



Carthage ISD
Annual Report
2020 – 2021

Table of Contents

- 1. 2020 – 2021 Texas Academic Performance Report (PDF TAPR)**
 - a. District Report**
 - b. Campus Reports**
- 2. PEIMS Financial Standard Report (2019-2020 Actual Report)**
- 3. 2020 – 2021 District Accreditation Status**
- 4. Campus Performance Objectives**
- 5. Report on Violent or Criminal Incidents**
- 6. Student Performance in Post-secondary Institutions**
- 7. 2020 – 2021 TAPR Glossary**

2020-21 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

District Number: 183902

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	72%	79%	68%	71%	85%	*	-	-	71%	67%	100%	79%	78%	76%	68%
	2019	76%	75%	83%	81%	71%	86%	*	-	*	100%	53%	60%	83%	82%	75%	67%
At Meets Grade Level or Above	2021	39%	41%	42%	26%	34%	49%	*	-	-	29%	17%	40%	47%	19%	36%	36%
	2019	45%	42%	46%	25%	29%	57%	*	-	*	50%	11%	40%	46%	44%	34%	19%
At Masters Grade Level	2021	19%	19%	21%	6%	18%	27%	*	-	-	14%	7%	10%	23%	14%	15%	14%
	2019	27%	25%	26%	3%	19%	35%	*	-	*	17%	5%	20%	23%	38%	15%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	70%	76%	65%	82%	78%	*	-	-	71%	43%	100%	78%	68%	69%	73%
	2019	79%	79%	84%	78%	65%	92%	*	-	*	83%	42%	100%	84%	82%	77%	57%
At Meets Grade Level or Above	2021	31%	35%	40%	26%	26%	48%	*	-	-	29%	30%	30%	43%	27%	33%	27%
	2019	49%	47%	44%	25%	29%	56%	*	-	*	33%	16%	60%	44%	44%	36%	24%
At Masters Grade Level	2021	14%	16%	19%	12%	13%	24%	*	-	-	0%	3%	10%	22%	8%	14%	14%
	2019	25%	23%	20%	8%	6%	29%	*	-	*	0%	5%	40%	19%	24%	15%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	67%	58%	39%	42%	70%	-	*	-	*	36%	*	58%	58%	47%	36%
	2019	75%	74%	62%	46%	50%	74%	-	-	-	*	41%	67%	64%	56%	51%	39%
At Meets Grade Level or Above	2021	36%	39%	24%	13%	10%	33%	-	*	-	*	29%	*	27%	16%	17%	5%
	2019	44%	43%	30%	21%	13%	42%	-	-	-	*	35%	17%	33%	23%	20%	6%
At Masters Grade Level	2021	17%	18%	10%	6%	0%	14%	-	*	-	*	14%	*	10%	8%	6%	0%
	2019	22%	20%	15%	13%	3%	21%	-	-	-	*	12%	0%	16%	12%	7%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	66%	68%	55%	45%	79%	-	*	-	*	50%	*	69%	64%	61%	41%
	2019	75%	75%	66%	48%	60%	76%	-	-	-	*	41%	83%	69%	58%	57%	52%
At Meets Grade Level or Above	2021	36%	40%	34%	19%	19%	45%	-	*	-	*	29%	*	36%	30%	22%	18%
	2019	48%	46%	38%	31%	33%	45%	-	-	-	*	35%	67%	42%	28%	28%	23%
At Masters Grade Level	2021	21%	24%	20%	13%	13%	26%	-	*	-	*	14%	*	22%	16%	11%	14%
	2019	28%	26%	22%	21%	13%	27%	-	-	-	*	24%	50%	25%	14%	14%	6%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	2021	53%	57%	57%	48%	40%	66%	-	-	-	*	38%	*	57%	57%	49%	48%
	2019	67%	64%	55%	45%	41%	66%	-	-	-	*	41%	33%	58%	48%	45%	34%
At Meets Grade Level or Above	2021	27%	29%	24%	17%	10%	31%	-	-	-	*	8%	*	24%	24%	15%	14%
	2019	35%	31%	19%	19%	10%	24%	-	-	-	*	35%	0%	21%	16%	15%	3%
At Masters Grade Level	2021	8%	8%	5%	0%	0%	8%	-	-	-	*	8%	*	3%	9%	2%	0%
	2019	11%	8%	6%	6%	0%	9%	-	-	-	*	12%	0%	6%	5%	4%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	73%	74%	59%	58%	85%	-	-	-	83%	42%	*	75%	71%	65%	53%
	2019	86%	85%	83%	58%	76%	95%	*	*	-	50%	64%	*	84%	80%	70%	71%
At Meets Grade Level or Above	2021	46%	45%	46%	16%	27%	62%	-	-	-	67%	5%	*	41%	63%	29%	21%
	2019	54%	50%	46%	22%	37%	57%	*	*	-	33%	36%	*	42%	57%	29%	32%
At Masters Grade Level	2021	30%	28%	29%	8%	24%	39%	-	-	-	33%	5%	*	26%	43%	16%	16%
	2019	29%	26%	31%	14%	22%	42%	*	*	-	0%	14%	*	28%	41%	17%	16%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	75%	76%	67%	58%	85%	-	-	-	83%	21%	*	76%	76%	63%	58%
	2019	90%	89%	84%	67%	88%	89%	*	*	-	50%	61%	*	87%	75%	72%	87%
At Meets Grade Level or Above	2021	44%	49%	50%	28%	42%	61%	-	-	-	50%	5%	*	49%	56%	41%	42%
	2019	58%	56%	42%	25%	39%	49%	*	*	-	33%	25%	*	42%	41%	27%	29%
At Masters Grade Level	2021	25%	26%	29%	8%	18%	42%	-	-	-	17%	5%	*	26%	41%	20%	11%
	2019	36%	34%	21%	8%	12%	29%	*	*	-	0%	14%	*	19%	25%	12%	16%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	67%	73%	51%	67%	84%	-	-	-	67%	26%	*	73%	74%	60%	68%
	2019	75%	73%	67%	39%	59%	82%	*	*	-	33%	46%	*	68%	65%	48%	53%
At Meets Grade Level or Above	2021	31%	34%	43%	16%	27%	59%	-	-	-	33%	5%	*	39%	57%	30%	16%
	2019	49%	46%	41%	22%	25%	55%	*	*	-	17%	29%	*	41%	41%	24%	21%
At Masters Grade Level	2021	13%	13%	18%	8%	9%	25%	-	-	-	17%	5%	*	13%	37%	13%	5%
	2019	24%	21%	20%	11%	8%	29%	*	*	-	17%	18%	*	20%	24%	13%	11%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	63%	54%	49%	34%	64%	-	-	-	33%	44%	*	58%	41%	43%	26%
	2019	68%	66%	62%	43%	51%	74%	-	*	-	*	25%	*	62%	63%	52%	52%

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CARTHAGE ISD (183902) - PANOLA COUNTY

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At Meets Grade Level or Above	2021	32%	31%	25%	21%	8%	33%	-	-	-	17%	28%	*	26%	18%	17%	0%
	2019	37%	34%	32%	16%	28%	39%	-	*	-	*	25%	*	28%	44%	26%	26%
At Masters Grade Level	2021	15%	14%	10%	13%	3%	12%	-	-	-	17%	17%	*	12%	5%	7%	0%
	2019	18%	15%	16%	8%	15%	18%	-	*	-	*	11%	*	16%	15%	12%	19%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	73%	63%	47%	47%	75%	-	-	-	67%	72%	*	66%	52%	52%	45%
	2019	81%	80%	78%	67%	74%	84%	-	*	-	*	46%	*	79%	76%	72%	78%
At Meets Grade Level or Above	2021	36%	40%	29%	28%	21%	34%	-	-	-	0%	28%	*	32%	16%	21%	13%
	2019	47%	44%	40%	20%	41%	47%	-	*	-	*	29%	*	40%	39%	33%	44%
At Masters Grade Level	2021	15%	17%	10%	9%	8%	13%	-	-	-	0%	11%	*	12%	5%	6%	3%
	2019	21%	17%	17%	10%	21%	18%	-	*	-	*	21%	*	18%	15%	16%	22%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	72%	67%	42%	61%	78%	-	*	-	40%	29%	*	66%	72%	52%	53%
	2019	76%	75%	72%	62%	68%	78%	-	*	-	*	38%	*	76%	53%	65%	57%
At Meets Grade Level or Above	2021	45%	45%	44%	21%	33%	55%	-	*	-	40%	18%	*	43%	49%	24%	28%
	2019	49%	46%	47%	44%	43%	51%	-	*	-	*	14%	*	51%	30%	38%	33%
At Masters Grade Level	2021	25%	25%	27%	12%	18%	35%	-	*	-	20%	7%	*	29%	18%	12%	16%
	2019	29%	27%	29%	18%	22%	37%	-	*	-	*	5%	*	33%	10%	20%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	62%	63%	45%	51%	74%	-	*	-	40%	21%	*	61%	72%	46%	47%
	2019	75%	74%	68%	49%	70%	74%	-	*	-	*	38%	*	70%	60%	66%	57%
At Meets Grade Level or Above	2021	27%	32%	34%	21%	22%	44%	-	*	-	0%	14%	*	37%	23%	20%	16%
	2019	43%	41%	32%	14%	46%	34%	-	*	-	*	19%	*	34%	23%	25%	33%
At Masters Grade Level	2021	12%	13%	16%	9%	8%	21%	-	*	-	0%	4%	*	17%	10%	10%	9%
	2019	17%	16%	14%	0%	19%	18%	-	*	-	*	0%	*	15%	7%	10%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	66%	72%	52%	67%	81%	-	*	-	60%	26%	*	72%	76%	62%	61%
	2019	70%	70%	69%	60%	65%	74%	-	*	-	*	29%	*	72%	52%	64%	52%
At Meets Grade Level or Above	2021	33%	34%	40%	18%	25%	52%	-	*	-	40%	15%	*	39%	41%	23%	21%
	2019	42%	39%	37%	20%	35%	45%	-	*	-	*	24%	*	38%	32%	29%	14%

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At Masters Grade Level	2021	10%	8%	13%	15%	4%	15%	-	*	-	20%	7%	*	13%	10%	7%	3%
	2019	18%	15%	14%	9%	11%	18%	-	*	-	*	5%	*	15%	10%	10%	5%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	77%	76%	58%	67%	88%	-	*	-	*	30%	*	77%	75%	69%	70%
	2019	86%	84%	86%	74%	88%	91%	-	-	-	*	50%	*	84%	95%	85%	84%
At Meets Grade Level or Above	2021	46%	49%	47%	31%	44%	56%	-	*	-	*	30%	*	49%	44%	40%	48%
	2019	55%	51%	50%	40%	38%	58%	-	-	-	*	33%	*	50%	46%	48%	20%
At Masters Grade Level	2021	21%	22%	18%	9%	16%	21%	-	*	-	*	9%	*	19%	13%	15%	19%
	2019	28%	25%	26%	24%	10%	34%	-	-	-	*	17%	*	27%	24%	25%	4%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	73%	63%	45%	58%	75%	-	*	-	*	35%	*	63%	64%	64%	52%
	2019	88%	86%	85%	76%	85%	89%	-	-	-	*	52%	*	83%	92%	85%	79%
At Meets Grade Level or Above	2021	36%	48%	39%	15%	27%	54%	-	*	-	*	26%	*	36%	44%	34%	29%
	2019	57%	54%	43%	40%	41%	42%	-	-	-	*	30%	*	41%	47%	46%	29%
At Masters Grade Level	2021	11%	14%	7%	3%	9%	7%	-	*	-	*	9%	*	7%	9%	6%	10%
	2019	17%	15%	9%	10%	10%	8%	-	-	-	*	22%	*	11%	3%	10%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	74%	71%	47%	65%	83%	-	*	-	*	39%	*	72%	67%	64%	56%
	2019	81%	78%	82%	67%	79%	89%	-	-	-	*	48%	*	83%	78%	80%	72%
At Meets Grade Level or Above	2021	43%	47%	41%	18%	40%	50%	-	*	-	*	35%	*	41%	40%	32%	37%
	2019	51%	46%	46%	31%	36%	56%	-	-	-	*	26%	*	50%	29%	45%	32%
At Masters Grade Level	2021	24%	25%	23%	4%	26%	29%	-	*	-	*	17%	*	23%	23%	16%	22%
	2019	25%	21%	20%	12%	10%	27%	-	-	-	*	22%	*	21%	15%	21%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	62%	66%	56%	53%	78%	-	*	-	*	39%	*	67%	65%	59%	48%
	2019	69%	66%	73%	57%	71%	79%	-	-	-	*	48%	*	74%	66%	69%	67%
At Meets Grade Level or Above	2021	28%	30%	32%	13%	37%	39%	-	*	-	*	30%	*	34%	29%	27%	33%
	2019	37%	33%	38%	29%	24%	45%	-	-	-	*	26%	*	40%	29%	38%	21%

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At Masters Grade Level	2021	14%	14%	13%	7%	14%	14%	-	*	-	*	9%	*	14%	8%	11%	15%
	2019	21%	18%	23%	18%	17%	26%	-	-	-	*	17%	*	23%	20%	26%	17%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	68%	79%	61%	81%	86%	-	*	-	80%	56%	*	82%	66%	71%	70%
	2019	68%	68%	76%	61%	74%	85%	-	*	-	*	31%	*	79%	67%	72%	63%
At Meets Grade Level or Above	2021	50%	50%	62%	36%	62%	74%	-	*	-	40%	44%	*	63%	58%	51%	35%
	2019	50%	48%	57%	43%	49%	67%	-	*	-	*	19%	*	60%	44%	49%	29%
At Masters Grade Level	2021	12%	10%	15%	0%	16%	22%	-	*	-	0%	8%	*	14%	18%	7%	0%
	2019	11%	10%	11%	6%	8%	13%	-	*	-	*	12%	*	13%	2%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	71%	78%	56%	77%	87%	-	-	-	*	41%	*	79%	75%	73%	75%
	2019	68%	68%	78%	62%	77%	86%	-	*	-	50%	14%	80%	80%	69%	70%	60%
At Meets Grade Level or Above	2021	57%	57%	66%	41%	63%	77%	-	-	-	*	19%	*	67%	60%	59%	63%
	2019	49%	48%	57%	37%	60%	66%	-	*	-	17%	7%	60%	62%	40%	50%	35%
At Masters Grade Level	2021	11%	10%	8%	4%	0%	13%	-	-	-	*	3%	*	9%	5%	6%	0%
	2019	8%	6%	11%	4%	11%	13%	-	*	-	17%	3%	20%	13%	4%	8%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	78%	88%	78%	88%	92%	-	*	-	80%	58%	*	91%	75%	83%	80%
	2019	85%	82%	90%	79%	95%	93%	-	*	-	*	48%	*	92%	82%	89%	100%
At Meets Grade Level or Above	2021	41%	48%	66%	52%	68%	71%	-	*	-	60%	38%	*	66%	63%	58%	52%
	2019	61%	53%	73%	63%	73%	77%	-	*	-	*	35%	*	76%	62%	69%	71%
At Masters Grade Level	2021	23%	27%	35%	22%	49%	35%	-	*	-	60%	13%	*	37%	30%	29%	32%
	2019	37%	31%	47%	37%	41%	54%	-	*	-	*	30%	*	50%	33%	41%	35%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	84%	88%	74%	87%	94%	-	*	-	83%	74%	*	92%	78%	86%	76%
	2019	88%	89%	90%	75%	94%	96%	-	*	-	*	52%	*	93%	80%	86%	96%
At Meets Grade Level or Above	2021	55%	55%	65%	26%	72%	78%	-	*	-	33%	33%	*	68%	53%	55%	43%
	2019	62%	60%	65%	36%	58%	79%	-	*	-	*	19%	*	68%	52%	57%	43%

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At Masters Grade Level	2021	22%	20%	31%	13%	28%	40%	-	*	-	17%	15%	*	32%	29%	20%	5%
	2019	25%	21%	24%	9%	17%	33%	-	*	-	*	5%	*	27%	13%	16%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	90%	93%	76%	98%	98%	-	*	-	*	53%	-	92%	94%	90%	100%
	2019	93%	92%	95%	89%	96%	98%	*	*	-	*	61%	*	96%	88%	91%	90%
At Meets Grade Level or Above	2021	69%	71%	80%	59%	80%	89%	-	*	-	*	35%	-	82%	72%	72%	73%
	2019	73%	70%	80%	67%	81%	87%	*	*	-	*	22%	*	82%	67%	73%	60%
At Masters Grade Level	2021	43%	43%	43%	24%	39%	52%	-	*	-	*	6%	-	45%	34%	37%	27%
	2019	45%	38%	43%	33%	26%	53%	*	*	-	*	6%	*	45%	33%	33%	10%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	95%	100%	*	100%	100%	-	*	-	*	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2021	69%	62%	60%	*	83%	63%	-	*	-	*	-	-	63%	40%	50%	-
At Masters Grade Level	2021	14%	7%	5%	*	0%	6%	-	*	-	*	-	-	5%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	71%	72%	57%	64%	81%	*	89%	-	62%	43%	81%	74%	68%	64%	58%
	2019	78%	77%	77%	63%	73%	84%	83%	85%	*	66%	44%	81%	78%	71%	70%	65%
At Meets Grade Level or Above	2021	41%	44%	45%	26%	38%	54%	*	63%	-	33%	24%	44%	46%	40%	34%	29%
	2019	50%	47%	46%	32%	39%	54%	33%	73%	*	36%	25%	57%	47%	39%	38%	27%
At Masters Grade Level	2021	18%	19%	19%	9%	15%	24%	*	47%	-	16%	9%	12%	20%	17%	13%	10%
	2019	24%	21%	21%	13%	14%	27%	17%	54%	*	10%	13%	30%	22%	17%	16%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	71%	54%	62%	81%	*	80%	-	62%	44%	79%	72%	67%	62%	55%
	2019	75%	74%	75%	60%	70%	84%	*	80%	*	62%	39%	74%	77%	71%	67%	61%
At Meets Grade Level or Above	2021	45%	45%	45%	27%	36%	55%	*	60%	-	38%	23%	43%	46%	40%	34%	29%
	2019	48%	45%	46%	31%	38%	55%	*	70%	*	32%	22%	45%	47%	41%	37%	25%
At Masters Grade Level	2021	18%	18%	17%	7%	12%	23%	*	40%	-	15%	8%	4%	18%	14%	10%	8%
	2019	21%	18%	20%	11%	13%	26%	*	60%	*	12%	10%	23%	21%	18%	13%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	72%	72%	58%	62%	81%	*	83%	-	68%	42%	85%	73%	67%	63%	56%
	2019	82%	81%	79%	66%	77%	85%	*	100%	*	77%	48%	92%	81%	74%	73%	73%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	2021	37%	42%	42%	28%	34%	51%	*	50%	-	27%	24%	42%	44%	36%	33%	27%
	2019	52%	49%	44%	32%	43%	50%	*	71%	*	42%	27%	65%	46%	40%	37%	34%
At Masters Grade Level	2021	18%	19%	19%	11%	17%	23%	*	50%	-	14%	8%	19%	20%	16%	13%	13%
	2019	26%	24%	21%	14%	17%	26%	*	57%	*	4%	17%	42%	22%	18%	17%	12%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	62%	65%	50%	57%	74%	-	*	-	38%	30%	67%	65%	66%	56%	56%
	2019	68%	67%	62%	51%	53%	70%	-	*	-	63%	34%	60%	65%	49%	54%	42%
At Meets Grade Level or Above	2021	30%	31%	33%	18%	20%	42%	-	*	-	25%	13%	33%	33%	32%	19%	19%
	2019	38%	35%	28%	19%	22%	34%	-	*	-	13%	29%	40%	30%	21%	21%	8%
At Masters Grade Level	2021	9%	8%	9%	8%	2%	12%	-	*	-	13%	8%	0%	9%	9%	5%	2%
	2019	14%	12%	10%	7%	5%	13%	-	*	-	0%	8%	10%	11%	7%	7%	2%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	76%	77%	57%	73%	87%	-	*	-	75%	49%	83%	79%	73%	70%	66%
	2019	81%	80%	80%	62%	77%	89%	*	80%	-	50%	49%	86%	81%	74%	72%	70%
At Meets Grade Level or Above	2021	44%	46%	50%	20%	47%	63%	-	*	-	38%	26%	67%	50%	49%	39%	33%
	2019	54%	51%	51%	30%	40%	63%	*	80%	-	33%	25%	71%	53%	41%	43%	30%
At Masters Grade Level	2021	20%	20%	24%	8%	22%	32%	-	*	-	19%	13%	17%	23%	29%	16%	12%
	2019	25%	21%	21%	11%	12%	29%	*	60%	-	8%	15%	29%	22%	17%	16%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	76%	79%	65%	75%	88%	-	*	-	33%	45%	*	80%	76%	73%	67%
	2019	81%	79%	83%	74%	81%	88%	*	*	-	83%	54%	100%	85%	76%	78%	74%
At Meets Grade Level or Above	2021	49%	50%	55%	34%	58%	63%	-	*	-	33%	33%	*	58%	46%	47%	48%
	2019	55%	51%	58%	49%	47%	65%	*	*	-	67%	24%	100%	61%	46%	53%	32%
At Masters Grade Level	2021	29%	28%	27%	15%	26%	33%	-	*	-	33%	8%	*	30%	19%	23%	19%
	2019	33%	28%	33%	26%	21%	39%	*	*	-	50%	12%	60%	34%	26%	29%	15%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	2019	61	60	49	49	32	57	-	-	-	*	61	33	50	47	44	27
	2018	63	62	48	40	41	53	-	*	-	*	34	*	46	53	43	41
Grade 4 Mathematics	2019	65	65	63	53	56	69	-	-	-	*	57	67	64	59	56	52
	2018	65	65	52	36	48	60	-	*	-	*	34	*	51	57	46	38
Grade 5 ELA/Reading	2019	81	80	83	80	80	86	*	*	-	80	73	*	82	88	80	79
	2018	80	79	77	67	82	81	-	*	-	*	61	*	78	75	73	88
Grade 5 Mathematics	2019	83	83	75	72	77	74	*	*	-	70	76	*	77	68	75	91
	2018	81	81	77	76	78	76	-	*	-	*	68	*	76	80	75	75
Grade 6 ELA/Reading	2019	42	40	39	29	32	46	-	*	-	-	18	*	39	40	36	33
	2018	47	43	41	23	57	41	-	*	-	*	23	*	38	53	39	50
Grade 6 Mathematics	2019	54	51	48	46	53	46	-	*	-	-	43	*	48	46	48	59
	2018	56	53	55	28	65	61	-	*	-	*	43	*	56	50	49	57
Grade 7 ELA/Reading	2019	77	80	80	76	80	83	-	*	-	*	43	*	81	73	76	75
	2018	76	74	69	71	78	64	-	-	-	*	65	*	70	61	68	89
Grade 7 Mathematics	2019	62	66	52	52	59	51	-	*	-	*	43	*	51	58	54	50
	2018	67	70	60	53	58	63	-	-	-	*	52	*	61	54	56	53
Grade 8 ELA/Reading	2019	77	76	75	74	79	76	-	-	-	*	67	*	73	88	76	74
	2018	79	79	77	74	76	77	-	*	-	*	72	*	75	89	75	74
Grade 8 Mathematics	2019	82	83	81	87	70	84	-	-	-	*	73	*	79	92	82	67
	2018	81	83	87	95	94	80	-	-	-	*	78	*	87	88	89	92
End of Course English II	2019	69	67	73	71	65	77	-	*	-	*	69	*	73	72	69	69
	2018	67	67	76	65	80	81	*	*	-	*	32	*	77	71	69	81
End of Course Algebra I	2019	75	69	84	81	89	83	-	*	-	*	57	*	86	73	83	90
	2018	72	68	80	64	83	86	-	*	-	*	36	*	81	73	75	69
All Grades Both Subjects	2019	69	68	67	62	65	69	*	87	-	58	58	60	67	66	64	63
	2018	69	69	66	59	68	68	*	83	-	61	51	75	66	64	63	63
All Grades ELA/Reading	2019	68	67	67	61	62	71	*	75	-	50	56	63	67	67	62	58
	2018	69	67	65	59	67	66	*	86	-	62	50	72	65	64	61	67
All Grades Mathematics	2019	70	69	67	64	67	67	*	100	-	68	60	58	67	65	65	68
	2018	70	70	67	59	69	70	-	80	-	60	51	78	68	64	64	60

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	71%	72%	-	-	-	-	-	-	48%	45%	67%	-	*	74%	48%	92%
	2019	78%	77%	77%	-	-	-	-	-	-	54%	51%	78%	-	*		55%	
At Meets Grade Level or Above	2021	41%	44%	45%	-	-	-	-	-	-	18%	15%	35%	-	*	47%	18%	72%
	2019	50%	47%	46%	-	-	-	-	-	-	17%	14%	35%	-	*		17%	
At Masters Grade Level	2021	18%	19%	19%	-	-	-	-	-	-	5%	6%	5%	-	*	20%	5%	31%
	2019	24%	21%	21%	-	-	-	-	-	-	4%	3%	7%	-	*		4%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	71%	-	-	-	-	-	-	47%	44%	64%	-	*	73%	47%	93%
	2019	75%	74%	75%	-	-	-	-	-	-	50%	48%	56%	-	*		50%	
At Meets Grade Level or Above	2021	45%	45%	45%	-	-	-	-	-	-	19%	15%	39%	-	*	47%	19%	74%
	2019	48%	45%	46%	-	-	-	-	-	-	14%	13%	20%	-	*		14%	
At Masters Grade Level	2021	18%	18%	17%	-	-	-	-	-	-	6%	7%	0%	-	*	18%	6%	22%
	2019	21%	18%	20%	-	-	-	-	-	-	3%	3%	0%	-	*		3%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	72%	72%	-	-	-	-	-	-	49%	47%	62%	-	*	74%	49%	91%
	2019	82%	81%	79%	-	-	-	-	-	-	65%	61%	100%	-	*		65%	
At Meets Grade Level or Above	2021	37%	42%	42%	-	-	-	-	-	-	18%	18%	23%	-	*	44%	19%	71%
	2019	52%	49%	44%	-	-	-	-	-	-	22%	18%	67%	-	*		23%	
At Masters Grade Level	2021	18%	19%	19%	-	-	-	-	-	-	8%	8%	8%	-	*	20%	7%	46%
	2019	26%	24%	21%	-	-	-	-	-	-	6%	3%	33%	-	*		6%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	62%	65%	-	-	-	-	-	-	51%	51%	-	-	-	67%	51%	77%
	2019	68%	67%	62%	-	-	-	-	-	-	33%	33%	-	-	*		34%	
At Meets Grade Level or Above	2021	30%	31%	33%	-	-	-	-	-	-	15%	15%	-	-	-	35%	15%	46%
	2019	38%	35%	28%	-	-	-	-	-	-	2%	2%	-	-	*		2%	
At Masters Grade Level	2021	9%	8%	9%	-	-	-	-	-	-	0%	0%	-	-	-	10%	0%	15%
	2019	14%	12%	10%	-	-	-	-	-	-	0%	0%	-	-	*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	76%	77%	-	-	-	-	-	-	53%	47%	67%	-	-	79%	53%	100%
	2019	81%	80%	80%	-	-	-	-	-	-	58%	46%	100%	-	-		58%	
At Meets Grade Level or Above	2021	44%	46%	50%	-	-	-	-	-	-	16%	12%	27%	-	-	51%	16%	82%
	2019	54%	51%	51%	-	-	-	-	-	-	22%	17%	36%	-	-		22%	
At Masters Grade Level	2021	20%	20%	24%	-	-	-	-	-	-	4%	3%	7%	-	-	26%	4%	36%
	2019	25%	21%	21%	-	-	-	-	-	-	5%	7%	0%	-	-		5%	
All Grades Social Studies																		

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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
At Approaches Grade Level or Above	2021	73%	76%	79%	-	-	-	-	-	-	37%	20%	*	-	-	80%	37%	93%
	2019	81%	79%	83%	-	-	-	-	-	-	57%	53%	*	-	-		57%	
At Meets Grade Level or Above	2021	49%	50%	55%	-	-	-	-	-	-	21%	7%	*	-	-	56%	21%	74%
	2019	55%	51%	58%	-	-	-	-	-	-	19%	18%	*	-	-		19%	
At Masters Grade Level	2021	29%	28%	27%	-	-	-	-	-	-	5%	0%	*	-	-	28%	5%	33%
	2019	33%	28%	33%	-	-	-	-	-	-	5%	6%	*	-	-		5%	

* 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
2020-21 STAAR Participation (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	*	99%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	96%	97%	96%	95%	100%	100%	*	95%	96%	100%	99%	86%	96%	97%
Not Included in Accountability: Mobile	4%	6%	4%	3%	2%	5%	0%	0%	*	4%	2%	0%	1%	12%	3%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	2%	0%	0%	0%	*	0%	2%	0%	0%	1%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	*	1%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	*	1%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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													
2019-20	98.3%	98.6%	98.2%	98.3%	98.4%	98.1%	*	99.8%	*	98.4%	97.8%	97.9%	99.0%
2018-19	95.4%	95.8%	94.9%	95.4%	95.5%	94.5%	*	97.2%	*	94.6%	93.6%	94.6%	96.2%
Chronic Absenteeism													
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%
2018-19	11.4%	10.0%	13.3%	11.8%	11.4%	14.7%	0.0%	0.0%	*	12.3%	18.2%	15.5%	7.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.9%	0.7%	0.0%	0.6%	1.0%	*	0.0%	-	0.0%	1.0%	0.4%	0.0%
2018-19	1.9%	1.4%	1.1%	1.1%	0.7%	1.3%	*	0.0%	-	0.0%	2.0%	1.7%	3.4%
4-Year Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2019													
Graduated	90.0%	92.4%	92.4%	91.1%	97.1%	92.0%	*	*	-	*	95.5%	89.2%	*
Received TxCHSE	0.5%	0.4%	0.5%	0.0%	0.0%	0.9%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.7%	3.2%	0.5%	2.2%	0.0%	0.0%	*	*	-	*	0.0%	1.2%	*
Dropped Out	5.9%	4.0%	6.6%	6.7%	2.9%	7.1%	*	*	-	*	4.5%	9.6%	*
Graduates and TxCHSE	90.4%	92.8%	92.9%	91.1%	97.1%	92.9%	*	*	-	*	95.5%	89.2%	*
Graduates, TxCHSE, and Continuers	94.1%	96.0%	93.4%	93.3%	97.1%	92.9%	*	*	-	*	95.5%	90.4%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*

