.2%	34.5%	17.3%	*	*	-	*	13.3%	31.6%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	18.0%	18.0%	6.4%	19.5%	21.2%	-	*	-	0.0%	0.0%	13.5%	0.0%
	2020	22.0%	16.0%	16.0%	3.2%	17.4%	19.8%	*	*	-	22.2%	0.0%	8.7%	0.0%
English Language Arts	2021	12.1%	9.7%	9.7%	3.8%	4.9%	13.2%	-	*	-	0.0%	0.0%	6.2%	0.0%
	2020	12.7%	9.1%	9.1%	2.1%	15.9%	9.7%	*	*	-	11.1%	0.0%	6.7%	0.0%
Mathematics	2021	6.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2020	6.4%	3.6%	3.6%	1.1%	1.4%	5.5%	*	*	-	0.0%	0.0%	1.0%	0.0%
Science	2021	8.7%	8.6%	8.6%	2.6%	14.6%	8.0%	-	*	-	0.0%	0.0%	7.9%	0.0%
	2020	9.4%	4.8%	4.8%	0.0%	1.4%	6.5%	*	*	-	11.1%	0.0%	1.0%	0.0%
Social Studies	2021	11.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
	2020	12.4%	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	2021	48.6%	33.3%	33.3%	20.0%	50.0%	28.9%	-	*	-	-	-	29.2%	-
	2020	59.0%	30.2%	30.2%	*	50.0%	20.9%	-	*	-	*	-	29.4%	-
English Language Arts	2021	42.7%	29.7%	29.7%	*	*	25.0%	-	*	-	-	-	36.4%	-
	2020	50.1%	38.9%	38.9%	*	54.5%	28.6%	-	*	-	*	-	38.5%	-
Mathematics	2021	49.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
Science	2021	41.4%	36.4%	36.4%	*	41.7%	35.3%	-	*	-	-	-	21.4%	-
	2020	47.6%	26.3%	26.3%	-	*	21.4%	-	*	-	*	-	*	-

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	45.7%	45.7%	37.8%	40.0%	49.1%	-	*	-	60.0%	3.4%	38.6%	*
	2019-20	76.7%	41.9%	41.9%	44.8%	20.7%	46.2%	*	*	-	*	0.0%	31.6%	*
At/Above Criterion for All Examinees	2020-21	32.9%	36.7%	36.7%	14.3%	56.3%	37.5%	-	*	-	*	*	26.5%	-
	2019-20	35.7%	36.1%	36.1%	7.7%	0.0%	56.3%	*	*	-	*	-	13.3%	*
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1130	1130	*	1138	*	-	-	-	-	-	1120	-
	2019-20	1019	1125	1125	985	940	1162	970	1360	-	980	-	1005	-
English Language Arts and Writing	2020-21	504	560	560	*	550	*	-	-	-	-	-	550	-
	2019-20	513	559	559	475	480	585	460	640	-	450	-	483	-
Mathematics	2020-21	498	570	570	*	588	*	-	-	-	-	-	570	-
	2019-20	506	566	566	510	460	577	510	720	-	530	-	523	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	20.4	20.4	16.6	21.4	21.3	-	*	-	*	*	18.9	-
	2019-20	20.2	20.1	20.1	16.7	18.8	22.1	22.0	-	-	-	-	17.7	18.0
English Language Arts	2020-21	19.6	20.3	20.3	16.0	21.4	21.2	-	*	-	*	*	18.8	-
	2019-20	19.9	19.6	19.6	15.6	18.3	21.9	21.5	-	-	-	-	16.6	14.5
Mathematics	2020-21	19.9	20.0	20.0	16.4	21.1	20.6	-	*	-	*	*	18.3	-
	2019-20	20.1	20.5	20.5	17.5	20.8	22.0	23.0	-	-	-	-	18.5	25.0
Science	2020-21	20.3	20.7	20.7	17.4	21.0	21.5	-	*	-	*	*	19.3	-
	2019-20	20.5	20.2	20.2	17.7	17.7	22.0	20.0	-	-	-	-	18.7	19.0

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	30.4%	30.4%	14.0%	31.0%	36.7%	*	*	-	20.0%	6.1%	26.5%	3.1%
	2019-20	46.3%	29.6%	29.6%	21.4%	23.9%	34.1%	*	100.0%	-	25.0%	5.2%	19.3%	3.4%
English Language Arts	2020-21	16.3%	11.8%	11.8%	3.2%	9.8%	15.3%	*	*	-	5.3%	0.0%	7.5%	0.0%
	2019-20	18.2%	12.5%	12.5%	6.9%	10.3%	14.9%	*	40.0%	-	13.3%	0.0%	6.3%	0.0%
Mathematics	2020-21	19.3%	8.8%	8.8%	2.0%	11.9%	9.3%	*	*	-	11.8%	0.0%	5.4%	0.0%
	2019-20	20.7%	13.6%	13.6%	6.5%	11.8%	16.6%	*	60.0%	-	6.3%	0.0%	7.2%	0.0%
Science	2020-21	20.6%	14.6%	14.6%	8.0%	15.8%	16.4%	*	*	-	5.9%	5.2%	15.0%	0.0%
	2019-20	22.4%	12.0%	12.0%	10.1%	8.6%	13.2%	*	60.0%	-	12.5%	0.0%	6.8%	0.0%
Social Studies	2020-21	22.8%	16.5%	16.5%	6.1%	15.5%	20.5%	*	*	-	11.1%	0.0%	11.3%	0.0%
	2019-20	24.6%	16.2%	16.2%	5.0%	12.6%	21.3%	*	80.0%	-	12.5%	0.0%	7.4%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	52.0%	52.0%	50.0%	34.5%	57.7%	*	*	-	*	26.7%	41.1%	*
	2018-19	52.6%	56.6%	56.6%	57.1%	47.1%	59.4%	*	*	-	*	34.8%	42.3%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	800	100.0%	2,668	5,402,928	800	100.0%	2,674	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.6%	0.4%
Pre-Kindergarten	0	0.0%	4.4%	4.1%	0	0.0%	4.4%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.4%	3.5%	0	0.0%	4.4%	3.5%
Kindergarten	0	0.0%	6.9%	6.8%	0	0.0%	6.9%	6.8%
Grade 1	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	6.6%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 7	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 9	211	26.4%	7.9%	8.8%	211	26.4%	7.9%	8.8%
Grade 10	183	22.9%	6.9%	7.6%	183	22.9%	6.8%	7.5%
Grade 11	227	28.4%	8.5%	7.2%	227	28.4%	8.5%	7.2%
Grade 12	179	22.4%	6.7%	6.7%	179	22.4%	6.7%	6.7%
Ethnic Distribution:								
African American	176	22.0%	20.0%	12.8%	176	22.0%	20.0%	12.8%
Hispanic	161	20.1%	19.2%	52.8%	161	20.1%	19.2%	52.7%
White	438	54.8%	56.7%	26.3%	438	54.8%	56.8%	26.3%
American Indian	3	0.4%	0.3%	0.3%	3	0.4%	0.3%	0.3%
Asian	5	0.6%	0.4%	4.8%	5	0.6%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	17	2.1%	3.3%	2.9%	17	2.1%	3.3%	2.9%
Sex:								
Female	389	48.6%	48.4%	48.9%	389	48.6%	48.4%	48.8%
Male	411	51.4%	51.6%	51.1%	411	51.4%	51.6%	51.2%
Economically Disadvantaged	437	54.6%	59.2%	60.7%	437	54.6%	59.2%	60.6%
Non-Educationally Disadvantaged	363	45.4%	40.8%	39.3%	363	45.4%	40.8%	39.4%
Section 504 Students	78	9.8%	5.9%	7.4%	78	9.8%	5.9%	7.4%
EB Students/EL	47	5.9%	8.6%	21.7%	47	5.9%	8.6%	21.7%
Students w/ Disciplinary Placements (2020-21)	32	3.8%	1.8%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	42	5.3%	3.7%	5.0%	42	5.3%	3.7%	5.0%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Homeless	1	0.1%	0.0%	1.1%	1	0.1%	0.0%	1.1%
Immigrant	1	0.1%	0.3%	2.0%	1	0.1%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	800	100.0%	100.0%	64.3%	800	100.0%	100.0%	64.3%
Military Connected	7	0.9%	1.4%	3.3%	7	0.9%	1.4%	3.3%
At-Risk	287	35.9%	44.3%	53.5%	287	35.9%	44.2%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	47	5.9%	8.5%	21.9%	47	5.9%	8.5%	21.8%
Career and Technical Education	721	90.1%	38.7%	25.8%				
Career and Technical Education (9-12 grades only)	721	90.1%	90.1%	71.0%				
Gifted and Talented Education	46	5.8%	6.1%	8.0%	46	5.8%	6.1%	8.0%
Special Education	96	12.0%	12.5%	11.6%	96	12.0%	12.6%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	96							
By Type of Primary Disability								
Students with Intellectual Disabilities	63	65.6%	49.7%	43.0%				
Students with Physical Disabilities	*	*	18.6%	20.8%				
Students with Autism	**	**	10.2%	14.7%				
Students with Behavioral Disabilities	19	19.8%	17.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	4.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	107	12.6%	12.8%	13.6%				
By Ethnicity:								
African American	29	3.4%	2.9%	2.5%				
Hispanic	16	1.9%	1.9%	6.6%				
White	57	6.7%	7.3%	3.5%				
American Indian	2	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.4%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	23	21.1%	15.0%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	8.8%	8.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	68	15.6%	15.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	64	10.5%	10.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.2%	1.9%	-	11.8%	5.2%
Grade 1	-	8.8%	2.9%	-	5.3%	4.2%
Grade 2	-	3.8%	1.7%	-	4.2%	2.2%
Grade 3	-	1.7%	1.0%	-	0.0%	1.0%
Grade 4	-	0.0%	0.7%	-	0.0%	0.7%
Grade 5	-	2.6%	0.5%	-	7.7%	0.7%
Grade 6	-	0.0%	0.6%	-	3.6%	0.6%
Grade 7	-	1.1%	0.7%	-	0.0%	0.7%
Grade 8	-	0.6%	0.6%	-	0.0%	0.8%
Grade 9	5.7%	5.7%	10.5%	7.4%	7.4%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.2	18.7
Grade 1	-	21.8	18.7
Grade 2	-	19.1	18.6
Grade 3	-	19.4	18.7
Grade 4	-	16.7	18.8
Grade 5	-	14.9	20.2
Grade 6	-	12.8	19.2
Secondary:			
English/Language Arts	13.4	13.3	16.3
Foreign Languages	18.3	17.2	18.4
Mathematics	14.5	14.8	17.5
Science	15.1	16.1	18.5
Social Studies	16.7	17.7	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	89.3	100.0%	100.0%	100.0%
Professional Staff:	82.3	92.2%	70.2%	64.1%
Teachers	69.3	77.6%	56.0%	49.3%
Professional Support	8.0	9.0%	8.8%	10.7%
Campus Administration (School Leadership)	5.0	5.6%	3.8%	2.9%
Educational Aides:	7.0	7.8%	12.5%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	2.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	2.0	n/a	5.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	16.1	18.0%	20.7%	52.1%
Teachers by Ethnicity:				
African American	8.1	11.7%	10.2%	11.2%
Hispanic	2.0	2.9%	3.7%	28.9%
White	59.1	85.4%	85.6%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
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	28.6	41.3%	20.7%	24.1%
Females	40.7	58.7%	79.3%	75.9%
Teachers by Highest Degree Held:				
No Degree	1.0	1.4%	0.8%	1.4%
Bachelors	39.3	56.8%	72.3%	72.6%
Masters	28.9	41.8%	26.4%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	4.3%	7.1%	7.9%
1-5 Years Experience	9.8	14.2%	18.8%	26.7%
6-10 Years Experience	10.3	14.8%	13.6%	20.6%
11-20 Years Experience	21.6	31.2%	28.7%	28.6%
21-30 Years Experience	19.0	27.4%	23.3%	13.2%
Over 30 Years Experience	5.5	8.0%	8.5%	2.9%

Texas Education Agency
2021-22 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	14.0	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	6.3	6.3
Average Years Experience of Principals with District	1.5	5.8	5.4
Average Years Experience of Assistant Principals	3.0	4.2	5.5
Average Years Experience of Assistant Principals with District	2.0	3.8	4.8
Average Years Experience of Teachers:	16.1	14.7	11.1
Average Years Experience of Teachers with District:	9.2	10.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,614	\$42,614	\$51,054
1-5 Years Experience	\$42,519	\$44,638	\$54,577
6-10 Years Experience	\$52,273	\$51,217	\$57,746
11-20 Years Experience	\$59,141	\$57,749	\$61,377
21-30 Years Experience	\$64,473	\$62,049	\$65,949
Over 30 Years Experience	\$68,424	\$65,395	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$57,344	\$54,977	\$58,887
Professional Support	\$72,814	\$64,380	\$69,505
Campus Administration (School Leadership)	\$99,196	\$94,519	\$84,990
Instructional Staff Percent:	n/a	79.1%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.4%	2.1%	6.2%
Career and Technical Education	11.9	17.2%	7.2%	5.2%
Compensatory Education	0.3	0.5%	6.1%	3.0%
Gifted and Talented Education	0.0	0.0%	1.2%	1.7%
Regular Education	42.3	61.1%	68.7%	70.8%
Special Education	10.3	14.8%	13.1%	9.6%
Other	3.4	4.9%	1.8%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: CARTHAGE J H