Texas Education Agency
2020-21 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
Graduates, TxCHSE, and Continuers	93.9%	95.9%	94.0%	93.3%	97.1%	93.8%	*	*	-	*	100.0%	90.5%	*
Class of 2018													
Graduated	92.2%	95.4%	96.4%	97.4%	97.0%	95.9%	-	*	-	*	93.1%	96.0%	*
Received TxCHSE	0.6%	0.5%	0.5%	0.0%	0.0%	0.8%	-	*	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.5%	0.5%	0.0%	0.0%	0.8%	-	*	-	*	3.4%	0.0%	*
Dropped Out	6.1%	3.6%	2.6%	2.6%	3.0%	2.5%	-	*	-	*	3.4%	4.0%	*
Graduates and TxCHSE	92.8%	95.9%	96.9%	97.4%	97.0%	96.7%	-	*	-	*	93.1%	96.0%	*
Graduates, TxCHSE, and Continuers	93.9%	96.4%	97.4%	97.4%	97.0%	97.5%	-	*	-	*	96.6%	96.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2017													
Graduated	92.4%	95.0%	94.7%	94.7%	85.7%	96.2%	-	*	-	*	100.0%	89.6%	*
Received TxCHSE	0.7%	0.8%	0.6%	0.0%	0.0%	1.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.0%	4.7%	5.3%	14.3%	2.9%	-	*	-	*	0.0%	10.4%	*
Graduates and TxCHSE	93.2%	95.8%	95.3%	94.7%	85.7%	97.1%	-	*	-	*	100.0%	89.6%	*
Graduates, TxCHSE, and Continuers	93.7%	96.0%	95.3%	94.7%	85.7%	97.1%	-	*	-	*	100.0%	89.6%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.5%	95.1%	96.5%	100.0%	93.6%	*	*	-	*	93.3%	92.9%	*
Class of 2019	90.0%	92.4%	92.0%	91.1%	97.1%	91.2%	*	*	-	*	91.3%	88.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	65.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	5.3%	7.7%	5.5%	10.7%	7.8%	*	*	-	*	7.1%	8.7%	*
Class of 2019	4.2%	4.6%	9.9%	14.6%	15.2%	6.9%	*	*	-	*	0.0%	16.4%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	84.0%	71.1%	69.1%	64.3%	73.8%	*	*	-	*	7.1%	60.9%	*
Class of 2019	83.5%	84.2%	63.2%	46.3%	63.6%	68.6%	*	*	-	*	10.0%	43.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	89.3%	78.9%	74.5%	75.0%	81.6%	*	*	-	*	14.3%	69.6%	*
Class of 2019	87.6%	88.7%	73.1%	61.0%	78.8%	75.5%	*	*	-	*	10.0%	60.3%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	73.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	6.0%	7.6%	5.2%	10.3%	7.7%	*	*	-	*	6.7%	8.4%	*
2018-19	4.4%	4.4%	9.6%	14.3%	14.7%	6.7%	*	*	-	*	0.0%	15.4%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	82.0%	70.2%	65.5%	62.1%	75.0%	*	*	-	*	6.7%	58.9%	*
2018-19	82.1%	83.1%	61.7%	45.2%	61.8%	66.7%	*	*	-	*	9.1%	41.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	87.9%	77.8%	70.7%	72.4%	82.7%	*	*	-	*	13.3%	67.4%	*
2018-19	85.9%	87.3%	71.3%	59.5%	76.5%	73.3%	*	*	-	*	9.1%	56.4%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	198	100.0%	360,220	100.0%
By Ethnicity:				
African American	58	29.3%	44,729	12.4%
Hispanic	29	14.6%	184,060	51.1%
White	104	52.5%	105,215	29.2%
American Indian	1	0.5%	1,226	0.3%
Asian	2	1.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	4	2.0%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	44	22.2%	49,535	13.8%
Foundation H.S. Program (Endorsement)	15	7.6%	15,689	4.4%
Foundation H.S. Program (DLA)	139	70.2%	292,532	81.2%
Special Education Graduates	15	7.6%	29,018	8.1%
Economically Disadvantaged Graduates	95	48.0%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	2.0%	29,639	8.2%
At-Risk Graduates	72	36.4%	148,836	41.3%

Texas Education Agency
2020-21 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)													
2019-20	63.0%	59.5%	90.4%	86.2%	86.2%	93.3%	*	*	-	*	86.7%	86.3%	*
2018-19	72.9%	74.2%	89.9%	88.1%	88.2%	91.0%	*	*	-	*	89.1%	86.1%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	47.6%	83.8%	72.4%	75.9%	91.3%	*	*	-	*	13.3%	75.8%	*
2018-19	53.0%	47.5%	68.3%	54.8%	67.6%	73.6%	*	*	-	*	4.3%	55.7%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	51.9%	84.3%	72.4%	82.8%	90.4%	*	*	-	*	13.3%	76.8%	*
2018-19	60.7%	51.5%	73.0%	57.1%	70.6%	79.2%	*	*	-	*	8.7%	62.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	40.6%	80.8%	70.7%	79.3%	85.6%	*	*	-	*	13.3%	72.6%	*
2018-19	48.6%	40.3%	62.4%	52.4%	61.8%	66.0%	*	*	-	*	4.3%	51.9%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	34.9%	79.8%	69.0%	75.9%	85.6%	*	*	-	*	13.3%	71.6%	*
2018-19	44.2%	35.9%	60.8%	50.0%	58.8%	65.1%	*	*	-	*	4.3%	50.6%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	7.6%	10.6%	3.4%	6.9%	14.4%	*	*	-	*	0.0%	5.3%	*
2018-19	21.1%	8.0%	11.1%	2.4%	5.9%	16.0%	*	*	-	*	0.0%	2.5%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	2.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2018-19	1.9%	1.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	31.0%	39.9%	25.9%	27.6%	51.0%	*	*	-	*	6.7%	24.2%	*
2018-19	23.1%	31.1%	30.7%	7.1%	20.6%	44.3%	*	*	-	*	4.3%	10.1%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	1.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2018-19	2.3%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	20.6%	29.8%	29.3%	31.0%	29.8%	*	*	-	*	86.7%	30.5%	*
2018-19	40.4%	50.2%	57.1%	63.1%	52.9%	56.6%	*	*	-	*	89.1%	57.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	14.6%	21.2%	12.1%	27.6%	24.0%	*	*	-	*	6.7%	18.9%	*

Texas Education Agency
2020-21 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
2018-19	10.7%	11.6%	9.0%	11.9%	5.9%	9.4%	*	*	-	*	0.0%	5.1%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.4%	3.0%	3.4%	0.0%	3.8%	*	*	-	*	0.0%	3.2%	*
2018-19	0.6%	0.6%	1.1%	0.0%	0.0%	1.9%	*	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.0%	5.6%	13.8%	3.4%	1.9%	*	*	-	*	73.3%	9.5%	*
2018-19	2.3%	3.1%	9.0%	21.4%	8.8%	3.8%	*	*	-	*	73.9%	13.9%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.6%	1.0%	0.0%	0.0%	1.9%	*	*	-	*	13.3%	0.0%	*
2018-19	2.7%	3.3%	1.1%	0.0%	2.9%	0.9%	*	*	-	*	8.7%	0.0%	*

Texas Education Agency
2020-21 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	2019-20	30.1%	35.2%	55.6%	36.2%	41.4%	68.3%	*	*	-	*	0.0%	42.1%	*
	2018-19	33.4%	36.2%	53.4%	28.6%	38.2%	68.9%	*	*	-	*	8.7%	30.4%	*
Mathematics	2019-20	21.2%	23.3%	36.9%	24.1%	31.0%	45.2%	*	*	-	*	0.0%	24.2%	*
	2018-19	24.7%	25.8%	35.4%	21.4%	35.3%	41.5%	*	*	-	*	4.3%	16.5%	*
Both Subjects	2019-20	16.4%	17.6%	34.3%	24.1%	24.1%	42.3%	*	*	-	*	0.0%	21.1%	*
	2018-19	18.8%	20.3%	33.3%	19.0%	29.4%	40.6%	*	*	-	*	4.3%	13.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	6.4%	27.8%	36.2%	41.4%	20.2%	*	*	-	*	13.3%	34.7%	*
	2018-19	5.1%	3.8%	21.2%	31.0%	32.4%	12.3%	*	*	-	*	0.0%	34.2%	*
Mathematics	2019-20	9.7%	10.5%	43.4%	46.6%	48.3%	39.4%	*	*	-	*	13.3%	48.4%	*
	2018-19	7.3%	5.5%	25.4%	31.0%	26.5%	21.7%	*	*	-	*	0.0%	35.4%	*
Both Subjects	2019-20	4.2%	4.0%	25.3%	36.2%	34.5%	17.3%	*	*	-	*	13.3%	31.6%	*
	2018-19	2.6%	2.2%	18.5%	26.2%	23.5%	12.3%	*	*	-	*	0.0%	29.1%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	9.2%	16.0%	3.2%	17.4%	19.8%	*	*	-	22.2%	0.0%	8.7%	0.0%
	2019	25.2%	11.7%	16.7%	4.1%	16.4%	21.6%	*	60.0%	-	12.5%	0.0%	4.8%	0.0%
English Language Arts	2020	12.7%	5.0%	9.1%	2.1%	15.9%	9.7%	*	*	-	11.1%	0.0%	6.7%	0.0%
	2019	14.5%	6.6%	8.6%	3.1%	8.2%	10.4%	*	40.0%	-	12.5%	0.0%	4.2%	0.0%
Mathematics	2020	6.4%	1.9%	3.6%	1.1%	1.4%	5.5%	*	*	-	0.0%	0.0%	1.0%	0.0%
	2019	7.4%	2.4%	4.0%	0.0%	3.3%	6.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Science	2020	9.4%	3.2%	4.8%	0.0%	1.4%	6.5%	*	*	-	11.1%	0.0%	1.0%	0.0%
	2019	10.4%	3.9%	8.1%	2.0%	8.2%	9.9%	*	60.0%	-	0.0%	0.0%	1.8%	0.0%
Social Studies	2020	12.4%	4.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	5.0%	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	2020	59.0%	48.5%	30.2%	*	50.0%	20.9%	-	*	-	*	-	29.4%	-
	2019	51.0%	39.8%	27.3%	*	0.0%	33.3%	-	*	-	*	-	12.5%	-
English Language Arts	2020	50.1%	44.8%	38.9%	*	54.5%	28.6%	-	*	-	*	-	38.5%	-
	2019	41.2%	35.2%	29.4%	*	0.0%	34.8%	-	*	-	*	-	14.3%	-
Mathematics	2020	56.5%	48.4%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
	2019	52.2%	42.0%	31.3%	-	*	35.7%	-	-	-	-	-	-	-
Science	2020	47.6%	44.1%	26.3%	-	*	21.4%	-	*	-	*	-	*	-
	2019	40.6%	40.3%	15.6%	*	0.0%	22.7%	-	*	-	-	-	*	-

Texas Education Agency
2020-21 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	2020	52.3%	39.5%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	31.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	54.8%	41.9%	44.8%	20.7%	46.2%	*	*	-	*	0.0%	31.6%	*
	2018-19	75.0%	54.2%	47.6%	28.6%	50.0%	55.7%	*	*	-	*	8.7%	21.8%	*
At/Above Criterion for All Examinees	2019-20	35.7%	29.8%	36.1%	7.7%	0.0%	56.3%	*	*	-	*	-	13.3%	*
	2018-19	36.1%	33.6%	36.7%	8.3%	11.8%	49.2%	-	*	-	*	*	23.5%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1019	1125	*	*	1162	*	*	-	*	-	*	-
	2018-19	1027	1046	1032	*	982	1052	-	*	-	*	*	1025	-
English Language Arts and Writing	2019-20	513	516	559	*	*	585	*	*	-	*	-	*	-
	2018-19	517	530	528	*	503	543	-	*	-	*	*	532	-
Mathematics	2019-20	506	503	566	*	*	577	*	*	-	*	-	*	-
	2018-19	510	516	505	*	478	510	-	*	-	*	*	493	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	19.5	20.1	16.7	18.8	22.1	*	-	-	-	-	17.7	*
	2018-19	20.6	20.0	21.7	17.9	18.7	23.2	-	*	-	*	*	18.9	-
English Language Arts	2019-20	19.9	19.2	19.6	15.6	18.3	21.9	*	-	-	-	-	16.6	*
	2018-19	20.3	19.8	21.8	17.1	18.2	23.6	-	*	-	*	*	19.2	-
Mathematics	2019-20	20.1	19.2	20.5	17.5	20.8	22.0	*	-	-	-	-	18.5	*
	2018-19	20.4	19.7	21.1	18.4	18.6	22.2	-	*	-	*	*	17.2	-
Science	2019-20	20.5	19.9	20.2	17.7	17.7	22.0	*	-	-	-	-	18.7	*
	2018-19	20.8	20.4	21.7	18.5	19.3	22.8	-	*	-	*	*	19.3	-

Texas Education Agency
2020-21 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	2019-20	46.3%	40.1%	29.6%	21.4%	23.9%	34.1%	*	100.0%	-	25.0%	5.2%	19.3%	3.4%
	2018-19	44.6%	40.5%	28.1%	16.7%	27.6%	31.6%	*	66.7%	-	33.3%	6.5%	17.5%	0.0%
English Language Arts	2019-20	18.2%	15.2%	12.5%	6.9%	10.3%	14.9%	*	40.0%	-	13.3%	0.0%	6.3%	0.0%
	2018-19	17.8%	16.0%	10.3%	2.4%	6.3%	14.6%	*	25.0%	-	7.1%	1.2%	2.9%	0.0%
Mathematics	2019-20	20.7%	18.8%	13.6%	6.5%	11.8%	16.6%	*	60.0%	-	6.3%	0.0%	7.2%	0.0%
	2018-19	20.4%	19.3%	13.3%	6.9%	11.5%	16.3%	*	33.3%	-	7.1%	1.4%	4.8%	0.0%
Science	2019-20	22.4%	21.9%	12.0%	10.1%	8.6%	13.2%	*	60.0%	-	12.5%	0.0%	6.8%	0.0%
	2018-19	21.7%	21.3%	14.0%	10.0%	9.2%	16.5%	*	55.6%	-	7.1%	2.7%	9.0%	0.0%
Social Studies	2019-20	24.6%	14.7%	16.2%	5.0%	12.6%	21.3%	*	80.0%	-	12.5%	0.0%	7.4%	0.0%
	2018-19	23.6%	14.9%	17.3%	4.1%	16.1%	22.4%	*	33.3%	-	13.3%	1.1%	6.8%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	73.4%	71.7%	72.4%	82.8%	70.2%	*	*	-	*	40.0%	68.4%	*
	2018-19	59.0%	76.1%	83.6%	90.5%	82.4%	81.1%	*	*	-	*	78.3%	83.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	49.1%	56.6%	57.1%	47.1%	59.4%	*	*	-	*	34.8%	42.3%	*
	2017-18	53.4%	51.1%	46.3%	61.5%	31.3%	44.8%	-	*	-	*	11.5%	39.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	25.8%	2.0%	0.0%	14.3%	0.0%	-	*	-	*	*	10.0%	-
	2017-18	60.7%	56.8%	58.3%	36.4%	60.0%	66.0%	-	*	-	*	*	40.0%	-

Texas Education Agency
2020-21 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	2,644	100.0%	5,359,040	100.0%	2,653	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	10	0.4%	13,855	0.3%	19	0.7%	20,991	0.4%
Pre-Kindergarten	96	3.6%	196,560	3.7%	96	3.6%	197,093	3.7%
Kindergarten	183	6.9%	360,865	6.7%	183	6.9%	361,349	6.7%
Grade 1	172	6.5%	380,973	7.1%	172	6.5%	381,403	7.1%
Grade 2	180	6.8%	379,725	7.1%	180	6.8%	380,122	7.1%
Grade 3	207	7.8%	380,802	7.1%	207	7.8%	381,135	7.1%
Grade 4	177	6.7%	385,090	7.2%	177	6.7%	385,364	7.2%
Grade 5	185	7.0%	395,436	7.4%	185	7.0%	395,649	7.4%
Grade 6	210	7.9%	414,197	7.7%	210	7.9%	414,357	7.7%
Grade 7	216	8.2%	421,222	7.9%	216	8.1%	421,347	7.8%
Grade 8	206	7.8%	422,386	7.9%	206	7.8%	422,505	7.9%
Grade 9	191	7.2%	436,396	8.1%	191	7.2%	436,523	8.1%
Grade 10	228	8.6%	420,502	7.8%	228	8.6%	420,705	7.8%
Grade 11	189	7.1%	388,143	7.2%	189	7.1%	388,443	7.2%
Grade 12	194	7.3%	362,888	6.8%	194	7.3%	364,600	6.8%
Ethnic Distribution:								
African American	536	20.3%	680,285	12.7%	537	20.2%	681,401	12.7%
Hispanic	527	19.9%	2,835,771	52.9%	528	19.9%	2,840,982	52.9%
White	1,476	55.8%	1,418,789	26.5%	1,483	55.9%	1,424,251	26.5%
American Indian	5	0.2%	18,712	0.3%	5	0.2%	18,755	0.3%
Asian	11	0.4%	253,856	4.7%	11	0.4%	254,163	4.7%
Pacific Islander	1	0.0%	8,259	0.2%	1	0.0%	8,271	0.2%
Two or More Races	88	3.3%	143,368	2.7%	88	3.3%	143,763	2.7%
Sex:								
Female	1,259	47.6%	2,620,239	48.9%	1,261	47.5%	2,624,722	48.9%
Male	1,385	52.4%	2,738,801	51.1%	1,392	52.5%	2,746,864	51.1%
Economically Disadvantaged	1,478	55.9%	3,229,178	60.3%	1,481	55.8%	3,233,417	60.2%
Non-Educationally Disadvantaged	1,166	44.1%	2,129,862	39.7%	1,172	44.2%	2,138,169	39.8%
Section 504 Students	147	5.6%	387,490	7.2%	147	5.5%	387,622	7.2%
EB Students/EL	218	8.2%	1,108,207	20.7%	218	8.2%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	28	1.0%	66,833	1.2%				
Students w/ Dyslexia	94	3.6%	241,070	4.5%	94	3.5%	241,197	4.5%
Foster Care	7	0.3%	17,033	0.3%	7	0.3%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	1	0.0%	57,709	1.1%	1	0.0%	57,811	1.1%
Immigrant	13	0.5%	108,025	2.0%	13	0.5%	108,092	2.0%
Migrant	0	0.0%	16,657	0.3%	0	0.0%	16,733	0.3%
Title I	2,644	100.0%	3,457,855	64.5%	2,653	100.0%	3,464,887	64.5%
Military Connected	41	1.6%	144,596	2.7%	41	1.5%	144,683	2.7%
At-Risk	1,023	38.7%	2,634,284	49.2%	1,023	38.6%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	218	8.2%	1,123,936	21.0%	218	8.2%	1,124,413	20.9%
Gifted and Talented Education	168	6.4%	443,781	8.3%	168	6.3%	443,849	8.3%
Special Education	322	12.2%	595,885	11.1%	331	12.5%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	322		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	158	49.1%	253,352	42.5%				
Students with Physical Disabilities	60	18.6%	127,106	21.3%				
Students with Autism	29	9.0%	83,737	14.1%				
Students with Behavioral Disabilities	55	17.1%	122,624	20.6%				
Students with Non-Categorical Early Childhood	20	6.2%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	279	11.0%	726,083	13.8%				
By Ethnicity:								
African American	62	2.4%	148,832	2.8%				
Hispanic	49	1.9%	372,491	7.1%				
White	159	6.3%	160,748	3.1%				
American Indian	2	0.1%	2,944	0.1%				
Asian	1	0.0%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	6	0.2%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	38	11.7%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	15	7.0%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	200	13.3%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	190	10.9%	700,130	16.6%				

Texas Education Agency
2020-21 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	8.7%	1.4%	22.7%	4.8%
Grade 1	2.6%	1.9%	14.3%	3.2%
Grade 2	2.4%	1.0%	0.0%	1.4%
Grade 3	0.6%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	0.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	0.0%	0.3%	0.0%	0.3%
Grade 8	0.0%	0.2%	0.0%	0.4%
Grade 9	2.0%	4.7%	0.0%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	3	0.2%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.1	17.7
Grade 1	19.1	18.0
Grade 2	19.7	18.0
Grade 3	22.8	18.2
Grade 4	14.8	18.3
Grade 5	16.6	19.8
Grade 6	14.2	19.4
Secondary:		
English/Language Arts	12.9	15.7
Foreign Languages	18.9	17.8
Mathematics	12.6	16.9
Science	13.0	17.9
Social Studies	15.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	322.8	100.0%	745,316.3	100.0%
Professional Staff:	230.0	71.2%	479,219.1	64.3%
Teachers	186.0	57.6%	369,395.4	49.6%
Professional Support	27.0	8.4%	78,787.8	10.6%
Campus Administration (School Leadership)	13.0	4.0%	22,378.5	3.0%
Central Administration	4.0	1.2%	8,657.4	1.2%
Educational Aides:	36.8	11.4%	79,348.7	10.6%
Auxiliary Staff:	56.0	17.3%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	4,290.0	n/a
Part-time Librarians	1.0	n/a	582.0	n/a
Full-time Counselors	5.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	58.9	18.3%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	16.5	8.9%	41,186.3	11.1%
Hispanic	4.0	2.2%	104,985.0	28.4%
White	164.5	88.4%	210,367.3	56.9%
American Indian	1.0	0.5%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	0.0	0.0%	4,320.9	1.2%
Teachers by Sex:				
Males	38.0	20.4%	88,006.1	23.8%
Females	148.0	79.6%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	0.5%	4,422.7	1.2%
Bachelors	132.1	71.0%	269,818.0	73.0%
Masters	52.9	28.4%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.8	3.1%	24,880.4	6.7%
1-5 Years Experience	35.6	19.1%	102,753.7	27.8%
6-10 Years Experience	24.9	13.4%	74,854.8	20.3%
11-20 Years Experience	56.9	30.6%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	45.5	24.5%	47,975.4	13.0%
Over 30 Years Experience	17.3	9.3%	11,278.0	3.1%
Number of Students per Teacher	14.2	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.0	6.4
Average Years Experience of Principals with District	6.8	5.5
Average Years Experience of Assistant Principals	3.7	5.5
Average Years Experience of Assistant Principals with District	3.7	4.8
Average Years Experience of Teachers:	15.5	11.2
Average Years Experience of Teachers with District:	10.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$39,362	\$50,849
1-5 Years Experience	\$43,361	\$53,288
6-10 Years Experience	\$49,965	\$56,282
11-20 Years Experience	\$56,457	\$59,900
21-30 Years Experience	\$60,053	\$64,637
Over 30 Years Experience	\$61,909	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$53,934	\$57,641
Professional Support	\$57,832	\$68,030
Campus Administration (School Leadership)	\$95,333	\$83,424
Central Administration	\$127,350	\$109,662
Instructional Staff Percent:	78.8%	64.6%
Turnover Rate for Teachers:	18.5%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	5.3	397.5
Contracted Instructional Staff:	0.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE ISD (183902) - PANOLA COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	3.4	1.8%	22,870.6	6.2%
Career and Technical Education	13.4	7.2%	18,987.7	5.1%
Compensatory Education	12.5	6.7%	10,226.9	2.8%
Gifted and Talented Education	2.6	1.4%	6,558.4	1.8%
Regular Education	127.8	68.7%	262,447.1	71.0%
Special Education	22.3	12.0%	34,862.5	9.4%
Other	4.0	2.1%	13,442.2	3.6%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** 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 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: CARTHAGE H S

Campus Number: 183902001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	79%	78%	60%	81%	86%	-	*	-	80%	48%	*	82%	66%	71%	70%
	2019	68%	76%	76%	61%	74%	85%	-	*	-	*	31%	*	79%	67%	72%	63%
At Meets Grade Level or Above	2021	50%	62%	61%	33%	61%	74%	-	*	-	40%	33%	*	61%	58%	51%	35%
	2019	50%	57%	57%	43%	49%	67%	-	*	-	*	19%	*	60%	44%	49%	29%
At Masters Grade Level	2021	12%	15%	16%	0%	17%	23%	-	*	-	0%	10%	*	15%	18%	7%	0%
	2019	11%	11%	11%	6%	8%	13%	-	*	-	*	12%	*	13%	2%	5%	0%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	78%	78%	56%	77%	87%	-	-	-	*	39%	*	79%	75%	73%	75%
	2019	68%	78%	78%	62%	77%	86%	-	*	-	50%	14%	80%	80%	69%	70%	60%
At Meets Grade Level or Above	2021	57%	66%	65%	41%	63%	76%	-	-	-	*	16%	*	67%	60%	58%	63%
	2019	49%	57%	57%	37%	60%	66%	-	*	-	17%	7%	60%	62%	40%	50%	35%
At Masters Grade Level	2021	11%	8%	8%	4%	0%	12%	-	-	-	*	0%	*	8%	5%	5%	0%
	2019	8%	11%	11%	4%	11%	13%	-	*	-	17%	3%	20%	13%	4%	8%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	88%	85%	74%	83%	90%	-	*	-	80%	50%	*	88%	73%	81%	74%
	2019	85%	90%	87%	74%	94%	90%	-	*	-	*	45%	*	90%	79%	87%	100%
At Meets Grade Level or Above	2021	41%	66%	60%	46%	63%	66%	-	*	-	60%	25%	*	60%	59%	54%	42%
	2019	61%	73%	64%	54%	71%	66%	-	*	-	*	32%	*	67%	56%	62%	69%
At Masters Grade Level	2021	23%	35%	28%	18%	40%	28%	-	*	-	60%	15%	*	30%	24%	23%	16%
	2019	37%	47%	35%	29%	35%	39%	-	*	-	*	27%	*	38%	26%	31%	31%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	88%	88%	72%	87%	94%	-	*	-	83%	70%	*	91%	78%	86%	76%
	2019	88%	90%	90%	75%	94%	96%	-	*	-	*	52%	*	93%	80%	86%	96%
At Meets Grade Level or Above	2021	55%	65%	64%	22%	71%	78%	-	*	-	33%	22%	*	67%	53%	55%	43%
	2019	62%	65%	65%	36%	58%	79%	-	*	-	*	19%	*	68%	52%	57%	43%
At Masters Grade Level	2021	22%	31%	31%	11%	29%	40%	-	*	-	17%	13%	*	32%	29%	20%	5%
	2019	25%	24%	24%	9%	17%	33%	-	*	-	*	5%	*	27%	13%	16%	0%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	88%	93%	93%	76%	98%	98%	-	*	-	*	53%	-	92%	94%	90%	100%
	2019	93%	95%	95%	89%	96%	98%	*	*	-	*	61%	*	96%	88%	91%	90%
At Meets Grade Level or Above	2021	69%	80%	80%	59%	80%	89%	-	*	-	*	35%	-	82%	72%	72%	73%
	2019	73%	80%	80%	67%	81%	87%	*	*	-	*	22%	*	82%	67%	73%	60%
At Masters Grade Level	2021	43%	43%	43%	24%	39%	52%	-	*	-	*	6%	-	45%	34%	37%	27%
	2019	45%	43%	43%	33%	26%	53%	*	*	-	*	6%	*	45%	33%	33%	10%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	100%	100%	*	100%	100%	-	*	-	*	-	-	100%	100%	100%	-
At Meets Grade Level or Above	2021	69%	60%	60%	*	83%	63%	-	*	-	*	-	-	63%	40%	50%	-
At Masters Grade Level	2021	14%	5%	5%	*	0%	6%	-	*	-	*	-	-	5%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	72%	85%	67%	86%	91%	-	83%	-	82%	51%	100%	87%	77%	80%	78%
	2019	78%	77%	85%	72%	86%	91%	*	100%	-	53%	38%	85%	87%	76%	80%	80%
At Meets Grade Level or Above	2021	41%	45%	66%	40%	69%	76%	-	33%	-	55%	25%	100%	68%	59%	58%	51%
	2019	50%	46%	64%	47%	61%	74%	*	100%	-	32%	19%	54%	68%	50%	57%	44%
At Masters Grade Level	2021	18%	19%	23%	10%	23%	29%	-	17%	-	23%	8%	0%	24%	20%	17%	8%
	2019	24%	21%	23%	16%	17%	29%	*	70%	-	16%	10%	15%	26%	14%	17%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	78%	57%	78%	87%	-	*	-	88%	42%	*	80%	71%	72%	73%
	2019	75%	75%	77%	61%	75%	86%	-	*	-	40%	22%	71%	79%	68%	71%	61%
At Meets Grade Level or Above	2021	45%	45%	63%	38%	62%	75%	-	*	-	63%	23%	*	65%	59%	55%	50%
	2019	48%	46%	57%	40%	54%	67%	-	*	-	20%	13%	43%	61%	42%	50%	32%
At Masters Grade Level	2021	18%	17%	11%	2%	8%	17%	-	*	-	0%	4%	*	11%	11%	6%	0%
	2019	21%	20%	11%	5%	9%	13%	-	*	-	10%	7%	14%	13%	3%	6%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	72%	88%	76%	86%	93%	-	*	-	83%	50%	*	91%	76%	83%	74%
	2019	82%	79%	87%	74%	94%	90%	-	*	-	*	45%	*	90%	79%	87%	100%
At Meets Grade Level or Above	2021	37%	42%	60%	43%	67%	65%	-	*	-	67%	25%	*	61%	57%	54%	42%
	2019	52%	44%	64%	54%	71%	66%	-	*	-	*	32%	*	67%	56%	62%	69%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Masters Grade Level	2021	18%	19%	23%	17%	33%	22%	-	*	-	50%	15%	*	24%	21%	21%	16%
	2019	26%	21%	35%	29%	35%	39%	-	*	-	*	27%	*	38%	26%	31%	31%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	77%	88%	72%	87%	94%	-	*	-	83%	70%	*	91%	78%	86%	76%
	2019	81%	80%	90%	75%	94%	96%	-	*	-	*	52%	*	93%	80%	86%	96%
At Meets Grade Level or Above	2021	44%	50%	64%	22%	71%	78%	-	*	-	33%	22%	*	67%	53%	55%	43%
	2019	54%	51%	65%	36%	58%	79%	-	*	-	*	19%	*	68%	52%	57%	43%
At Masters Grade Level	2021	20%	24%	31%	11%	29%	40%	-	*	-	17%	13%	*	32%	29%	20%	5%
	2019	25%	21%	24%	9%	17%	33%	-	*	-	*	5%	*	27%	13%	16%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	79%	93%	76%	98%	98%	-	*	-	*	53%	-	92%	94%	90%	100%
	2019	81%	83%	95%	89%	96%	98%	*	*	-	*	61%	*	96%	88%	91%	90%
At Meets Grade Level or Above	2021	49%	55%	80%	59%	80%	89%	-	*	-	*	35%	-	82%	72%	72%	73%
	2019	55%	58%	80%	67%	81%	87%	*	*	-	*	22%	*	82%	67%	73%	60%
At Masters Grade Level	2021	29%	27%	43%	24%	39%	52%	-	*	-	*	6%	-	45%	34%	37%	27%
	2019	33%	33%	43%	33%	26%	53%	*	*	-	*	6%	*	45%	33%	33%	10%