Campus Number: 183902042

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CARTHAGE J H (183902042) - 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	79%	79%	65%	72%	87%	-	*	-	83%	43%	*	79%	77%	70%	68%
	2021	69%	67%	66%	41%	61%	77%	-	*	-	40%	20%	*	65%	72%	52%	53%
At Meets Grade Level or Above	2022	56%	48%	48%	31%	41%	59%	-	*	-	33%	14%	*	49%	44%	38%	39%
	2021	45%	44%	43%	19%	33%	55%	-	*	-	40%	8%	*	42%	49%	24%	28%
At Masters Grade Level	2022	37%	30%	30%	23%	23%	37%	-	*	-	0%	7%	*	29%	31%	21%	16%
	2021	25%	27%	27%	9%	18%	35%	-	*	-	20%	4%	*	29%	18%	12%	16%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	61%	61%	44%	44%	75%	-	*	-	83%	29%	*	61%	60%	49%	35%
	2021	55%	63%	63%	44%	51%	74%	-	*	-	40%	12%	*	60%	72%	46%	47%
At Meets Grade Level or Above	2022	31%	32%	32%	19%	23%	44%	-	*	-	0%	7%	*	33%	29%	21%	16%
	2021	27%	34%	33%	19%	22%	43%	-	*	-	0%	4%	*	36%	23%	20%	16%
At Masters Grade Level	2022	13%	12%	12%	6%	8%	17%	-	*	-	0%	4%	*	13%	10%	7%	6%
	2021	12%	16%	16%	9%	8%	22%	-	*	-	0%	4%	*	18%	10%	10%	9%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	87%	87%	71%	86%	93%	-	*	-	40%	50%	80%	86%	88%	79%	76%
	2021	73%	76%	76%	57%	67%	88%	-	*	-	*	11%	*	76%	75%	68%	70%
At Meets Grade Level or Above	2022	58%	60%	60%	29%	52%	75%	-	*	-	20%	8%	0%	60%	59%	45%	36%
	2021	46%	47%	46%	30%	44%	55%	-	*	-	*	11%	*	47%	44%	38%	48%
At Masters Grade Level	2022	37%	40%	40%	11%	28%	55%	-	*	-	0%	4%	0%	40%	37%	26%	8%
	2021	21%	18%	17%	9%	16%	21%	-	*	-	*	0%	*	18%	13%	13%	19%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	77%	77%	51%	80%	85%	-	*	-	40%	13%	40%	78%	71%	70%	72%
	2021	62%	63%	62%	44%	58%	74%	-	*	-	*	17%	*	61%	64%	62%	52%
At Meets Grade Level or Above	2022	40%	50%	50%	23%	48%	60%	-	*	-	40%	4%	0%	53%	43%	38%	32%
	2021	36%	39%	37%	13%	27%	53%	-	*	-	*	6%	*	33%	44%	31%	29%
At Masters Grade Level	2022	14%	20%	20%	9%	12%	28%	-	*	-	0%	4%	0%	25%	4%	10%	4%
	2021	11%	7%	6%	3%	9%	6%	-	*	-	*	0%	*	5%	9%	4%	10%
Grade 8 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CARTHAGE J H (183902042) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	79%	79%	57%	78%	87%	-	*	-	40%	13%	40%	80%	76%	70%	68%
	2021	68%	71%	70%	45%	65%	82%	-	*	-	*	22%	*	71%	67%	63%	56%
At Meets Grade Level or Above	2022	45%	48%	48%	29%	38%	58%	-	*	-	40%	8%	0%	50%	41%	32%	24%
	2021	43%	41%	39%	16%	40%	48%	-	*	-	*	17%	*	39%	40%	30%	37%
At Masters Grade Level	2022	24%	23%	23%	6%	14%	31%	-	*	-	40%	0%	0%	27%	10%	13%	4%
	2021	24%	23%	21%	5%	26%	27%	-	*	-	*	0%	*	21%	23%	13%	22%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	62%	62%	29%	62%	72%	-	*	-	40%	17%	*	63%	56%	48%	44%
	2021	57%	66%	66%	55%	53%	77%	-	*	-	*	22%	*	66%	65%	58%	48%
At Meets Grade Level or Above	2022	31%	26%	26%	14%	16%	34%	-	*	-	40%	4%	*	29%	17%	14%	4%
	2021	28%	32%	31%	11%	37%	37%	-	*	-	*	11%	*	31%	29%	24%	33%
At Masters Grade Level	2022	18%	18%	18%	6%	12%	25%	-	*	-	20%	4%	*	21%	10%	8%	4%
	2021	14%	13%	12%	7%	14%	13%	-	*	-	*	0%	*	13%	8%	10%	15%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	76%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	73%	88%	100%	100%	100%	100%	-	*	-	-	-	-	100%	*	100%	100%
At Meets Grade Level or Above	2022	43%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	41%	66%	88%	80%	80%	94%	-	*	-	-	-	-	87%	*	82%	83%
At Masters Grade Level	2022	27%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	23%	35%	73%	60%	80%	71%	-	*	-	-	-	-	70%	*	82%	83%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	76%	74%	53%	71%	83%	-	100%	-	56%	28%	48%	75%	71%	64%	60%
	2021	67%	72%	69%	49%	62%	80%	-	100%	-	44%	17%	71%	68%	70%	59%	57%
At Meets Grade Level or Above	2022	48%	48%	44%	24%	37%	55%	-	83%	-	28%	8%	0%	46%	39%	31%	25%
	2021	41%	45%	40%	19%	34%	50%	-	91%	-	19%	8%	36%	40%	39%	28%	31%
At Masters Grade Level	2022	23%	22%	24%	11%	16%	32%	-	67%	-	9%	4%	0%	26%	17%	14%	7%
	2021	18%	19%	18%	8%	16%	22%	-	73%	-	7%	2%	7%	19%	14%	11%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	77%	83%	67%	80%	90%	-	*	-	64%	46%	83%	83%	82%	74%	71%
	2021	68%	71%	71%	50%	64%	82%	-	*	-	50%	16%	*	70%	74%	60%	61%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CARTHAGE J H (183902042) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	52%	54%	30%	47%	67%	-	*	-	27%	12%	0%	55%	52%	41%	38%
	2021	45%	45%	45%	25%	38%	55%	-	*	-	25%	9%	*	44%	46%	31%	37%
At Masters Grade Level	2022	25%	24%	35%	18%	26%	47%	-	*	-	0%	6%	0%	35%	34%	24%	13%
	2021	18%	17%	22%	9%	17%	29%	-	*	-	13%	2%	*	24%	15%	13%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	74%	69%	47%	64%	80%	-	*	-	64%	21%	50%	70%	66%	59%	52%
	2021	66%	72%	66%	47%	59%	76%	-	*	-	38%	14%	*	65%	69%	56%	54%
At Meets Grade Level or Above	2022	42%	42%	42%	20%	37%	52%	-	*	-	18%	6%	0%	43%	36%	29%	23%
	2021	37%	42%	39%	20%	30%	51%	-	*	-	0%	5%	*	40%	37%	28%	27%
At Masters Grade Level	2022	20%	17%	17%	7%	10%	23%	-	*	-	0%	4%	0%	19%	7%	8%	5%
	2021	18%	19%	17%	9%	16%	20%	-	*	-	0%	2%	*	18%	13%	11%	17%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	77%	79%	57%	78%	87%	-	*	-	40%	13%	40%	80%	76%	70%	68%
	2021	71%	77%	70%	45%	65%	82%	-	*	-	*	22%	*	71%	67%	63%	56%
At Meets Grade Level or Above	2022	47%	49%	48%	29%	38%	58%	-	*	-	40%	8%	0%	50%	41%	32%	24%
	2021	44%	50%	39%	16%	40%	48%	-	*	-	*	17%	*	39%	40%	30%	37%
At Masters Grade Level	2022	21%	21%	23%	6%	14%	31%	-	*	-	40%	0%	0%	27%	10%	13%	4%
	2021	20%	24%	21%	5%	26%	27%	-	*	-	*	0%	*	21%	23%	13%	22%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	79%	62%	29%	62%	72%	-	*	-	40%	17%	*	63%	56%	48%	44%
	2021	73%	79%	66%	55%	53%	77%	-	*	-	*	22%	*	66%	65%	58%	48%
At Meets Grade Level or Above	2022	50%	52%	26%	14%	16%	34%	-	*	-	40%	4%	*	29%	17%	14%	4%
	2021	49%	55%	31%	11%	37%	37%	-	*	-	*	11%	*	31%	29%	24%	33%
At Masters Grade Level	2022	30%	30%	18%	6%	12%	25%	-	*	-	20%	4%	*	21%	10%	8%	4%
	2021	29%	27%	12%	7%	14%	13%	-	*	-	*	0%	*	13%	8%	10%	15%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2022	32%	30%	30%	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
	2021	26%	29%	27%	16%	14%	37%	-	*	-	0%	4%	*	28%	23%	14%	9%
Reading and Mathematics Including EOC	2022	33%	30%	30%	15%	23%	41%	-	*	-	0%	7%	*	29%	31%	20%	16%
	2021	27%	29%	27%	16%	14%	37%	-	*	-	0%	4%	*	28%	23%	14%	9%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 CARTHAGE J H (183902042) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	56%	48%	48%	31%	41%	59%	-	*	-	33%	14%	*	49%	45%	39%	39%
	2021	45%	44%	43%	19%	33%	55%	-	*	-	40%	8%	*	42%	49%	24%	28%
Math Including EOC	2022	37%	33%	33%	19%	23%	44%	-	*	-	0%	7%	*	33%	31%	22%	16%
	2021	32%	34%	33%	19%	22%	43%	-	*	-	0%	4%	*	36%	23%	20%	16%
8th Graders																	
Reading and Mathematics	2022	27%	42%	42%	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%
	2021	21%	27%	25%	8%	18%	36%	-	*	-	*	6%	*	24%	27%	20%	19%
Reading and Mathematics Including EOC	2022	41%	42%	42%	14%	34%	55%	-	*	-	20%	4%	0%	45%	31%	27%	12%
	2021	33%	37%	35%	16%	33%	44%	-	*	-	*	6%	*	36%	31%	27%	33%
Reading Including EOC	2022	58%	60%	60%	29%	52%	74%	-	*	-	20%	8%	0%	60%	58%	44%	36%
	2021	47%	47%	46%	30%	44%	55%	-	*	-	*	11%	*	47%	44%	38%	48%
Math Including EOC	2022	48%	50%	50%	23%	48%	60%	-	*	-	40%	4%	0%	53%	42%	37%	32%
	2021	43%	47%	46%	20%	40%	60%	-	*	-	*	6%	*	45%	48%	37%	41%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	33%	36%	14%	29%	48%	-	*	-	9%	6%	0%	38%	31%	24%	14%
	2021	26%	27%	26%	11%	16%	37%	-	*	-	0%	5%	*	27%	25%	17%	13%
Reading and Mathematics Including EOC	2022	36%	33%	36%	14%	29%	48%	-	*	-	9%	6%	0%	38%	31%	24%	14%
	2021	28%	28%	31%	16%	23%	41%	-	*	-	0%	5%	*	32%	28%	20%	20%
Reading Including EOC	2022	53%	50%	54%	30%	47%	67%	-	*	-	27%	12%	0%	55%	52%	41%	38%
	2021	41%	38%	45%	25%	38%	55%	-	*	-	25%	9%	*	44%	46%	31%	37%
Math Including EOC	2022	43%	41%	42%	20%	37%	52%	-	*	-	18%	6%	0%	43%	36%	29%	23%
	2021	37%	39%	39%	20%	30%	51%	-	*	-	0%	5%	*	40%	37%	28%	27%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 7 ELA/Reading	2022	88	87	87	85	85	89	-	*	-	100	67	*	88	87	86	87
	2019	77	80	80	76	80	83	-	*	-	*	43	*	81	73	76	75
Grade 7 Mathematics	2022	60	64	64	61	54	70	-	*	-	70	46	*	65	63	57	47
	2019	62	52	52	52	59	51	-	*	-	*	43	*	51	58	54	50
Grade 8 ELA/Reading	2022	83	86	86	82	84	92	-	*	-	40	80	100	85	90	83	75
	2019	77	75	75	74	79	76	-	-	-	*	67	*	73	88	76	74
Grade 8 Mathematics	2022	74	82	82	83	80	85	-	*	-	60	39	40	85	72	80	75
	2019	82	81	81	87	70	84	-	-	-	*	73	*	79	92	82	67
End of Course Algebra I	2022	67	71	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	75	84	90	81	*	91	-	-	-	-	*	*	91	80	88	*
All Grades Both Subjects	2022	74	70	80	77	76	84	-	*	-	68	58	75	81	78	76	70
	2019	69	67	73	74	73	74	-	*	-	43	60	82	72	79	73	67
All Grades ELA/Reading	2022	78	76	87	84	85	90	-	*	-	70	73	100	87	88	85	81
	2019	68	67	78	75	79	79	-	*	-	43	58	93	77	81	76	74
All Grades Mathematics	2022	69	64	74	70	68	78	-	*	-	65	42	50	75	68	68	59
	2019	70	67	69	73	66	69	-	*	-	43	62	71	67	77	70	60