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	2019	69	73	73	71	65	77	-	*	-	*	69	*	73	72	69	69
	2018	67	76	76	65	80	81	*	*	-	*	32	*	77	71	69	81
End of Course Algebra I	2019	75	84	82	80	88	79	-	*	-	*	54	*	85	72	82	89
	2018	72	80	78	63	83	85	-	-	-	*	33	*	80	71	73	79
All Grades Both Subjects	2019	69	67	76	75	75	78	-	*	-	67	63	60	77	72	75	80
	2018	69	66	77	64	81	82	*	*	-	50	33	*	78	71	71	80
All Grades ELA/Reading	2019	68	67	73	71	65	77	-	*	-	*	69	*	73	72	69	69
	2018	69	65	76	65	80	81	*	*	-	*	32	*	77	71	69	81
All Grades Mathematics	2019	70	67	82	80	88	79	-	*	-	*	54	*	85	72	82	89
	2018	70	67	78	63	83	85	-	-	-	*	33	*	80	71	73	79

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Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	72%	85%	-	-	-	-	-	-	67%	-	67%	-	-	85%	67%	96%
	2019	78%	77%	85%	-	-	-	-	-	-	71%	14%	78%	-	-		71%	
At Meets Grade Level or Above	2021	41%	45%	66%	-	-	-	-	-	-	35%	-	35%	-	-	67%	35%	82%
	2019	50%	46%	64%	-	-	-	-	-	-	32%	14%	35%	-	-		32%	
At Masters Grade Level	2021	18%	19%	23%	-	-	-	-	-	-	5%	-	5%	-	-	25%	5%	25%
	2019	24%	21%	23%	-	-	-	-	-	-	6%	0%	7%	-	-		6%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	78%	-	-	-	-	-	-	64%	-	64%	-	-	78%	64%	90%
	2019	75%	75%	77%	-	-	-	-	-	-	47%	0%	56%	-	-		47%	
At Meets Grade Level or Above	2021	45%	45%	63%	-	-	-	-	-	-	39%	-	39%	-	-	64%	39%	76%
	2019	48%	46%	57%	-	-	-	-	-	-	17%	0%	20%	-	-		17%	
At Masters Grade Level	2021	18%	17%	11%	-	-	-	-	-	-	0%	-	0%	-	-	13%	0%	5%
	2019	21%	20%	11%	-	-	-	-	-	-	0%	0%	0%	-	-		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	72%	88%	-	-	-	-	-	-	62%	-	62%	-	-	89%	62%	100%
	2019	82%	79%	87%	-	-	-	-	-	-	100%	-	100%	-	-		100%	
At Meets Grade Level or Above	2021	37%	42%	60%	-	-	-	-	-	-	23%	-	23%	-	-	61%	23%	90%
	2019	52%	44%	64%	-	-	-	-	-	-	67%	-	67%	-	-		67%	
At Masters Grade Level	2021	18%	19%	23%	-	-	-	-	-	-	8%	-	8%	-	-	22%	8%	60%
	2019	26%	21%	35%	-	-	-	-	-	-	33%	-	33%	-	-		33%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	77%	88%	-	-	-	-	-	-	67%	-	67%	-	-	89%	67%	100%
	2019	81%	80%	90%	-	-	-	-	-	-	93%	*	100%	-	-		93%	
At Meets Grade Level or Above	2021	44%	50%	64%	-	-	-	-	-	-	27%	-	27%	-	-	66%	27%	90%
	2019	54%	51%	65%	-	-	-	-	-	-	33%	*	36%	-	-		33%	
At Masters Grade Level	2021	20%	24%	31%	-	-	-	-	-	-	7%	-	7%	-	-	34%	7%	20%
	2019	25%	21%	24%	-	-	-	-	-	-	0%	*	0%	-	-		0%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	79%	93%	-	-	-	-	-	-	*	-	*	-	-	92%	*	100%
	2019	81%	83%	95%	-	-	-	-	-	-	80%	*	*	-	-		80%	
At Meets Grade Level or Above	2021	49%	55%	80%	-	-	-	-	-	-	*	-	*	-	-	81%	*	80%
	2019	55%	58%	80%	-	-	-	-	-	-	40%	*	*	-	-		40%	
At Masters Grade Level	2021	29%	27%	43%	-	-	-	-	-	-	*	-	*	-	-	45%	*	33%
	2019	33%	33%	43%	-	-	-	-	-	-	0%	*	*	-	-		0%	

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	96%	96%	98%	95%	*	100%	-	95%	98%	100%	99%	85%	96%	95%
Not Included in Accountability: Mobile	4%	4%	3%	4%	0%	5%	*	0%	-	5%	2%	0%	1%	13%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	2%	0%	*	0%	-	0%	0%	0%	0%	2%	1%	5%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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													
2019-20	98.3%	98.2%	97.7%	97.7%	97.7%	97.7%	*	*	-	98.6%	97.0%	97.1%	97.0%
2018-19	95.4%	94.9%	94.4%	94.8%	94.4%	94.2%	*	97.9%	-	94.5%	92.9%	93.9%	93.8%
Chronic Absenteeism													
2019-20	6.7%	6.4%	10.3%	11.9%	9.1%	10.3%	*	0.0%	-	6.3%	15.4%	14.5%	10.3%
2018-19	11.4%	13.3%	17.2%	15.7%	17.3%	18.3%	*	0.0%	-	12.5%	24.2%	21.0%	20.7%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.7%	0.7%	0.0%	0.6%	1.0%	*	0.0%	-	0.0%	1.0%	0.4%	0.0%
2018-19	1.9%	1.1%	1.1%	1.1%	0.7%	1.3%	*	0.0%	-	0.0%	2.0%	1.7%	3.4%
4-Year Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2019													
Graduated	90.0%	92.4%	92.4%	91.1%	97.1%	92.0%	*	*	-	*	95.5%	89.2%	*
Received TxCHSE	0.5%	0.5%	0.5%	0.0%	0.0%	0.9%	*	*	-	*	0.0%	0.0%	*
Continued HS	3.7%	0.5%	0.5%	2.2%	0.0%	0.0%	*	*	-	*	0.0%	1.2%	*
Dropped Out	5.9%	6.6%	6.6%	6.7%	2.9%	7.1%	*	*	-	*	4.5%	9.6%	*
Graduates and TxCHSE	90.4%	92.9%	92.9%	91.1%	97.1%	92.9%	*	*	-	*	95.5%	89.2%	*
Graduates, TxCHSE, and Continuers	94.1%	93.4%	93.4%	93.3%	97.1%	92.9%	*	*	-	*	95.5%	90.4%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*

Texas Education Agency
2020-21 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
Graduates, TxCHSE, and Continuers	93.9%	94.0%	94.0%	93.3%	97.1%	93.8%	*	*	-	*	100.0%	90.5%	*
Class of 2018													
Graduated	92.2%	96.4%	96.4%	97.4%	97.0%	95.9%	-	*	-	*	93.1%	96.0%	*
Received TxCHSE	0.6%	0.5%	0.5%	0.0%	0.0%	0.8%	-	*	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.5%	0.5%	0.0%	0.0%	0.8%	-	*	-	*	3.4%	0.0%	*
Dropped Out	6.1%	2.6%	2.6%	2.6%	3.0%	2.5%	-	*	-	*	3.4%	4.0%	*
Graduates and TxCHSE	92.8%	96.9%	96.9%	97.4%	97.0%	96.7%	-	*	-	*	93.1%	96.0%	*
Graduates, TxCHSE, and Continuers	93.9%	97.4%	97.4%	97.4%	97.0%	97.5%	-	*	-	*	96.6%	96.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	*
Class of 2017													
Graduated	92.4%	94.7%	94.7%	94.7%	85.7%	96.2%	-	*	-	*	100.0%	89.6%	*
Received TxCHSE	0.7%	0.6%	0.6%	0.0%	0.0%	1.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	4.7%	4.7%	5.3%	14.3%	2.9%	-	*	-	*	0.0%	10.4%	*
Graduates and TxCHSE	93.2%	95.3%	95.3%	94.7%	85.7%	97.1%	-	*	-	*	100.0%	89.6%	*
Graduates, TxCHSE, and Continuers	93.7%	95.3%	95.3%	94.7%	85.7%	97.1%	-	*	-	*	100.0%	89.6%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	95.1%	95.1%	96.5%	100.0%	93.6%	*	*	-	*	93.3%	92.9%	*
Class of 2019	90.0%	92.0%	92.0%	91.1%	97.1%	91.2%	*	*	-	*	91.3%	88.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	7.7%	7.7%	5.5%	10.7%	7.8%	*	*	-	*	7.1%	8.7%	*
Class of 2019	4.2%	9.9%	9.9%	14.6%	15.2%	6.9%	*	*	-	*	0.0%	16.4%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	71.1%	71.1%	69.1%	64.3%	73.8%	*	*	-	*	7.1%	60.9%	*
Class of 2019	83.5%	63.2%	63.2%	46.3%	63.6%	68.6%	*	*	-	*	10.0%	43.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	78.9%	78.9%	74.5%	75.0%	81.6%	*	*	-	*	14.3%	69.6%	*
Class of 2019	87.6%	73.1%	73.1%	61.0%	78.8%	75.5%	*	*	-	*	10.0%	60.3%	*
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	7.6%	7.6%	5.2%	10.3%	7.7%	*	*	-	*	6.7%	8.4%	*
2018-19	4.4%	9.6%	9.6%	14.3%	14.7%	6.7%	*	*	-	*	0.0%	15.4%	*
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	70.2%	70.2%	65.5%	62.1%	75.0%	*	*	-	*	6.7%	58.9%	*
2018-19	82.1%	61.7%	61.7%	45.2%	61.8%	66.7%	*	*	-	*	9.1%	41.0%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	77.8%	77.8%	70.7%	72.4%	82.7%	*	*	-	*	13.3%	67.4%	*
2018-19	85.9%	71.3%	71.3%	59.5%	76.5%	73.3%	*	*	-	*	9.1%	56.4%	*

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	198	100.0%	198	360,220
By Ethnicity:				
African American	58	29.3%	58	44,729
Hispanic	29	14.6%	29	184,060
White	104	52.5%	104	105,215
American Indian	1	0.5%	1	1,226
Asian	2	1.0%	2	17,126
Pacific Islander	0	0.0%	0	557
Two or More Races	4	2.0%	4	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	952
Foundation H.S. Program (No Endorsement)	44	22.2%	44	49,535
Foundation H.S. Program (Endorsement)	15	7.6%	15	15,689
Foundation H.S. Program (DLA)	139	70.2%	139	292,532
Special Education Graduates	15	7.6%	15	29,018
Economically Disadvantaged Graduates	95	48.0%	95	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	2.0%	4	29,639
At-Risk Graduates	72	36.4%	72	148,836

Texas Education Agency
2020-21 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)													
2019-20	63.0%	90.4%	90.4%	86.2%	86.2%	93.3%	*	*	-	*	86.7%	86.3%	*
2018-19	72.9%	89.9%	89.9%	88.1%	88.2%	91.0%	*	*	-	*	89.1%	86.1%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	83.8%	83.8%	72.4%	75.9%	91.3%	*	*	-	*	13.3%	75.8%	*
2018-19	53.0%	68.3%	68.3%	54.8%	67.6%	73.6%	*	*	-	*	4.3%	55.7%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	84.3%	84.3%	72.4%	82.8%	90.4%	*	*	-	*	13.3%	76.8%	*
2018-19	60.7%	73.0%	73.0%	57.1%	70.6%	79.2%	*	*	-	*	8.7%	62.0%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	80.8%	80.8%	70.7%	79.3%	85.6%	*	*	-	*	13.3%	72.6%	*
2018-19	48.6%	62.4%	62.4%	52.4%	61.8%	66.0%	*	*	-	*	4.3%	51.9%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	79.8%	79.8%	69.0%	75.9%	85.6%	*	*	-	*	13.3%	71.6%	*
2018-19	44.2%	60.8%	60.8%	50.0%	58.8%	65.1%	*	*	-	*	4.3%	50.6%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	10.6%	10.6%	3.4%	6.9%	14.4%	*	*	-	*	0.0%	5.3%	*
2018-19	21.1%	11.1%	11.1%	2.4%	5.9%	16.0%	*	*	-	*	0.0%	2.5%	*
Associate Degree (Annual Graduates)													
2019-20	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2018-19	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	39.9%	39.9%	25.9%	27.6%	51.0%	*	*	-	*	6.7%	24.2%	*
2018-19	23.1%	30.7%	30.7%	7.1%	20.6%	44.3%	*	*	-	*	4.3%	10.1%	*
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	29.8%	29.8%	29.3%	31.0%	29.8%	*	*	-	*	86.7%	30.5%	*
2018-19	40.4%	57.1%	57.1%	63.1%	52.9%	56.6%	*	*	-	*	89.1%	57.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	21.2%	21.2%	12.1%	27.6%	24.0%	*	*	-	*	6.7%	18.9%	*

Texas Education Agency
2020-21 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
2018-19	10.7%	9.0%	9.0%	11.9%	5.9%	9.4%	*	*	-	*	0.0%	5.1%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	3.0%	3.0%	3.4%	0.0%	3.8%	*	*	-	*	0.0%	3.2%	*
2018-19	0.6%	1.1%	1.1%	0.0%	0.0%	1.9%	*	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	5.6%	5.6%	13.8%	3.4%	1.9%	*	*	-	*	73.3%	9.5%	*
2018-19	2.3%	9.0%	9.0%	21.4%	8.8%	3.8%	*	*	-	*	73.9%	13.9%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	1.0%	1.0%	0.0%	0.0%	1.9%	*	*	-	*	13.3%	0.0%	*
2018-19	2.7%	1.1%	1.1%	0.0%	2.9%	0.9%	*	*	-	*	8.7%	0.0%	*

Texas Education Agency
2020-21 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	2019-20	30.1%	55.6%	55.6%	36.2%	41.4%	68.3%	*	*	-	*	0.0%	42.1%	*
	2018-19	33.4%	53.4%	53.4%	28.6%	38.2%	68.9%	*	*	-	*	8.7%	30.4%	*
Mathematics	2019-20	21.2%	36.9%	36.9%	24.1%	31.0%	45.2%	*	*	-	*	0.0%	24.2%	*
	2018-19	24.7%	35.4%	35.4%	21.4%	35.3%	41.5%	*	*	-	*	4.3%	16.5%	*
Both Subjects	2019-20	16.4%	34.3%	34.3%	24.1%	24.1%	42.3%	*	*	-	*	0.0%	21.1%	*
	2018-19	18.8%	33.3%	33.3%	19.0%	29.4%	40.6%	*	*	-	*	4.3%	13.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	27.8%	27.8%	36.2%	41.4%	20.2%	*	*	-	*	13.3%	34.7%	*
	2018-19	5.1%	21.2%	21.2%	31.0%	32.4%	12.3%	*	*	-	*	0.0%	34.2%	*
Mathematics	2019-20	9.7%	43.4%	43.4%	46.6%	48.3%	39.4%	*	*	-	*	13.3%	48.4%	*
	2018-19	7.3%	25.4%	25.4%	31.0%	26.5%	21.7%	*	*	-	*	0.0%	35.4%	*
Both Subjects	2019-20	4.2%	25.3%	25.3%	36.2%	34.5%	17.3%	*	*	-	*	13.3%	31.6%	*
	2018-19	2.6%	18.5%	18.5%	26.2%	23.5%	12.3%	*	*	-	*	0.0%	29.1%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	16.0%	16.0%	3.2%	17.4%	19.8%	*	*	-	22.2%	0.0%	8.7%	0.0%
	2019	25.2%	16.7%	16.7%	4.1%	16.4%	21.6%	*	60.0%	-	12.5%	0.0%	4.8%	0.0%
English Language Arts	2020	12.7%	9.1%	9.1%	2.1%	15.9%	9.7%	*	*	-	11.1%	0.0%	6.7%	0.0%
	2019	14.5%	8.6%	8.6%	3.1%	8.2%	10.4%	*	40.0%	-	12.5%	0.0%	4.2%	0.0%
Mathematics	2020	6.4%	3.6%	3.6%	1.1%	1.4%	5.5%	*	*	-	0.0%	0.0%	1.0%	0.0%
	2019	7.4%	4.0%	4.0%	0.0%	3.3%	6.3%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Science	2020	9.4%	4.8%	4.8%	0.0%	1.4%	6.5%	*	*	-	11.1%	0.0%	1.0%	0.0%
	2019	10.4%	8.1%	8.1%	2.0%	8.2%	9.9%	*	60.0%	-	0.0%	0.0%	1.8%	0.0%
Social Studies	2020	12.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2019	13.9%	0.0%	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	2020	59.0%	30.2%	30.2%	*	50.0%	20.9%	-	*	-	*	-	29.4%	-
	2019	51.0%	27.3%	27.3%	*	0.0%	33.3%	-	*	-	*	-	12.5%	-
English Language Arts	2020	50.1%	38.9%	38.9%	*	54.5%	28.6%	-	*	-	*	-	38.5%	-
	2019	41.2%	29.4%	29.4%	*	0.0%	34.8%	-	*	-	*	-	14.3%	-
Mathematics	2020	56.5%	0.0%	0.0%	*	*	0.0%	-	-	-	-	-	*	-
	2019	52.2%	31.3%	31.3%	-	*	35.7%	-	-	-	-	-	-	-
Science	2020	47.6%	26.3%	26.3%	-	*	21.4%	-	*	-	*	-	*	-
	2019	40.6%	15.6%	15.6%	*	0.0%	22.7%	-	*	-	-	-	*	-

Texas Education Agency
2020-21 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	2020	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	41.9%	41.9%	44.8%	20.7%	46.2%	*	*	-	*	0.0%	31.6%	*
	2018-19	75.0%	47.6%	47.6%	28.6%	50.0%	55.7%	*	*	-	*	8.7%	21.8%	*
At/Above Criterion for All Examinees	2019-20	35.7%	36.1%	36.1%	7.7%	0.0%	56.3%	*	*	-	*	-	13.3%	*
	2018-19	36.1%	36.7%	36.7%	8.3%	11.8%	49.2%	-	*	-	*	*	23.5%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	1125	1125	*	*	1162	*	*	-	*	-	*	-
	2018-19	1027	1032	1032	*	982	1052	-	*	-	*	*	1025	-
English Language Arts and Writing	2019-20	513	559	559	*	*	585	*	*	-	*	-	*	-
	2018-19	517	528	528	*	503	543	-	*	-	*	*	532	-
Mathematics	2019-20	506	566	566	*	*	577	*	*	-	*	-	*	-
	2018-19	510	505	505	*	478	510	-	*	-	*	*	493	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	20.1	20.1	16.7	18.8	22.1	*	-	-	-	-	17.7	*
	2018-19	20.6	21.7	21.7	17.9	18.7	23.2	-	*	-	*	*	18.9	-
English Language Arts	2019-20	19.9	19.6	19.6	15.6	18.3	21.9	*	-	-	-	-	16.6	*
	2018-19	20.3	21.8	21.8	17.1	18.2	23.6	-	*	-	*	*	19.2	-
Mathematics	2019-20	20.1	20.5	20.5	17.5	20.8	22.0	*	-	-	-	-	18.5	*
	2018-19	20.4	21.1	21.1	18.4	18.6	22.2	-	*	-	*	*	17.2	-
Science	2019-20	20.5	20.2	20.2	17.7	17.7	22.0	*	-	-	-	-	18.7	*
	2018-19	20.8	21.7	21.7	18.5	19.3	22.8	-	*	-	*	*	19.3	-

Texas Education Agency
2020-21 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	2019-20	46.3%	29.6%	29.6%	21.4%	23.9%	34.1%	*	100.0%	-	25.0%	5.2%	19.3%	3.4%
	2018-19	44.6%	28.1%	28.1%	16.7%	27.6%	31.6%	*	66.7%	-	33.3%	6.5%	17.5%	0.0%
English Language Arts	2019-20	18.2%	12.5%	12.5%	6.9%	10.3%	14.9%	*	40.0%	-	13.3%	0.0%	6.3%	0.0%
	2018-19	17.8%	10.3%	10.3%	2.4%	6.3%	14.6%	*	25.0%	-	7.1%	1.2%	2.9%	0.0%
Mathematics	2019-20	20.7%	13.6%	13.6%	6.5%	11.8%	16.6%	*	60.0%	-	6.3%	0.0%	7.2%	0.0%
	2018-19	20.4%	13.3%	13.3%	6.9%	11.5%	16.3%	*	33.3%	-	7.1%	1.4%	4.8%	0.0%
Science	2019-20	22.4%	12.0%	12.0%	10.1%	8.6%	13.2%	*	60.0%	-	12.5%	0.0%	6.8%	0.0%
	2018-19	21.7%	14.0%	14.0%	10.0%	9.2%	16.5%	*	55.6%	-	7.1%	2.7%	9.0%	0.0%
Social Studies	2019-20	24.6%	16.2%	16.2%	5.0%	12.6%	21.3%	*	80.0%	-	12.5%	0.0%	7.4%	0.0%
	2018-19	23.6%	17.3%	17.3%	4.1%	16.1%	22.4%	*	33.3%	-	13.3%	1.1%	6.8%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	71.7%	71.7%	72.4%	82.8%	70.2%	*	*	-	*	40.0%	68.4%	*
	2018-19	59.0%	83.6%	83.6%	90.5%	82.4%	81.1%	*	*	-	*	78.3%	83.5%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	56.6%	56.6%	57.1%	47.1%	59.4%	*	*	-	*	34.8%	42.3%	*
	2017-18	53.4%	46.3%	46.3%	61.5%	31.3%	44.8%	-	*	-	*	11.5%	39.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	2.0%	2.0%	0.0%	14.3%	0.0%	-	*	-	*	*	10.0%	-
	2017-18	60.7%	58.3%	58.3%	36.4%	60.0%	66.0%	-	*	-	*	*	40.0%	-

Texas Education Agency
2020-21 Student Information (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	802	100.0%	2,644	5,359,040	802	100.0%	2,653	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.7%	0.4%
Pre-Kindergarten	0	0.0%	3.6%	3.7%	0	0.0%	3.6%	3.7%
Kindergarten	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	8.2%	7.9%	0	0.0%	8.1%	7.8%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	191	23.8%	7.2%	8.1%	191	23.8%	7.2%	8.1%
Grade 10	228	28.4%	8.6%	7.8%	228	28.4%	8.6%	7.8%
Grade 11	189	23.6%	7.1%	7.2%	189	23.6%	7.1%	7.2%
Grade 12	194	24.2%	7.3%	6.8%	194	24.2%	7.3%	6.8%
Ethnic Distribution:								
African American	171	21.3%	20.3%	12.7%	171	21.3%	20.2%	12.7%
Hispanic	163	20.3%	19.9%	52.9%	163	20.3%	19.9%	52.9%
White	448	55.9%	55.8%	26.5%	448	55.9%	55.9%	26.5%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	4	0.5%	0.4%	4.7%	4	0.5%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	16	2.0%	3.3%	2.7%	16	2.0%	3.3%	2.7%
Sex:								
Female	380	47.4%	47.6%	48.9%	380	47.4%	47.5%	48.9%
Male	422	52.6%	52.4%	51.1%	422	52.6%	52.5%	51.1%
Economically Disadvantaged	399	49.8%	55.9%	60.3%	399	49.8%	55.8%	60.2%
Non-Educationally Disadvantaged	403	50.2%	44.1%	39.7%	403	50.2%	44.2%	39.8%
Section 504 Students	61	7.6%	5.6%	7.2%	61	7.6%	5.5%	7.2%
EB Students/EL	34	4.2%	8.2%	20.7%	34	4.2%	8.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	12	1.4%	1.0%	1.2%				
Students w/ Dyslexia	35	4.4%	3.6%	4.5%	35	4.4%	3.5%	4.5%
Foster Care	1	0.1%	0.3%	0.3%	1	0.1%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	1	0.1%	0.0%	1.1%	1	0.1%	0.0%	1.1%
Immigrant	3	0.4%	0.5%	2.0%	3	0.4%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	802	100.0%	100.0%	64.5%	802	100.0%	100.0%	64.5%
Military Connected	3	0.4%	1.6%	2.7%	3	0.4%	1.5%	2.7%
At-Risk	349	43.5%	38.7%	49.2%	349	43.5%	38.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	35	4.4%	8.2%	21.0%	35	4.4%	8.2%	20.9%
Gifted and Talented Education	29	3.6%	6.4%	8.3%	29	3.6%	6.3%	8.3%
Special Education	97	12.1%	12.2%	11.1%	97	12.1%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	97							
By Type of Primary Disability								
Students with Intellectual Disabilities	63	64.9%	49.1%	42.5%				
Students with Physical Disabilities	7	7.2%	18.6%	21.3%				
Students with Autism	7	7.2%	9.0%	14.1%				
Students with Behavioral Disabilities	20	20.6%	17.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	6.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	102	11.7%	11.0%	13.8%				
By Ethnicity:								
African American	19	2.2%	2.4%	2.8%				
Hispanic	14	1.6%	1.9%	7.1%				
White	69	7.9%	6.3%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	17	16.3%	11.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	6.9%	7.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	70	14.6%	13.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	63	10.0%	10.9%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	8.7%	1.4%	-	22.7%	4.8%
Grade 1	-	2.6%	1.9%	-	14.3%	3.2%
Grade 2	-	2.4%	1.0%	-	0.0%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	2.0%	2.0%	4.7%	0.0%	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.1	17.7
Grade 1	-	19.1	18.0
Grade 2	-	19.7	18.0
Grade 3	-	22.8	18.2
Grade 4	-	14.8	18.3
Grade 5	-	16.6	19.8
Grade 6	-	14.2	19.4
Secondary:			
English/Language Arts	12.0	12.9	15.7
Foreign Languages	18.9	18.9	17.8
Mathematics	12.6	12.6	16.9
Science	11.5	13.0	17.9
Social Studies	14.3	15.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	83.8	100.0%	100.0%	100.0%
Professional Staff:	79.8	95.2%	71.2%	64.3%
Teachers	66.4	79.2%	57.6%	49.6%
Professional Support	8.4	10.0%	8.4%	10.6%
Campus Administration (School Leadership)	5.0	6.0%	4.0%	3.0%
Educational Aides:	4.0	4.8%	11.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	2.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	2.0	n/a	5.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	15.2	18.1%	18.3%	51.5%
Teachers by Ethnicity:				
African American	8.2	12.3%	8.9%	11.1%
Hispanic	2.0	3.0%	2.2%	28.4%
White	56.2	84.6%	88.4%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	28.1	42.4%	20.4%	23.8%
Females	38.3	57.6%	79.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	1.5%	0.5%	1.2%
Bachelors	36.9	55.5%	71.0%	73.0%
Masters	28.5	43.0%	28.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.4	2.1%	3.1%	6.7%
1-5 Years Experience	9.7	14.7%	19.1%	27.8%
6-10 Years Experience	9.8	14.8%	13.4%	20.3%
11-20 Years Experience	23.7	35.7%	30.6%	29.1%
21-30 Years Experience	15.0	22.6%	24.5%	13.0%
Over 30 Years Experience	6.7	10.1%	9.3%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	12.1	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	8.0	6.4
Average Years Experience of Principals with District	6.5	6.8	5.5
Average Years Experience of Assistant Principals	3.0	3.7	5.5
Average Years Experience of Assistant Principals with District	3.0	3.7	4.8
Average Years Experience of Teachers:	16.2	15.5	11.2
Average Years Experience of Teachers with District:	9.0	10.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$40,320	\$39,362	\$50,849
1-5 Years Experience	\$43,189	\$43,361	\$53,288
6-10 Years Experience	\$49,984	\$49,965	\$56,282
11-20 Years Experience	\$58,267	\$56,457	\$59,900
21-30 Years Experience	\$62,534	\$60,053	\$64,637
Over 30 Years Experience	\$64,294	\$61,909	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$56,019	\$53,934	\$57,641
Professional Support	\$56,366	\$57,832	\$68,030
Campus Administration (School Leadership)	\$108,665	\$95,333	\$83,424
Instructional Staff Percent:	n/a	78.8%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.5%	1.8%	6.2%
Career and Technical Education	12.8	19.2%	7.2%	5.1%
Compensatory Education	0.5	0.8%	6.7%	2.8%
Gifted and Talented Education	0.0	0.0%	1.4%	1.8%
Regular Education	38.5	57.9%	68.7%	71.0%
Special Education	9.7	14.6%	12.0%	9.4%
Other	4.0	6.0%	2.1%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE H S (183902001) - CARTHAGE ISD - PANOLA COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** 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 2019-20 Financial Actual Report](#)