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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	2022	74%	76%	74%	-	-	-	-	-	-	59%	59%	-	-	*	76%	59%	*
	2021	67%	72%	69%	-	-	-	-	-	-	38%	38%	-	-	-	71%	38%	89%
At Meets Grade Level or Above	2022	48%	48%	44%	-	-	-	-	-	-	24%	24%	-	-	*	47%	24%	*
	2021	41%	45%	40%	-	-	-	-	-	-	12%	12%	-	-	-	41%	12%	66%
At Masters Grade Level	2022	23%	22%	24%	-	-	-	-	-	-	8%	8%	-	-	*	27%	8%	*
	2021	18%	19%	18%	-	-	-	-	-	-	3%	3%	-	-	-	18%	3%	36%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	77%	83%	-	-	-	-	-	-	70%	70%	-	-	*	84%	71%	*
	2021	68%	71%	71%	-	-	-	-	-	-	44%	44%	-	-	-	73%	44%	96%
At Meets Grade Level or Above	2022	53%	52%	54%	-	-	-	-	-	-	36%	36%	-	-	*	57%	36%	*
	2021	45%	45%	45%	-	-	-	-	-	-	17%	17%	-	-	-	46%	17%	75%
At Masters Grade Level	2022	25%	24%	35%	-	-	-	-	-	-	13%	13%	-	-	*	39%	13%	*
	2021	18%	17%	22%	-	-	-	-	-	-	7%	7%	-	-	-	23%	7%	38%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	74%	69%	-	-	-	-	-	-	51%	51%	-	-	*	72%	51%	*
	2021	66%	72%	66%	-	-	-	-	-	-	37%	37%	-	-	-	68%	37%	88%
At Meets Grade Level or Above	2022	42%	42%	42%	-	-	-	-	-	-	21%	21%	-	-	*	45%	22%	*
	2021	37%	42%	39%	-	-	-	-	-	-	10%	10%	-	-	-	41%	10%	63%
At Masters Grade Level	2022	20%	17%	17%	-	-	-	-	-	-	6%	6%	-	-	*	18%	5%	*
	2021	18%	19%	17%	-	-	-	-	-	-	2%	2%	-	-	-	17%	2%	42%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	77%	79%	-	-	-	-	-	-	68%	68%	-	-	-	80%	68%	-
	2021	71%	77%	70%	-	-	-	-	-	-	20%	20%	-	-	-	72%	20%	100%
At Meets Grade Level or Above	2022	47%	49%	48%	-	-	-	-	-	-	24%	24%	-	-	-	51%	24%	-
	2021	44%	50%	39%	-	-	-	-	-	-	7%	7%	-	-	-	40%	7%	75%
At Masters Grade Level	2022	21%	21%	23%	-	-	-	-	-	-	4%	4%	-	-	-	26%	4%	-
	2021	20%	24%	21%	-	-	-	-	-	-	0%	0%	-	-	-	21%	0%	50%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	79%	62%	-	-	-	-	-	-	44%	44%	-	-	-	64%	44%	-
	2021	73%	79%	66%	-	-	-	-	-	-	20%	20%	-	-	-	69%	20%	83%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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 Meets Grade Level or Above	2022	50%	52%	26%	-	-	-	-	-	-	4%	4%	-	-	-	30%	4%	-
	2021	49%	55%	31%	-	-	-	-	-	-	7%	7%	-	-	-	30%	7%	67%
At Masters Grade Level	2022	30%	30%	18%	-	-	-	-	-	-	4%	4%	-	-	-	20%	4%	-
	2021	29%	27%	12%	-	-	-	-	-	-	0%	0%	-	-	-	12%	0%	33%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	70%	80%	-	-	-	-	-	-	70%	70%	-	-	*	82%	70%	*
	2019	69%	67%	73%	-	-	-	-	-	-	65%	65%	-	-	-		65%	
All Grades ELA/Reading	2022	78%	76%	87%	-	-	-	-	-	-	80%	80%	-	-	*	88%	81%	*
	2019	68%	67%	78%	-	-	-	-	-	-	76%	76%	-	-	-		76%	
All Grades Mathematics	2022	69%	64%	74%	-	-	-	-	-	-	59%	59%	-	-	*	76%	58%	*
	2019	70%	67%	69%	-	-	-	-	-	-	55%	55%	-	-	-		55%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	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%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	95%	95%	95%	95%	96%	-	100%	-	90%	92%	100%	97%	89%	96%	98%
Not Included in Accountability: Mobile	3%	4%	5%	5%	5%	4%	-	0%	-	10%	8%	0%	2%	11%	4%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	89%	100%	100%	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	83%	95%	95%	95%	95%	95%	-	*	-	89%	90%	*	97%	87%	95%	98%
Not Included in Accountability: Mobile	3%	4%	5%	5%	5%	5%	-	*	-	11%	10%	*	3%	13%	5%	2%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	11%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	99%	100%	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	84%	95%	95%	95%	95%	95%	-	*	-	89%	91%	*	98%	87%	96%	98%
Not Included in Accountability: Mobile	4%	4%	5%	5%	5%	5%	-	*	-	11%	9%	*	2%	13%	4%	2%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	12%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	87%	99%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	84%	95%	95%	92%	93%	98%	-	*	-	*	82%	*	95%	96%	95%	96%
Not Included in Accountability: Mobile	3%	4%	5%	8%	7%	2%	-	*	-	*	18%	*	5%	4%	5%	4%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	2%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	87%	99%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	84%	96%	97%	96%	96%	99%	-	*	-	*	100%	*	98%	96%	97%	96%
Not Included in Accountability: Mobile	3%	3%	3%	4%	4%	1%	-	*	-	*	0%	*	2%	4%	3%	4%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	3%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.4%	95.1%	95.6%	95.8%	94.7%	-	*	-	92.8%	93.8%	94.6%	95.3%
2019-20	98.3%	98.2%	98.2%	98.3%	98.7%	98.0%	-	*	-	*	98.0%	98.0%	99.2%
Chronic Absenteeism													
2020-21	15.0%	15.9%	13.5%	14.0%	10.9%	13.5%	-	*	-	36.4%	23.9%	15.5%	16.3%
2019-20	6.7%	6.4%	4.9%	6.9%	3.5%	4.9%	-	*	-	0.0%	1.9%	5.2%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	66.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	71.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	72.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	78.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	7.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	65.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	70.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	70.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	197	358,842
By Ethnicity:				
African American	-	-	37	44,018
Hispanic	-	-	40	183,306
White	-	-	114	103,898
American Indian	-	-	0	1,195
Asian	-	-	1	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	5	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	59	56,281
Foundation H.S. Program (Endorsement)	-	-	10	13,582
Foundation H.S. Program (DLA)	-	-	128	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	88	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	32,809
At-Risk Graduates	-	-	89	155,884
CTE Completers	-	-	83	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	432	100.0%	2,668	5,402,928	432	100.0%	2,674	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.6%	0.4%
Pre-Kindergarten	0	0.0%	4.4%	4.1%	0	0.0%	4.4%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.4%	3.5%	0	0.0%	4.4%	3.5%
Kindergarten	0	0.0%	6.9%	6.8%	0	0.0%	6.9%	6.8%
Grade 1	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	6.6%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 7	211	48.8%	7.9%	7.7%	211	48.8%	7.9%	7.7%
Grade 8	221	51.2%	8.3%	7.9%	221	51.2%	8.3%	7.8%
Grade 9	0	0.0%	7.9%	8.8%	0	0.0%	7.9%	8.8%
Grade 10	0	0.0%	6.9%	7.6%	0	0.0%	6.8%	7.5%
Grade 11	0	0.0%	8.5%	7.2%	0	0.0%	8.5%	7.2%
Grade 12	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Ethnic Distribution:								
African American	86	19.9%	20.0%	12.8%	86	19.9%	20.0%	12.8%
Hispanic	91	21.1%	19.2%	52.8%	91	21.1%	19.2%	52.7%
White	243	56.3%	56.7%	26.3%	243	56.3%	56.8%	26.3%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	1	0.2%	0.4%	4.8%	1	0.2%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	11	2.5%	3.3%	2.9%	11	2.5%	3.3%	2.9%
Sex:								
Female	219	50.7%	48.4%	48.9%	219	50.7%	48.4%	48.8%
Male	213	49.3%	51.6%	51.1%	213	49.3%	51.6%	51.2%
Economically Disadvantaged	252	58.3%	59.2%	60.7%	252	58.3%	59.2%	60.6%
Non-Educationally Disadvantaged	180	41.7%	40.8%	39.3%	180	41.7%	40.8%	39.4%
Section 504 Students	31	7.2%	5.9%	7.4%	31	7.2%	5.9%	7.4%
EB Students/EL	56	13.0%	8.6%	21.7%	56	13.0%	8.6%	21.7%
Students w/ Disciplinary Placements (2020-21)	11	2.4%	1.8%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	18	4.2%	3.7%	5.0%	18	4.2%	3.7%	5.0%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	1	0.2%	0.3%	2.0%	1	0.2%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	432	100.0%	100.0%	64.3%	432	100.0%	100.0%	64.3%
Military Connected	8	1.9%	1.4%	3.3%	8	1.9%	1.4%	3.3%
At-Risk	245	56.7%	44.3%	53.5%	245	56.7%	44.2%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	55	12.7%	8.5%	21.9%	55	12.7%	8.5%	21.8%
Career and Technical Education	311	72.0%	38.7%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	90.1%	71.0%				
Gifted and Talented Education	26	6.0%	6.1%	8.0%	26	6.0%	6.1%	8.0%
Special Education	57	13.2%	12.5%	11.6%	57	13.2%	12.6%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	57							
By Type of Primary Disability								
Students with Intellectual Disabilities	38	66.7%	49.7%	43.0%				
Students with Physical Disabilities	*	*	18.6%	20.8%				
Students with Autism	*	*	10.2%	14.7%				
Students with Behavioral Disabilities	14	24.6%	17.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	4.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	60	13.0%	12.8%	13.6%				
By Ethnicity:								
African American	12	2.6%	2.9%	2.5%				
Hispanic	8	1.7%	1.9%	6.6%				
White	38	8.2%	7.3%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	10.4%	15.0%	15.7%				
Count and Percent of EB Students/EL who are Mobile	2	4.7%	8.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	40	15.5%	15.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	20	9.2%	10.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.2%	1.9%	-	11.8%	5.2%
Grade 1	-	8.8%	2.9%	-	5.3%	4.2%
Grade 2	-	3.8%	1.7%	-	4.2%	2.2%
Grade 3	-	1.7%	1.0%	-	0.0%	1.0%
Grade 4	-	0.0%	0.7%	-	0.0%	0.7%
Grade 5	-	2.6%	0.5%	-	7.7%	0.7%
Grade 6	-	0.0%	0.6%	-	3.6%	0.6%
Grade 7	1.1%	1.1%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.6%	0.6%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	5.7%	10.5%	-	7.4%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.2	18.7
Grade 1	-	21.8	18.7
Grade 2	-	19.1	18.6
Grade 3	-	19.4	18.7
Grade 4	-	16.7	18.8
Grade 5	-	14.9	20.2
Grade 6	-	12.8	19.2
Secondary:			
English/Language Arts	13.1	13.3	16.3
Foreign Languages	14.0	17.2	18.4
Mathematics	15.3	14.8	17.5
Science	18.5	16.1	18.5
Social Studies	19.3	17.7	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	36.8	100.0%	100.0%	100.0%
Professional Staff:	31.8	86.4%	70.2%	64.1%
Teachers	27.4	74.6%	56.0%	49.3%
Professional Support	2.3	6.4%	8.8%	10.7%
Campus Administration (School Leadership)	2.0	5.4%	3.8%	2.9%
Educational Aides:	5.0	13.6%	12.5%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,194.0
Part-time Librarians	1.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	5.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	4.7	12.7%	20.7%	52.1%
Teachers by Ethnicity:				
African American	1.7	6.1%	10.2%	11.2%
Hispanic	1.0	3.6%	3.7%	28.9%
White	24.7	90.3%	85.6%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
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	7.1	25.9%	20.7%	24.1%
Females	20.3	74.1%	79.3%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	21.3	77.7%	72.3%	72.6%
Masters	6.1	22.3%	26.4%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	7.3%	7.1%	7.9%
1-5 Years Experience	8.8	32.1%	18.8%	26.7%
6-10 Years Experience	2.9	10.4%	13.6%	20.6%
11-20 Years Experience	5.4	19.8%	28.7%	28.6%
21-30 Years Experience	6.5	23.7%	23.3%	13.2%
Over 30 Years Experience	1.8	6.7%	8.5%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.8	n/a	14.0	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	6.3	6.3
Average Years Experience of Principals with District	5.0	5.8	5.4
Average Years Experience of Assistant Principals	2.0	4.2	5.5
Average Years Experience of Assistant Principals with District	2.0	3.8	4.8
Average Years Experience of Teachers:	12.9	14.7	11.1
Average Years Experience of Teachers with District:	8.5	10.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$41,700	\$42,614	\$51,054
1-5 Years Experience	\$46,409	\$44,638	\$54,577
6-10 Years Experience	\$52,663	\$51,217	\$57,746
11-20 Years Experience	\$56,868	\$57,749	\$61,377
21-30 Years Experience	\$59,160	\$62,049	\$65,949
Over 30 Years Experience	\$62,341	\$65,395	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$52,882	\$54,977	\$58,887
Professional Support	\$52,061	\$64,380	\$69,505
Campus Administration (School Leadership)	\$90,287	\$94,519	\$84,990
Instructional Staff Percent:	n/a	79.1%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	1.4%	2.1%	6.2%
Career and Technical Education	1.8	6.5%	7.2%	5.2%
Compensatory Education	0.9	3.2%	6.1%	3.0%
Gifted and Talented Education	0.2	0.8%	1.2%	1.7%
Regular Education	20.7	75.7%	68.7%	70.8%
Special Education	3.4	12.5%	13.1%	9.6%
Other	0.0	0.0%	1.8%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: BAKER-KOONCE INT

Campus Number: 183902101

2022 Accountability Rating: Not Rated: Senate Bill 1365

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
 BAKER-KOONCE INT (183902101) - 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	64%	64%	50%	70%	65%	-	*	-	86%	38%	60%	68%	52%	55%	64%
	2021	63%	58%	58%	39%	42%	70%	-	*	-	*	36%	*	58%	58%	47%	36%
At Meets Grade Level or Above	2022	54%	44%	44%	26%	50%	46%	-	*	-	43%	34%	40%	50%	22%	35%	48%
	2021	36%	24%	24%	13%	10%	33%	-	*	-	*	29%	*	27%	16%	17%	5%
At Masters Grade Level	2022	28%	18%	18%	6%	23%	21%	-	*	-	14%	17%	20%	23%	4%	12%	20%
	2021	17%	10%	10%	6%	0%	14%	-	*	-	*	14%	*	10%	8%	6%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	56%	56%	38%	60%	62%	-	*	-	14%	31%	60%	61%	41%	48%	48%
	2021	59%	68%	68%	55%	45%	79%	-	*	-	*	50%	*	69%	64%	61%	41%
At Meets Grade Level or Above	2022	43%	28%	28%	18%	28%	31%	-	*	-	14%	17%	0%	31%	15%	19%	24%
	2021	36%	34%	34%	19%	19%	45%	-	*	-	*	29%	*	36%	30%	22%	18%
At Masters Grade Level	2022	23%	13%	13%	9%	18%	13%	-	*	-	0%	3%	0%	14%	9%	10%	16%
	2021	21%	20%	20%	13%	13%	26%	-	*	-	*	14%	*	22%	16%	11%	14%
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	77%	77%	58%	72%	87%	-	-	-	*	50%	*	78%	76%	68%	77%
	2021	73%	74%	74%	59%	58%	85%	-	-	-	83%	42%	*	75%	71%	65%	53%
At Meets Grade Level or Above	2022	58%	48%	48%	30%	25%	61%	-	-	-	*	25%	*	47%	49%	37%	23%
	2021	46%	46%	46%	16%	27%	62%	-	-	-	67%	5%	*	41%	63%	29%	21%
At Masters Grade Level	2022	36%	26%	26%	12%	19%	34%	-	-	-	*	15%	*	26%	27%	17%	14%
	2021	30%	29%	29%	8%	24%	39%	-	-	-	33%	5%	*	26%	43%	16%	16%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	80%	80%	71%	72%	86%	-	-	-	*	48%	*	81%	76%	73%	73%
	2021	70%	76%	76%	67%	58%	85%	-	-	-	83%	21%	*	76%	76%	63%	58%
At Meets Grade Level or Above	2022	48%	45%	45%	29%	31%	56%	-	-	-	*	24%	*	43%	51%	34%	27%
	2021	44%	50%	50%	28%	42%	61%	-	-	-	50%	5%	*	49%	56%	41%	42%
At Masters Grade Level	2022	25%	20%	20%	9%	16%	25%	-	-	-	*	10%	*	19%	22%	12%	9%
	2021	25%	29%	29%	8%	18%	42%	-	-	-	17%	5%	*	26%	41%	20%	11%
Grade 5 Science																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 BAKER-KOONCE INT (183902101) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	66%	67%	67%	48%	56%	78%	-	-	-	*	40%	*	66%	71%	63%	55%
	2021	62%	73%	73%	51%	67%	84%	-	-	-	67%	26%	*	73%	74%	60%	68%
At Meets Grade Level or Above	2022	38%	34%	34%	21%	16%	44%	-	-	-	*	25%	*	32%	39%	23%	5%
	2021	31%	43%	43%	16%	27%	59%	-	-	-	33%	5%	*	39%	57%	30%	16%
At Masters Grade Level	2022	18%	16%	16%	9%	9%	20%	-	-	-	*	15%	*	14%	20%	11%	5%
	2021	13%	18%	18%	8%	9%	25%	-	-	-	17%	5%	*	13%	37%	13%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	76%	76%	61%	71%	83%	-	-	-	*	26%	*	77%	74%	67%	63%
	2021	62%	54%	54%	49%	34%	64%	-	-	-	33%	44%	*	58%	41%	43%	26%
At Meets Grade Level or Above	2022	43%	53%	53%	26%	43%	65%	-	-	-	*	11%	*	52%	55%	36%	37%
	2021	32%	25%	25%	21%	8%	33%	-	-	-	17%	28%	*	26%	18%	17%	0%
At Masters Grade Level	2022	23%	27%	27%	8%	20%	35%	-	-	-	*	0%	*	24%	36%	17%	11%
	2021	15%	10%	10%	13%	3%	12%	-	-	-	17%	17%	*	12%	5%	7%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	79%	79%	66%	74%	86%	-	-	-	*	37%	*	81%	74%	69%	63%
	2021	68%	63%	63%	47%	47%	75%	-	-	-	67%	72%	*	66%	52%	52%	45%
At Meets Grade Level or Above	2022	39%	40%	40%	18%	43%	47%	-	-	-	*	5%	*	41%	38%	33%	37%
	2021	36%	29%	29%	28%	21%	34%	-	-	-	0%	28%	*	32%	16%	21%	13%
At Masters Grade Level	2022	16%	14%	14%	5%	11%	17%	-	-	-	*	5%	*	13%	17%	12%	5%
	2021	15%	10%	10%	9%	8%	13%	-	-	-	0%	11%	*	12%	5%	6%	3%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	76%	71%	56%	68%	78%	-	*	-	58%	38%	74%	73%	66%	63%	63%
	2021	67%	72%	65%	52%	49%	76%	-	*	-	56%	41%	69%	67%	61%	55%	45%
At Meets Grade Level or Above	2022	48%	48%	41%	24%	34%	50%	-	*	-	32%	21%	33%	42%	38%	31%	29%
	2021	41%	45%	34%	20%	21%	44%	-	*	-	26%	16%	45%	35%	33%	24%	15%
At Masters Grade Level	2022	23%	22%	19%	8%	17%	23%	-	*	-	13%	10%	15%	19%	19%	13%	12%
	2021	18%	19%	16%	8%	9%	22%	-	*	-	13%	10%	17%	16%	18%	10%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	77%	72%	56%	71%	78%	-	*	-	79%	38%	67%	74%	67%	63%	68%
	2021	68%	71%	62%	50%	44%	73%	-	*	-	47%	41%	64%	64%	56%	51%	36%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 BAKER-KOONCE INT (183902101) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	52%	48%	28%	40%	57%	-	*	-	50%	25%	42%	50%	42%	36%	36%
	2021	45%	45%	31%	17%	15%	42%	-	*	-	33%	20%	36%	32%	29%	21%	7%
At Masters Grade Level	2022	25%	24%	23%	9%	21%	29%	-	*	-	21%	12%	25%	24%	22%	15%	15%
	2021	18%	17%	16%	10%	9%	21%	-	*	-	20%	12%	0%	16%	16%	9%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	74%	71%	58%	68%	77%	-	*	-	43%	38%	75%	74%	64%	62%	61%
	2021	66%	72%	68%	55%	50%	80%	-	*	-	73%	47%	73%	70%	63%	58%	47%
At Meets Grade Level or Above	2022	42%	42%	37%	22%	34%	44%	-	*	-	21%	16%	25%	38%	35%	28%	29%
	2021	37%	42%	37%	25%	27%	46%	-	*	-	20%	20%	45%	39%	32%	28%	22%
At Masters Grade Level	2022	20%	17%	15%	8%	15%	18%	-	*	-	7%	6%	8%	15%	16%	11%	11%
	2021	18%	19%	20%	10%	13%	26%	-	*	-	7%	10%	36%	20%	19%	12%	8%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	77%	67%	48%	56%	78%	-	-	-	*	40%	*	66%	71%	63%	55%
	2021	71%	77%	73%	51%	67%	84%	-	-	-	67%	26%	*	73%	74%	60%	68%
At Meets Grade Level or Above	2022	47%	49%	34%	21%	16%	44%	-	-	-	*	25%	*	32%	39%	23%	5%
	2021	44%	50%	43%	16%	27%	59%	-	-	-	33%	5%	*	39%	57%	30%	16%
At Masters Grade Level	2022	21%	21%	16%	9%	9%	20%	-	-	-	*	15%	*	14%	20%	11%	5%
	2021	20%	24%	18%	8%	9%	25%	-	-	-	17%	5%	*	13%	37%	13%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
4th Graders																	
Reading and Mathematics	2022	36%	23%	23%	12%	28%	24%	-	*	-	14%	17%	0%	26%	11%	15%	24%
	2021	26%	18%	18%	10%	3%	26%	-	*	-	*	21%	*	21%	12%	12%	5%
Reading and Mathematics Including EOC	2022	36%	23%	23%	12%	28%	24%	-	*	-	14%	17%	0%	26%	11%	15%	24%
	2021	26%	18%	18%	10%	3%	26%	-	*	-	*	21%	*	21%	12%	12%	5%
Reading Including EOC	2022	54%	43%	43%	26%	50%	46%	-	*	-	43%	34%	40%	50%	22%	34%	48%
	2021	36%	24%	24%	13%	10%	33%	-	*	-	*	29%	*	27%	16%	17%	5%
Math Including EOC	2022	43%	27%	27%	18%	28%	30%	-	*	-	14%	17%	0%	31%	15%	19%	24%
	2021	36%	34%	34%	19%	19%	45%	-	*	-	*	29%	*	36%	30%	22%	18%
5th Graders																	
Reading and Mathematics	2022	41%	33%	33%	15%	19%	44%	-	-	-	*	15%	*	31%	39%	21%	18%
	2021	34%	36%	36%	11%	24%	49%	-	-	-	50%	5%	*	33%	50%	22%	21%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 BAKER-KOONCE INT (183902101) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	33%	33%	15%	19%	44%	-	-	-	*	15%	*	31%	39%	21%	18%
	2021	34%	36%	36%	11%	24%	49%	-	-	-	50%	5%	*	33%	50%	22%	21%
Reading Including EOC	2022	58%	48%	48%	30%	25%	61%	-	-	-	*	25%	*	47%	49%	37%	23%
	2021	46%	46%	46%	16%	27%	62%	-	-	-	67%	5%	*	41%	63%	29%	21%
Math Including EOC	2022	48%	45%	45%	29%	31%	56%	-	-	-	*	24%	*	43%	51%	34%	27%
	2021	44%	50%	50%	28%	42%	61%	-	-	-	50%	5%	*	49%	56%	41%	42%
6th Graders																	
Reading and Mathematics	2022	31%	33%	33%	11%	34%	41%	-	-	-	*	5%	*	33%	33%	22%	26%
	2021	24%	19%	19%	19%	8%	25%	-	-	-	0%	28%	*	21%	14%	12%	0%
Reading and Mathematics Including EOC	2022	31%	33%	33%	11%	34%	41%	-	-	-	*	5%	*	33%	33%	22%	26%
	2021	24%	19%	19%	19%	8%	25%	-	-	-	0%	28%	*	21%	14%	12%	0%
Reading Including EOC	2022	43%	53%	53%	26%	43%	65%	-	-	-	*	11%	*	52%	55%	36%	37%
	2021	32%	25%	25%	21%	8%	33%	-	-	-	17%	28%	*	26%	18%	17%	0%
Math Including EOC	2022	40%	40%	40%	18%	43%	47%	-	-	-	*	5%	*	41%	38%	33%	37%
	2021	36%	29%	29%	28%	21%	34%	-	-	-	0%	28%	*	32%	16%	21%	13%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	33%	29%	12%	27%	36%	-	*	-	21%	13%	17%	30%	28%	19%	23%
	2021	26%	27%	24%	14%	12%	33%	-	*	-	20%	18%	36%	25%	23%	15%	7%
Reading and Mathematics Including EOC	2022	36%	33%	29%	12%	27%	36%	-	*	-	21%	13%	17%	30%	28%	19%	23%
	2021	28%	28%	24%	14%	12%	33%	-	*	-	20%	18%	36%	25%	23%	15%	7%
Reading Including EOC	2022	53%	50%	48%	28%	40%	57%	-	*	-	50%	25%	42%	50%	42%	36%	36%
	2021	41%	38%	31%	17%	15%	42%	-	*	-	33%	20%	36%	32%	29%	21%	7%
Math Including EOC	2022	43%	41%	37%	22%	34%	44%	-	*	-	21%	16%	25%	38%	35%	28%	29%
	2021	37%	39%	37%	25%	27%	46%	-	*	-	20%	20%	45%	39%	32%	28%	22%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	49	49	47	59	44	-	*	-	79	26	40	51	39	43	67
	2019	61	49	49	49	32	57	-	-	-	*	61	33	50	47	44	27
Grade 4 Mathematics	2022	74	35	35	32	42	33	-	*	-	43	26	10	35	36	33	42
	2019	65	63	63	53	56	69	-	-	-	*	57	67	64	59	56	52
Grade 5 ELA/Reading	2022	87	91	91	84	95	92	-	-	-	*	88	*	90	91	87	95
	2019	81	83	83	80	80	86	*	*	-	80	73	*	82	88	80	79
Grade 5 Mathematics	2022	79	76	76	73	79	76	-	-	-	*	78	*	78	71	78	80
	2019	83	75	75	72	77	74	*	*	-	70	76	*	77	68	75	91
Grade 6 ELA/Reading	2022	61	70	70	63	71	72	-	-	-	*	34	*	68	80	67	75
	2019	42	39	39	29	32	46	-	*	-	-	18	*	39	40	36	33
Grade 6 Mathematics	2022	61	55	55	60	56	50	-	-	-	*	41	*	53	63	58	56
	2019	54	48	48	46	53	46	-	*	-	-	43	*	48	46	48	59
All Grades Both Subjects	2022	74	70	61	60	66	60	-	*	-	71	45	53	61	63	59	69
	2019	69	67	60	52	57	64	*	85	-	69	55	48	60	59	55	59
All Grades ELA/Reading	2022	78	76	69	64	74	68	-	*	-	77	46	70	68	70	63	79
	2019	68	67	58	49	51	64	*	70	-	56	50	46	58	59	52	49
All Grades Mathematics	2022	69	64	54	55	58	52	-	*	-	65	45	35	54	56	54	59
	2019	70	67	62	55	64	63	*	100	-	81	60	50	63	59	59	69

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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	2022	74%	76%	71%	-	-	-	-	-	-	62%	66%	56%	-	*	72%	63%	67%
	2021	67%	72%	65%	-	-	-	-	-	-	44%	44%	-	-	*	68%	45%	*
At Meets Grade Level or Above	2022	48%	48%	41%	-	-	-	-	-	-	27%	30%	22%	-	*	43%	28%	50%
	2021	41%	45%	34%	-	-	-	-	-	-	14%	14%	-	-	*	37%	14%	*
At Masters Grade Level	2022	23%	22%	19%	-	-	-	-	-	-	10%	12%	7%	-	*	20%	11%	33%
	2021	18%	19%	16%	-	-	-	-	-	-	6%	6%	-	-	*	18%	5%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	77%	72%	-	-	-	-	-	-	68%	68%	68%	-	*	73%	68%	*
	2021	68%	71%	62%	-	-	-	-	-	-	36%	36%	-	-	*	66%	35%	*
At Meets Grade Level or Above	2022	53%	52%	48%	-	-	-	-	-	-	34%	33%	36%	-	*	49%	35%	*
	2021	45%	45%	31%	-	-	-	-	-	-	7%	7%	-	-	*	35%	7%	*
At Masters Grade Level	2022	25%	24%	23%	-	-	-	-	-	-	15%	18%	9%	-	*	24%	14%	*
	2021	18%	17%	16%	-	-	-	-	-	-	4%	4%	-	-	*	18%	4%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	74%	71%	-	-	-	-	-	-	60%	63%	55%	-	*	72%	60%	*
	2021	66%	72%	68%	-	-	-	-	-	-	46%	46%	-	-	*	72%	46%	*
At Meets Grade Level or Above	2022	42%	42%	37%	-	-	-	-	-	-	27%	33%	18%	-	*	38%	29%	*
	2021	37%	42%	37%	-	-	-	-	-	-	20%	20%	-	-	*	40%	21%	*
At Masters Grade Level	2022	20%	17%	15%	-	-	-	-	-	-	8%	8%	9%	-	*	16%	10%	*
	2021	18%	19%	20%	-	-	-	-	-	-	9%	9%	-	-	*	21%	8%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	77%	67%	-	-	-	-	-	-	55%	73%	36%	-	-	69%	55%	-
	2021	71%	77%	73%	-	-	-	-	-	-	68%	68%	-	-	-	74%	68%	-
At Meets Grade Level or Above	2022	47%	49%	34%	-	-	-	-	-	-	5%	9%	0%	-	-	38%	5%	-
	2021	44%	50%	43%	-	-	-	-	-	-	16%	16%	-	-	-	46%	16%	-
At Masters Grade Level	2022	21%	21%	16%	-	-	-	-	-	-	5%	9%	0%	-	-	17%	5%	-
	2021	20%	24%	18%	-	-	-	-	-	-	5%	5%	-	-	-	20%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	70%	61%	-	-	-	-	-	-	68%	66%	73%	-	*	60%	69%	67%
	2019	69%	67%	60%	-	-	-	-	-	-	53%	53%	-	-	*	-	53%	-
All Grades ELA/Reading	2022	78%	76%	69%	-	-	-	-	-	-	79%	78%	82%	-	*	67%	80%	*
	2019	68%	67%	58%	-	-	-	-	-	-	41%	41%	-	-	*	-	42%	-