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: CARTHAGE J H

Campus Number: 183902042

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	67%	66%	41%	61%	77%	-	*	-	40%	20%	*	65%	72%	52%	53%
	2019	76%	72%	72%	62%	68%	78%	-	*	-	*	38%	*	76%	53%	65%	57%
At Meets Grade Level or Above	2021	45%	44%	43%	19%	33%	55%	-	*	-	40%	8%	*	42%	49%	24%	28%
	2019	49%	47%	47%	44%	43%	51%	-	*	-	*	14%	*	51%	30%	38%	33%
At Masters Grade Level	2021	25%	27%	27%	9%	18%	35%	-	*	-	20%	4%	*	29%	18%	12%	16%
	2019	29%	29%	29%	18%	22%	37%	-	*	-	*	5%	*	33%	10%	20%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	63%	63%	44%	51%	74%	-	*	-	40%	12%	*	60%	72%	46%	47%
	2019	75%	68%	68%	49%	70%	74%	-	*	-	*	38%	*	70%	60%	66%	57%
At Meets Grade Level or Above	2021	27%	34%	33%	19%	22%	43%	-	*	-	0%	4%	*	36%	23%	20%	16%
	2019	43%	32%	32%	14%	46%	34%	-	*	-	*	19%	*	34%	23%	25%	33%
At Masters Grade Level	2021	12%	16%	16%	9%	8%	22%	-	*	-	0%	4%	*	18%	10%	10%	9%
	2019	17%	14%	14%	0%	19%	18%	-	*	-	*	0%	*	15%	7%	10%	0%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	72%	72%	50%	67%	81%	-	*	-	60%	17%	*	71%	76%	62%	61%
	2019	70%	69%	69%	60%	65%	74%	-	*	-	*	29%	*	72%	52%	64%	52%
At Meets Grade Level or Above	2021	33%	40%	39%	16%	25%	51%	-	*	-	40%	4%	*	38%	41%	23%	21%
	2019	42%	37%	37%	20%	35%	45%	-	*	-	*	24%	*	38%	32%	29%	14%
At Masters Grade Level	2021	10%	13%	12%	13%	4%	15%	-	*	-	20%	4%	*	13%	10%	7%	3%
	2019	18%	14%	14%	9%	11%	18%	-	*	-	*	5%	*	15%	10%	10%	5%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	76%	76%	57%	67%	88%	-	*	-	*	11%	*	76%	75%	68%	70%
	2019	86%	86%	86%	74%	88%	91%	-	-	-	*	50%	*	84%	95%	85%	84%
At Meets Grade Level or Above	2021	46%	47%	46%	30%	44%	55%	-	*	-	*	11%	*	47%	44%	38%	48%
	2019	55%	50%	50%	40%	38%	58%	-	-	-	*	33%	*	50%	46%	48%	20%
At Masters Grade Level	2021	21%	18%	17%	9%	16%	21%	-	*	-	*	0%	*	18%	13%	13%	19%
	2019	28%	26%	26%	24%	10%	34%	-	-	-	*	17%	*	27%	24%	25%	4%
Grade 8 Mathematics+																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	62%	63%	62%	44%	58%	74%	-	*	-	*	17%	*	61%	64%	62%	52%
	2019	88%	85%	85%	76%	85%	89%	-	-	-	*	52%	*	83%	92%	85%	79%
At Meets Grade Level or Above	2021	36%	39%	37%	13%	27%	53%	-	*	-	*	6%	*	33%	44%	31%	29%
	2019	57%	43%	43%	40%	41%	42%	-	-	-	*	30%	*	41%	47%	46%	29%
At Masters Grade Level	2021	11%	7%	6%	3%	9%	6%	-	*	-	*	0%	*	5%	9%	4%	10%
	2019	17%	9%	9%	10%	10%	8%	-	-	-	*	22%	*	11%	3%	10%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	71%	70%	45%	65%	82%	-	*	-	*	22%	*	71%	67%	63%	56%
	2019	81%	82%	82%	67%	79%	89%	-	-	-	*	48%	*	83%	78%	80%	72%
At Meets Grade Level or Above	2021	43%	41%	39%	16%	40%	48%	-	*	-	*	17%	*	39%	40%	30%	37%
	2019	51%	46%	46%	31%	36%	56%	-	-	-	*	26%	*	50%	29%	45%	32%
At Masters Grade Level	2021	24%	23%	21%	5%	26%	27%	-	*	-	*	0%	*	21%	23%	13%	22%
	2019	25%	20%	20%	12%	10%	27%	-	-	-	*	22%	*	21%	15%	21%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	66%	66%	55%	53%	77%	-	*	-	*	22%	*	66%	65%	58%	48%
	2019	69%	73%	73%	57%	71%	79%	-	-	-	*	48%	*	74%	66%	69%	67%
At Meets Grade Level or Above	2021	28%	32%	31%	11%	37%	37%	-	*	-	*	11%	*	31%	29%	24%	33%
	2019	37%	38%	38%	29%	24%	45%	-	-	-	*	26%	*	40%	29%	38%	21%
At Masters Grade Level	2021	14%	13%	12%	7%	14%	13%	-	*	-	*	0%	*	13%	8%	10%	15%
	2019	21%	23%	23%	18%	17%	26%	-	-	-	*	17%	*	23%	20%	26%	17%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	88%	100%	100%	100%	100%	-	*	-	-	-	-	100%	*	100%	100%
	2019	85%	90%	100%	100%	*	100%	-	-	-	-	*	*	100%	100%	100%	*
At Meets Grade Level or Above	2021	41%	66%	88%	80%	80%	94%	-	*	-	-	-	-	87%	*	82%	83%
	2019	61%	73%	100%	100%	*	100%	-	-	-	-	*	*	100%	100%	100%	*
At Masters Grade Level	2021	23%	35%	73%	60%	80%	71%	-	*	-	-	-	-	70%	*	82%	83%
	2019	37%	47%	84%	75%	*	84%	-	-	-	-	*	*	84%	80%	85%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	72%	69%	49%	62%	80%	-	100%	-	44%	17%	71%	68%	70%	59%	57%
	2019	78%	77%	77%	65%	76%	83%	-	*	-	83%	44%	100%	78%	73%	74%	68%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	41%	45%	40%	19%	34%	50%	-	91%	-	19%	8%	36%	40%	39%	28%	31%
	2019	50%	46%	44%	33%	38%	50%	-	*	-	48%	25%	83%	46%	36%	40%	27%
At Masters Grade Level	2021	18%	19%	18%	8%	16%	22%	-	73%	-	7%	2%	7%	19%	14%	11%	15%
	2019	24%	21%	22%	15%	15%	27%	-	*	-	9%	13%	54%	23%	15%	19%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	71%	50%	64%	82%	-	*	-	50%	16%	*	70%	74%	60%	61%
	2019	75%	75%	80%	69%	78%	85%	-	*	-	71%	44%	100%	80%	77%	75%	72%
At Meets Grade Level or Above	2021	45%	45%	45%	25%	38%	55%	-	*	-	25%	9%	*	44%	46%	31%	37%
	2019	48%	46%	49%	42%	41%	55%	-	*	-	29%	24%	71%	51%	39%	43%	26%
At Masters Grade Level	2021	18%	17%	22%	9%	17%	29%	-	*	-	13%	2%	*	24%	15%	13%	17%
	2019	21%	20%	28%	21%	15%	35%	-	*	-	14%	11%	57%	30%	18%	22%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	72%	66%	47%	59%	76%	-	*	-	38%	14%	*	65%	69%	56%	54%
	2019	82%	79%	79%	67%	78%	84%	-	*	-	86%	47%	100%	79%	79%	77%	70%
At Meets Grade Level or Above	2021	37%	42%	39%	20%	30%	51%	-	*	-	0%	5%	*	40%	37%	28%	27%
	2019	52%	44%	44%	35%	46%	47%	-	*	-	57%	27%	71%	45%	41%	41%	33%
At Masters Grade Level	2021	18%	19%	17%	9%	16%	20%	-	*	-	0%	2%	*	18%	13%	11%	17%
	2019	26%	21%	19%	12%	18%	24%	-	*	-	0%	13%	71%	22%	10%	17%	7%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	65%	72%	50%	67%	81%	-	*	-	60%	17%	*	71%	76%	62%	61%
	2019	68%	62%	69%	60%	65%	74%	-	*	-	*	29%	*	72%	52%	64%	52%
At Meets Grade Level or Above	2021	30%	33%	39%	16%	25%	51%	-	*	-	40%	4%	*	38%	41%	23%	21%
	2019	38%	28%	37%	20%	35%	45%	-	*	-	*	24%	*	38%	32%	29%	14%
At Masters Grade Level	2021	9%	9%	12%	13%	4%	15%	-	*	-	20%	4%	*	13%	10%	7%	3%
	2019	14%	10%	14%	9%	11%	18%	-	*	-	*	5%	*	15%	10%	10%	5%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	77%	70%	45%	65%	82%	-	*	-	*	22%	*	71%	67%	63%	56%
	2019	81%	80%	82%	67%	79%	89%	-	-	-	*	48%	*	83%	78%	80%	72%
At Meets Grade Level or Above	2021	44%	50%	39%	16%	40%	48%	-	*	-	*	17%	*	39%	40%	30%	37%
	2019	54%	51%	46%	31%	36%	56%	-	-	-	*	26%	*	50%	29%	45%	32%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Masters Grade Level	2021	20%	24%	21%	5%	26%	27%	-	*	-	*	0%	*	21%	23%	13%	22%
	2019	25%	21%	20%	12%	10%	27%	-	-	-	*	22%	*	21%	15%	21%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	79%	66%	55%	53%	77%	-	*	-	*	22%	*	66%	65%	58%	48%
	2019	81%	83%	73%	57%	71%	79%	-	-	-	*	48%	*	74%	66%	69%	67%
At Meets Grade Level or Above	2021	49%	55%	31%	11%	37%	37%	-	*	-	*	11%	*	31%	29%	24%	33%
	2019	55%	58%	38%	29%	24%	45%	-	-	-	*	26%	*	40%	29%	38%	21%
At Masters Grade Level	2021	29%	27%	12%	7%	14%	13%	-	*	-	*	0%	*	13%	8%	10%	15%
	2019	33%	33%	23%	18%	17%	26%	-	-	-	*	17%	*	23%	20%	26%	17%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	2019	77	80	80	76	80	83	-	*	-	*	43	*	81	73	76	75
	2018	76	69	69	71	78	64	-	-	-	*	65	*	70	61	68	89
Grade 7 Mathematics	2019	62	52	52	52	59	51	-	*	-	*	43	*	51	58	54	50
	2018	67	60	60	53	58	63	-	-	-	*	52	*	61	54	56	53
Grade 8 ELA/Reading	2019	77	75	75	74	79	76	-	-	-	*	67	*	73	88	76	74
	2018	79	77	77	74	76	77	-	*	-	*	72	*	75	89	75	74
Grade 8 Mathematics	2019	82	81	81	87	70	84	-	-	-	*	73	*	79	92	82	67
	2018	81	87	87	95	94	80	-	-	-	*	78	*	87	88	89	92
End of Course Algebra I	2019	75	84	90	81	*	91	-	-	-	-	*	*	91	80	88	*
	2018	72	80	85	*	83	87	-	*	-	-	*	-	85	*	83	*
All Grades Both Subjects	2019	69	67	73	74	73	74	-	*	-	43	60	82	72	79	73	67
	2018	69	66	72	71	76	71	-	*	-	100	65	75	73	69	71	73
All Grades ELA/Reading	2019	68	67	78	75	79	79	-	*	-	43	58	93	77	81	76	74
	2018	69	65	72	73	77	70	-	*	-	*	68	75	73	71	71	81
All Grades Mathematics	2019	70	67	69	73	66	69	-	*	-	43	62	71	67	77	70	60
	2018	70	67	72	69	75	71	-	*	-	*	63	75	73	67	70	65

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	72%	69%	-	-	-	-	-	-	38%	38%	-	-	-	71%	38%	89%
	2019	78%	77%	77%	-	-	-	-	-	-	54%	54%	-	-	-		54%	
At Meets Grade Level or Above	2021	41%	45%	40%	-	-	-	-	-	-	12%	12%	-	-	-	41%	12%	66%
	2019	50%	46%	44%	-	-	-	-	-	-	16%	16%	-	-	-		16%	
At Masters Grade Level	2021	18%	19%	18%	-	-	-	-	-	-	3%	3%	-	-	-	18%	3%	36%
	2019	24%	21%	22%	-	-	-	-	-	-	4%	4%	-	-	-		4%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	71%	-	-	-	-	-	-	44%	44%	-	-	-	73%	44%	96%
	2019	75%	75%	80%	-	-	-	-	-	-	59%	59%	-	-	-		59%	
At Meets Grade Level or Above	2021	45%	45%	45%	-	-	-	-	-	-	17%	17%	-	-	-	46%	17%	75%
	2019	48%	46%	49%	-	-	-	-	-	-	16%	16%	-	-	-		16%	
At Masters Grade Level	2021	18%	17%	22%	-	-	-	-	-	-	7%	7%	-	-	-	23%	7%	38%
	2019	21%	20%	28%	-	-	-	-	-	-	3%	3%	-	-	-		3%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	72%	66%	-	-	-	-	-	-	37%	37%	-	-	-	68%	37%	88%
	2019	82%	79%	79%	-	-	-	-	-	-	56%	56%	-	-	-		56%	
At Meets Grade Level or Above	2021	37%	42%	39%	-	-	-	-	-	-	10%	10%	-	-	-	41%	10%	63%
	2019	52%	44%	44%	-	-	-	-	-	-	22%	22%	-	-	-		22%	
At Masters Grade Level	2021	18%	19%	17%	-	-	-	-	-	-	2%	2%	-	-	-	17%	2%	42%
	2019	26%	21%	19%	-	-	-	-	-	-	3%	3%	-	-	-		3%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	65%	72%	-	-	-	-	-	-	54%	54%	-	-	-	74%	54%	77%
	2019	68%	62%	69%	-	-	-	-	-	-	33%	33%	-	-	-		33%	
At Meets Grade Level or Above	2021	30%	33%	39%	-	-	-	-	-	-	15%	15%	-	-	-	42%	15%	46%
	2019	38%	28%	37%	-	-	-	-	-	-	0%	0%	-	-	-		0%	
At Masters Grade Level	2021	9%	9%	12%	-	-	-	-	-	-	0%	0%	-	-	-	14%	0%	15%
	2019	14%	10%	14%	-	-	-	-	-	-	0%	0%	-	-	-		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	77%	70%	-	-	-	-	-	-	20%	20%	-	-	-	72%	20%	100%
	2019	81%	80%	82%	-	-	-	-	-	-	65%	65%	-	-	-		65%	
At Meets Grade Level or Above	2021	44%	50%	39%	-	-	-	-	-	-	7%	7%	-	-	-	40%	7%	75%
	2019	54%	51%	46%	-	-	-	-	-	-	24%	24%	-	-	-		24%	
At Masters Grade Level	2021	20%	24%	21%	-	-	-	-	-	-	0%	0%	-	-	-	21%	0%	50%
	2019	25%	21%	20%	-	-	-	-	-	-	6%	6%	-	-	-		6%	
All Grades Social Studies																		

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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 Approaches Grade Level or Above	2021	73%	79%	66%	-	-	-	-	-	-	20%	20%	-	-	-	69%	20%	83%
	2019	81%	83%	73%	-	-	-	-	-	-	50%	50%	-	-	-		50%	
At Meets Grade Level or Above	2021	49%	55%	31%	-	-	-	-	-	-	7%	7%	-	-	-	30%	7%	67%
	2019	55%	58%	38%	-	-	-	-	-	-	13%	13%	-	-	-		13%	
At Masters Grade Level	2021	29%	27%	12%	-	-	-	-	-	-	0%	0%	-	-	-	12%	0%	33%
	2019	33%	33%	23%	-	-	-	-	-	-	6%	6%	-	-	-		6%	

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	100%	-	*	-	96%	99%	100%	99%	100%	100%	99%
Included in Accountability	94%	96%	95%	97%	97%	94%	-	*	-	85%	93%	100%	98%	85%	96%	95%
Not Included in Accountability: Mobile	4%	4%	4%	2%	0%	5%	-	*	-	11%	4%	0%	1%	13%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	2%	0%	-	*	-	0%	2%	0%	0%	2%	1%	4%
Not Tested	1%	0%	0%	1%	0%	0%	-	*	-	4%	1%	0%	1%	0%	0%	1%
Absent	1%	0%	0%	1%	0%	0%	-	*	-	4%	1%	0%	1%	0%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 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													
2019-20	98.3%	98.2%	98.2%	98.3%	98.7%	98.0%	-	*	-	*	98.0%	98.0%	99.2%
2018-19	95.4%	94.9%	95.0%	95.0%	96.2%	94.6%	-	*	-	96.0%	94.1%	94.5%	96.8%
Chronic Absenteeism													
2019-20	6.7%	6.4%	4.9%	6.9%	3.5%	4.9%	-	*	-	0.0%	1.9%	5.2%	0.0%
2018-19	11.4%	13.3%	11.4%	10.2%	8.1%	13.0%	-	*	-	10.0%	10.9%	13.9%	8.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
2018-19	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	71.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	63.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	78.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	73.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	9.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	70.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	61.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	198	360,220
By Ethnicity:				
African American	-	-	58	44,729
Hispanic	-	-	29	184,060
White	-	-	104	105,215
American Indian	-	-	1	1,226
Asian	-	-	2	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	44	49,535
Foundation H.S. Program (Endorsement)	-	-	15	15,689
Foundation H.S. Program (DLA)	-	-	139	292,532
Special Education Graduates	-	-	15	29,018
Economically Disadvantaged Graduates	-	-	95	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	29,639
At-Risk Graduates	-	-	72	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	422	100.0%	2,644	5,359,040	422	100.0%	2,653	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.7%	0.4%
Pre-Kindergarten	0	0.0%	3.6%	3.7%	0	0.0%	3.6%	3.7%
Kindergarten	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	216	51.2%	8.2%	7.9%	216	51.2%	8.1%	7.8%
Grade 8	206	48.8%	7.8%	7.9%	206	48.8%	7.8%	7.9%
Grade 9	0	0.0%	7.2%	8.1%	0	0.0%	7.2%	8.1%
Grade 10	0	0.0%	8.6%	7.8%	0	0.0%	8.6%	7.8%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	85	20.1%	20.3%	12.7%	85	20.1%	20.2%	12.7%
Hispanic	95	22.5%	19.9%	52.9%	95	22.5%	19.9%	52.9%
White	230	54.5%	55.8%	26.5%	230	54.5%	55.9%	26.5%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	3	0.7%	0.4%	4.7%	3	0.7%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	9	2.1%	3.3%	2.7%	9	2.1%	3.3%	2.7%
Sex:								
Female	202	47.9%	47.6%	48.9%	202	47.9%	47.5%	48.9%
Male	220	52.1%	52.4%	51.1%	220	52.1%	52.5%	51.1%
Economically Disadvantaged	228	54.0%	55.9%	60.3%	228	54.0%	55.8%	60.2%
Non-Educationally Disadvantaged	194	46.0%	44.1%	39.7%	194	46.0%	44.2%	39.8%
Section 504 Students	30	7.1%	5.6%	7.2%	30	7.1%	5.5%	7.2%
EB Students/EL	41	9.7%	8.2%	20.7%	41	9.7%	8.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	11	2.7%	1.0%	1.2%				
Students w/ Dyslexia	21	5.0%	3.6%	4.5%	21	5.0%	3.5%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	2	0.5%	0.5%	2.0%	2	0.5%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	422	100.0%	100.0%	64.5%	422	100.0%	100.0%	64.5%
Military Connected	4	0.9%	1.6%	2.7%	4	0.9%	1.5%	2.7%
At-Risk	105	24.9%	38.7%	49.2%	105	24.9%	38.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	41	9.7%	8.2%	21.0%	41	9.7%	8.2%	20.9%
Gifted and Talented Education	44	10.4%	6.4%	8.3%	44	10.4%	6.3%	8.3%
Special Education	60	14.2%	12.2%	11.1%	60	14.2%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	60							
By Type of Primary Disability								
Students with Intellectual Disabilities	41	68.3%	49.1%	42.5%				
Students with Physical Disabilities	**	**	18.6%	21.3%				
Students with Autism	*	*	9.0%	14.1%				
Students with Behavioral Disabilities	10	16.7%	17.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	6.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	48	11.8%	11.0%	13.8%				
By Ethnicity:								
African American	10	2.5%	2.4%	2.8%				
Hispanic	9	2.2%	1.9%	7.1%				
White	27	6.6%	6.3%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	2	3.8%	11.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	8.8%	7.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	35	14.2%	13.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	23	11.7%	10.9%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	8.7%	1.4%	-	22.7%	4.8%
Grade 1	-	2.6%	1.9%	-	14.3%	3.2%
Grade 2	-	2.4%	1.0%	-	0.0%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Grade 8	0.0%	0.0%	0.2%	0.0%	0.0%	0.4%
Grade 9	-	2.0%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.1	17.7
Grade 1	-	19.1	18.0
Grade 2	-	19.7	18.0
Grade 3	-	22.8	18.2
Grade 4	-	14.8	18.3
Grade 5	-	16.6	19.8
Grade 6	-	14.2	19.4
Secondary:			
English/Language Arts	14.5	12.9	15.7
Foreign Languages	-	18.9	17.8
Mathematics	12.7	12.6	16.9
Science	17.8	13.0	17.9
Social Studies	17.8	15.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	33.8	100.0%	100.0%	100.0%
Professional Staff:	30.3	89.7%	71.2%	64.3%
Teachers	26.2	77.5%	57.6%	49.6%
Professional Support	2.1	6.2%	8.4%	10.6%
Campus Administration (School Leadership)	2.0	5.9%	4.0%	3.0%
Educational Aides:	3.5	10.3%	11.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,290.0
Part-time Librarians	1.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	5.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	3.2	9.5%	18.3%	51.5%
Teachers by Ethnicity:				
African American	1.7	6.5%	8.9%	11.1%
Hispanic	0.0	0.0%	2.2%	28.4%
White	24.5	93.5%	88.4%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	7.1	27.1%	20.4%	23.8%
Females	19.1	72.9%	79.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	20.8	79.3%	71.0%	73.0%
Masters	5.4	20.7%	28.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	11.4%	3.1%	6.7%
1-5 Years Experience	8.2	31.4%	19.1%	27.8%
6-10 Years Experience	2.2	8.3%	13.4%	20.3%
11-20 Years Experience	5.0	19.1%	30.6%	29.1%
21-30 Years Experience	7.0	26.7%	24.5%	13.0%
Over 30 Years Experience	0.8	3.1%	9.3%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.1	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.4
Average Years Experience of Principals with District	4.0	6.8	5.5
Average Years Experience of Assistant Principals	1.0	3.7	5.5
Average Years Experience of Assistant Principals with District	1.0	3.7	4.8
Average Years Experience of Teachers:	12.0	15.5	11.2
Average Years Experience of Teachers with District:	7.8	10.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$41,104	\$39,362	\$50,849
1-5 Years Experience	\$43,194	\$43,361	\$53,288
6-10 Years Experience	\$52,233	\$49,965	\$56,282
11-20 Years Experience	\$54,294	\$56,457	\$59,900
21-30 Years Experience	\$58,829	\$60,053	\$64,637
Over 30 Years Experience	\$62,021	\$61,909	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$50,579	\$53,934	\$57,641
Professional Support	\$48,252	\$57,832	\$68,030
Campus Administration (School Leadership)	\$86,550	\$95,333	\$83,424
Instructional Staff Percent:	n/a	78.8%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	1.4%	1.8%	6.2%
Career and Technical Education	0.6	2.3%	7.2%	5.1%
Compensatory Education	1.5	5.7%	6.7%	2.8%
Gifted and Talented Education	0.2	0.8%	1.4%	1.8%
Regular Education	20.6	78.6%	68.7%	71.0%
Special Education	3.0	11.3%	12.0%	9.4%
Other	0.0	0.0%	2.1%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE J H (183902042) - CARTHAGE ISD - PANOLA COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: BAKER-KOONCE INT