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2022	69%	64%	54%	-	-	-	-	-	-	58%	54%	64%	-	*	53%	58%	*
	2019	70%	67%	62%	-	-	-	-	-	-	64%	64%	-	-	*		65%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
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%
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%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	1%	3%	0%	0%	-	-	-	*	5%	*	1%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	99%	100%	100%	99%	-	*	-	100%	95%	100%	99%	99%	99%	99%
Included in Accountability	83%	95%	92%	93%	97%	91%	-	*	-	80%	70%	100%	95%	83%	92%	99%
Not Included in Accountability: Mobile	3%	4%	6%	6%	1%	8%	-	*	-	14%	18%	0%	3%	16%	6%	0%
Not Included in Accountability: Other Exclusions	1%	1%	1%	1%	1%	0%	-	*	-	6%	6%	0%	1%	1%	1%	0%
Not Tested	12%	1%	1%	0%	0%	1%	-	*	-	0%	5%	0%	1%	1%	1%	1%
Absent	2%	0%	0%	0%	0%	1%	-	*	-	0%	2%	0%	0%	0%	1%	1%
Other	10%	0%	1%	0%	0%	1%	-	*	-	0%	3%	0%	1%	0%	1%	0%
Reading																
Assessment Participant	89%	100%	99%	100%	100%	99%	-	*	-	100%	96%	100%	99%	100%	99%	100%
Included in Accountability	83%	95%	93%	94%	97%	92%	-	*	-	83%	75%	100%	96%	84%	93%	100%
Not Included in Accountability: Mobile	3%	4%	6%	5%	2%	7%	-	*	-	11%	15%	0%	2%	15%	5%	0%
Not Included in Accountability: Other Exclusions	3%	1%	1%	1%	1%	0%	-	*	-	6%	6%	0%	1%	1%	1%	0%
Not Tested	11%	0%	1%	0%	0%	1%	-	*	-	0%	4%	0%	1%	0%	1%	0%
Absent	2%	0%	0%	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	1%	-	*	-	0%	3%	0%	0%	0%	1%	0%
Mathematics																
Assessment Participant	88%	99%	99%	100%	100%	99%	-	*	-	100%	96%	100%	99%	100%	99%	100%
Included in Accountability	84%	95%	93%	94%	97%	92%	-	*	-	83%	75%	100%	96%	84%	93%	100%
Not Included in Accountability: Mobile	4%	4%	6%	5%	2%	7%	-	*	-	11%	15%	0%	2%	15%	5%	0%
Not Included in Accountability: Other Exclusions	0%	0%	1%	1%	1%	0%	-	*	-	6%	6%	0%	1%	1%	1%	0%
Not Tested	12%	1%	1%	0%	0%	1%	-	*	-	0%	4%	0%	1%	0%	1%	0%
Absent	2%	0%	0%	0%	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	1%	-	*	-	0%	3%	0%	0%	0%	1%	0%
Science																
Assessment Participant	87%	99%	99%	100%	100%	98%	-	-	-	100%	93%	*	99%	100%	98%	100%
Included in Accountability	84%	95%	91%	93%	100%	89%	-	-	-	75%	68%	*	95%	78%	89%	100%
Not Included in Accountability: Mobile	3%	4%	8%	8%	0%	9%	-	-	-	25%	25%	*	3%	22%	9%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	13%	1%	1%	0%	0%	2%	-	-	-	0%	7%	*	1%	0%	2%	0%
Absent	2%	1%	1%	0%	0%	1%	-	-	-	0%	4%	*	1%	0%	1%	0%
Other	10%	0%	1%	0%	0%	1%	-	-	-	0%	4%	*	1%	0%	1%	0%
Social Studies																
Assessment Participant	87%	99%	100%	*	-	*	-	-	-	*	100%	-	100%	-	*	-
Included in Accountability	84%	96%	0%	*	-	*	-	-	-	*	0%	-	0%	-	*	-
Not Included in Accountability: Mobile	3%	3%	100%	*	-	*	-	-	-	*	100%	-	100%	-	*	-
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	-	*	-	-	-	*	0%	-	0%	-	*	-
Not Tested	13%	1%	0%	*	-	*	-	-	-	*	0%	-	0%	-	*	-
Absent	3%	1%	0%	*	-	*	-	-	-	*	0%	-	0%	-	*	-
Other	10%	0%	0%	*	-	*	-	-	-	*	0%	-	0%	-	*	-

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 - Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.4%	93.9%	93.7%	94.2%	94.1%	-	*	*	89.7%	91.1%	93.2%	94.9%
2019-20	98.3%	98.2%	98.6%	98.8%	98.7%	98.5%	*	*	*	97.7%	98.0%	98.4%	99.4%
Chronic Absenteeism													
2020-21	15.0%	15.9%	19.2%	18.9%	17.2%	17.4%	-	*	*	57.1%	34.9%	23.3%	10.8%
2019-20	6.7%	6.4%	4.3%	2.4%	3.5%	4.9%	*	*	*	13.3%	6.8%	6.5%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	66.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	71.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	72.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	78.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	7.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	65.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	70.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	70.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	197	358,842
By Ethnicity:				
African American	-	-	37	44,018
Hispanic	-	-	40	183,306
White	-	-	114	103,898
American Indian	-	-	0	1,195
Asian	-	-	1	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	5	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	59	56,281
Foundation H.S. Program (Endorsement)	-	-	10	13,582
Foundation H.S. Program (DLA)	-	-	128	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	88	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	32,809
At-Risk Graduates	-	-	89	155,884
CTE Completers	-	-	83	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	570	100.0%	2,668	5,402,928	570	100.0%	2,674	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.6%	0.4%
Pre-Kindergarten	0	0.0%	4.4%	4.1%	0	0.0%	4.4%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.4%	3.5%	0	0.0%	4.4%	3.5%
Kindergarten	0	0.0%	6.9%	6.8%	0	0.0%	6.9%	6.8%
Grade 1	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	0	0.0%	6.6%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	206	36.1%	7.7%	7.1%	206	36.1%	7.7%	7.1%
Grade 5	180	31.6%	6.7%	7.2%	180	31.6%	6.7%	7.2%
Grade 6	184	32.3%	6.9%	7.4%	184	32.3%	6.9%	7.4%
Grade 7	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 9	0	0.0%	7.9%	8.8%	0	0.0%	7.9%	8.8%
Grade 10	0	0.0%	6.9%	7.6%	0	0.0%	6.8%	7.5%
Grade 11	0	0.0%	8.5%	7.2%	0	0.0%	8.5%	7.2%
Grade 12	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Ethnic Distribution:								
African American	108	18.9%	20.0%	12.8%	108	18.9%	20.0%	12.8%
Hispanic	111	19.5%	19.2%	52.8%	111	19.5%	19.2%	52.7%
White	332	58.2%	56.7%	26.3%	332	58.2%	56.8%	26.3%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	1	0.2%	0.4%	4.8%	1	0.2%	0.4%	4.8%
Pacific Islander	1	0.2%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Two or More Races	17	3.0%	3.3%	2.9%	17	3.0%	3.3%	2.9%
Sex:								
Female	285	50.0%	48.4%	48.9%	285	50.0%	48.4%	48.8%
Male	285	50.0%	51.6%	51.1%	285	50.0%	51.6%	51.2%
Economically Disadvantaged	326	57.2%	59.2%	60.7%	326	57.2%	59.2%	60.6%
Non-Educationally Disadvantaged	244	42.8%	40.8%	39.3%	244	42.8%	40.8%	39.4%
Section 504 Students	31	5.4%	5.9%	7.4%	31	5.4%	5.9%	7.4%
EB Students/EL	63	11.1%	8.6%	21.7%	63	11.1%	8.6%	21.7%
Students w/ Disciplinary Placements (2020-21)	10	1.6%	1.8%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	24	4.2%	3.7%	5.0%	24	4.2%	3.7%	5.0%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	3	0.5%	0.3%	2.0%	3	0.5%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	570	100.0%	100.0%	64.3%	570	100.0%	100.0%	64.3%
Military Connected	20	3.5%	1.4%	3.3%	20	3.5%	1.4%	3.3%
At-Risk	292	51.2%	44.3%	53.5%	292	51.2%	44.2%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	62	10.9%	8.5%	21.9%	62	10.9%	8.5%	21.8%
Career and Technical Education	0	0.0%	38.7%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	90.1%	71.0%				
Gifted and Talented Education	55	9.6%	6.1%	8.0%	55	9.6%	6.1%	8.0%
Special Education	75	13.2%	12.5%	11.6%	75	13.2%	12.6%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	75							
By Type of Primary Disability								
Students with Intellectual Disabilities	39	52.0%	49.7%	43.0%				
Students with Physical Disabilities	9	12.0%	18.6%	20.8%				
Students with Autism	8	10.7%	10.2%	14.7%				
Students with Behavioral Disabilities	19	25.3%	17.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	4.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	78	12.6%	12.8%	13.6%				
By Ethnicity:								
African American	17	2.7%	2.9%	2.5%				
Hispanic	13	2.1%	1.9%	6.6%				
White	41	6.6%	7.3%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	2	0.3%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.8%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	8.4%	15.0%	15.7%				
Count and Percent of EB Students/EL who are Mobile	6	7.8%	8.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	50	13.7%	15.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	45	12.4%	10.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.2%	1.9%	-	11.8%	5.2%
Grade 1	-	8.8%	2.9%	-	5.3%	4.2%
Grade 2	-	3.8%	1.7%	-	4.2%	2.2%
Grade 3	-	1.7%	1.0%	-	0.0%	1.0%
Grade 4	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 5	2.6%	2.6%	0.5%	7.7%	7.7%	0.7%
Grade 6	0.0%	0.0%	0.6%	3.6%	3.6%	0.6%
Grade 7	-	1.1%	0.7%	-	0.0%	0.7%
Grade 8	-	0.6%	0.6%	-	0.0%	0.8%
Grade 9	-	5.7%	10.5%	-	7.4%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.2	18.7
Grade 1	-	21.8	18.7
Grade 2	-	19.1	18.6
Grade 3	-	19.4	18.7
Grade 4	16.7	16.7	18.8
Grade 5	14.9	14.9	20.2
Grade 6	12.8	12.8	19.2
Secondary:			
English/Language Arts	-	13.3	16.3
Foreign Languages	-	17.2	18.4
Mathematics	-	14.8	17.5
Science	-	16.1	18.5
Social Studies	-	17.7	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	51.3	100.0%	100.0%	100.0%
Professional Staff:	45.3	88.3%	70.2%	64.1%
Teachers	40.3	78.6%	56.0%	49.3%
Professional Support	3.0	5.8%	8.8%	10.7%
Campus Administration (School Leadership)	2.0	3.9%	3.8%	2.9%
Educational Aides:	6.0	11.7%	12.5%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	2.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	0.0	n/a	5.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	12.7	24.8%	20.7%	52.1%
Teachers by Ethnicity:				
African American	5.7	14.2%	10.2%	11.2%
Hispanic	1.0	2.5%	3.7%	28.9%
White	33.6	83.3%	85.6%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
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	3.7	9.2%	20.7%	24.1%
Females	36.6	90.8%	79.3%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	31.8	78.9%	72.3%	72.6%
Masters	7.5	18.6%	26.4%	25.2%
Doctorate	1.0	2.5%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.6	14.0%	7.1%	7.9%
1-5 Years Experience	10.2	25.3%	18.8%	26.7%
6-10 Years Experience	5.9	14.6%	13.6%	20.6%
11-20 Years Experience	8.6	21.3%	28.7%	28.6%
21-30 Years Experience	7.0	17.4%	23.3%	13.2%
Over 30 Years Experience	3.0	7.4%	8.5%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.1	n/a	14.0	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	6.3	6.3
Average Years Experience of Principals with District	5.0	5.8	5.4
Average Years Experience of Assistant Principals	1.0	4.2	5.5
Average Years Experience of Assistant Principals with District	1.0	3.8	4.8
Average Years Experience of Teachers:	11.5	14.7	11.1
Average Years Experience of Teachers with District:	8.2	10.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$41,878	\$42,614	\$51,054
1-5 Years Experience	\$44,697	\$44,638	\$54,577
6-10 Years Experience	\$51,361	\$51,217	\$57,746
11-20 Years Experience	\$57,941	\$57,749	\$61,377
21-30 Years Experience	\$60,718	\$62,049	\$65,949
Over 30 Years Experience	\$63,270	\$65,395	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$52,269	\$54,977	\$58,887
Professional Support	\$55,641	\$64,380	\$69,505
Campus Administration (School Leadership)	\$88,950	\$94,519	\$84,990
Instructional Staff Percent:	n/a	79.1%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	3.8%	2.1%	6.2%
Career and Technical Education	0.0	0.0%	7.2%	5.2%
Compensatory Education	0.9	2.2%	6.1%	3.0%
Gifted and Talented Education	2.0	5.0%	1.2%	1.7%
Regular Education	29.3	72.8%	68.7%	70.8%
Special Education	6.5	16.2%	13.1%	9.6%
Other	0.0	0.0%	1.8%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)

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

2021-22 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: LIBBY EL

Campus Number: 183902103

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
LIBBY EL (183902103) - 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)	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	2022	76%	82%	82%	79%	83%	84%	-	*	-	82%	63%	*	82%	82%	76%	85%
	2021	67%	79%	79%	68%	71%	85%	*	-	-	71%	67%	100%	79%	78%	76%	68%
At Meets Grade Level or Above	2022	51%	48%	48%	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
	2021	39%	42%	42%	26%	34%	49%	*	-	-	29%	17%	40%	47%	19%	36%	36%
At Masters Grade Level	2022	30%	32%	32%	13%	31%	37%	-	*	-	27%	8%	*	35%	14%	22%	23%
	2021	19%	21%	21%	6%	18%	27%	*	-	-	14%	7%	10%	23%	14%	15%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	81%	81%	71%	86%	81%	-	*	-	100%	50%	*	83%	71%	76%	77%
	2021	62%	76%	76%	65%	82%	78%	*	-	-	71%	43%	100%	78%	68%	69%	73%
At Meets Grade Level or Above	2022	43%	51%	51%	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
	2021	31%	40%	40%	26%	26%	48%	*	-	-	29%	30%	30%	43%	27%	33%	27%
At Masters Grade Level	2022	21%	21%	21%	8%	17%	26%	-	*	-	18%	13%	*	23%	14%	17%	8%
	2021	14%	19%	19%	12%	13%	24%	*	-	-	0%	3%	10%	22%	8%	14%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	76%	82%	75%	84%	82%	-	*	-	91%	56%	*	83%	77%	76%	81%
	2021	67%	72%	78%	66%	76%	81%	*	-	-	71%	55%	100%	79%	73%	73%	70%
At Meets Grade Level or Above	2022	48%	48%	49%	38%	53%	52%	-	*	-	41%	25%	*	52%	36%	42%	38%
	2021	41%	45%	41%	26%	30%	49%	*	-	-	29%	23%	35%	45%	23%	34%	32%
At Masters Grade Level	2022	23%	22%	26%	10%	24%	31%	-	*	-	23%	10%	*	29%	14%	19%	15%
	2021	18%	19%	20%	9%	16%	25%	*	-	-	7%	5%	10%	22%	11%	14%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	77%	82%	79%	83%	84%	-	*	-	82%	63%	*	82%	82%	76%	85%
	2021	68%	71%	79%	68%	71%	85%	*	-	-	71%	67%	100%	79%	78%	76%	68%
At Meets Grade Level or Above	2022	53%	52%	48%	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
	2021	45%	45%	42%	26%	34%	49%	*	-	-	29%	17%	40%	47%	19%	36%	36%
At Masters Grade Level	2022	25%	24%	32%	13%	31%	37%	-	*	-	27%	8%	*	35%	14%	22%	23%
	2021	18%	17%	21%	6%	18%	27%	*	-	-	14%	7%	10%	23%	14%	15%	14%
All Grades Mathematics																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 LIBBY EL (183902103) - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	72%	74%	81%	71%	86%	81%	-	*	-	100%	50%	*	83%	71%	76%	77%
	2021	66%	72%	76%	65%	82%	78%	*	-	-	71%	43%	100%	78%	68%	69%	73%
At Meets Grade Level or Above	2022	42%	42%	51%	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
	2021	37%	42%	40%	26%	26%	48%	*	-	-	29%	30%	30%	43%	27%	33%	27%
At Masters Grade Level	2022	20%	17%	21%	8%	17%	26%	-	*	-	18%	13%	*	23%	14%	17%	8%
	2021	18%	19%	19%	12%	13%	24%	*	-	-	0%	3%	10%	22%	8%	14%	14%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	37%	37%	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
	2021	24%	30%	30%	18%	18%	37%	*	-	-	14%	13%	30%	34%	11%	24%	18%
Reading and Mathematics Including EOC	2022	36%	37%	37%	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
	2021	24%	30%	30%	18%	18%	37%	*	-	-	14%	13%	30%	34%	11%	24%	18%
Reading Including EOC	2022	51%	48%	48%	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
	2021	38%	42%	42%	26%	34%	49%	*	-	-	29%	17%	40%	47%	19%	36%	36%
Math Including EOC	2022	43%	51%	51%	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
	2021	31%	40%	40%	26%	26%	48%	*	-	-	29%	30%	30%	43%	27%	33%	27%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	33%	37%	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
	2021	26%	27%	30%	18%	18%	37%	*	-	-	14%	13%	30%	34%	11%	24%	18%
Reading and Mathematics Including EOC	2022	36%	33%	37%	21%	38%	42%	-	*	-	27%	13%	*	39%	25%	28%	23%
	2021	28%	28%	30%	18%	18%	37%	*	-	-	14%	13%	30%	34%	11%	24%	18%
Reading Including EOC	2022	53%	50%	48%	38%	52%	50%	-	*	-	45%	17%	*	51%	36%	38%	38%
	2021	41%	38%	42%	26%	34%	49%	*	-	-	29%	17%	40%	47%	19%	36%	36%
Math Including EOC	2022	43%	41%	51%	38%	55%	54%	-	*	-	36%	33%	*	54%	36%	46%	38%
	2021	37%	39%	40%	26%	26%	48%	*	-	-	29%	30%	30%	43%	27%	33%	27%

* 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).

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	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	2022	74%	76%	82%	-	-	-	-	-	-	81%	81%	-	-	-	82%	81%	-
	2021	67%	72%	78%	-	-	-	-	-	-	70%	70%	-	-	-	78%	70%	-
At Meets Grade Level or Above	2022	48%	48%	49%	-	-	-	-	-	-	38%	38%	-	-	-	50%	38%	-
	2021	41%	45%	41%	-	-	-	-	-	-	32%	32%	-	-	-	42%	32%	-
At Masters Grade Level	2022	23%	22%	26%	-	-	-	-	-	-	15%	15%	-	-	-	27%	15%	-
	2021	18%	19%	20%	-	-	-	-	-	-	14%	14%	-	-	-	21%	14%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	77%	82%	-	-	-	-	-	-	85%	85%	-	-	-	82%	85%	-
	2021	68%	71%	79%	-	-	-	-	-	-	68%	68%	-	-	-	80%	68%	-
At Meets Grade Level or Above	2022	53%	52%	48%	-	-	-	-	-	-	38%	38%	-	-	-	49%	38%	-
	2021	45%	45%	42%	-	-	-	-	-	-	36%	36%	-	-	-	43%	36%	-
At Masters Grade Level	2022	25%	24%	32%	-	-	-	-	-	-	23%	23%	-	-	-	32%	23%	-
	2021	18%	17%	21%	-	-	-	-	-	-	14%	14%	-	-	-	22%	14%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	74%	81%	-	-	-	-	-	-	77%	77%	-	-	-	82%	77%	-
	2021	66%	72%	76%	-	-	-	-	-	-	73%	73%	-	-	-	76%	73%	-
At Meets Grade Level or Above	2022	42%	42%	51%	-	-	-	-	-	-	38%	38%	-	-	-	52%	38%	-
	2021	37%	42%	40%	-	-	-	-	-	-	27%	27%	-	-	-	41%	27%	-
At Masters Grade Level	2022	20%	17%	21%	-	-	-	-	-	-	8%	8%	-	-	-	22%	8%	-
	2021	18%	19%	19%	-	-	-	-	-	-	14%	14%	-	-	-	20%	14%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
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%
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%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	99%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	95%	96%	100%	97%	94%	*	-	-	88%	97%	100%	99%	82%	97%	100%
Not Included in Accountability: Mobile	3%	4%	4%	0%	3%	6%	*	-	-	13%	3%	0%	1%	18%	3%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Tested	12%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	89%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	83%	95%	96%	100%	97%	94%	*	-	-	88%	97%	100%	99%	82%	97%	100%
Not Included in Accountability: Mobile	3%	4%	4%	0%	3%	6%	*	-	-	13%	3%	0%	1%	18%	3%	0%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	11%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	99%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	84%	95%	96%	100%	97%	94%	*	-	-	88%	97%	100%	99%	82%	97%	100%
Not Included in Accountability: Mobile	4%	4%	4%	0%	3%	6%	*	-	-	13%	3%	0%	1%	18%	3%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	1%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.4%	95.5%	96.0%	96.0%	95.3%	*	*	-	92.6%	96.0%	94.8%	95.8%
2019-20	98.3%	98.2%	98.6%	98.6%	99.2%	98.4%	*	*	-	98.4%	98.4%	98.4%	99.4%
Chronic Absenteeism													
2020-21	15.0%	15.9%	10.4%	8.7%	9.9%	9.6%	*	*	-	30.0%	6.3%	13.9%	11.1%
2019-20	6.7%	6.4%	3.9%	6.7%	0.0%	4.5%	*	*	-	0.0%	7.0%	5.4%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	66.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	71.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	72.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	78.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	7.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	65.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	70.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	70.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	197	358,842
By Ethnicity:				
African American	-	-	37	44,018
Hispanic	-	-	40	183,306
White	-	-	114	103,898
American Indian	-	-	0	1,195
Asian	-	-	1	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	5	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	59	56,281
Foundation H.S. Program (Endorsement)	-	-	10	13,582
Foundation H.S. Program (DLA)	-	-	128	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	88	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	32,809
At-Risk Graduates	-	-	89	155,884
CTE Completers	-	-	83	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	353	100.0%	2,668	5,402,928	353	100.0%	2,674	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.6%	0.4%
Pre-Kindergarten	0	0.0%	4.4%	4.1%	0	0.0%	4.4%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.4%	3.5%	0	0.0%	4.4%	3.5%
Kindergarten	0	0.0%	6.9%	6.8%	0	0.0%	6.9%	6.8%
Grade 1	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 2	175	49.6%	6.6%	7.1%	175	49.6%	6.5%	7.1%
Grade 3	178	50.4%	6.7%	7.1%	178	50.4%	6.7%	7.1%
Grade 4	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 7	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 9	0	0.0%	7.9%	8.8%	0	0.0%	7.9%	8.8%
Grade 10	0	0.0%	6.9%	7.6%	0	0.0%	6.8%	7.5%
Grade 11	0	0.0%	8.5%	7.2%	0	0.0%	8.5%	7.2%
Grade 12	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Ethnic Distribution:								
African American	62	17.6%	20.0%	12.8%	62	17.6%	20.0%	12.8%
Hispanic	67	19.0%	19.2%	52.8%	67	19.0%	19.2%	52.7%
White	203	57.5%	56.7%	26.3%	203	57.5%	56.8%	26.3%
American Indian	1	0.3%	0.3%	0.3%	1	0.3%	0.3%	0.3%
Asian	2	0.6%	0.4%	4.8%	2	0.6%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	18	5.1%	3.3%	2.9%	18	5.1%	3.3%	2.9%
Sex:								
Female	163	46.2%	48.4%	48.9%	163	46.2%	48.4%	48.8%
Male	190	53.8%	51.6%	51.1%	190	53.8%	51.6%	51.2%
Economically Disadvantaged	227	64.3%	59.2%	60.7%	227	64.3%	59.2%	60.6%
Non-Educationally Disadvantaged	126	35.7%	40.8%	39.3%	126	35.7%	40.8%	39.4%
Section 504 Students	15	4.2%	5.9%	7.4%	15	4.2%	5.9%	7.4%
EB Students/EL	29	8.2%	8.6%	21.7%	29	8.2%	8.6%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.8%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	13	3.7%	3.7%	5.0%	13	3.7%	3.7%	5.0%
Foster Care	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	2	0.6%	0.3%	2.0%	2	0.6%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	353	100.0%	100.0%	64.3%	353	100.0%	100.0%	64.3%
Military Connected	3	0.8%	1.4%	3.3%	3	0.8%	1.4%	3.3%
At-Risk	183	51.8%	44.3%	53.5%	183	51.8%	44.2%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	29	8.2%	8.5%	21.9%	29	8.2%	8.5%	21.8%
Career and Technical Education	0	0.0%	38.7%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	90.1%	71.0%				
Gifted and Talented Education	30	8.5%	6.1%	8.0%	30	8.5%	6.1%	8.0%
Special Education	42	11.9%	12.5%	11.6%	42	11.9%	12.6%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	42							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	40.5%	49.7%	43.0%				
Students with Physical Disabilities	16	38.1%	18.6%	20.8%				
Students with Autism	**	**	10.2%	14.7%				
Students with Behavioral Disabilities	*	*	17.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	4.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	50	12.0%	12.8%	13.6%				
By Ethnicity:								
African American	11	2.6%	2.9%	2.5%				
Hispanic	5	1.2%	1.9%	6.6%				
White	30	7.2%	7.3%	3.5%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.7%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	10	15.6%	15.0%	15.7%				
Count and Percent of EB Students/EL who are Mobile	2	5.6%	8.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	40	15.3%	15.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	18	9.9%	10.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.2%	1.9%	-	11.8%	5.2%
Grade 1	-	8.8%	2.9%	-	5.3%	4.2%
Grade 2	3.8%	3.8%	1.7%	4.2%	4.2%	2.2%
Grade 3	1.7%	1.7%	1.0%	0.0%	0.0%	1.0%
Grade 4	-	0.0%	0.7%	-	0.0%	0.7%
Grade 5	-	2.6%	0.5%	-	7.7%	0.7%
Grade 6	-	0.0%	0.6%	-	3.6%	0.6%
Grade 7	-	1.1%	0.7%	-	0.0%	0.7%
Grade 8	-	0.6%	0.6%	-	0.0%	0.8%
Grade 9	-	5.7%	10.5%	-	7.4%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.2	18.7
Grade 1	-	21.8	18.7
Grade 2	19.1	19.1	18.6
Grade 3	19.4	19.4	18.7
Grade 4	-	16.7	18.8
Grade 5	-	14.9	20.2
Grade 6	-	12.8	19.2
Secondary:			
English/Language Arts	-	13.3	16.3
Foreign Languages	-	17.2	18.4
Mathematics	-	14.8	17.5
Science	-	16.1	18.5
Social Studies	-	17.7	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	39.4	100.0%	100.0%	100.0%
Professional Staff:	31.5	80.0%	70.2%	64.1%
Teachers	23.3	59.2%	56.0%	49.3%
Professional Support	6.2	15.8%	8.8%	10.7%
Campus Administration (School Leadership)	2.0	5.1%	3.8%	2.9%
Educational Aides:	7.9	20.0%	12.5%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	5.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	7.0	17.8%	20.7%	52.1%
Teachers by Ethnicity:				
African American	3.0	12.9%	10.2%	11.2%
Hispanic	1.0	4.3%	3.7%	28.9%
White	18.3	78.6%	85.6%	56.4%
American Indian	1.0	4.3%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
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%	20.7%	24.1%
Females	23.3	100.0%	79.3%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.8%	1.4%
Bachelors	18.3	78.6%	72.3%	72.6%
Masters	5.0	21.4%	26.4%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.4	5.9%	7.1%	7.9%
1-5 Years Experience	3.0	12.9%	18.8%	26.7%
6-10 Years Experience	6.0	25.7%	13.6%	20.6%
11-20 Years Experience	9.0	38.6%	28.7%	28.6%
21-30 Years Experience	3.0	12.6%	23.3%	13.2%
Over 30 Years Experience	1.0	4.3%	8.5%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.1	n/a	14.0	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	6.3	6.3
Average Years Experience of Principals with District	9.0	5.8	5.4
Average Years Experience of Assistant Principals	3.0	4.2	5.5
Average Years Experience of Assistant Principals with District	3.0	3.8	4.8
Average Years Experience of Teachers:	13.2	14.7	11.1
Average Years Experience of Teachers with District:	9.6	10.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,300	\$42,614	\$51,054
1-5 Years Experience	\$46,390	\$44,638	\$54,577
6-10 Years Experience	\$49,025	\$51,217	\$57,746
11-20 Years Experience	\$56,931	\$57,749	\$61,377
21-30 Years Experience	\$59,892	\$62,049	\$65,949
Over 30 Years Experience	\$62,520	\$65,395	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$53,352	\$54,977	\$58,887
Professional Support	\$52,652	\$64,380	\$69,505
Campus Administration (School Leadership)	\$92,750	\$94,519	\$84,990
Instructional Staff Percent:	n/a	79.1%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	4.3%	2.1%	6.2%
Career and Technical Education	0.0	0.0%	7.2%	5.2%
Compensatory Education	1.0	4.3%	6.1%	3.0%
Gifted and Talented Education	0.0	0.0%	1.2%	1.7%
Regular Education	18.9	81.2%	68.7%	70.8%
Special Education	2.4	10.2%	13.1%	9.6%
Other	0.0	0.0%	1.8%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: CARTHAGE PRI

Campus Number: 183902104

2022 Accountability Rating: B

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

This campus is not rated on Progress (TAPR).