Campus Number: 183902101

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	58%	58%	39%	42%	70%	-	*	-	*	36%	*	58%	58%	47%	36%
	2019	75%	62%	62%	46%	50%	74%	-	-	-	*	41%	67%	64%	56%	51%	39%
At Meets Grade Level or Above	2021	36%	24%	24%	13%	10%	33%	-	*	-	*	29%	*	27%	16%	17%	5%
	2019	44%	30%	30%	21%	13%	42%	-	-	-	*	35%	17%	33%	23%	20%	6%
At Masters Grade Level	2021	17%	10%	10%	6%	0%	14%	-	*	-	*	14%	*	10%	8%	6%	0%
	2019	22%	15%	15%	13%	3%	21%	-	-	-	*	12%	0%	16%	12%	7%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	68%	68%	55%	45%	79%	-	*	-	*	50%	*	69%	64%	61%	41%
	2019	75%	66%	66%	48%	60%	76%	-	-	-	*	41%	83%	69%	58%	57%	52%
At Meets Grade Level or Above	2021	36%	34%	34%	19%	19%	45%	-	*	-	*	29%	*	36%	30%	22%	18%
	2019	48%	38%	38%	31%	33%	45%	-	-	-	*	35%	67%	42%	28%	28%	23%
At Masters Grade Level	2021	21%	20%	20%	13%	13%	26%	-	*	-	*	14%	*	22%	16%	11%	14%
	2019	28%	22%	22%	21%	13%	27%	-	-	-	*	24%	50%	25%	14%	14%	6%
Grade 4 Writing																	
At Approaches Grade Level or Above	2021	53%	57%	57%	48%	40%	66%	-	-	-	*	38%	*	57%	57%	49%	48%
	2019	67%	55%	55%	45%	41%	66%	-	-	-	*	41%	33%	58%	48%	45%	34%
At Meets Grade Level or Above	2021	27%	24%	24%	17%	10%	31%	-	-	-	*	8%	*	24%	24%	15%	14%
	2019	35%	19%	19%	19%	10%	24%	-	-	-	*	35%	0%	21%	16%	15%	3%
At Masters Grade Level	2021	8%	5%	5%	0%	0%	8%	-	-	-	*	8%	*	3%	9%	2%	0%
	2019	11%	6%	6%	6%	0%	9%	-	-	-	*	12%	0%	6%	5%	4%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	74%	74%	59%	58%	85%	-	-	-	83%	42%	*	75%	71%	65%	53%
	2019	86%	83%	83%	58%	76%	95%	*	*	-	50%	64%	*	84%	80%	70%	71%
At Meets Grade Level or Above	2021	46%	46%	46%	16%	27%	62%	-	-	-	67%	5%	*	41%	63%	29%	21%
	2019	54%	46%	46%	22%	37%	57%	*	*	-	33%	36%	*	42%	57%	29%	32%
At Masters Grade Level	2021	30%	29%	29%	8%	24%	39%	-	-	-	33%	5%	*	26%	43%	16%	16%
	2019	29%	31%	31%	14%	22%	42%	*	*	-	0%	14%	*	28%	41%	17%	16%
Grade 5 Mathematics+																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	70%	76%	76%	67%	58%	85%	-	-	-	83%	21%	*	76%	76%	63%	58%
	2019	90%	84%	84%	67%	88%	89%	*	*	-	50%	61%	*	87%	75%	72%	87%
At Meets Grade Level or Above	2021	44%	50%	50%	28%	42%	61%	-	-	-	50%	5%	*	49%	56%	41%	42%
	2019	58%	42%	42%	25%	39%	49%	*	*	-	33%	25%	*	42%	41%	27%	29%
At Masters Grade Level	2021	25%	29%	29%	8%	18%	42%	-	-	-	17%	5%	*	26%	41%	20%	11%
	2019	36%	21%	21%	8%	12%	29%	*	*	-	0%	14%	*	19%	25%	12%	16%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	73%	73%	51%	67%	84%	-	-	-	67%	26%	*	73%	74%	60%	68%
	2019	75%	67%	67%	39%	59%	82%	*	*	-	33%	46%	*	68%	65%	48%	53%
At Meets Grade Level or Above	2021	31%	43%	43%	16%	27%	59%	-	-	-	33%	5%	*	39%	57%	30%	16%
	2019	49%	41%	41%	22%	25%	55%	*	*	-	17%	29%	*	41%	41%	24%	21%
At Masters Grade Level	2021	13%	18%	18%	8%	9%	25%	-	-	-	17%	5%	*	13%	37%	13%	5%
	2019	24%	20%	20%	11%	8%	29%	*	*	-	17%	18%	*	20%	24%	13%	11%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	54%	54%	49%	34%	64%	-	-	-	33%	44%	*	58%	41%	43%	26%
	2019	68%	62%	62%	43%	51%	74%	-	*	-	*	25%	*	62%	63%	52%	52%
At Meets Grade Level or Above	2021	32%	25%	25%	21%	8%	33%	-	-	-	17%	28%	*	26%	18%	17%	0%
	2019	37%	32%	32%	16%	28%	39%	-	*	-	*	25%	*	28%	44%	26%	26%
At Masters Grade Level	2021	15%	10%	10%	13%	3%	12%	-	-	-	17%	17%	*	12%	5%	7%	0%
	2019	18%	16%	16%	8%	15%	18%	-	*	-	*	11%	*	16%	15%	12%	19%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	63%	63%	47%	47%	75%	-	-	-	67%	72%	*	66%	52%	52%	45%
	2019	81%	78%	78%	67%	74%	84%	-	*	-	*	46%	*	79%	76%	72%	78%
At Meets Grade Level or Above	2021	36%	29%	29%	28%	21%	34%	-	-	-	0%	28%	*	32%	16%	21%	13%
	2019	47%	40%	40%	20%	41%	47%	-	*	-	*	29%	*	40%	39%	33%	44%
At Masters Grade Level	2021	15%	10%	10%	9%	8%	13%	-	-	-	0%	11%	*	12%	5%	6%	3%
	2019	21%	17%	17%	10%	21%	18%	-	*	-	*	21%	*	18%	15%	16%	22%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	72%	65%	52%	49%	76%	-	*	-	56%	41%	69%	67%	61%	55%	45%
	2019	78%	77%	70%	51%	64%	80%	*	85%	-	53%	47%	66%	72%	64%	58%	59%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Meets Grade Level or Above	2021	41%	45%	34%	20%	21%	44%	-	*	-	26%	16%	45%	35%	33%	24%	15%
	2019	50%	46%	36%	22%	29%	45%	*	69%	-	28%	30%	41%	37%	35%	25%	23%
At Masters Grade Level	2021	18%	19%	16%	8%	9%	22%	-	*	-	13%	10%	17%	16%	18%	10%	5%
	2019	24%	21%	19%	12%	12%	24%	*	54%	-	9%	16%	19%	19%	19%	12%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	62%	50%	44%	73%	-	*	-	47%	41%	64%	64%	56%	51%	36%
	2019	75%	75%	69%	48%	61%	82%	*	80%	-	55%	44%	67%	70%	66%	57%	55%
At Meets Grade Level or Above	2021	45%	45%	31%	17%	15%	42%	-	*	-	33%	20%	36%	32%	29%	21%	7%
	2019	48%	46%	36%	20%	27%	47%	*	60%	-	36%	32%	33%	35%	40%	25%	22%
At Masters Grade Level	2021	18%	17%	16%	10%	9%	21%	-	*	-	20%	12%	0%	16%	16%	9%	4%
	2019	21%	20%	21%	12%	14%	28%	*	60%	-	9%	12%	8%	20%	23%	12%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	72%	68%	55%	50%	80%	-	*	-	73%	47%	73%	70%	63%	58%	47%
	2019	82%	79%	76%	60%	75%	83%	*	100%	-	64%	51%	83%	79%	68%	66%	73%
At Meets Grade Level or Above	2021	37%	42%	37%	25%	27%	46%	-	*	-	20%	20%	45%	39%	32%	28%	22%
	2019	52%	44%	40%	26%	38%	47%	*	80%	-	36%	29%	67%	42%	36%	29%	31%
At Masters Grade Level	2021	18%	19%	20%	10%	13%	26%	-	*	-	7%	10%	36%	20%	19%	12%	8%
	2019	26%	21%	20%	14%	15%	25%	*	60%	-	9%	19%	33%	21%	18%	14%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	65%	57%	48%	40%	66%	-	-	-	*	38%	*	57%	57%	49%	48%
	2019	68%	62%	55%	45%	41%	66%	-	-	-	*	41%	33%	58%	48%	45%	34%
At Meets Grade Level or Above	2021	30%	33%	24%	17%	10%	31%	-	-	-	*	8%	*	24%	24%	15%	14%
	2019	38%	28%	19%	19%	10%	24%	-	-	-	*	35%	0%	21%	16%	15%	3%
At Masters Grade Level	2021	9%	9%	5%	0%	0%	8%	-	-	-	*	8%	*	3%	9%	2%	0%
	2019	14%	10%	6%	6%	0%	9%	-	-	-	*	12%	0%	6%	5%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	77%	73%	51%	67%	84%	-	-	-	67%	26%	*	73%	74%	60%	68%
	2019	81%	80%	67%	39%	59%	82%	*	*	-	33%	46%	*	68%	65%	48%	53%
At Meets Grade Level or Above	2021	44%	50%	43%	16%	27%	59%	-	-	-	33%	5%	*	39%	57%	30%	16%
	2019	54%	51%	41%	22%	25%	55%	*	*	-	17%	29%	*	41%	41%	24%	21%
At Masters Grade Level	2021	20%	24%	18%	8%	9%	25%	-	-	-	17%	5%	*	13%	37%	13%	5%
	2019	25%	21%	20%	11%	8%	29%	*	*	-	17%	18%	*	20%	24%	13%	11%

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 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	2019	61	49	49	49	32	57	-	-	-	*	61	33	50	47	44	27
	2018	63	48	48	40	41	53	-	*	-	*	34	*	46	53	43	41
Grade 4 Mathematics	2019	65	63	63	53	56	69	-	-	-	*	57	67	64	59	56	52
	2018	65	52	52	36	48	60	-	*	-	*	34	*	51	57	46	38
Grade 5 ELA/Reading	2019	81	83	83	80	80	86	*	*	-	80	73	*	82	88	80	79
	2018	80	77	77	67	82	81	-	*	-	*	61	*	78	75	73	88
Grade 5 Mathematics	2019	83	75	75	72	77	74	*	*	-	70	76	*	77	68	75	91
	2018	81	77	77	76	78	76	-	*	-	*	68	*	76	80	75	75
Grade 6 ELA/Reading	2019	42	39	39	29	32	46	-	*	-	-	18	*	39	40	36	33
	2018	47	41	41	23	57	41	-	*	-	*	23	*	38	53	39	50
Grade 6 Mathematics	2019	54	48	48	46	53	46	-	*	-	-	43	*	48	46	48	59
	2018	56	55	55	28	65	61	-	*	-	*	43	*	56	50	49	57
All Grades Both Subjects	2019	69	67	60	52	57	64	*	85	-	69	55	48	60	59	55	59
	2018	69	66	59	49	60	62	-	75	-	47	47	79	58	60	55	57
All Grades ELA/Reading	2019	68	67	58	49	51	64	*	70	-	56	50	46	58	59	52	49
	2018	69	65	56	47	59	58	-	*	-	50	42	75	55	59	53	59
All Grades Mathematics	2019	70	67	62	55	64	63	*	100	-	81	60	50	63	59	59	69
	2018	70	67	61	50	62	65	-	*	-	44	51	83	62	61	58	55

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	72%	65%	-	-	-	-	-	-	44%	44%	-	-	*	68%	45%	*
	2019	78%	77%	70%	-	-	-	-	-	-	48%	48%	-	-	*		49%	
At Meets Grade Level or Above	2021	41%	45%	34%	-	-	-	-	-	-	14%	14%	-	-	*	37%	14%	*
	2019	50%	46%	36%	-	-	-	-	-	-	12%	12%	-	-	*		12%	
At Masters Grade Level	2021	18%	19%	16%	-	-	-	-	-	-	6%	6%	-	-	*	18%	5%	*
	2019	24%	21%	19%	-	-	-	-	-	-	3%	3%	-	-	*		3%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	62%	-	-	-	-	-	-	36%	36%	-	-	*	66%	35%	*
	2019	75%	75%	69%	-	-	-	-	-	-	42%	42%	-	-	*		43%	
At Meets Grade Level or Above	2021	45%	45%	31%	-	-	-	-	-	-	7%	7%	-	-	*	35%	7%	*
	2019	48%	46%	36%	-	-	-	-	-	-	11%	11%	-	-	*		11%	
At Masters Grade Level	2021	18%	17%	16%	-	-	-	-	-	-	4%	4%	-	-	*	18%	4%	*
	2019	21%	20%	21%	-	-	-	-	-	-	1%	1%	-	-	*		1%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	72%	68%	-	-	-	-	-	-	46%	46%	-	-	*	72%	46%	*
	2019	82%	79%	76%	-	-	-	-	-	-	65%	65%	-	-	*		65%	
At Meets Grade Level or Above	2021	37%	42%	37%	-	-	-	-	-	-	20%	20%	-	-	*	40%	21%	*
	2019	52%	44%	40%	-	-	-	-	-	-	15%	15%	-	-	*		16%	
At Masters Grade Level	2021	18%	19%	20%	-	-	-	-	-	-	9%	9%	-	-	*	21%	8%	*
	2019	26%	21%	20%	-	-	-	-	-	-	4%	4%	-	-	*		4%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	65%	57%	-	-	-	-	-	-	48%	48%	-	-	-	58%	48%	-
	2019	68%	62%	55%	-	-	-	-	-	-	32%	32%	-	-	*		34%	
At Meets Grade Level or Above	2021	30%	33%	24%	-	-	-	-	-	-	14%	14%	-	-	-	26%	14%	-
	2019	38%	28%	19%	-	-	-	-	-	-	3%	3%	-	-	*		3%	
At Masters Grade Level	2021	9%	9%	5%	-	-	-	-	-	-	0%	0%	-	-	-	6%	0%	-
	2019	14%	10%	6%	-	-	-	-	-	-	0%	0%	-	-	*		0%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	77%	73%	-	-	-	-	-	-	68%	68%	-	-	-	74%	68%	-
	2019	81%	80%	67%	-	-	-	-	-	-	36%	36%	-	-	-		36%	
At Meets Grade Level or Above	2021	44%	50%	43%	-	-	-	-	-	-	16%	16%	-	-	-	46%	16%	-
	2019	54%	51%	41%	-	-	-	-	-	-	14%	14%	-	-	-		14%	
At Masters Grade Level	2021	20%	24%	18%	-	-	-	-	-	-	5%	5%	-	-	-	20%	5%	-
	2019	25%	21%	20%	-	-	-	-	-	-	7%	7%	-	-	-		7%	

- * 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
2020-21 STAAR Participation (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	97%	98%	95%	96%	*	100%	-	100%	96%	100%	99%	90%	97%	98%
Not Included in Accountability: Mobile	4%	4%	3%	2%	4%	3%	*	0%	-	0%	2%	0%	0%	10%	2%	1%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	*	0%	-	0%	3%	0%	0%	0%	1%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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													
2019-20	98.3%	98.2%	98.6%	98.8%	98.7%	98.5%	*	*	*	97.7%	98.0%	98.4%	99.4%
2018-19	95.4%	94.9%	95.1%	95.9%	96.0%	94.5%	*	*	-	94.5%	93.9%	95.0%	96.3%
Chronic Absenteeism													
2019-20	6.7%	6.4%	4.3%	2.4%	3.5%	4.9%	*	*	*	13.3%	6.8%	6.5%	0.0%
2018-19	11.4%	13.3%	11.8%	10.1%	8.8%	13.8%	*	0.0%	-	12.5%	16.9%	14.9%	6.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	71.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	63.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	78.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	73.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	9.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	70.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	61.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	198	360,220
By Ethnicity:				
African American	-	-	58	44,729
Hispanic	-	-	29	184,060
White	-	-	104	105,215
American Indian	-	-	1	1,226
Asian	-	-	2	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	44	49,535
Foundation H.S. Program (Endorsement)	-	-	15	15,689
Foundation H.S. Program (DLA)	-	-	139	292,532
Special Education Graduates	-	-	15	29,018
Economically Disadvantaged Graduates	-	-	95	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	29,639
At-Risk Graduates	-	-	72	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	572	100.0%	2,644	5,359,040	572	100.0%	2,653	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.7%	0.4%
Pre-Kindergarten	0	0.0%	3.6%	3.7%	0	0.0%	3.6%	3.7%
Kindergarten	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 4	177	30.9%	6.7%	7.2%	177	30.9%	6.7%	7.2%
Grade 5	185	32.3%	7.0%	7.4%	185	32.3%	7.0%	7.4%
Grade 6	210	36.7%	7.9%	7.7%	210	36.7%	7.9%	7.7%
Grade 7	0	0.0%	8.2%	7.9%	0	0.0%	8.1%	7.8%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	7.2%	8.1%	0	0.0%	7.2%	8.1%
Grade 10	0	0.0%	8.6%	7.8%	0	0.0%	8.6%	7.8%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	125	21.9%	20.3%	12.7%	125	21.9%	20.2%	12.7%
Hispanic	109	19.1%	19.9%	52.9%	109	19.1%	19.9%	52.9%
White	318	55.6%	55.8%	26.5%	318	55.6%	55.9%	26.5%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.2%	0.4%	4.7%	1	0.2%	0.4%	4.7%
Pacific Islander	1	0.2%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Two or More Races	18	3.1%	3.3%	2.7%	18	3.1%	3.3%	2.7%
Sex:								
Female	283	49.5%	47.6%	48.9%	283	49.5%	47.5%	48.9%
Male	289	50.5%	52.4%	51.1%	289	50.5%	52.5%	51.1%
Economically Disadvantaged	326	57.0%	55.9%	60.3%	326	57.0%	55.8%	60.2%
Non-Educationally Disadvantaged	246	43.0%	44.1%	39.7%	246	43.0%	44.2%	39.8%
Section 504 Students	42	7.3%	5.6%	7.2%	42	7.3%	5.5%	7.2%
EB Students/EL	71	12.4%	8.2%	20.7%	71	12.4%	8.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	5	0.8%	1.0%	1.2%				
Students w/ Dyslexia	26	4.5%	3.6%	4.5%	26	4.5%	3.5%	4.5%
Foster Care	1	0.2%	0.3%	0.3%	1	0.2%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	2	0.3%	0.5%	2.0%	2	0.3%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	572	100.0%	100.0%	64.5%	572	100.0%	100.0%	64.5%
Military Connected	20	3.5%	1.6%	2.7%	20	3.5%	1.5%	2.7%
At-Risk	226	39.5%	38.7%	49.2%	226	39.5%	38.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	70	12.2%	8.2%	21.0%	70	12.2%	8.2%	20.9%
Gifted and Talented Education	53	9.3%	6.4%	8.3%	53	9.3%	6.3%	8.3%
Special Education	59	10.3%	12.2%	11.1%	59	10.3%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	59							
By Type of Primary Disability								
Students with Intellectual Disabilities	27	45.8%	49.1%	42.5%				
Students with Physical Disabilities	9	15.3%	18.6%	21.3%				
Students with Autism	9	15.3%	9.0%	14.1%				
Students with Behavioral Disabilities	14	23.7%	17.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	6.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	56	8.6%	11.0%	13.8%				
By Ethnicity:								
African American	11	1.7%	2.4%	2.8%				
Hispanic	15	2.3%	1.9%	7.1%				
White	28	4.3%	6.3%	3.1%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.2%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	7	8.0%	11.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	5	6.0%	7.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	46	11.4%	13.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	46	11.4%	10.9%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	8.7%	1.4%	-	22.7%	4.8%
Grade 1	-	2.6%	1.9%	-	14.3%	3.2%
Grade 2	-	2.4%	1.0%	-	0.0%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.0%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	4.3	18.1	17.7
Grade 1	-	19.1	18.0
Grade 2	-	19.7	18.0
Grade 3	-	22.8	18.2
Grade 4	14.8	14.8	18.3
Grade 5	16.6	16.6	19.8
Grade 6	14.2	14.2	19.4
Secondary:			
English/Language Arts	-	12.9	15.7
Foreign Languages	-	18.9	17.8
Mathematics	-	12.6	16.9
Science	-	13.0	17.9
Social Studies	-	15.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	49.5	100.0%	100.0%	100.0%
Professional Staff:	42.5	85.9%	71.2%	64.3%
Teachers	37.5	75.8%	57.6%	49.6%
Professional Support	3.0	6.1%	8.4%	10.6%
Campus Administration (School Leadership)	2.0	4.0%	4.0%	3.0%
Educational Aides:	7.0	14.1%	11.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	2.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	0.0	n/a	5.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	7.6	15.3%	18.3%	51.5%
Teachers by Ethnicity:				
African American	2.6	6.9%	8.9%	11.1%
Hispanic	0.0	0.0%	2.2%	28.4%
White	34.9	93.1%	88.4%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	2.8	7.4%	20.4%	23.8%
Females	34.8	92.6%	79.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	29.2	77.9%	71.0%	73.0%
Masters	8.3	22.1%	28.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.6	1.6%	3.1%	6.7%
1-5 Years Experience	7.6	20.3%	19.1%	27.8%
6-10 Years Experience	4.9	13.0%	13.4%	20.3%
11-20 Years Experience	10.2	27.1%	30.6%	29.1%
21-30 Years Experience	12.0	31.9%	24.5%	13.0%
Over 30 Years Experience	2.3	6.1%	9.3%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	15.2	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.0	6.4
Average Years Experience of Principals with District	4.0	6.8	5.5
Average Years Experience of Assistant Principals	1.0	3.7	5.5
Average Years Experience of Assistant Principals with District	1.0	3.7	4.8
Average Years Experience of Teachers:	15.0	15.5	11.2
Average Years Experience of Teachers with District:	10.5	10.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$40,320	\$39,362	\$50,849
1-5 Years Experience	\$43,241	\$43,361	\$53,288
6-10 Years Experience	\$50,389	\$49,965	\$56,282
11-20 Years Experience	\$55,777	\$56,457	\$59,900
21-30 Years Experience	\$58,767	\$60,053	\$64,637
Over 30 Years Experience	\$63,221	\$61,909	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$53,696	\$53,934	\$57,641
Professional Support	\$50,620	\$57,832	\$68,030
Campus Administration (School Leadership)	\$84,300	\$95,333	\$83,424
Instructional Staff Percent:	n/a	78.8%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	5.4%	1.8%	6.2%
Career and Technical Education	0.0	0.0%	7.2%	5.1%
Compensatory Education	1.0	2.7%	6.7%	2.8%
Gifted and Talented Education	2.4	6.4%	1.4%	1.8%
Regular Education	27.5	73.3%	68.7%	71.0%
Special Education	4.6	12.2%	12.0%	9.4%
Other	0.0	0.0%	2.1%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
BAKER-KOONCE INT (183902101) - CARTHAGE ISD - PANOLA COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: LIBBY EL

Campus Number: 183902103

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	79%	79%	68%	71%	85%	*	-	-	71%	67%	100%	79%	78%	76%	68%
	2019	76%	83%	83%	81%	71%	86%	*	-	*	100%	53%	60%	83%	82%	75%	67%
At Meets Grade Level or Above	2021	39%	42%	42%	26%	34%	49%	*	-	-	29%	17%	40%	47%	19%	36%	36%
	2019	45%	46%	46%	25%	29%	57%	*	-	*	50%	11%	40%	46%	44%	34%	19%
At Masters Grade Level	2021	19%	21%	21%	6%	18%	27%	*	-	-	14%	7%	10%	23%	14%	15%	14%
	2019	27%	26%	26%	3%	19%	35%	*	-	*	17%	5%	20%	23%	38%	15%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	76%	76%	65%	82%	78%	*	-	-	71%	43%	100%	78%	68%	69%	73%
	2019	79%	84%	84%	78%	65%	92%	*	-	*	83%	42%	100%	84%	82%	77%	57%
At Meets Grade Level or Above	2021	31%	40%	40%	26%	26%	48%	*	-	-	29%	30%	30%	43%	27%	33%	27%
	2019	49%	44%	44%	25%	29%	56%	*	-	*	33%	16%	60%	44%	44%	36%	24%
At Masters Grade Level	2021	14%	19%	19%	12%	13%	24%	*	-	-	0%	3%	10%	22%	8%	14%	14%
	2019	25%	20%	20%	8%	6%	29%	*	-	*	0%	5%	40%	19%	24%	15%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	72%	78%	66%	76%	81%	*	-	-	71%	55%	100%	79%	73%	73%	70%
	2019	78%	77%	83%	79%	68%	89%	*	-	*	92%	47%	80%	84%	82%	76%	62%
At Meets Grade Level or Above	2021	41%	45%	41%	26%	30%	49%	*	-	-	29%	23%	35%	45%	23%	34%	32%
	2019	50%	46%	45%	25%	29%	56%	*	-	*	42%	13%	50%	45%	44%	35%	21%
At Masters Grade Level	2021	18%	19%	20%	9%	16%	25%	*	-	-	7%	5%	10%	22%	11%	14%	14%
	2019	24%	21%	23%	6%	13%	32%	*	-	*	8%	5%	30%	21%	31%	15%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	71%	79%	68%	71%	85%	*	-	-	71%	67%	100%	79%	78%	76%	68%
	2019	75%	75%	83%	81%	71%	86%	*	-	*	100%	53%	60%	83%	82%	75%	67%
At Meets Grade Level or Above	2021	45%	45%	42%	26%	34%	49%	*	-	-	29%	17%	40%	47%	19%	36%	36%
	2019	48%	46%	46%	25%	29%	57%	*	-	*	50%	11%	40%	46%	44%	34%	19%
At Masters Grade Level	2021	18%	17%	21%	6%	18%	27%	*	-	-	14%	7%	10%	23%	14%	15%	14%
	2019	21%	20%	26%	3%	19%	35%	*	-	*	17%	5%	20%	23%	38%	15%	10%
All Grades Mathematics																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR 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)
At Approaches Grade Level or Above	2021	66%	72%	76%	65%	82%	78%	*	-	-	71%	43%	100%	78%	68%	69%	73%
	2019	82%	79%	84%	78%	65%	92%	*	-	*	83%	42%	100%	84%	82%	77%	57%
At Meets Grade Level or Above	2021	37%	42%	40%	26%	26%	48%	*	-	-	29%	30%	30%	43%	27%	33%	27%
	2019	52%	44%	44%	25%	29%	56%	*	-	*	33%	16%	60%	44%	44%	36%	24%
At Masters Grade Level	2021	18%	19%	19%	12%	13%	24%	*	-	-	0%	3%	10%	22%	8%	14%	14%
	2019	26%	21%	20%	8%	6%	29%	*	-	*	0%	5%	40%	19%	24%	15%	0%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2020-21 Progress (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 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, 2021 and 2019 STAAR 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	2021	67%	72%	78%	-	-	-	-	-	-	70%	70%	-	-	-	78%	70%	-
	2019	78%	77%	83%	-	-	-	-	-	-	62%	62%	-	-	-		62%	-
At Meets Grade Level or Above	2021	41%	45%	41%	-	-	-	-	-	-	32%	32%	-	-	-	42%	32%	-
	2019	50%	46%	45%	-	-	-	-	-	-	21%	21%	-	-	-		21%	-
At Masters Grade Level	2021	18%	19%	20%	-	-	-	-	-	-	14%	14%	-	-	-	21%	14%	-
	2019	24%	21%	23%	-	-	-	-	-	-	5%	5%	-	-	-		5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	71%	79%	-	-	-	-	-	-	68%	68%	-	-	-	80%	68%	-
	2019	75%	75%	83%	-	-	-	-	-	-	67%	67%	-	-	-		67%	-
At Meets Grade Level or Above	2021	45%	45%	42%	-	-	-	-	-	-	36%	36%	-	-	-	43%	36%	-
	2019	48%	46%	46%	-	-	-	-	-	-	19%	19%	-	-	-		19%	-
At Masters Grade Level	2021	18%	17%	21%	-	-	-	-	-	-	14%	14%	-	-	-	22%	14%	-
	2019	21%	20%	26%	-	-	-	-	-	-	10%	10%	-	-	-		10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	72%	76%	-	-	-	-	-	-	73%	73%	-	-	-	76%	73%	-
	2019	82%	79%	84%	-	-	-	-	-	-	57%	57%	-	-	-		57%	-
At Meets Grade Level or Above	2021	37%	42%	40%	-	-	-	-	-	-	27%	27%	-	-	-	41%	27%	-
	2019	52%	44%	44%	-	-	-	-	-	-	24%	24%	-	-	-		24%	-
At Masters Grade Level	2021	18%	19%	19%	-	-	-	-	-	-	14%	14%	-	-	-	20%	14%	-
	2019	26%	21%	20%	-	-	-	-	-	-	0%	0%	-	-	-		0%	-

* 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
2020-21 STAAR Participation (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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)
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%
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%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	99%	100%	100%	99%	*	-	*	100%	100%	100%	100%	98%	99%	100%
Included in Accountability	94%	96%	93%	100%	93%	90%	*	-	*	100%	100%	100%	98%	75%	94%	98%
Not Included in Accountability: Mobile	4%	4%	6%	0%	6%	9%	*	-	*	0%	0%	0%	1%	22%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	*	-	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	0%	1%	0%	0%	1%	*	-	*	0%	0%	0%	0%	2%	1%	0%
Absent	1%	0%	1%	0%	0%	1%	*	-	*	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 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													
2019-20	98.3%	98.2%	98.6%	98.6%	99.2%	98.4%	*	*	-	98.4%	98.4%	98.4%	99.4%
2018-19	95.4%	94.9%	95.3%	96.2%	96.1%	94.8%	*	*	*	94.2%	94.2%	95.3%	96.7%
Chronic Absenteeism													
2019-20	6.7%	6.4%	3.9%	6.7%	0.0%	4.5%	*	*	-	0.0%	7.0%	5.4%	0.0%
2018-19	11.4%	13.3%	9.0%	6.4%	7.3%	10.4%	*	*	*	14.3%	14.6%	8.5%	2.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	71.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	63.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	78.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	73.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	9.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	70.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	61.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	198	360,220
By Ethnicity:				
African American	-	-	58	44,729
Hispanic	-	-	29	184,060
White	-	-	104	105,215
American Indian	-	-	1	1,226
Asian	-	-	2	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	44	49,535
Foundation H.S. Program (Endorsement)	-	-	15	15,689
Foundation H.S. Program (DLA)	-	-	139	292,532
Special Education Graduates	-	-	15	29,018
Economically Disadvantaged Graduates	-	-	95	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	29,639
At-Risk Graduates	-	-	72	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	387	100.0%	2,644	5,359,040	387	100.0%	2,653	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.7%	0.4%
Pre-Kindergarten	0	0.0%	3.6%	3.7%	0	0.0%	3.6%	3.7%
Kindergarten	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	180	46.5%	6.8%	7.1%	180	46.5%	6.8%	7.1%
Grade 3	207	53.5%	7.8%	7.1%	207	53.5%	7.8%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	8.2%	7.9%	0	0.0%	8.1%	7.8%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	7.2%	8.1%	0	0.0%	7.2%	8.1%
Grade 10	0	0.0%	8.6%	7.8%	0	0.0%	8.6%	7.8%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	64	16.5%	20.3%	12.7%	64	16.5%	20.2%	12.7%
Hispanic	69	17.8%	19.9%	52.9%	69	17.8%	19.9%	52.9%
White	232	59.9%	55.8%	26.5%	232	59.9%	55.9%	26.5%
American Indian	4	1.0%	0.2%	0.3%	4	1.0%	0.2%	0.3%
Asian	1	0.3%	0.4%	4.7%	1	0.3%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	17	4.4%	3.3%	2.7%	17	4.4%	3.3%	2.7%
Sex:								
Female	186	48.1%	47.6%	48.9%	186	48.1%	47.5%	48.9%
Male	201	51.9%	52.4%	51.1%	201	51.9%	52.5%	51.1%
Economically Disadvantaged	234	60.5%	55.9%	60.3%	234	60.5%	55.8%	60.2%
Non-Educationally Disadvantaged	153	39.5%	44.1%	39.7%	153	39.5%	44.2%	39.8%
Section 504 Students	10	2.6%	5.6%	7.2%	10	2.6%	5.5%	7.2%
EB Students/EL	35	9.0%	8.2%	20.7%	35	9.0%	8.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.0%	1.2%				
Students w/ Dyslexia	11	2.8%	3.6%	4.5%	11	2.8%	3.5%	4.5%
Foster Care	5	1.3%	0.3%	0.3%	5	1.3%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	3	0.8%	0.5%	2.0%	3	0.8%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	387	100.0%	100.0%	64.5%	387	100.0%	100.0%	64.5%
Military Connected	14	3.6%	1.6%	2.7%	14	3.6%	1.5%	2.7%
At-Risk	240	62.0%	38.7%	49.2%	240	62.0%	38.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	35	9.0%	8.2%	21.0%	35	9.0%	8.2%	20.9%
Gifted and Talented Education	39	10.1%	6.4%	8.3%	39	10.1%	6.3%	8.3%
Special Education	51	13.2%	12.2%	11.1%	51	13.2%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	51							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	39.2%	49.1%	42.5%				
Students with Physical Disabilities	16	31.4%	18.6%	21.3%				
Students with Autism	6	11.8%	9.0%	14.1%				
Students with Behavioral Disabilities	9	17.6%	17.1%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	6.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	49	11.8%	11.0%	13.8%				
By Ethnicity:								
African American	17	4.1%	2.4%	2.8%				
Hispanic	4	1.0%	1.9%	7.1%				
White	25	6.0%	6.3%	3.1%				
American Indian	1	0.2%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.5%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	9	15.5%	11.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	4.0%	7.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	32	12.9%	13.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	17	8.3%	10.9%	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	8.7%	1.4%	-	22.7%	4.8%
Grade 1	-	2.6%	1.9%	-	14.3%	3.2%
Grade 2	2.4%	2.4%	1.0%	0.0%	0.0%	1.4%
Grade 3	0.6%	0.6%	0.5%	0.0%	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.0%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.1	17.7
Grade 1	-	19.1	18.0
Grade 2	19.7	19.7	18.0
Grade 3	22.8	22.8	18.2
Grade 4	-	14.8	18.3
Grade 5	-	16.6	19.8
Grade 6	-	14.2	19.4
Secondary:			
English/Language Arts	-	12.9	15.7
Foreign Languages	-	18.9	17.8
Mathematics	-	12.6	16.9
Science	-	13.0	17.9
Social Studies	-	15.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	38.0	100.0%	100.0%	100.0%
Professional Staff:	30.0	78.9%	71.2%	64.3%
Teachers	23.5	61.8%	57.6%	49.6%
Professional Support	4.5	11.8%	8.4%	10.6%
Campus Administration (School Leadership)	2.0	5.3%	4.0%	3.0%
Educational Aides:	8.0	21.1%	11.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	5.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	7.0	18.4%	18.3%	51.5%
Teachers by Ethnicity:				
African American	4.0	17.0%	8.9%	11.1%
Hispanic	0.0	0.0%	2.2%	28.4%
White	18.5	78.7%	88.4%	56.9%
American Indian	1.0	4.3%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	20.4%	23.8%
Females	23.5	100.0%	79.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	17.5	74.5%	71.0%	73.0%
Masters	6.0	25.5%	28.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.1%	6.7%
1-5 Years Experience	6.0	25.5%	19.1%	27.8%
6-10 Years Experience	5.0	21.3%	13.4%	20.3%
11-20 Years Experience	7.0	29.8%	30.6%	29.1%
21-30 Years Experience	3.5	14.9%	24.5%	13.0%
Over 30 Years Experience	2.0	8.5%	9.3%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.5	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.0	6.4
Average Years Experience of Principals with District	8.0	6.8	5.5
Average Years Experience of Assistant Principals	2.0	3.7	5.5
Average Years Experience of Assistant Principals with District	2.0	3.7	4.8
Average Years Experience of Teachers:	14.5	15.5	11.2
Average Years Experience of Teachers with District:	9.6	10.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$39,362	\$50,849
1-5 Years Experience	\$45,057	\$43,361	\$53,288
6-10 Years Experience	\$49,034	\$49,965	\$56,282
11-20 Years Experience	\$55,574	\$56,457	\$59,900
21-30 Years Experience	\$59,055	\$60,053	\$64,637
Over 30 Years Experience	\$63,145	\$61,909	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$52,660	\$53,934	\$57,641
Professional Support	\$55,416	\$57,832	\$68,030
Campus Administration (School Leadership)	\$88,900	\$95,333	\$83,424
Instructional Staff Percent:	n/a	78.8%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.8%	6.2%
Career and Technical Education	0.0	0.0%	7.2%	5.1%
Compensatory Education	1.0	4.3%	6.7%	2.8%
Gifted and Talented Education	0.0	0.0%	1.4%	1.8%
Regular Education	20.4	87.0%	68.7%	71.0%
Special Education	2.1	8.7%	12.0%	9.4%
Other	0.0	0.0%	2.1%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
LIBBY EL (183902103) - CARTHAGE ISD - PANOLA COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** 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 2019-20 Financial Actual Report](#)