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

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

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	94.4%	96.7%	96.7%	97.0%	96.9%	-	*	-	94.5%	96.2%	96.2%	96.8%
2019-20	98.3%	98.2%	98.6%	98.8%	98.7%	98.5%	*	*	-	*	98.7%	98.5%	99.2%
Chronic Absenteeism													
2020-21	15.0%	15.9%	3.7%	5.7%	0.0%	4.0%	-	*	-	10.0%	5.0%	5.4%	0.0%
2019-20	6.7%	6.4%	4.6%	3.0%	5.0%	5.4%	*	*	-	0.0%	4.3%	4.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	92.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	94.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	66.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	71.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	72.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	78.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	7.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	65.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	70.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	70.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	197	358,842
By Ethnicity:				
African American	-	-	37	44,018
Hispanic	-	-	40	183,306
White	-	-	114	103,898
American Indian	-	-	0	1,195
Asian	-	-	1	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	5	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	59	56,281
Foundation H.S. Program (Endorsement)	-	-	10	13,582
Foundation H.S. Program (DLA)	-	-	128	287,316
Special Education Graduates	-	-	29	31,028
Economically Disadvantaged Graduates	-	-	88	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	3	32,809
At-Risk Graduates	-	-	89	155,884
CTE Completers	-	-	83	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	513	100.0%	2,668	5,402,928	519	100.0%	2,674	5,427,370
Students by Grade:								
Early Childhood Education	9	1.8%	0.3%	0.3%	15	2.9%	0.6%	0.4%
Pre-Kindergarten	117	22.8%	4.4%	4.1%	117	22.5%	4.4%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	117	22.8%	4.4%	3.5%	117	22.5%	4.4%	3.5%
Kindergarten	185	36.1%	6.9%	6.8%	185	35.6%	6.9%	6.8%
Grade 1	202	39.4%	7.6%	7.1%	202	38.9%	7.6%	7.1%
Grade 2	0	0.0%	6.6%	7.1%	0	0.0%	6.5%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 7	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 8	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.8%
Grade 9	0	0.0%	7.9%	8.8%	0	0.0%	7.9%	8.8%
Grade 10	0	0.0%	6.9%	7.6%	0	0.0%	6.8%	7.5%
Grade 11	0	0.0%	8.5%	7.2%	0	0.0%	8.5%	7.2%
Grade 12	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Ethnic Distribution:								
African American	102	19.9%	20.0%	12.8%	102	19.7%	20.0%	12.8%
Hispanic	82	16.0%	19.2%	52.8%	83	16.0%	19.2%	52.7%
White	298	58.1%	56.7%	26.3%	303	58.4%	56.8%	26.3%
American Indian	4	0.8%	0.3%	0.3%	4	0.8%	0.3%	0.3%
Asian	2	0.4%	0.4%	4.8%	2	0.4%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	25	4.9%	3.3%	2.9%	25	4.8%	3.3%	2.9%
Sex:								
Female	235	45.8%	48.4%	48.9%	237	45.7%	48.4%	48.8%
Male	278	54.2%	51.6%	51.1%	282	54.3%	51.6%	51.2%
Economically Disadvantaged	337	65.7%	59.2%	60.7%	340	65.5%	59.2%	60.6%
Non-Educationally Disadvantaged	176	34.3%	40.8%	39.3%	179	34.5%	40.8%	39.4%
Section 504 Students	3	0.6%	5.9%	7.4%	3	0.6%	5.9%	7.4%
EB Students/EL	35	6.8%	8.6%	21.7%	35	6.7%	8.6%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	1.8%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	1	0.2%	3.7%	5.0%	1	0.2%	3.7%	5.0%
Foster Care	5	1.0%	0.2%	0.3%	5	1.0%	0.2%	0.3%
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	1	0.2%	0.3%	2.0%	1	0.2%	0.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	513	100.0%	100.0%	64.3%	519	100.0%	100.0%	64.3%
Military Connected	0	0.0%	1.4%	3.3%	0	0.0%	1.4%	3.3%
At-Risk	176	34.3%	44.3%	53.5%	176	33.9%	44.2%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	35	6.8%	8.5%	21.9%	35	6.7%	8.5%	21.8%
Career and Technical Education	0	0.0%	38.7%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	90.1%	71.0%				
Gifted and Talented Education	5	1.0%	6.1%	8.0%	5	1.0%	6.1%	8.0%
Special Education	64	12.5%	12.5%	11.6%	67	12.9%	12.6%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	64							
By Type of Primary Disability								
Students with Intellectual Disabilities	9	14.1%	49.7%	43.0%				
Students with Physical Disabilities	31	48.4%	18.6%	20.8%				
Students with Autism	5	7.8%	10.2%	14.7%				
Students with Behavioral Disabilities	5	7.8%	17.4%	20.0%				
Students with Non-Categorical Early Childhood	14	21.9%	4.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	32	16.3%	12.8%	13.6%				
By Ethnicity:								
African American	6	3.1%	2.9%	2.5%				
Hispanic	7	3.6%	1.9%	6.6%				
White	19	9.7%	7.3%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	21.7%	15.0%	15.7%				
Count and Percent of EB Students/EL who are Mobile	4	21.1%	8.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	26	20.6%	15.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	25	8.2%	10.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.2%	3.2%	1.9%	11.8%	11.8%	5.2%
Grade 1	8.8%	8.8%	2.9%	5.3%	5.3%	4.2%
Grade 2	-	3.8%	1.7%	-	4.2%	2.2%
Grade 3	-	1.7%	1.0%	-	0.0%	1.0%
Grade 4	-	0.0%	0.7%	-	0.0%	0.7%
Grade 5	-	2.6%	0.5%	-	7.7%	0.7%
Grade 6	-	0.0%	0.6%	-	3.6%	0.6%
Grade 7	-	1.1%	0.7%	-	0.0%	0.7%
Grade 8	-	0.6%	0.6%	-	0.0%	0.8%
Grade 9	-	5.7%	10.5%	-	7.4%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.2	20.2	18.7
Grade 1	21.8	21.8	18.7
Grade 2	-	19.1	18.6
Grade 3	-	19.4	18.7
Grade 4	-	16.7	18.8
Grade 5	-	14.9	20.2
Grade 6	-	12.8	19.2
Secondary:			
English/Language Arts	-	13.3	16.3
Foreign Languages	-	17.2	18.4
Mathematics	-	14.8	17.5
Science	-	16.1	18.5
Social Studies	-	17.7	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	55.3	100.0%	100.0%	100.0%
Professional Staff:	38.8	70.2%	70.2%	64.1%
Teachers	30.3	54.8%	56.0%	49.3%
Professional Support	6.5	11.7%	8.8%	10.7%
Campus Administration (School Leadership)	2.0	3.6%	3.8%	2.9%
Educational Aides:	16.5	29.8%	12.5%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	5.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	11.0	19.9%	20.7%	52.1%
Teachers by Ethnicity:				
African American	1.0	3.3%	10.2%	11.2%
Hispanic	2.0	6.6%	3.7%	28.9%
White	27.3	90.1%	85.6%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
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%	20.7%	24.1%
Females	30.3	100.0%	79.3%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.5	1.7%	0.8%	1.4%
Bachelors	27.0	89.0%	72.3%	72.6%
Masters	2.8	9.3%	26.4%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.5	5.0%	7.1%	7.9%
1-5 Years Experience	4.0	13.2%	18.8%	26.7%
6-10 Years Experience	1.0	3.3%	13.6%	20.6%
11-20 Years Experience	10.0	33.0%	28.7%	28.6%
21-30 Years Experience	9.0	29.7%	23.3%	13.2%
Over 30 Years Experience	4.8	15.9%	8.5%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.9	n/a	14.0	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	6.3	6.3
Average Years Experience of Principals with District	13.0	5.8	5.4
Average Years Experience of Assistant Principals	13.0	4.2	5.5
Average Years Experience of Assistant Principals with District	13.0	3.8	4.8
Average Years Experience of Teachers:	18.9	14.7	11.1
Average Years Experience of Teachers with District:	16.3	10.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$41,969	\$42,614	\$51,054
1-5 Years Experience	\$44,475	\$44,638	\$54,577
6-10 Years Experience	\$48,540	\$51,217	\$57,746
11-20 Years Experience	\$55,783	\$57,749	\$61,377
21-30 Years Experience	\$60,758	\$62,049	\$65,949
Over 30 Years Experience	\$65,005	\$65,395	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$56,310	\$54,977	\$58,887
Professional Support	\$59,767	\$64,380	\$69,505
Campus Administration (School Leadership)	\$94,400	\$94,519	\$84,990
Instructional Staff Percent:	n/a	79.1%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.1%	6.2%
Career and Technical Education	0.0	0.0%	7.2%	5.2%
Compensatory Education	8.4	27.8%	6.1%	3.0%
Gifted and Talented Education	0.0	0.0%	1.2%	1.7%
Regular Education	19.6	64.5%	68.7%	70.8%
Special Education	2.3	7.7%	13.1%	9.6%
Other	0.0	0.0%	1.8%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

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

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)

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

2021 - 2022 Budgeted Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,668

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$26,941,286	93.09%	\$10,098	\$26,941,286	89.09%	\$10,098
State Operating Funds	\$2,000,000	6.91%	\$750	\$2,000,000	6.61%	\$750
Federal Funds	\$0	0.00%	\$0	\$1,200,000	3.97%	\$450
Other Local	\$0	0.00%	\$0	\$100,000	0.33%	\$37
Total Operating Revenue	\$28,941,286	100.00%	\$10,848	\$30,241,286	100.00%	\$11,335
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$6,705,000	100.00%	\$2,513
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	\$6,705,000	100.00%	\$2,513
Subtotal: Operating and Other Revenue	\$28,941,286	100.00%	\$10,848	\$36,946,286	100.00%	\$13,848
Recapture Revenue						
Local Property Tax Recaptured	\$5,466,732	100.00%	\$2,049	\$5,466,732	100.00%	\$2,049
Total Recaptured Revenue	\$5,466,732	100.00%	\$2,049	\$5,466,732	100.00%	\$2,049
Subtotal: Operating, Other and Recaptured Revenue	\$34,408,018	100.00%	\$12,897	\$42,413,018	100.00%	\$15,897
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	\$28,941,286	100.00%	\$10,848	\$36,946,286	100.00%	\$13,848
Expenditures						
Operating Expenditures by Object (61xx-						
Payroll Expenditures (Object 61xx)	\$22,496,378	82.14%	\$8,432	\$22,557,189	78.72%	\$8,455
Professional & Contracted Services (Object 62xx)	\$2,098,527	7.66%	\$787	\$3,302,716	11.53%	\$1,238

2021 - 2022 Budgeted Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,668

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$2,031,865	7.42%	\$762	\$2,031,865	7.09%	\$762
Other Operating Expenditures (Object 64xx)	\$761,984	2.78%	\$286	\$761,984	2.66%	\$286
Total Operating Expenditures by Object	\$27,388,754	100.00%	\$10,266	\$28,653,754	100.00%	\$10,740
Non-Operating Expenditures by Object						
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Services (Object 65xx)	\$174,591	37.70%	\$65	\$11,574,591	97.28%	\$4,338
Capital Outlay (Object 66xx)	\$288,500	62.30%	\$108	\$323,500	2.72%	\$121
Total Non-Operating Expenditures by Object	\$463,091	100.00%	\$174	\$11,898,091	100.00%	\$4,460
Grand Total: Operating and Non-Operating Expenditures by Object	\$27,851,845	100.00%	\$10,439	\$40,551,845	100.00%	\$15,199
Operating Expenditures by Function (61xx-64xx only)						
Instruction (Function 11,95)	\$15,953,816	58.25%	\$5,980	\$15,953,816	55.68%	\$5,980
Instructional Resources & Media Services (Function 12)	\$281,361	1.03%	\$105	\$281,361	0.98%	\$105
Curriculum & Staff Development (Function 13)	\$187,110	0.68%	\$70	\$187,110	0.65%	\$70
Instructional Leadership (Function 21)	\$376,790	1.38%	\$141	\$376,790	1.31%	\$141
School Leadership (Function 23)	\$1,311,389	4.79%	\$492	\$1,311,389	4.58%	\$492
Guidance Counseling Services (Function 31)	\$550,760	2.01%	\$206	\$550,760	1.92%	\$206
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (Function 33)	\$247,935	0.91%	\$93	\$247,935	0.87%	\$93
Transportation (Function 34)	\$1,951,375	7.12%	\$731	\$1,951,375	6.81%	\$731
Food Services (Function 35)	\$0	0.00%	\$0	\$1,265,000	4.41%	\$474
Extracurricular (Function 36)	\$1,312,612	4.79%	\$492	\$1,312,612	4.58%	\$492
General Administration (Function 41,92)	\$1,656,668	6.05%	\$621	\$1,656,668	5.78%	\$621
Facilities Maintenance & Operations (Function 51)	\$2,824,896	10.31%	\$1,059	\$2,824,896	9.86%	\$1,059
Security & Monitoring Services (Function 52)	\$135,514	0.49%	\$51	\$135,514	0.47%	\$51
Data Processing Services (Function 53)	\$578,528	2.11%	\$217	\$578,528	2.02%	\$217
Community Services (Function 61)	\$20,000	0.07%	\$7	\$20,000	0.07%	\$7
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0
Total Operating Expenditures by Function	\$27,388,754	100.00%	\$10,266	\$28,653,754	100.00%	\$10,740

2021 - 2022 Budgeted Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,668

	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	37.70%	\$65	\$11,574,591	97.28%	\$4,338
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$288,500	62.30%	\$108	\$323,500	2.72%	\$121
Total Non-Operating Expenditures by Function	\$463,091	100.00%	\$174	\$11,898,091	100.00%	\$4,460
Grand Total: Operating and Non-Operating Expenditures by Function	\$27,851,845	100.00%	\$10,439	\$40,551,845	100.00%	\$15,199
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)						
Basic Educational Services (PIC 11)	\$14,632,864	53.43%	\$5,485	\$14,632,864	51.07%	\$5,485
Gifted and Talented (PIC 21)	\$138,312	0.50%	\$52	\$138,312	0.48%	\$52
Career and Technical (PIC 22)	\$807,065	2.95%	\$302	\$807,065	2.82%	\$302
Students with Disabilities (PICs 23,33)	\$1,556,967	5.68%	\$584	\$1,556,967	5.43%	\$584
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,273,204	4.65%	\$477	\$1,273,204	4.44%	\$477
Bilingual (PICs 25,35)	\$381,549	1.39%	\$143	\$381,549	1.33%	\$143
High School Allotment (PIC 31)	\$119,200	0.44%	\$45	\$119,200	0.42%	\$45
PreKindergarten (PIC 32)	\$1,000	0.00%	\$0	\$1,000	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)	\$61,978	0.23%	\$23	\$61,978	0.22%	\$23
Un-Allocated (PIC 99)	\$8,416,615	30.73%	\$3,155	\$9,681,615	33.79%	\$3,629
Total Operating Expenditures by Program Intent Code (PIC)	\$27,388,754	100.00%	\$10,266	\$28,653,754	100.00%	\$10,740
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	37.70%	\$65	\$11,574,591	97.28%	\$4,338
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$288,500	62.30%	\$108	\$323,500	2.72%	\$121
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$463,091	100.00%	\$174	\$11,898,091	100.00%	\$4,460
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$27,851,845	100.00%	\$10,439	\$40,551,845	100.00%	\$15,199

2021 - 2022 Budgeted Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,668

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Disbursements						
Total Disbursements						
Operating Expenditures	\$27,388,754	79.60%	\$10,266	\$28,653,754	60.83%	\$10,740
Recapture	\$5,466,732	15.90%	\$2,049	\$5,466,732	11.60%	\$2,049
Total Other Uses	\$650,000	1.89%	\$244	\$650,000	1.38%	\$244
Intergovernmental Charge	\$439,440	1.28%	\$165	\$439,440	0.93%	\$165
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0
Debt Service (Object 6500)	\$174,591	0.51%	\$65	\$11,574,591	24.57%	\$4,338
Capital Projects (Object 6600)	\$288,500	0.84%	\$108	\$323,500	0.69%	\$121
Total Disbursements	\$34,408,017	100.00%	\$12,897	\$47,108,017	100.00%	\$17,657

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		

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.