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: CARTHAGE ISD

Campus Name: CARTHAGE PRI

Campus Number: 183902104

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

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

Texas Education Agency
2020-21 Progress (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

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

Texas Education Agency
2020-21 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													
2019-20	98.3%	98.2%	98.6%	98.8%	98.7%	98.5%	*	*	-	*	98.7%	98.5%	99.2%
2018-19	95.4%	94.9%	94.7%	95.2%	95.1%	94.5%	*	-	-	93.8%	93.3%	94.4%	96.5%
Chronic Absenteeism													
2019-20	6.7%	6.4%	4.6%	3.0%	5.0%	5.4%	*	*	-	0.0%	4.3%	4.1%	0.0%
2018-19	11.4%	13.3%	14.2%	14.3%	15.0%	14.3%	*	-	-	11.1%	21.2%	16.3%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	93.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 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	93.9%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	9.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 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 2020	83.5%	71.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	63.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	78.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	73.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	7.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	9.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	70.2%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	61.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	71.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	198	360,220
By Ethnicity:				
African American	-	-	58	44,729
Hispanic	-	-	29	184,060
White	-	-	104	105,215
American Indian	-	-	1	1,226
Asian	-	-	2	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	4	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	952
Foundation H.S. Program (No Endorsement)	-	-	44	49,535
Foundation H.S. Program (Endorsement)	-	-	15	15,689
Foundation H.S. Program (DLA)	-	-	139	292,532
Special Education Graduates	-	-	15	29,018
Economically Disadvantaged Graduates	-	-	95	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	29,639
At-Risk Graduates	-	-	72	148,836

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent			Count	Percent		
Total Students	461	100.0%	2,644	5,359,040	470	100.0%	2,653	5,371,586
Students by Grade:								
Early Childhood Education	10	2.2%	0.4%	0.3%	19	4.0%	0.7%	0.4%
Pre-Kindergarten	96	20.8%	3.6%	3.7%	96	20.4%	3.6%	3.7%
Kindergarten	183	39.7%	6.9%	6.7%	183	38.9%	6.9%	6.7%
Grade 1	172	37.3%	6.5%	7.1%	172	36.6%	6.5%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 4	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 5	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	8.2%	7.9%	0	0.0%	8.1%	7.8%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.9%
Grade 9	0	0.0%	7.2%	8.1%	0	0.0%	7.2%	8.1%
Grade 10	0	0.0%	8.6%	7.8%	0	0.0%	8.6%	7.8%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	7.3%	6.8%	0	0.0%	7.3%	6.8%
Ethnic Distribution:								
African American	91	19.7%	20.3%	12.7%	92	19.6%	20.2%	12.7%
Hispanic	91	19.7%	19.9%	52.9%	92	19.6%	19.9%	52.9%
White	248	53.8%	55.8%	26.5%	255	54.3%	55.9%	26.5%
American Indian	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.3%
Asian	2	0.4%	0.4%	4.7%	2	0.4%	0.4%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	28	6.1%	3.3%	2.7%	28	6.0%	3.3%	2.7%
Sex:								
Female	208	45.1%	47.6%	48.9%	210	44.7%	47.5%	48.9%
Male	253	54.9%	52.4%	51.1%	260	55.3%	52.5%	51.1%
Economically Disadvantaged	291	63.1%	55.9%	60.3%	294	62.6%	55.8%	60.2%
Non-Educationally Disadvantaged	170	36.9%	44.1%	39.7%	176	37.4%	44.2%	39.8%
Section 504 Students	4	0.9%	5.6%	7.2%	4	0.9%	5.5%	7.2%
EB Students/EL	37	8.0%	8.2%	20.7%	37	7.9%	8.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	1.0%	1.2%				
Students w/ Dyslexia	1	0.2%	3.6%	4.5%	1	0.2%	3.5%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	3	0.7%	0.5%	2.0%	3	0.6%	0.5%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	461	100.0%	100.0%	64.5%	470	100.0%	100.0%	64.5%
Military Connected	0	0.0%	1.6%	2.7%	0	0.0%	1.5%	2.7%
At-Risk	103	22.3%	38.7%	49.2%	103	21.9%	38.6%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	37	8.0%	8.2%	21.0%	37	7.9%	8.2%	20.9%
Gifted and Talented Education	3	0.7%	6.4%	8.3%	3	0.6%	6.3%	8.3%
Special Education	55	11.9%	12.2%	11.1%	64	13.6%	12.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	55							
By Type of Primary Disability								
Students with Intellectual Disabilities	7	12.7%	49.1%	42.5%				
Students with Physical Disabilities	22	40.0%	18.6%	21.3%				
Students with Autism	*	*	9.0%	14.1%				
Students with Behavioral Disabilities	*	*	17.1%	20.6%				
Students with Non-Categorical Early Childhood	20	36.4%	6.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	24	12.2%	11.0%	13.8%				
By Ethnicity:								
African American	5	2.6%	2.4%	2.8%				
Hispanic	7	3.6%	1.9%	7.1%				
White	10	5.1%	6.3%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.5%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.5%	0.2%	0.4%				
Count and Percent of Special Ed Students who are Mobile	3	13.0%	11.7%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	17.6%	7.0%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	17	13.5%	13.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	41	13.2%	10.9%	16.6%				

Texas Education Agency
2020-21 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	8.7%	8.7%	1.4%	22.7%	22.7%	4.8%
Grade 1	2.6%	2.6%	1.9%	14.3%	14.3%	3.2%
Grade 2	-	2.4%	1.0%	-	0.0%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	-	0.0%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.0%	0.3%	-	0.0%	0.3%
Grade 8	-	0.0%	0.2%	-	0.0%	0.4%
Grade 9	-	2.0%	4.7%	-	0.0%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.6	18.1	17.7
Grade 1	19.1	19.1	18.0
Grade 2	-	19.7	18.0
Grade 3	-	22.8	18.2
Grade 4	-	14.8	18.3
Grade 5	-	16.6	19.8
Grade 6	-	14.2	19.4
Secondary:			
English/Language Arts	-	12.9	15.7
Foreign Languages	-	18.9	17.8
Mathematics	-	12.6	16.9
Science	-	13.0	17.9
Social Studies	-	15.5	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	53.7	100.0%	100.0%	100.0%
Professional Staff:	39.3	73.3%	71.2%	64.3%
Teachers	32.3	60.3%	57.6%	49.6%
Professional Support	5.0	9.3%	8.4%	10.6%
Campus Administration (School Leadership)	2.0	3.7%	4.0%	3.0%
Educational Aides:	14.3	26.7%	11.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	2.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	5.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	9.3	17.4%	18.3%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	8.9%	11.1%
Hispanic	2.0	6.2%	2.2%	28.4%
White	30.3	93.8%	88.4%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	20.4%	23.8%
Females	32.3	100.0%	79.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	1.2%
Bachelors	27.7	85.7%	71.0%	73.0%
Masters	4.6	14.3%	28.4%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.8	2.5%	3.1%	6.7%
1-5 Years Experience	4.0	12.4%	19.1%	27.8%
6-10 Years Experience	3.0	9.3%	13.4%	20.3%
11-20 Years Experience	11.0	34.0%	30.6%	29.1%
21-30 Years Experience	8.0	24.7%	24.5%	13.0%
Over 30 Years Experience	5.5	17.1%	9.3%	3.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.3	n/a	14.2	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	8.0	6.4
Average Years Experience of Principals with District	12.0	6.8	5.5
Average Years Experience of Assistant Principals	12.0	3.7	5.5
Average Years Experience of Assistant Principals with District	12.0	3.7	4.8
Average Years Experience of Teachers:	18.8	15.5	11.2
Average Years Experience of Teachers with District:	16.3	10.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$30,634	\$39,362	\$50,849
1-5 Years Experience	\$41,805	\$43,361	\$53,288
6-10 Years Experience	\$49,127	\$49,965	\$56,282
11-20 Years Experience	\$54,723	\$56,457	\$59,900
21-30 Years Experience	\$58,833	\$60,053	\$64,637
Over 30 Years Experience	\$58,022	\$61,909	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$53,577	\$53,934	\$57,641
Professional Support	\$53,853	\$57,832	\$68,030
Campus Administration (School Leadership)	\$88,250	\$95,333	\$83,424
Instructional Staff Percent:	n/a	78.8%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.8%	6.2%
Career and Technical Education	0.0	0.0%	7.2%	5.1%
Compensatory Education	8.5	26.3%	6.7%	2.8%
Gifted and Talented Education	0.0	0.0%	1.4%	1.8%
Regular Education	20.8	64.2%	68.7%	71.0%
Special Education	3.1	9.4%	12.0%	9.4%
Other	0.0	0.0%	2.1%	3.6%

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTHAGE PRI (183902104) - CARTHAGE ISD - PANOLA COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** 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 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2019 - 2020 Actual Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,698

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$22,798,927	78.53%	\$8,450	\$22,798,927	68.52%	\$8,450	\$25,533,913,274	43.11%	\$4,660
State Operating Funds	\$5,018,857	17.29%	\$1,860	\$5,432,051	16.33%	\$2,013	\$24,198,968,656	40.86%	\$4,417
Federal Funds	\$234,483	0.81%	\$87	\$3,039,282	9.13%	\$1,126	\$7,015,215,596	11.84%	\$1,280
Other Local	\$979,158	3.37%	\$363	\$2,002,977	6.02%	\$742	\$2,483,070,133	4.19%	\$453
Total Operating Revenue	\$29,031,425	100.00%	\$10,760	\$33,273,237	100.00%	\$12,333	\$59,231,167,659	100.00%	\$10,811
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$7,577,587	93.46%	\$2,809	\$7,988,017,723	85.75%	\$1,458
State Assistance for Debt Service	\$0	0.00%	\$0	\$22,159	0.27%	\$8	\$417,799,545	4.49%	\$76
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$507,977	6.27%	\$188	\$909,418,245	9.76%	\$166
Total Other Revenue	\$0	0.00%	\$0	\$8,107,723	100.00%	\$3,005	\$9,315,235,513	100.00%	\$1,700
Subtotal: Operating and Other Revenue	\$29,031,425	100.00%	\$10,760	\$41,380,960	100.00%	\$15,338	\$68,546,403,172	100.00%	\$12,511
Recapture Revenue									
Local Property Tax Recaptured	\$7,434,892	100.00%	\$2,756	\$7,434,892	100.00%	\$2,756	\$2,610,589,103	100.00%	\$476
Total Recaptured Revenue	\$7,434,892	100.00%	\$2,756	\$7,434,892	100.00%	\$2,756	\$2,610,589,103	100.00%	\$476
Subtotal: Operating, Other and Recaptured Revenue	\$36,466,317	100.00%	\$13,516	\$48,815,852	100.00%	\$18,093	\$71,156,992,275	100.00%	\$12,988
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$6,707,981,130	72.89%	\$1,224
Estimated State TRS Contributions	\$1,287,367	100.00%	\$477	\$1,336,414	100.00%	\$495	\$2,495,227,887	27.11%	\$455
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$1,287,367	100.00%	\$477	\$1,336,414	100.00%	\$495	\$9,203,209,017	100.00%	\$1,680
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$30,318,792	100.00%	\$11,238	\$42,717,374	100.00%	\$15,833	\$77,749,612,189	100.00%	\$14,191
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$20,806,097	84.96%	\$7,712	\$23,023,805	78.91%	\$8,534	\$45,632,220,765	80.04%	\$8,329
Professional & Contracted Services (Object 62xx)	\$1,564,552	6.39%	\$580	\$2,883,921	9.88%	\$1,069	\$5,127,350,907	8.99%	\$936

2019 - 2020 Actual Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,698

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$1,528,978	6.24%	\$567	\$2,432,604	8.34%	\$902	\$4,914,857,654	8.62%	\$897
Other Operating Expenditures (Object 64xx)	\$590,585	2.41%	\$219	\$838,253	2.87%	\$311	\$1,339,390,963	2.35%	\$244
Total Operating Expenditures by Object	\$24,490,212	100.00%	\$9,077	\$29,178,583	100.00%	\$10,815	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$5,209,724	91.68%	\$1,931	\$9,524,076,242	47.61%	\$1,738
Capital Outlay(Object 66xx)	\$14,003	100.00%	\$5	\$472,899	8.32%	\$175	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Object	\$14,003	100.00%	\$5	\$5,682,623	100.00%	\$2,106	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Object	\$24,504,215	100.00%	\$9,082	\$34,861,206	100.00%	\$12,921	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$13,775,704	56.25%	\$5,106	\$17,004,206	58.28%	\$6,303	\$32,482,839,029	56.97%	\$5,929
Instructional Resources & Media Services (Function 12)	\$194,346	0.79%	\$72	\$194,346	0.67%	\$72	\$620,523,428	1.09%	\$113
Curriculum & Staff Development (Function 13)	\$264,640	1.08%	\$98	\$264,640	0.91%	\$98	\$1,283,086,493	2.25%	\$234
Instructional Leadership (Function 21)	\$313,176	1.28%	\$116	\$313,176	1.07%	\$116	\$945,108,506	1.66%	\$173
School Leadership (Function 23)	\$1,334,688	5.45%	\$495	\$1,334,688	4.57%	\$495	\$3,397,560,197	5.96%	\$620
Guidance Counseling Services (Function 31)	\$493,922	2.02%	\$183	\$493,922	1.69%	\$183	\$2,204,295,228	3.87%	\$402
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$173,240,994	0.30%	\$32
Health Services (Function 33)	\$243,548	0.99%	\$90	\$243,548	0.83%	\$90	\$608,875,388	1.07%	\$111
Transportation (Function 34)	\$1,824,377	7.45%	\$676	\$1,824,377	6.25%	\$676	\$1,625,400,170	2.85%	\$297
Food Services (Function 35)	\$0	0.00%	\$0	\$996,559	3.42%	\$369	\$2,839,750,491	4.98%	\$518
Extracurricular (Function 36)	\$1,088,027	4.44%	\$403	\$1,551,337	5.32%	\$575	\$1,574,298,616	2.76%	\$287
General Administration (Function 41,92)	\$1,393,846	5.69%	\$517	\$1,393,846	4.78%	\$517	\$1,833,390,327	3.22%	\$335
Facilities Maintenance & Operations (Function 51)	\$2,987,996	12.20%	\$1,107	\$2,987,996	10.24%	\$1,107	\$5,475,939,693	9.60%	\$999
Security & Monitoring Services (Function 52)	\$71,222	0.29%	\$26	\$71,222	0.24%	\$26	\$621,397,805	1.09%	\$113
Data Processing Services (Function 53)	\$474,720	1.94%	\$176	\$474,720	1.63%	\$176	\$1,049,981,008	1.84%	\$192
Community Services (Function 61)	\$30,000	0.12%	\$11	\$30,000	0.10%	\$11	\$278,132,916	0.49%	\$51
Total Operating Expenditures by Function	\$24,490,212	100.00%	\$9,077	\$29,178,583	100.00%	\$10,815	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$5,209,724	91.68%	\$1,931	\$9,524,076,242	47.61%	\$1,738

2019 - 2020 Actual Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,698

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$14,003	100.00%	\$5	\$472,899	8.32%	\$175	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Function	\$14,003	100.00%	\$5	\$5,682,623	100.00%	\$2,106	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Function	\$24,504,215	100.00%	\$9,082	\$34,861,206	100.00%	\$12,921	\$77,019,760,233	100.00%	\$14,058
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$10,850,463	44.31%	\$4,022	\$11,311,286	38.77%	\$4,192	\$24,808,865,963	43.51%	\$4,528
Gifted and Talented (PIC 21)	\$252,877	1.03%	\$94	\$252,877	0.87%	\$94	\$407,970,018	0.72%	\$74
Career and Technical (PIC 22)	\$1,159,958	4.74%	\$430	\$1,159,958	3.98%	\$430	\$1,848,729,587	3.24%	\$337
Students with Disabilities (PICs 23,33)	\$2,108,817	8.61%	\$782	\$4,071,216	13.95%	\$1,509	\$7,124,984,870	12.50%	\$1,300
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,582,844	6.46%	\$587	\$2,386,034	8.18%	\$884	\$4,961,252,070	8.70%	\$906
Bilingual (PICs 25,35)	\$76,472	0.31%	\$28	\$76,472	0.26%	\$28	\$666,494,835	1.17%	\$122
High School Allotment (PIC 31)	\$119,671	0.49%	\$44	\$119,671	0.41%	\$44	\$198,008,871	0.35%	\$36
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$556,180,368	0.98%	\$102
Early Education Allotment (PIC 36)	\$338,683	1.38%	\$126	\$338,683	1.16%	\$126	\$817,733,874	1.66%	\$149
Dyslexia or Related Disorder Services (PIC 37)	\$66,142	0.27%	\$25	\$66,142	0.23%	\$25	\$247,840,811	0.50%	\$45
College, Career, and Military Readiness (CCMR) (PIC 38)	\$64,097	0.26%	\$24	\$64,097	0.22%	\$24	\$225,233,881	0.46%	\$41
Athletics/Related Activities (PIC 91)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,079,705,932	1.89%	\$197
Un-Allocated (PIC 99)	\$7,870,188	32.14%	\$2,917	\$9,332,147	31.98%	\$3,459	\$14,070,819,209	24.68%	\$2,568
Total Operating Expenditures by Program Intent Code (PIC)	\$24,490,212	100.00%	\$9,077	\$29,178,583	100.00%	\$10,815	\$57,013,820,289	100.00%	\$10,406
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$5,209,724	91.68%	\$1,931	\$9,524,076,242	47.61%	\$1,738
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$14,003	100.00%	\$5	\$472,899	8.32%	\$175	\$10,481,863,702	52.39%	\$1,913
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$14,003	100.00%	\$5	\$5,682,623	100.00%	\$2,106	\$20,005,939,944	100.00%	\$3,651
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$24,504,215	100.00%	\$9,082	\$34,861,206	100.00%	\$12,921	\$77,019,760,233	100.00%	\$14,058
Disbursements									
Total Disbursements									

2019 - 2020 Actual Financial Data
Totals for CARTHAGE ISD (183902)
Total Enrolled Membership: 2,698

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	\$24,490,212	74.59%	\$9,077	\$29,178,583	67.56%	\$10,815	\$57,013,820,289	70.09%	\$10,406
Recapture	\$7,434,892	22.60%	\$2,756	\$7,434,892	17.20%	\$2,756	\$2,610,589,103	3.21%	\$476
Total Other Uses	\$507,977	1.55%	\$188	\$507,977	1.18%	\$188	\$1,065,828,545	1.31%	\$195
Intergovernmental Charge	\$384,356	1.17%	\$142	\$384,356	0.89%	\$142	\$647,236,702	0.80%	\$118
Debt Service (Object 6500)	\$0	0.00%	\$0	\$5,209,724	12.06%	\$1,931	\$9,524,076,242	11.71%	\$1,738
Capital Projects (Object 6600)	\$14,003	0.04%	\$5	\$472,899	1.09%	\$175	\$10,481,863,702	12.89%	\$1,913
Total Disbursements	\$32,831,440	100.00%	\$12,169	\$43,188,431	100.00%	\$16,008	\$81,343,414,583	100.00%	\$14,847

Tax Rates

2019 - 2020 (current tax year) Tax Rates

Maintenance & Operations				0.9700			1.0164		
Interest & Sinking				0.2400			0.2221		
Total Tax Rate				1.2100			1.2384		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$0		\$0	\$37,310		\$14	\$616,400,402		\$120
Restricted Fund Balance	\$0		\$0	\$7,933,282		\$2,940	\$19,313,845,455		\$3,756
Committed Fund Balance	\$0		\$0	\$238,824		\$89	\$3,524,709,206		\$685
Assigned Fund Balance	\$104,752		\$39	\$104,752		\$39	\$3,414,948,929		\$664
Unassigned Fund Balance	\$16,822,863		\$6,235	\$16,822,863		\$6,235	\$15,296,929,974		\$2,975
Total Fund Balance**	\$16,927,615		\$6,274	\$25,137,031		\$9,317	\$42,166,833,966		\$8,200

Fund Balance Reconciliation

2018-2019 Total Fund Balance (Previous Year)	\$12,005,377		\$4,435	\$20,568,837		\$7,598	\$39,112,172,860		\$7,670
2019-2020 Excess (Deficiency) Operating Expenditures	\$5,430,215		\$2,013	\$4,568,194		\$1,693	\$-8,388,390,544		\$-1,631
2019-2020 Excess (Deficiency) Non-Operating Expenditures	\$-507,977		\$-188	\$0		\$0	\$11,239,274,781		\$2,186
2019-2020 Uncommon Items	\$0		\$0	\$0		\$0	\$203,776,869		\$40
2019-2020 Total Fund Balance	\$16,927,615		\$6,274	\$25,137,031		\$9,317	\$42,166,833,966		\$8,200



Carthage ISD
Annual Report
2020 – 2021

Accreditation Status:

Not Rated: Declared State of Disaster

CARTHAGE H S

Campus Improvement Plan

2020/2021

WHERE CHAMPIONS ARE EDUCATED



CISD Goals

By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.

BOARD PRIORITIES:

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

CISD will improve student preparation for college and career.

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

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

CARTHAGE H S

Mission

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

Vision

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

Nondiscrimination Notice

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

CARTHAGE H S Site Base

Name	Position
Barber, Tate	Business Representative
Beatty, Marilyn	Business Representative
Funderburke, Kim	Teacher
Gray, Chrystal	Sped Teacher
Hambrick, Kelly	CTE Teacher
Hardy, Angela	Teacher
Hull, Theresa	Community Member
Maxey, Sandra	Teacher
Patterson, Julie	CTE Teacher
Porter, Donna	Assistant Superintendent
Salazar, Imelda	Parent
Smith, Justin	Principal
Stacy, Chris	Instructional Coordinator

CARTHAGE H S

Goal 1. CHS will ensure a safe and secure environment for all district campuses and facilities, continuing to evaluate the safety and security plan that addresses facilities, technology, and personnel

Objective 1. CHS will participate in the Guardianship program for the district

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Various CHS staff members will participate in the guardianship program (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2)	Principal, Superintendent	2020-2021	(L)Local	Criteria: Guardian training 06/10/20 - On Track
2. CHS guardians will participate in ongoing training (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Principal	2020-2021	(F)Federal, (L)Local, (S)State	Criteria: Training Records 06/10/20 - On Track

CARTHAGE H S

Goal 1. CHS will ensure a safe and secure environment for all district campuses and facilities, continuing to evaluate the safety and security plan that addresses facilities, technology, and personnel

Objective 2. CHS will ensure that technology used at CHS is safe for student use

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will have campus guidelines for computer usage (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2)	Principal, Students, Teacher(s), Technology Coordinator/Personnel	Fall 2020	(F)Federal, (L)Local, (S)State	Criteria: Computer Compacts 06/10/20 - On Track

CARTHAGE H S

- Goal 1.** CHS will ensure a safe and secure environment for all district campuses and facilities, continuing to evaluate the safety and security plan that addresses facilities, technology, and personnel
- Objective 3.** CHS will provide child abuse anti-victimization programs for students and training for faculty.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Presentations on anti-victimization will be held for students throughout the year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2)	Assistant Principal(s)	2020-2021	(L)Local	Criteria: Student participation 06/10/20 - On Track
2. CHS will provide students with counselors available to mentor. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.3)	Counselor(s)	2020-2021	(S)State	Criteria: Counseling records 06/10/20 - On Track
3. CHS will provide posters on the campus promoting anti-victimization. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2,3.3)	Assistant Principal	2020-2021	(F)Federal, (L)Local, (S)State	Criteria: Posters mounted 06/10/20 - On Track
4. CHS will supply CampusEye computer reporting of bullying. (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.2,3.3)	Assistant Principal(s)	2020-2021	(O)Donation	Criteria: CampusEye Reports 06/10/20 - On Track

CARTHAGE H S

Goal 2. CHS will provide technology opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 1. CHS will provide technology hardware, software, materials and training for staff and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS professionals will attend training and conferences to increase the use of technology in the classroom (Title I SW: 4) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,3) (CSFs: 1) (ESF: 1,1.1,1.2)	Principal, Teacher(s), Technology Coordinator/Personnel	2020-2021	(F)Federal, (S)Local Funds, (S)State	Criteria: Training certificates/Sign-in Sheets 06/10/20 - On Track

CARTHAGE H S

Goal 3. CHS will expand the CTE programs through the foundation graduation plan and the five endorsements in a deliberate and strategic pattern

Objective 1. CHS will provide opportunities for students to attain CTE certifications

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CHS will collaborate with Panola College in designing and scheduling CTE dual credit courses (Title I SW: 1,2) (Title I SW Elements: 1.1,2.4) (Target Group: CTE,11th,12th) (Strategic Priorities: 3) (CSFs: 1) (ESF: 1,1.1,1.2)	Counselor(s), Department Chair, Instructional Coordinator, Principal	2020-2021	(F)Federal, (S)Local Funds, (S)State	06/10/20 - On Track

CARTHAGE H S

Goal 4. CHS will positively promote the district by providing information to our community highlighting successful programs and activities

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Use local media to promote individual student success and group success, both extra-curricular and academic. (Title I SW: 6,10) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 1,1.1,1.2)	Principal, Teacher(s)	2020-2021	(S)Local Funds	06/10/20 - On Track
2. Use the district website to provide updates on student achievement through individual class pages and on the main campus site. Keep the district website current and updated in order to make the website a useful tool for parents and community. (Title I SW: 1,6) (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 5,6) (ESF: 1,1.1,1.2)	Principal, Teacher(s), Technology Coordinator/Personnel	2020-2021	(L)Local, (S)Local Funds, (S)State	06/10/20 - On Track

CARTHAGE H S

Goal 5. CHS will meet standards and safeguards on the accountability system

Objective 1. CHS ELL and SPED students will be successful on reading and social studies end of course exams

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ESL and SPED teachers will monitor students grades and attendance (Title I SW: 1) (Title I SW Elements: 2.2) (Target Group: LEP, SPED) (Strategic Priorities: 1) (CSFs: 1) (ESF: 1,1.1,1.2)	Assistant Principal(s), Attendance Clerk, Principal, Teacher(s)	2020-2021	(F)Federal, (S)Local Funds, (S)State	06/10/20 - On Track
2. Teachers will be involved in quality professional development activities. (Title I SW: 3,4,5,7,8,9) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,7) (ESF: 1,1.1,1.2,2,2.1)	Teacher(s)	2020-2021	(L)Local, (O)Other, (S)State	06/10/20 - On Track
3. Class schedules will be developed to assure quality class instruction time. (Title I SW: 9) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) (ESF: 5.2)	Counselor(s), Principal, Teacher(s)	2020-2021	(F)Federal, (L)Local, (S)State	06/10/20 - On Track
4. Campus administration will meet with teachers to analyze student data. (Title I SW: 1,8,9) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7) (ESF: 1,1.2)	Assistant Principal, Principal, Teacher(s)	Fall 2020	(S)State	06/10/20 - On Track
5. Implement academic systems introduced by new superintendent including but not limited to: lesson plans, coaching visits, student and teacher attendance, data disaggregation, discipline and community awareness through social media. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6,7) (ESF: 1.2,4,4.1,5,5.1,5.3)	All School District Personnel	2020 2021	(F)Federal, (L)Local, (O)Other, (S)State	06/10/20 - On Track

Comprehensive Needs Assessment

Demographics

CARTHAGE J H

Campus Improvement Plan

2020/2021

HOME of CHAMPIONS IN THE CLASSROOM AND ON THE FIELD

Wade Watson
301 Hill
9036932751
wwatson@carthageisd.org

CARTHAGE J H

Mission

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

Vision

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

Nondiscrimination Notice

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

CARTHAGE J H Site Base

Name	Position
Watson, Wade	Principal
Porter, Donna	Assistant Superintendent
Monroe, Brandon	Community Representative
Barber, Tate	Community Representative
Camacho, Melissa	Parent
Ritter, Taylor	Parent
Griffin, Sheree	Sped Teacher
Johnson, Carla	Teacher
Lee, Scott	Teacher
Sandford, Cassandra	Teacher
Brewster, Dawn	Teacher
Griffith, Kim	Librarian

CISD Board Goals

By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.