[illegible]

Yearly Target Goals

2020			2021			2022		2023		2024	
NA			51% Goal / 42% Actual			54% Goal / 48% Actual		57%		60%	

Closing the Gaps Student Groups Yearly Targets

[illegible]

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.

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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

[illegible]

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%	37%	41%	NA	NA	45%	22%	46%	36%
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% / 89.3%	90%	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%	85%	95%	NA	NA	NA	95%	85%	NA
2024	96%	98%	100%	NA	NA	NA	98%	96%	NA

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: All

2021 - 2022 Summer Collection, Resubmission

LEA: 183902 - CARTHAGE ISD

Action Reason Code	Action Codes													Action Sub-Total *
	01	02	03	04	05	06	07	08	09	10	11	12	13	
02 - Felony	0	0	0	0	1	0	1	0	0	0	0	0	0	2
04 - Marijuana	0	0	0	0	4	1	9	0	0	0	0	0	0	14
07 - Lewdness/IndExp	0	0	0	0	0	1	1	0	0	0	0	0	0	2
21 - St Code Conduct	0	0	0	0	23	249	22	0	0	1	0	0	0	295
26 - Terror Threat	0	0	0	0	2	1	3	0	0	0	0	0	0	6
28 - Assault NonEmpV	0	0	0	0	1	1	2	0	0	0	0	0	0	4
30 - Ag Assault NonE	1	0	0	0	1	0	0	0	0	0	0	0	0	2
41 - Fighting	0	0	0	0	15	0	20	0	0	0	0	0	0	35
59 - Misbhr in DAEP	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Total	1	0	0	0	47	253	59	0	0	1	0	0	0	361

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA: 183902 - CARTHAGE ISD

LEA-level Data
Campuses: All
2021 - 2022 Summer Collection, Resubmission

Action Reason Code	Action Codes					Action Sub-Total *
	14	15	16	17	25	
04 - Marijuana	0	0	0	0	3	3
21 - St Code Conduct	0	0	0	0	3	58
26 - Terror Threat	0	0	0	0	1	1
41 - Fighting	0	0	0	0	0	2
Total	0	0	0	0	7	64

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

LEA: 183902 - CARTHAGE ISD

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data
Campuses: All
2021 - 2022 Summer Collection, Resubmission

Action Codes Reflecting 'Mandatory Actions Not Taken'

* * * No Data to Report * * *

Action Reason Code 27 28

Action
Sub-Total *

* 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
2021 - 2022 Summer Collection, Resubmission

Action Codes Requiring Intervention by Non-District Special Education Hearing Officer **													Action Sub-Total *
Action Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	

* * * No Data to Report * * *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.
** NOTE: These action codes reflect disciplinary actions taken as the result of a special education hearing conducted by a state appointed hearing officer.

LEA: 183902 - CARTHAGE ISD

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data
Campuses: All
2021 - 2022 Summer Collection, Resubmission

Action Reason Code	Action Total
02 - Felony	2
04 - Marijuana	17
07 - Lewdness/IndExp	2
21 - St Code Conduct	353
26 - Terror Threat	7
28 - Assault NonEmpV	4
30 - Ag Assault None	2
41 - Fighting	37
59 - Misdhr in DAEP	1
Total	425

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

LEA: 183902 - CARTHAGE ISD

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data
Campuses: All
2021 - 2022 Summer Collection, Resubmission

- Action Code Description
- 01 Expul No Plcmnt
 - 05 OOS Suspension
 - 06 IS Suspension
 - 07 DAEP
 - 10 C Prior Yr DAEP
 - 25 Part OOS Suspen
 - 26 Part IS Suspen

Parameters Selected:

Student Type: All Students
Disciplinary Action Reason Codes:
Disciplinary Action Codes:

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

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
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.

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Cover Page

2021 Accountability Rating: Given the impact of COVID-19, all districts, open-enrollment charter schools, and campuses received a label of *Not Rated: Declared State of Disaster* unless the district applied for and received an *Acceptable* campus rating under the optional alternative evaluation for established by [Senate Bill 1365](#). Acceptable campus ratings will be released with the final TAPR in January 2022.

Distinction Designations: Distinction designations were not awarded for 2021.

2021 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

State Performance Plan and Annual Performance Report: <https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance>

Methodology for RDA and SPP/APR:

2021 RDA Manual: https://tea.texas.gov/sites/default/files/19_0097_1005-1.pdf

FFY 2019 SPP/APR Methodology: <https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas>

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: <https://rptsvr1.tea.texas.gov/idea/index.html>

RDA Data Reports: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports>

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2021 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.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2021/masking.html>.

STAAR Performance (2020–21)

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.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

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Grade 8 – reading (for 2019, first and second administration cumulative), mathematics (for 2019, first and second administration cumulative), 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.

Progress (Academic Growth and STAAR Progress Measure) (2018–19)

Due to the lack of 2020 STAAR results, Academic Growth was not calculated for 2021; 2018 and 2019 data are shown.

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

Bilingual Education/ESL (2020–21)

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.

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- *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 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 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 EB students/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 EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or 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 Learners (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),

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

STAAR Participation (2020–21)

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 1-5 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
- *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 either EB students/ELs who have 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

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- *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)

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

Attendance and Graduation

Attendance, Graduation, and Dropout Rates (2020–21)

Attendance Rate: The percentage of days that students were present. The rate for 2019–20 is based on student attendance through the fourth six weeks due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2019–20 school year

total number of days that students in grades 1–12 were in membership during the 2019–20 school year

(Data source: PEIMS 42400)

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

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2019–20 school year

total number of K–12 students enrolled for at least 10 days during the 2019–20 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
- 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)

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- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student 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

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2019–20 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2019–20 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2019–20 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2019–20 school year}}$$

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, 2019–20* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2021 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 2016–17. They are followed through their expected graduation with the Class of 2020.

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For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2019.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2018.

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 2016–17 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2016–17 but takes 5 years to graduate (i.e., graduates in May 2021) is still part of the 2020 cohort; he or she is not switched to the 2021 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2020. 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, 2020 for the 2020 cohort.

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

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

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

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- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2020 cohort*

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2020 cohort*

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

number of students from the 2020 cohort who received a high school diploma by August 31, 2020 plus number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2020 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2020 plus

number of students from the cohort who received a TxCHSE by August 31, 2020 plus

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2020 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

number of students in the 2019 cohort*

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- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2019 cohort*

- (3) *Continued High School*: The percentage of the 2019 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2019 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2019 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

plus

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2019 cohort*

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2020, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2020. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2018 cohort*

- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2020–21 school year

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2020–21 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2020–21 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2020
plus

number of students from the cohort who received a TxCHSE by August 31, 2020

number of students in the 2018 cohort*

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- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2020} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year} \end{array}}{\text{number of students in the 2018 cohort}^*}$$

- * 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 2016–17. They are followed through their expected graduation with the Class of 2020. It is calculated as follows:

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

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2019–20*. (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 2020) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

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number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2020 with reported graduation plans
(excludes graduates with FHSP degree plans)**

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

number of graduates in the Class of 2020 who complete a 4-year FHSP-E

number of graduates in the Class of 2020 with reported FHSP graduation plans

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

number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2020 with reported FHSP graduation plans

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

**number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2020 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP

**number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with
FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2019-20 who earn an FHSP-E

number of graduates in SY 2019-20 with reported FHSP graduation plans

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FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2019-20 who earn an FHSP-DLA

number of graduates in SY 2019-20 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

**number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP
or FHSP-E or FHSP-DLA**

number of graduates in SY 2019-20 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 (2020–21)

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 2019-20 are also shown:

- 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 population of students served by special education programs. *(Data source: PEIMS 41163)*

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

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number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance

total number of students

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. *(Data source: PEIMS 40110)*

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 \(d-1\)](#). *(Data source: PEIMS 40100)*

number of students in the 2019-20 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, and Military* Readiness (CCMR) (2020–21)

Please note, graduates who were not enrolled in a Texas public school in any of the preceding 4 years are excluded from data in this section.

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, 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. *(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 prior to graduation from high school. *(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 industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*

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- 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 Diploma Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced diploma plan and is identified as a current special education student *(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, or Marines. *(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.*

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*.

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)*

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TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), 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:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	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
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

The percentages are calculated as follows:

English Language Arts.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2019-20 annual graduates

Mathematics.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2019-20 annual graduates

Either Subject.

number of 2019-20 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2019-20 annual graduates

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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)*

$$\frac{\text{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\text{number of 2019-20 annual graduates}}$$

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)*

$$\frac{\text{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree: The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

$$\frac{\text{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\text{number of 2019-20 annual graduates}}$$

Associate Degree but not Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Associate Degree and Career/Military Ready: The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

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)*

$$\frac{\text{number of 2019-20 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2019-20 annual graduates}}$$

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 *2021 Accountability Manual*. *(Data source: PEIMS 48011)*

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number of 2019-20 annual graduates who earned an approved industry-based certification

number of 2019-20 annual graduates

Graduate 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 *2021 Accountability Manual*. (Data source: PEIMS 40203)

number of 2019-20 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2019-20 annual graduates

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

number of 2019-20 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2019-20 annual graduates

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

number of 2019-20 annual graduates who earned a level I or level II certificate

number of 2019-20 annual graduates

CCMR-related Indicators (2020–21)

Please note, graduates who were not enrolled in a Texas public school in any of the preceding 4 years are included in the data in this section.

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

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2019-20 annual graduates who met the TSI criteria on the TSIA

number of 2019-20 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 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2019-20 annual graduates

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Mathematics.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2019-20 annual graduates

Both Subjects.

number of 2019-20 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2019-20 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)

All Subjects

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2019-20 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

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

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one

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or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (*Data source: College Board and IB*)

All Subjects

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion

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

English Language Arts

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in
ELA

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

Mathematics

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in
mathematics

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

Science

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in
science

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

Social Studies

number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in
social studies

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

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

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

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

number of 2019-20 graduates who took either the SAT or the ACT

number of 2019-20 graduates reported

- (2) *At/Above Criterion:* The percentage of examinees 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

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

$$\frac{\text{number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2019-20 graduating examinees taking either the SAT or the ACT}}$$

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all 2019-20 graduates who took the SAT}}{\text{number of 2019-20 graduates who took the SAT}}$$

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

$$\frac{\text{sum of ACT composite scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

Other Postsecondary Indicators (2020–21)

Please note, graduates who were not enrolled in a Texas public school in any of the preceding 4 years are included in the data in this section.

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

$$\frac{\text{number of students in grades 9–12 in 2019-20 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2019-20}}$$

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English Language Arts

number of students in grades 9–12 in 2019-20 who received credit for at least
one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2019-20

Mathematics

number of students in grades 9–12 in 2019-20 who received credit for at least
one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2019-20

Science

number of students in grades 9–12 in 2019-20 who received credit for at least
one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2019-20

Social Studies

number of students in grades 9–12 in 2019-20 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2019-20

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan
of study to take two or more CTE courses for three or more credits

number of in 2019-20 annual graduates

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

number of graduates during the 2018-19 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2018-19 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)

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Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:

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 and did not require a developmental education course.

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

and

met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

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 THECB at (512) 427-6153.

Profile

Student Information (2020–21)

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

Enrollment: Students reported as enrolled as of the last Friday in October (October 30, 2020).

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)

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

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

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

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

(Data source: PEIMS 40100)

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 (EB)/English Learners (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

The percentage of EB students/ELs is calculated by dividing the number of EB students/ELs by the total number of students in the district or campus. Not all students identified as EB students/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](#). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

For 2020–21, 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)*

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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 Elementary and Secondary Education Act (ESEA), 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)*

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 ESEA, Title I, Part A. *(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 \(d-1\)](#).

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number of students in the 2020–21 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The percentages do not total to 100 because students may participate in more than one of these programs.

(Data source: 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)

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

number of mobile students in 2019–20

**number of students who were in membership at any time during the
2019–20 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 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 Rates: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. 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 they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

number of students enrolled in fall 2019 – number of students who returned in fall 2020

number of students enrolled in fall 2019

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2020 in the same grade in which they were reported for the last six-week period of the prior school year (2019–20).

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

the 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, 2019–20, 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

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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 2019–20 the end of the school-start window was September 25, 2020.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2019–20 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)

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Staff Information (2020–21)

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)*

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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.

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)*

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

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 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

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

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. 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

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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)*

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

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Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 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

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

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)
03580370	DISCRETE MATH FOR COMP SCIENCE

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

Technology Applications

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

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
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III

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

Science

I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II
13037220	SCIENTIFIC RESEARCH & DESIGN III
13037300	ENG DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE

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A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTRICITY & MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRONMENTAL SYSTEMS & SOCIETY STANDARD LEVEL
I3030001	IB DESIGN TECHNOLOGY STANDARD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHER LEVEL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGLISH LANGUAGE
I3302300	IB SOC & CULTURAL ANTHROLOGY STANDARD LEVEL
I3302400	IB SOC & CULTURAL ANTHROLOGY HIGHER LEVEL
I3302500	IB GLOBAL POLITICS STANDARD LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LEVEL
N1290325	IB BUSINESS & MANAGEMENT STANDARD LEVEL
N1290326	IB BUSINESS & MANAGEMENT HIGHER LEVEL
03310301	ECONOMICS ADVANCED STUDIES (1ST)
03380001	SOCIAL STUDIES ADVANCED STUDIES (1ST TIME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVERNMENT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WORLD GEOGRAPHY)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HISTORY AFRICA & MIDDLE EAST HIGHER LEVEL
I3301300	IB HISTORY OF AMERICAS HIGHER LEVEL
I3301400	IB HISTORY ASIA & OCEANIA HIGHER LEVEL
I3301500	IB HISTORY OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL

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I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

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
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

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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

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03510600	LNG OTH THN ENG LVL VI VIETNAM
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

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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
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)

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Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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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
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

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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

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.