BOARD PRIORITIES:

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

CJHS will improve student preparation for college and career.

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

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

CARTHAGE J H

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

Objective 1. CJHS teachers will utilize student data to drive instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will receive training from various sources to better determine learning styles to meet individual student needs. (Title I SW: 3,7) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 2)	Principal, Teacher(s)	2019 - 2020	(F)Federal, (L)Local, (S)State	06/10/20 - On Track 06/10/20 - Pending 06/10/20 - On Track
2. All teachers will develop lesson plans that incorporate instructional strategies, vocabulary and assessments. (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Administration, Instructional Coordinator	2020-2021	(F)Federal, (L)Local, (S)State	Summative - Professional Development Completion 06/10/20 - On Track
3. Core teachers will work together in collaboration in an effort to improve overall instruction. Teachers will focus on student expectations and data accumulation. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 3)	Assistant Principal, Principal	2020-2021	(L)Local, (S)State	Formative - Teachers will meet periodically with consultant and principal and discuss best practices in the classroom. 06/10/20 - On Track
4. Teachers will meet weekly with their teaching partners, in order to ensure data driven practices are being utilized. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Principal, Teacher(s)	2020-2021	(S)State	Summative - There will be daily evidence of increased communication and overall increase in instructional delivery. 06/10/20 - On Track

CARTHAGE J H

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 7th and 8th grade students will be assessed using various tools including but not limited to: Portfolios, Lab practicum, Research papers, DMAC assessments, and Benchmarks (Title I SW: 2,8,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2)	Principal, Teacher(s)	2020-2021	(F)Federal, (L)Local, (S)State	Formative - Lesson Plans Teacher Input Both Formative and Summative Assessments. 06/10/20 - On Track
2. Teachers will utilize continuing education to improve instructional delivery. (Title I SW: 1,2,3,4,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)	Administration, Principal, Teacher(s)	2020-2021	(F)Federal, (L)Local, (S)State	06/10/20 - On Track

CARTHAGE J H

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will document the use of High-Order Thinking Questions in their lesson plans on a weekly basis. (Title I SW: 2,3,5,8,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 4)	Principal, Region VII	2020-2021	(F)Federal, (L)Local, (S)State	06/10/20 - On Track
2. Teachers will work within their departments in order to promote research based strategies that improve student performance. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 7)	Principal, Teacher(s)	2020-2021	(F)Federal, (S)Local Funds, (S)State	06/10/20 - On Track
3. Classroom teachers will work with the LRC to incorporate technology into their classrooms and instruction (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2)	Assistant Principal(s), Librarian, Principal	2020-2021	(F)Federal, (S)State	06/10/20 - On Track
4. Implement academic systems introduced by new superintendent including but not limited to: lesson plans, coaching visits, student and teacher attendance, data disaggregation, discipline and community awareness through social media. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,5,6,7)	All School District Personnel	Continually	(F)Federal, (L)Local, (O)Other, (S)State	06/10/20 - On Track

CARTHAGE J H

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will utilize benchmark data and individual student data to increase student performance. (Title I SW: 4) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Instructional Coordinator, Librarian, Principal, Teacher(s)	2020-2021	(F)Federal, (L)Local, (S)State	06/10/20 - On Track
2. Teachers will incorporate the use of digital technologies into the classroom; such as iPad/iPod-applications, production, and practice.(Title I SW: 2,3,6,9) (Target Group: All) (NCLB: 1,2,3,5) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 4)	Teacher(s)	2020-2021	(S)Local Funds, (S)State	06/10/20 - On Track
3. Teachers will increasingly utilize technology and electronic applications to deliver instruction and remediation throughout the tutorial periods. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 2)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	2020-2021	(L)Local	06/10/20 - On Track

CARTHAGE J H

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core teachers will analyze student data to identify weaknesses in TEKS performance from previous years to current year. (Title I SW Elements: 1.1,2.2) (Target Group: All,H,W,AA,ECD,ESL) (Strategic Priorities: 2)	Instructional Coordinator, Principal, Teacher(s)	2020-2021	(F)Federal, (S)Local Funds, (S)State	06/10/20 - On Track
2. All core teachers teachers will differentiate instruction, provide after school tutorials, and request RTI assistance to help close learning gaps of ALL students emphasizing application and critical thinking skills. (Title I SW: 3,6,8,9) (Title I SW Elements: 1.1) (Target Group: All,H,W,AA,ECD,ESL,LEP)	Instructional Coordinator, Principal, Teacher(s)	2020-2021	(L)Local	06/10/20 - On Track
3. All core teachers will analyze ALL student data to identify weaknesses in TEKS performance to help close achievement gaps through: Improving critical thinking skills, emphasizing application, and improving academic vocabulary. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,H,W,AA,ECD,ESL,LEP) (Strategic Priorities: 2)	Principal, Teacher(s)	2019-2020	(L)Local	06/10/20 - On Track

CARTHAGE J H

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use local media to promote individual student success and group success, both extra-curricular and academic. (Title I SW: 2,6) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1)	Principal, Teacher(s)	2020-2021	(L)Local	06/10/20 - On Track
2. Use the district website to provide updates on student achievement through individual class pages and on the main campus site. Keep the district website current and updated in order to make the website a useful tool for parents and community. (Title I SW: 1,6,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Tech Director, Principal, Teacher(s)	2020-2021	(L)Local, (S)Local Funds, (S)State	06/10/20 - On Track
3. CJHS will implement a mentoring program for struggling students made of volunteers from local churches, parents, and community members. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 6)	Counselor(s), Principal	2019-2020	(O)Other	06/10/20 - On Track

CARTHAGE J H

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus visitor's ID's checked through Raptor Security System. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal, Attendance Clerk, Principal	2020-2021	(L)Local, (S)State	06/10/20 - On Track
2. All Staff will wear ID badges while on campus. (Title I SW: 6,10) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 4)	Assistant Principal, Principal	2019-2020	(L)Local	06/10/20 - On Track
3. CJHS will conduct routine fire drills, tornado drills, lock down drills, and secure in place drills. (Title I SW: 6,10) (Target Group: All) (Strategic Priorities: 2) (CSFs: 6)	Principal	2020-2021	(O)Other	06/10/20 - On Track
4. CJHS will provide programs for student instruction in violence and drug abuse prevention, conflict resolution, and bullying and student harassment. (Red Ribbon Week) "Stop Bullying Now" program conducted through the 7th and 8th grade Social Studies classes. Utilize the CampusEye online bullying report program. (Title I SW: 1) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 6)	Assistant Principal, Counselor(s), Principal	2020-2021	(S)Local Funds	06/10/20 - On Track
5. CJHS will participate in the guardian program that will help to establish and safe environment for our students and faculty (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Principal	Continuing	(S)State	06/10/20 - On Track

Resources

Resource	Source
Federal	Federal
Local	Local
Other	Other
State	State

Comprehensive Needs Assessment

Demographics

Demographics Strengths

NA

Demographics Weaknesses

Approximately 11% of school population is Special Education. District Goal is less than 10%

Demographics Needs

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

Demographics Summary

410 total students in the school for 2020-2021

White - 56% AA - 22% Hispanic 21%

Mobility rate - 10%

Teacher/Student Ratio - 16/1

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

No STAAR data for 2019-20

Student Achievement Weaknesses

No STAAR data for 2019-2020

School Culture and Climate

School Culture and Climate Strengths

Teachers are able to effectively and efficiently manage classrooms which leads to an overall positive school climate. Routines and procedures have been developed that improve the school climate.

School Culture and Climate Weaknesses

NA

School Culture and Climate Needs

NA

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Staff and students are aligned with the vision of the school. Due to the decrease in referrals over the last year students have a clear understanding of student expectations at CJHS.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Able to hire new veteran teachers for the 2020-2021 school year. New ideas and new strategies have been incorporated into our staff.

Staff Quality, Recruitment and Retention Weaknesses

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

Staff Quality, Recruitment and Retention Needs

Staff needs to be 100% highly qualified. Currently we employ one teacher that is degreed but not certified.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Formal testing and utilization of data to drive instruction.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

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

Curriculum, Instruction and Assessment Needs

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

Family and Community Involvement

Family and Community Involvement Strengths

Parents and community are kept informed through constant communication tools such as website, FaceBook and Twitter posts.

Family and Community Involvement Weaknesses

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

Family and Community Involvement Needs

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

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Strengths

Formal assessments and common planning times increase classroom productivity.

School Context and Organization Weaknesses

Loss of staff that performed vital duties on our campus.

Technology

Technology Strengths

Accumulating more and more chromebooks. Getting close to being able to provide all students with technology.

Technology Weaknesses

Poor internet connections and speeds which lead to a loss of time and instruction.

Technology Needs

Better Internet Connectivity.

Other

BAKER-KOONCE INT

Campus Improvement Plan

2020/2021

Learners today, champions tomorrow!



Clarinda Collins
320 N. Daniels, Carthage, TX 75633
903-693-8611
ccollins@carthageisd.org

BAKER-KOONCE INT

Mission

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

Vision

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

Nondiscrimination Notice

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BAKER-KOONCE INT Site Base

Name	Position
Alexander, Ashley	SPED TEACHER
Brown, Kathy	CLERICAL
Collins, Clarinda	PRINCIPAL
Almeida, Greg	PARENT
Kopecky, Cindy	TEACHER
Lipsey, Stuart	BUSINESS REPRESENTATIVE
West, Shelia	TEACHER
Burchette, Fatha	COMMUNITY MEMBER
Kindle, Kalona	PARENT
Biggs, Toni	COMMUNITY MEMBER
Dieter, Julie	SPED TEACHER
Koch, Allen	CHIEF LEARNING OFFICER

2020 - 2021 BOARD OF TRUSTEES

President: Dr. Ben Donald

Vice President: Mr. Ken Andrus

Secretary: Mrs. Mary Ella Sherman

Member: Mr. Truman Shirey

Member: Mr. Frank Willis

Member: Mr. Elzie Hicks

Member: Mr. Paul Beatty

BOARD GOALS

CARTHAGE INDEPENDENT SCHOOL DISTRICT

By the spring of 2022, Baker Koonce Intermediate School will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.

CAMPUS PRIORITIES:

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

BK will improve student preparation for college and career.

BK will maintain a safe and secure environment and continue to build a positive school culture

and relationships with all stakeholders.

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

BK will improve student preparation for college and career.

BAKER-KOONCE INT

Goal 1. By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Administrators will attend weekly District Instructional Leadership Meetings for planning and growth purposes. (Title I SW Elements: 1.1) (Target Group: 4th,5th,6th) (Strategic Priorities: 1) (CSFs: 3) (ESF: 1,1.1)	Assistant Principal, Chief Learning Officer, Principal	2020-2021 SY	(L)Local, (S)State	Criteria: Sign in sheets Agenda Formative - Scheduled Meetings Agendas Minutes of Meetings 06/10/20 - On Track
2. Campus Administrators will attend professional development through various sources. (Title I SW Elements: 1.1,2.2) (Target Group: 4th,5th,6th) (Strategic Priorities: 1) (CSFs: 1,3) (ESF: 3)	Assistant Principal, Principal	2020 - 2021 SY	(L)Local, (S)State	Criteria: Use of research-based best practices on campus in instruction and discipline methods. Summative - Documented Meetings
3. Campus Administrators will monitor specific targets including but not limited to teacher and student attendance, lesson planning, discipline, grade reporting, formative and other academic assessments, enrollment, and community communications. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,5,6,7) (ESF: 1,1.2,2.2.1,3,3.2,3.4,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal, Principal	2020 -2021 SY	(L)Local, (S)State	Criteria: Attendance Discipline referrals Staff morale Summative - Data Analysis Percentage of Monitored Targets Surveys 06/10/20 - On Track
4. Campus Administrators will perform regular coaching visits to assess academic excellence in assigned teacher's classrooms. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,6,7) (ESF: 1,1.2,2.2.2)	Assistant Principal, Principal	2020 - 2021 SY - Daily	(L)Local, (S)State	Criteria: Coaching visits PLC weekly meetings Summative - CTAS Evaluations Coaching Visits Documentation 06/10/20 - On Track
5. Campus Administrators will join appropriate State associations/organizations that promote excellence in school leadership. (Title I SW	Assistant Principal, Principal	2020-2021 SY	(L)Local, (S)State	Criteria: Decreased time lost out of classroom for discipline infractions

BAKER-KOONCE INT

Goal 1. By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 1.1,2.4) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,5,6,7) (ESF: 1,3)				Summative - Association Memberships Attendance to Conferences 06/10/20 - On Track

BAKER-KOONCE INT

- Goal 1.** By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.
- Objective 2.** BK will recruit, develop and retain highly qualified personnel by providing effective, well supported teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BK will participate in district provided professional development flex days to provide teachers with quality training in effective teaching practices. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.5,2.6) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,4) (CSFs: 1,2,6,7) (ESF: 2,2.1,5)	Chief Learning Officer, Principal, Teacher(s)	Summer 2020	(L)Local, (S)State	Criteria: Google certification Summative - District Calendar Agenda and Notes from Professional Development 06/10/20 - On Track
2. BK will participate in professional development days at the end of each six-weeks period to enable teachers to review formative assessment data and training to enhance classroom teaching strategies. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: 4th,5th,6th) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,6,7) (ESF: 1,1,2,2,2,2,4,4.1,5,5.1,5.2,5.3,5.4)	Chief Learning Officer, Principal, Teacher(s)	9/21,10/30,12/17, 2/12,	(L)Local, (S)State	Criteria: Response to Assessment 06/10/20 - On Track
3. BK will implement positive incentives to reinforce and maintain a culture of teacher support. (Title I SW Elements: 2.1,3.1) (Target Group: All,4th,5th,6th) (Strategic Priorities: 1) (CSFs: 5,6) (ESF: 2,2.1,3)	Climate Committee	Monthly 2020 - 2021 SY	(L)Education Foundation, (L)Local, (L)Local Business Donations	Criteria: Staff morale 06/10/20 - On Track 06/10/20 - Pending
4. BK will provide qualified mentors to new teachers to assist in routines and procedures and teaching pedagogy. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: 4th,5th,6th) (Strategic Priorities: 1) (CSFs: 3,7) (ESF: 1,1.1,1.2,2,2.1,2.2,3,3.2)	Principal, Teacher(s)	2020-2021	(L)Local, (S)State	Criteria: Performance Observance Survey 06/10/20 - On Track
5. BK will provide training for Math teachers on the Sharon Wells Math Program. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2,4) (CSFs: 1,7) (ESF: 2,2.1,2.2,4,4.1,5)	Math Department Chair, Math Teachers, Principal	2020-2021	(F)Federal, (L)Local, (S)State	Criteria: Weekly assessments Six week assessments Formative - FAs 06/10/20 - On Track
6. BK will provide collaboration time for core teachers through out the year to plan, disaggregate data, develop formative	Chief Learning Officer, Principal, Teacher(s)	2020-2021	(F)Federal, (L)Local, (S)State	Criteria: RtA Formative - DDI

BAKER-KOONCE INT

- Goal 1.** By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.
- Objective 2.** BK will recruit, develop and retain highly qualified personnel by providing effective, well supported teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
assessments and discuss curriculum. (Title I SW Elements: 2.2,2.4,2.5,2.6,3.2) (Target Group: 4th,5th,6th) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,7) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)				RtA 06/10/20 - On Track
7. BK will emphasize the use of cooperative learning groups, journals, note-taking, learner-centered instruction, sustained silent reading, graphic organizers, problem solving, small group instruction, providing constructive feedback, homework and practice, use of manipulatives, generate and test hypotheses. Utilize practices that are more related to a specific type of knowledge. (ex. vocabulary terms and phrases, details and organizing ideas) (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 4th,5th,6th) (Strategic Priorities: 2,4) (CSFs: 1,4,7) (ESF: 4,5)	Chief Learning Officer, Principal, Teacher(s)	2020-2021	(L)Local, (S)State	Criteria: Lesson Plans Summative - Weekly monitoring 06/10/20 - On Track
8. BK will utilize available technology to augment curriculum. (Smartboard, Elmo, IPODS, computer labs, teacher tube, You Tube, United Streaming, Moby Max and Chrome Books, Ipads.) (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 4th,5th,6th) (Strategic Priorities: 2,4) (CSFs: 1,4,7) (ESF: 4,5,5.2,5.3)	Chief Learning Officer, Principal, Teacher(s), Technology Coordinator/Personnel	2020-2021	(F)Federal, (L)Education Foundation, (L)Local, (S)State	Criteria: Targeted instruction Summative - Progress monitoring through fidelity of usage 06/10/20 - On Track
9. BK will use the Student Intervention Committee (SIT) to identify students who need support for dyslexia, RTI, Special Education and other related programs. The RTI process will not hinder students from being evaluated for special programs.) (Title I SW Elements: 2.6) (Target Group: 4th,5th,6th) (Strategic Priorities: 2,4) (CSFs: 1) (ESF: 5,5.1,5.3,5.4)	CIT committee, Counselor(s), Dyslexic Teacher, Grade Placement Committee, IDEA Teachers, Special Education Director, Teacher(s)	2020-2021	(F)Federal, (L)Local, (S)State	Criteria: DDI RtA Summative - Documentation of Referrals 06/10/20 - On Track
10. BK will utilize special teacher will provide	Dyslexic Teacher, Special	Continually	(F)Federal, (L)Local, (S)State	Criteria: 3 week progress reports

BAKER-KOONCE INT

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
service to Dyslexic students needing explicit, individualized, multi-sensory reading instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED,AtRisk,Dys) (Strategic Priorities: 2,4) (CSFs: 1) (ESF: 2,2.1,4,4.1)	Education Director, Teacher(s)			6 week report cards ARDS Formative - ARD IEP 06/10/20 - On Track

BAKER-KOONCE INT

- Goal 1.** By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.
- Objective 3.** BK will close the achievement gap to ensure that all students reach their academic potential by providing a high-quality curriculum and effective instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BK will implement an innovative, online lesson plan that supports effective teaching practices under a hierarchy of instructional excellence that promotes student engagement. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,7) (ESF: 1,1.1,1.2,2.2,2.4,4.1,5.5.1,5.2,5.3,5.4)	Assistant Superintendent, Chief Learning Officer, Superintendent, Teacher(s), Technology Coordinator/Personnel	Fall 2020	(L)Local, (S)State	Criteria: Lesson plan check 06/10/20 - On Track
2. BK will provide TEKS Resource system as a framework for high quality curriculum. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,7) (ESF: 1,4,5)	Chief Learning Officer, CISD Board, Superintendent	2020 - 2021 SY	(L)Local, (S)State	Summative - Membership with TEKS Resource Region VII Curriculum Support Teams 06/10/20 - On Track
3. BK will implement a 3 year plan for 1 to 1 technology for all students to access viable curriculum components and resources. (Title I SW Elements: 1.1,2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4) (ESF: 1,1.2,4,5)	CISD Board, Superintendent, Technology Coordinator/Personnel	2019 - 2022	(F)Federal, (L)Local, (S)State	Criteria: Technology Plan 06/10/20 - On Track
4. BK will offer dyslexia screenings and programs to identified at risk students. (Title I SW Elements: 2.1,2.3,2.5,2.6) (Target Group: AtRisk,Dys) (Strategic Priorities: 2) (CSFs: 1) (ESF: 2,2.1,5,5.4)	Dyslexic Teacher, Teacher(s)	Fall 2020	(F)Title I	Criteria: At Risk Student Identification 06/10/20 - On Track
5. BK will enlist assistance from Region VII to address English Learners academic gaps. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: ESL,Migrant,LEP,AtRisk) (Strategic Priorities: 1,2,4) (CSFs: 1) (ESF: 1,5)	Assistant Principal, Counselor(s), ESL Coordinator, Teacher(s)	2020-2021	(F)Title III Bilingual / ESL, (L)Local, (S)State	Criteria: RtA data DDI 06/10/20 - On Track
6. BK will have campus teams review and monitor students to be referred to RTI, 504 and Special Education programs. (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: ECD,LEP,SPED,M,F,AtRisk,Dys) (Strategic Priorities: 2,4) (CSFs: 1,7) (ESF: 1,7)	CIT committee, Dyslexic Teacher, Instructional Coordinator, Principal	2020 -2021 SY	(F)Federal, (F)IDEA Special Education, (L)Local, (S)State	Criteria: RtA Identification of needed services for all student populations 06/10/20 - On Track

BAKER-KOONCE INT

- Goal 1.** By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.
- Objective 3.** BK will close the achievement gap to ensure that all students reach their academic potential by providing a high-quality curriculum and effective instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2,2.1,2.2,3,3.1,3.2,3.3)				
7. BK will ensure that students have a +10 academic achievement goal. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,6,7) (ESF: 2,4,5)	Chief Learning Officer, Principal, Students, Teacher(s)	Fall 2020	(L)Local, (S)State	Criteria: RtA Formative - FAs 06/10/20 - On Track
8. BK will provide the Academic Content Contracted Services for teacher professional development. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7) (ESF: 1,2,4)	Region VII	2020-2021	(L)Local, (S)State	Criteria: DDI strategies 06/10/20 - On Track

BAKER-KOONCE INT

- Goal 1.** By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.
- Objective 4.** BK will maintain a safe and secure environment and continue to build a positive school culture and relationships with all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BK will continue sponsoring and supporting the Guardian Program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6) (ESF: 1,1.1)	Superintendent	2020-2021	(L)Local, (S)State	Criteria: Certification and qualification requirements 06/10/20 - On Track
2. BK will support campus Parent/Teacher Groups. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3.3,3.4)	Climate Committee, Community Partners, Community Volunteers, Principal, Teacher(s)	2020 -2021 SY	(L)Local	06/10/20 - On Track
3. BK will provide training to faculty and staff concerning suicide prevention, conflict resolution, violence prevention, CPS reporting. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6) (ESF: 3.1,3.4)	Principal, Region VII, School Nurse	Fall 2020	(L)Local, (S)State	06/10/20 - On Track
4. BK will promote positive social media releases to the parents and community. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 5,6) (ESF: 3,3.4)	All School District Personnel	2020-2021	(O)Other	06/10/20 - On Track
5. BK will promote district personnel and students to be active in local radio and newspaper promotions of the school. (Title I SW Elements: 2.3,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 5,6) (ESF: 3,3.4)	All School District Personnel	2020-2021	(O)Other	06/10/20 - On Track
6. BK will promote student, parent and community usage of CampusEye an online antivictimization program. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6) (ESF: 3,3.4)	Assistant Principal(s)	2020-2021	(O)Donation	06/10/20 - On Track
7. BK will promote campus positive behavior and character education programs. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3,3.2,3.3)	Counselor(s), Principal	2020-2021	(L)Local Business Donations, (S)State	Criteria: Decreased student discipline referrals 06/10/20 - On Track

BAKER-KOONCE INT

Goal 1. By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.

Objective 5. BK will improve student preparation for college and career.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BK will support various student UIL competitions. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3) (CSFs: 5,6) (ESF: 1,3)	Principal, Teacher(s), UIL Coaches	2020-2021	(L)Local, (O)Donation	Criteria: Points earned 06/10/20 - On Track
2. BK will promote campus activities that target student preparation for college and career readiness. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,3,5,6) (ESF: 2,4)	Principal	2020-2021	(L)Education Foundation, (L)Local, (O)Donation, (S)State	Criteria: Growth measure 06/10/20 - On Track

BAKER-KOONCE INT

Goal 1. By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.

Objective 6. BK will follow the Comprehensive Improvement Plan established by the state required Leadership Team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Follow CIP with an emphasis on data to drive instruction. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: H,W,AA,ECD,LEP,4th,5th,6th) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4,5,6,7) (ESF: 1,2,4,5)	Chief Learning Officer, CIT committee, Principal, Region VII, Teacher(s)	2020-2021	(F)Federal, (O)Other, (S)State	Criteria: DDI RtA 06/10/20 - On Track

Resources

Resource	Source
Federal	Federal
Local	Local
Donation	Other
Other	Other
State	State

Comprehensive Needs Assessment

LIBBY EL

Campus Improvement Plan 2020/2021

Learners Today.....Leaders Tomorrow



Staci Davis
#1 Bulldog Drive
903-693-8862
stacid@carthageisd.org

LIBBY EL

Mission

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

Vision

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

Nondiscrimination Notice

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

LIBBY EL Site Base

Name	Position
Davis, Staci	Principal
Stacy, Cindy	Teacher - Third Grade; Instructional Coordinator
Caver, Karen	Teacher - Third Grade; Instructional Coordinator
Andrus, Belinda	Business Owner
Durham, Nick	Director of Music
Jernigan, Debbie	Community Member
Howard, Mary	Parent
Lawrence, Ashley	Parent
Rivera, Scarlett	Teacher
Bullock, Kim	Sped Teacher
Shelton, Sonya	Counselor
Clinton, Don	Community Member

Board Goals

By the spring of 2022, Libby will exceed national state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.

LIBBY PRIORITIES:

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

Libby will improve student preparation for college and career.

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

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

LIBBY EL

Goal 1. Libby will provide opportunities for students and staff that promote learning that prepares students to be productive and successful citizens.

Objective 1. Libby Elementary staff will engage in meaningful, quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Access current staff development information through the Region VII ESC website (Title I SW: 1,3,4,5) (Title I TA: 3,4,5,6) (Target Group: All) (CSFs: 4,7)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	Annually	(L)Local, (O)Other	Summative - Region VII ESC Staff Development Records 06/10/20 - On Track
2. Provide on-campus staff development (Title I SW: 4) (Title I SW Elements: 1.1) (Title I TA: 3,4,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1) (ESF: 2,2.1,2.2)	Assistant Principal, Instructional Coordinator, Principal	Annually	(F)Federal, (L)Local, (O)Other, (S)State	Summative - Improved student achievement data; Certificates of Completion; Sign-In Rosters 06/10/20 - On Track
3. Utilize Region VII ESC staff to provide on-campus educational learning opportunities (Title I SW: 1,4) (Title I SW Elements: 1.1) (Title I TA: 3,6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,3,7) (ESF: 2.1,2.2)	Assistant Principal, Instructional Coordinator, Principal	Annually	(F)Federal, (F)Title I, (L)Local, (S)State	06/10/20 - On Track

LIBBY EL

Goal 1. Libby will provide opportunities for students and staff that promote learning that prepares students to be productive and successful citizens.

Objective 2. Libby Elementary staff will examine and create varied assessments to identify students at-risk and in need of early intervention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate weekly as a grade level and campus to examine performed-based assessments and create new assessments as needed (Title I SW: 3,4,8) (Title I SW Elements: 1.1,2.2) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,2.2)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	Weekly	(F)Federal, (L)Local, (O)Other, (S)State	06/10/20 - On Track
2. Contact Region VII representatives for additional help and resources (Title I SW: 4) (Title I SW Elements: 1.1) (Title I TA: 1,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,2.2)	Assistant Principal, Instructional Coordinator, Principal, Region VII	BOY, MOY, EOY	(F)Federal, (F)Title I, (S)State	06/10/20 - On Track

LIBBY EL

Goal 1. Libby will provide opportunities for students and staff that promote learning that prepares students to be productive and successful citizens.

Objective 3. Libby Elementary staff will identify and provide targeted instruction for students needing Accelerated Reading Instruction, Accelerated Math Instruction, SPED, Dyslexia, ESL, and GT services.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue implementing ARI, AMI, after-school tutorials, small group, and one-on-one interventions using technology when appropriate (Title I SW: 4) (Title I SW Elements: 2.5) (Title I TA: 1,2,3,4,5) (Target Group: All) (ESF: 2,2.1,2.2,5,5.2)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	End of Each Grading Period	(F)Title I, (S)Local Funds	06/10/20 - On Track
2. Implement the Student Intervention Team (SIT) process to provide Rtl strategies and support for students who are at-risk (Title I SW: 4) (Title I SW Elements: 1.1) (Title I TA: 1,2,3,4,8) (Target Group: ESL,LEP,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2,4) (CSFs: 1,2,3,4) (ESF: 5,5.1,5.2,5.3,5.4)	Assistant Principal, Counselor(s), Instructional Coordinator, Principal, Teacher(s)	Daily	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (L)Local	06/10/20 - On Track

LIBBY EL

Goal 1. Libby will provide opportunities for students and staff that promote learning that prepares students to be productive and successful citizens.

Objective 4. Libby Elementary staff will administer varied assessments to students to improve academic performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize a variety of assessments to monitor student progress (Title I SW: 1,3,8) (Title I SW Elements: 1.1,2.5) (Title I TA: 1,2,3,5,8) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,2.2)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Weekly	(L)Local	06/10/20 - On Track

LIBBY EL

Goal 1. Libby will provide opportunities for students and staff that promote learning that prepares students to be productive and successful citizens.

Objective 5. Libby Elementary staff will increase the performance level of Special Education, African American, and At-Risk students in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue progress monitoring for Special Education, African American, and At-Risk students who do not meet state standards (Title I SW Elements: 1.1,2.5) (Title I TA: 1,2,3,4,5,8) (Target Group: SPED) (Strategic Priorities: 2,4) (CSFs: 1,2,4) (ESF: 5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coordinator, Principal, Teacher(s)	Weekly	(F)Title I, (L)Local, (S)State	06/10/20 - On Track
2. Utilize instructional aides for small group math instruction (Title I SW Elements: 2.5) (Title I TA: 1) (Target Group: SPED,AtRisk) (Strategic Priorities: 2) (ESF: 5,5.2)	Instructional Coordinator, Paraprofessionals, Principal	End of Each Grading Period	(F)Title I, (L)Local	06/10/20 - On Track
3. Align math curriculum and instruction vertically with Carthage Primary School (Title I SW: 1,2,4,10) (Title I SW Elements: 2.2) (Title I TA: 1) (Target Group: SPED,2nd,3rd) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,4.1)	Instructional Coordinator, Principal	Each Grading Period	(L)Local	06/10/20 - On Track
4. Attend training specific to student needs such as technology webinars, district trainings, and Region VII workshops (Title I SW: 1,2,3,4) (Title I SW Elements: 1.1) (Title I TA: 1,6) (Target Group: SPED,2nd,3rd) (Strategic Priorities: 2) (ESF: 2,2.1,2.2)	Instructional Coordinator, Teacher(s)	Annually	(L)Local	06/10/20 - On Track
5. Utilize computer programs such as Reflex Math, Education Galaxy, Learning Farm, and Moby Max (Title I SW: 1,3,5,8) (Title I SW Elements: 2.5) (Title I TA: 1,2,3,4,5) (Target Group: All,AA,SPED,AtRisk,2nd,3rd) (Strategic Priorities: 2,4) (CSFs: 1) (ESF: 1,1.2)	Core Subject Teachers, IDEA Teachers, Instructional Coordinator, Math Teachers, Paraprofessionals, Teacher(s)	Weekly	(F)Title I, (L)Local	06/10/20 - On Track

LIBBY EL

Goal 1. Libby will provide opportunities for students and staff that promote learning that prepares students to be productive and successful citizens.

Objective 6. Libby Elementary staff will increase the performance level of African American and Special Education students in reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue progress monitoring for African American and Special Education students in reading (Title I SW: 1,10) (Title I SW Elements: 2.2,2.5) (Title I TA: 1,2,3,4,5,8) (Target Group: AA,SPED,2nd,3rd) (Strategic Priorities: 2) (ESF: 1,1.1,1.2)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Weekly	(F)Title I, (L)Local, (S)State	06/10/20 - On Track
2. Utilize instructional aides for small group reading instruction (Title I SW: 1,9,10) (Title I SW Elements: 2.5) (Title I TA: 1) (Target Group: AA,SPED,2nd,3rd) (Strategic Priorities: 1) (ESF: 2,2.1,2.2)	Instructional Coordinator, Paraprofessionals, Principal	Daily	(F)Title I, (L)Local, (S)State	06/10/20 - On Track
3. Utilitze programs such as Project READ, iStation, Moby Max, STAAR Prep, Phonics, Edmark, and Accelerated Reader to increase student performance in reading (Title I SW: 1,3) (Title I SW Elements: 2.5) (Title I TA: 1,2) (Target Group: AA,SPED,2nd,3rd) (Strategic Priorities: 2,4) (CSFs: 1,4,6) (ESF: 1,1.1,1.2)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	Daily	(F)Title I, (L)Local, (S)State	06/10/20 - On Track

LIBBY EL

Goal 1. Libby will provide opportunities for students and staff that promote learning that prepares students to be productive and successful citizens.

Objective 7. Libby Elementary will utilize various means of instruction to improve student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize various means of technology and applications to increase digital literacy (Title I SW: 1,3) (Title I SW Elements: 2.5) (Title I TA: 1,3,5) (Target Group: All,2nd,3rd) (Strategic Priorities: 2) (CSFs: 1,4) (ESF: 5.1,5.2)	Paraprofessionals, Teacher(s)	Annually	(L)Local	06/10/20 - On Track
2. Implement academic systems introduced by new superintendent including but not limited to: lesson plans, coaching visits, student and teacher attendance, data disaggregation, discipline and community awareness through social media. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7) (ESF: 1,1.1,1.2,2,2.1,2.2)	All School District Personnel	Continuously	(F)Federal, (O)Other, (S)State	06/10/20 - On Track

LIBBY EL

- Goal 2.** Libby will positively promote the district by providing information to our community highlighting successful programs, activities, and information about upcoming events.
- Objective 1.** Libby Elementary will highlight school-wide activities and achievements through various means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send home monthly newsletters regarding school activities (Title I SW: 6) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5,6) (ESF: 3.4)	Principal	Monthly	(L)Local	06/10/20 - On Track
2. Provide paper copy of online Student Handbook as requested (Title I SW: 6,9) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5) (ESF: 3.4)	Assistant Principal, Principal	August - May	(F)Federal, (L)Local, (S)State	06/10/20 - On Track 06/10/20 - Pending 06/10/20 - On Track
3. Send home progress reports, report cards, Renaissance reports, student work, and discipline referral forms (Title I SW: 6,9) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal, Principal, Teacher(s)	Three Week Period, Six Week Period, Daily	(F)Federal, (L)Local, (S)State	06/10/20 - On Track
4. Hold various activities on campus including Meet The Teacher, Open House, Fall Festival, Book Fair, End of the Year Celebration, PALS Meetings, Parent Night Meetings, Fire Prevention Week and Red Ribbon Week (Title I SW: 6,7,10) (Title I SW Elements: 2.1,3.1,3.2) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.4)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Annually	(F)Federal, (L)Local, (S)State	06/10/20 - On Track
5. Send home weekly Home School Connections (Title I SW: 3,6) (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)	Teacher(s)	Weekly	(L)Local	06/10/20 - On Track
6. Promote UIL academics (Title I SW: 10) (Title I SW Elements: 2.5) (Title I TA: 1,7) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,2.2)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s), UIL Coaches	Ongoing	(F)Federal, (L)Local, (S)State	06/10/20 - On Track
7. Utilize the Libby Elementary "PALS" organization to increase parent volunteers	Principal, Teacher(s)	Annually	(L)Local	06/10/20 - On Track

LIBBY EL

Goal 2. Libby will positively promote the district by providing information to our community highlighting successful programs, activities, and information about upcoming events.

Objective 1. Libby Elementary will highlight school-wide activities and achievements through various means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW: 6,9,10) (Title I SW Elements: 2.1,3.1) (Title I TA: 1,2,7) (Target Group: All,2nd,3rd) (Strategic Priorities: 2,4) (CSFs: 1,4,5,6) (ESF: 3,3.4)				

LIBBY EL

Goal 2. Libby will positively promote the district by providing information to our community highlighting successful programs, activities, and information about upcoming events.

Objective 2. Libby Elementary will provide opportunities for the learning community to be actively engaged in school programs and activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives and publicize awards for Accelerated Reader Program and Reflex Math (Title I SW: 6) (Title I SW Elements: 2.3) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Monthly	(O)Other	06/10/20 - On Track
2. Publicize the schedule of events for Texas Public Schools Week, Fire Prevention Week, Red Ribbon Week, and Constitution Week in the local newspaper, monthly newsletter, campus website, and on the electronic marquee (Title I SW: 6) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,5,6) (ESF: 3,3.4)	Assistant Principal, Principal	August - May	(L)Local, (S)State	06/10/20 - On Track
3. Provide incentives for students - "Spirit Tags" - A Honor Roll, AB Honor Roll, Math Superstar, Fast Math, Master Reader, Perfect Attendance, AR Star, Bus Award (Title I SW: 1,6) (Title I SW Elements: 2.1) (Title I TA: 4,7) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,3.4)	Assistant Principal, Principal, Teacher(s)	Ongoing	(L)Local	06/10/20 - On Track
4. Recognize Libby STAR Students - Yard Sign; Terrific Kids - Certificate (Title I SW: 6) (Title I SW Elements: 2.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Principal, Teacher(s)	Monthly	(F)Federal, (L)Local, (S)State	06/10/20 - On Track
5. Recognize Perfect Attendance in yearly awards (Title I SW: 1,3,6) (Title I SW Elements: 2.1,2.2) (Title I TA: 1,5,7) (Target Group: All,2nd,3rd) (Strategic Priorities: 2,4) (CSFs: 1,4,5,6) (ESF: 1,1.2,3,3.4)	Attendance Clerk, Principal	2020-2021	(L)Local	06/10/20 - On Track

LIBBY EL

Goal 3. Libby will ensure a safe and secure environment for all district campuses and facilities, continuing to evaluate the safety and security plan that addresses facilities, technology, and personnel.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct various drills throughout the year to promote safety - Fire, Tornado, Lock Down (Title I SW: 1) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal, Principal, Safety Director	Annually	(L)Local	06/10/20 - On Track
2. Utilize the Raptor system to screen all visitors entering the building (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local, (S)State	06/10/20 - On Track
3. Lock all exterior doors and front foyer security doors at all times throughout the school day (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.1)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local	06/10/20 - On Track
4. Require visible name hangers in every car picking up a student in the car rider line (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1,3.3)	Assistant Principal, Paraprofessionals, Principal, Teacher(s)	Daily	(F)Federal, (L)Local, (S)State	06/10/20 - On Track
5. Require faculty and staff to wear official CUSD ID badges while on campus (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal, Principal	Daily	(F)Federal, (L)Local, (S)State	06/10/20 - On Track
6. Continue training staff on Crisis Prevention Intervention strategies (Title I SW: 1,4) (Title I SW Elements: 2.2) (Title I TA: 3,6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Principal, Principal, Safety Director, Special Education Director, Teacher(s)	Annually	(L)Local	06/10/20 - On Track
7. Utilize campus security cameras as an additional safety measure (Title I SW: 1,2,9) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.1)	Assistant Principal, Principal	Daily	(L)Local	06/10/20 - On Track
8. Meet with all campus and district level administrators to determine safety and security needs, to share ideas and concerns, and to discuss safety and security plans at the	Assistant Superintendent, Principal, Superintendent	Annually	(F)Federal, (L)Local, (S)State	06/10/20 - On Track

LIBBY EL

Goal 3. Libby will ensure a safe and secure environment for all district campuses and facilities, continuing to evaluate the safety and security plan that addresses facilities, technology, and personnel.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
campus and district level (Title I SW: 1) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)				
9. Maintain the CISD Guardian Program where armed staff members assist with safety and security of the campus (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Administration	Ongoing	(F)Federal, (L)Local, (S)State	06/10/20 - On Track 06/10/20 - On Track
10. Provide monthly character lessons to all students (Title I SW: 1) (Title I SW Elements: 2.4) (Title I TA: 4,6,8) (Target Group: All,2nd,3rd) (Strategic Priorities: 1) (ESF: 1,1.1,3,3.3)	Counselor(s)	Monthly	(L)Local	06/10/20 - On Track

Comprehensive Needs Assessment

CARTHAGE PRI

Campus Improvement Plan

2020/2021

Where Bulldogs Begin!

CARTHAGE PRI

Mission

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

Vision

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

Nondiscrimination Notice

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

CARTHAGE PRI Site Base

Name	Position
Bagley, Kim	First Grade Teacher
Bishop, Angie	Special Ed. Director
Chavez, Blanca	Campus Level Paraprofessional
Isbell, Amber	Kindergarten Teacher/Curriculum Coordinator
Jones, Donna	Community Member/Retired Teacher
Kruebbe, Kathleen	Parent Representative
Miller, Jenni	Head Start Teacher
Register, Jennifer	Assistant Principal - Campus Level Professional
Schumacher, Kiley	Principal - Campus Level Professional
Shields, Paulette	Pre-K Teacher
Smith, Sherri	Counselor - Campus Level Professional
Wedgeworth, Jocelyn	Parent Representative
Willis, Sheila	Business Representative

Board Goals

By the spring of 2022, CISD will exceed national, state, and regional performance by demonstrating positive academic student growth on a number of assessment measures compared to the regional, state, and national averages.

BOARD PRIORITIES:

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

CP will improve student preparation for college and career.

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

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

CP will improve student preparation for college and career.

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 1. Carthage Primary will provide high-quality, ongoing professional development for staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor the continued use of academic systems introduced by the superintendent including but not limited to: lesson plans, coaching visits, student and teacher attendance, data disaggregation, discipline and community awareness through social media. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,5,6,7) (ESF: 4,5)	All School District Personnel	Continually	(F)Federal, (L)Local, (O)Other, (S)State	Formative - Academic Dash Board 06/10/20 - On Track
2. Provide annual GT training (Title I SW: 3,4) (Title I SW Elements: 1.1) (Title I TA: 3,5,6) (Target Group: GT) (Strategic Priorities: 4) (CSFs: 3) (ESF: 2.1)	Assistant Principal, Principal, Region VII, Teacher(s)	Annually	(L)Local, (S)State	Summative - Completion of Training 06/10/20 - On Track
3. Provide curriculum training (Title I SW: 10) (Title I SW Elements: 2.2) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 3) (ESF: 4,4.1)	Assistant Principal, Principal, Region VII, Teacher(s)	Weekly	(L)Local, (O)Other, (S)State	Summative - Incorporation into Lesson Plans 06/10/20 - On Track
4. Provide a common period of collaboration to plan, implement, and clarify curriculum for grade level teachers as well as to share ideas (Title I SW: 3,4,10) (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,6,7) (ESF: 2,4,4.1)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	Weekly	(L)Local, (O)Other	Summative - Teacher Surveys 06/10/20 - On Track
5. Encourage staff to take advantage of professional development opportunities offered through the Region VII Service Center (Title I SW: 3,4) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7) (ESF: 5.2)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Region VII	Annually	(L)Local	06/10/20 - On Track

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 2. Carthage Primary will determine students' individual needs through varied assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize many assessment tools including checklists, 6 Weeks Assessments, DRA, Sight Word Assessments, iStation Assessments, and the Brigance Screening to determine students' needs (Title I SW: 1,2) (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.3)	Counselor(s), Instructional Coordinator, Teacher(s)	Weekly, BOY/MOY/EOY, or Annually	(L)Local, (S)State	06/10/20 - On Track
2. Continue to assess students for special programs including ESL, SPED, Dyslexia, and GT (Title I SW: 9) (Title I SW Elements: 2.4) (Title I TA: 1,2,3,4,5) (Target Group: ESL,LEP,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 3.3,5.3,5.4)	Assistant Principal, IDEA Teachers, Instructional Coordinator, Principal, Special Education Director, Teacher(s)	Annually	(F)IDEA Special Education, (F)Title III Bilingual / ESL, (L)Local	Assessment Scores 06/10/20 - On Track

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 3. Carthage Primary will use various methods of instruction to meet students' individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide activities based on the state-mandated GT curriculum that meet students' individual needs (Title I SW Elements: 2.4,2.5) (Title I TA: 3,5) (Target Group: GT) (Strategic Priorities: 2,4) (ESF: 4,5)	Teacher(s)	Weekly	(O)Other, (S)Local Funds, (S)State	Lesson Plans, PEIMS Data, End-of-year Product Evaluation 06/10/20 - On Track
2. Incorporate leveled readers into all classrooms to enhance guided reading (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.2,5.3)	Instructional Coordinator, Principal, Teacher(s)	September - First Grade, February - Kindergarten	(F)Title I, (L)Local	06/10/20 - On Track
3. Utilize the "Title"/Instructional aides for small group instruction in Kindergarten and First Grade classrooms (Title I SW: 2) (Title I SW Elements: 2.4,2.5) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5)	Assistant Principal, Instructional Coordinator, Paraprofessionals, Principal, Teacher(s)	End of each 6 weeks	(F)Title I, (O)Other	06/10/20 - On Track
4. Continue to use resource teacher and aides for Special Education student intervention (Title I SW Elements: 2.2,2.4,2.5) (Title I TA: 1,5,8) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 5)	IDEA Teachers, Paraprofessionals, Teacher(s)	End of each 6 weeks	(F)IDEA Special Education	06/10/20 - On Track
5. Continue inclusion program to provide Special Education students more time in the regular classroom (Title I SW Elements: 2.2,2.4,2.5) (Title I TA: 1,2) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 5,5.2)	IDEA Teachers, Paraprofessionals, Teacher(s)	September	(F)IDEA Special Education, (O)Other	06/10/20 - On Track
6. Continue Dyslexia instruction (Title I SW Elements: 2.4,2.5) (Title I TA: 1,3) (Target Group: Dys) (Strategic Priorities: 2) (ESF: 5,5.2,5.3)	IDEA Teachers, Teacher(s)	End of each 6 weeks	(F)IDEA Special Education, (L)Local, (S)Local Funds	06/10/20 - On Track
7. Continue to offer summer school for LEP students to ensure acquisition of the English language (Title I SW: 5,8) (Title I SW Elements: 2.6) (Title I TA: 1,3,5,7,8) (Target Group: ESL,LEP) (Strategic Priorities: 2,4) (ESF: 5.2)	Assistant Principal, Faculty, Paraprofessionals, Principal, Teacher(s)	July	(F)Title III Bilingual / ESL, (O)Other, (S)Local Funds	Improved DRA scores 06/10/20 - On Track
8. Continue to provide various Pre-K programs	Paraprofessionals, Teacher(s)	August	(F)Federal, (L)Local	Increased Brigance Scores, Pre-K

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 3. Carthage Primary will use various methods of instruction to meet students' individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
to build a foundation for learning (Title I SW: 7) (Title I SW Elements: 2.5) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 5)				and Head Start Program Enrollment Data 06/10/20 - On Track
9. Provide differentiated instruction through small group instruction and center activities (Title I SW: 1,3) (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2) (ESF: 5)	Paraprofessionals, Teacher(s)	Daily	(L)Local, (O)Other, (S)Local Funds	Improved test scores 06/10/20 - On Track
10. Continue using the Sounds Sensible and Reading Mastery programs for Kindergarten intervention (Title I SW: 1) (Title I SW Elements: 2.4,2.5) (Target Group: K) (Strategic Priorities: 2) (ESF: 4)	Paraprofessionals	End of Each 6 Weeks	(L)Local	Summative - Improved DRA and 6 Weeks Assessments Scores 06/10/20 - On Track
11. Continue to offer tutorials for Kindergarten and First Grade students not performing satisfactorily in reading and math (Title I SW: 1,9) (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.2,5.3,5.4)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Annually	(L)Local	Improved DRA scores, 6 Weeks Assessment scores, and increased promotion rate 06/10/20 - On Track
12. Utilize our Reading Specialists for small group reading intervention (Literacy Groups) for First Grade students (Title I SW Elements: 2.4,2.5,2.6) (Title I TA: 1,3) (Target Group: AtRisk,1st) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Teacher(s)	End of 20 Weeks	(F)Title I, (L)Local	06/10/20 - On Track
13. Utilize new technology software for reading and math in an effort to increase digital literacy (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 2) (CSFs: 4) (ESF: 5,5.2,5.3)	Teacher(s)	Weekly	(F)Title I, (S)Local Funds	06/10/20 - On Track
14. Continue the approved Phonics Program in Kindergarten and in First Grade. (Title I SW Elements: 2.4,2.5) (Title I TA: 1,3) (Target Group: K) (Strategic Priorities: 2) (ESF: 4,5)	Teacher(s)	Weekly	(L)Local	Summative - Improved reading skills 06/10/20 - On Track

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 4. Carthage Primary will increase the performance level of African American students and Special Education students in reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the "Title"/Instructional Aides for small group reading instruction at least two days out of the week for Kindergarten and First Grade students (Title I SW: 1) (Title I SW Elements: 2.5) (Title I TA: 1,3) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 4) (CSFs: 1) (ESF: 5.4)	Principal, Teacher(s)	End of Each 6 Weeks	(F)Title I, (L)Local	06/10/20 - On Track
2. Continue to offer tutorials for Kindergarten and First Grade students not performing satisfactorily in reading. (Title I SW: 1,2,3,9) (Title I SW Elements: 2.6) (Title I TA: 1,5) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 2) (ESF: 5.3)	Assistant Principal, Instructional Coordinator, Principal, Teacher(s)	Annually	(L)Local	06/10/20 - On Track
3. Vertically align math and reading curriculum and instruction with Libby Elementary (Title I SW: 1,2,4,10) (Title I SW Elements: 2.4,2.5) (Title I TA: 1) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 2) (ESF: 4,5)	Instructional Coordinator, Principal	Each 6 Weeks	(L)Local	06/10/20 - On Track
4. Utilize the Reading Eggs software to assist in reading. (Title I SW Elements: 2.5) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 2) (ESF: 4,5)	Instructional Coordinator, Teacher(s)	End of Six Weeks	(L)Local	06/10/20 - On Track

CARTHAGE PRI

Goal 1. CP will provide opportunities for students and staff that promotes learning that prepares students to be productive and successful citizens.

Objective 5. Carthage Primary will increase the performance level of African American students, Special Education students and At-Risk students in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the Resource Teacher and Special Education Aides for small group math instruction for Kindergarten and First Grade Special Education and At-Risk students. (Title I SW: 1) (Title I SW Elements: 2.5,2.6) (Target Group: AA,SPED,K,1st) (Strategic Priorities: 2) (CSFs: 1) (ESF: 4,5)	Teacher(s)	End of Each Six Weeks	(F)Federal, (F)IDEA Special Education, (L)Local, (S)State	Summative - Increased Math Scores 06/10/20 - On Track
2. Vertically align math curriculum and instruction with Libby Elementary (Title I SW: 1) (Title I SW Elements: 2.4,2.5) (Target Group: SPED,K,1st) (Strategic Priorities: 2) (ESF: 4,5)	Principal, Teacher(s)	Each Six Weeks	(F)Federal, (F)IDEA Special Education, (L)Local, (S)State	Summative - Increased Math Scores 06/10/20 - On Track

CARTHAGE PRI

Goal 2. CP will expand technology in instruction and application in the areas of math and reading with an emphasis on future career choices.

Objective 1. Carthage Primary will integrate technology into the reading and math program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue incorporating technology into reading instruction through multiple online computer programs including, "Renaissance", "Reading Eggs", "Raz Kids" and "Starfall". (Title I SW: 1,2,6,10) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5)	Teacher(s)	End of each 6 weeks	(L)Local, (O)Other	06/10/20 - On Track
2. Attend computer lab sessions up to four times per week to integrate technology into the instructional program (Title I SW: 3) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)	Teacher(s)	Daily	(L)Local, (O)Other	06/10/20 - On Track
3. Utilize the Accelerated Reader program as an additional tool to increase fluency and comprehension. Award prizes for motivation and use ZPD scores to identify each student's reading level for continued success and encouragement in reading. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3)	Parents, Teacher(s)	End of each 6 weeks	(L)Local	06/10/20 - On Track
4. Incorporate technology into math instruction through "More Starfall" and "Math Seeds" (Title I SW Elements: 2.5) (Target Group: PRE K,K,1st) (Strategic Priorities: 2) (ESF: 4,5)	Teacher(s)	Weekly	(F)Title I, (L)Local	06/10/20 - On Track

CARTHAGE PRI

Goal 2. CP will expand technology in instruction and application in the areas of math and reading with an emphasis on future career choices.

Objective 2. Carthage Primary will introduce possible career choices to students through various activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host a Career Day for our Pre-K students where presenters from local businesses share information about their career (Veterinarian, Police Office, Hair Dresser, etc.) (Title I SW: 1,10) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Teacher(s)	October	(L)Local	06/10/20 - On Track

CARTHAGE PRI

Goal 2. CP will expand technology in instruction and application in the areas of math and reading with an emphasis on future career choices.

Objective 3. Carthage Primary will provide parents with information using electronic media to facilitate student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Regularly update the campus website to include information important to parents (Title I SW: 6) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal, Principal, Teacher(s), Technology Coordinator/Personnel	Monthly	(L)Local, (O)Other	06/10/20 - On Track
2. Provide parents with student log in information for "Reading Eggs", "Raz Kids", and "Math Seeds" use at home (Title I SW: 6) (Title I SW Elements: 2.5,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4)	Teacher(s)	Annually	(L)Local	Summative - Student use of "Reading Eggs" off-campus 06/10/20 - On Track
3. Provide Kindergarten and First Grade parents with information to enable access to the "Parent Portal" to view student grades (Title I SW: 6) (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.4)	Assistant Principal, Principal, Teacher(s), Technology Coordinator/Personnel	Annually	(L)Local	06/10/20 - On Track

CARTHAGE PRI

Goal 2. CP will expand technology in instruction and application in the areas of math and reading with an emphasis on future career choices.

Objective 4. Carthage Primary will provide all students and teachers with hands-on technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Smart Boards in each classroom to facilitate learning in all subjects using various software (Title I SW: 10) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 5.2)	Principal, Teacher(s), Technology Coordinator/Personnel	January	(L)Local, (O)Other	06/10/20 - On Track
2. Use iPads and Chromebooks to facilitate assessment through the ESGI software and other assessment applications and to promote language and math skills using additional applications (Title I SW: 1) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.3)	Principal, Teacher(s), Technology Coordinator/Personnel	Each Six Weeks	(L)Local, (O)Other	Summative - Increased scores in all subjects 06/10/20 - On Track
3. Utilize iPad minis in each classroom to facilitate learning in all subjects using multiple applications (Title I SW: 1) (Title I SW Elements: 1.1,2.5) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 2) (ESF: 5)	Principal, Teacher(s)	Annually	(L)Local	06/10/20 - On Track

CARTHAGE PRI

Goal 3. CP will positively promote the district by providing information to our community highlighting successful programs, activities and information about upcoming events.

Objective 1. Carthage Primary will positively publicize school-wide activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Designate a Career Day for Pre-Kindergarten students to promote the importance of education and to utilize community resource people (Title I SW: 6) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Community Partners, Community Volunteers, Counselor(s), Teacher(s)	Once Yearly	(O)Other	06/10/20 - On Track
2. Focus on drug education with Red Ribbon Week activities (Title I SW: 2,6,10) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Assistant Principal, Counselor(s), Paraprofessionals, Parents, Principal, Teacher(s)	October	(F)Title IV Safe and Drug Free, (L)Local, (O)Other	Increased Awareness of Drug Hazards 06/10/20 - On Track
3. Teach character traits, conflict resolution and social skills through Character Counts program (Title I SW: 2,10) (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3)	Counselor(s)	Monthly	(L)Local	Reduction in Discipline Referrals 06/10/20 - On Track
4. Reinforce targeted character trait by recognizing students through weekly announcements, the Character Wall, and the campus newsletter (Title I SW: 2,10) (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August - May	(O)Other	06/10/20 - On Track
5. Inform parents of school wide activities and upcoming events including the Fall Festival, Musical Extravaganza, Field Day and Book Fair through monthly newsletters (Title I SW: 6) (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal(s), Principal, Teacher(s)	Monthly	(L)Local, (O)Other	Monthly Newsletter, Parent Surveys 06/10/20 - On Track
6. Utilize the campus website to include information important to parents (Title I SW: 6) (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal, Principal, Teacher(s), Technology Coordinator/Personnel	Weekly	(L)Local, (O)Other	06/10/20 - On Track
7. Continue the use of "Bulldog" notebooks in all classrooms (Title I SW: 6) (Target Group: All)	Teacher(s)	Daily	(L)Local	Bulldog Notebooks Parent Survey 06/10/20 - On Track
8. Positively publicize school wide activities	Assistant Principal,	Monthly	(L)Local	Newspaper Articles

CARTHAGE PRI

Goal 3. CP will positively promote the district by providing information to our community highlighting successful programs, activities and information about upcoming events.

Objective 1. Carthage Primary will positively publicize school-wide activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
through the local newspaper (Title I SW: 6) (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Counselor(s), Principal, Teacher(s)			06/10/20 - On Track
9. Host various activities that encourage parent involvement (Title I SW: 6,10) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal, Counselor(s), Paraprofessionals, Principal, Teacher(s)	Monthly	(L)Local, (O)Other	Activities Held 06/10/20 - On Track
10. Continue utilizing the "APPLE" parent volunteer program (Title I SW: 6) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal, Principal	August	(O)Other	06/10/20 - On Track
11. Hold an annual Title I parent meeting to provide goals/expectations for the year (Title I SW: 6,10) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal, Counselor(s), Instructional Coordinator, Principal, Teacher(s)	September	(L)Local	06/10/20 - On Track
12. Hold a parent meeting to inform parents of grade specific information (Title I SW: 6,10) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 5) (ESF: 3,3.4)	Assistant Principal, Counselor(s), Instructional Coordinator, Principal, Teacher(s)	February	(L)Local	06/10/20 - On Track
13. Continue to recognize perfect attendance with yearly awards and six weeks awards (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Faculty, Principal, Students	Each 6 weeks period	(L)Local	06/10/20 - On Track
14. Publicize Attendance Award winners and Good Character Award winners through the local newspaper and the campus bulletin board (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Assistant Principal, Faculty, Principal	Each 6 weeks period	(O)Other	06/10/20 - On Track
15. Sponsor a canned food drive to benefit a local charity (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal(s), Faculty, Parents, Principal, Students	Annually	(O)Other	Number of Cans Collected 06/10/20 - On Track
16. Continue to perform various plays and "Musical Extravanzas" as well as host	Assistant Principal, Paraprofessionals, Principal,	Annually	(L)Local	06/10/20 - On Track

CARTHAGE PRI

Goal 3. CP will positively promote the district by providing information to our community highlighting successful programs, activities and information about upcoming events.

Objective 1. Carthage Primary will positively publicize school-wide activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
"Breakfast with a Buddy" to promote parent and community involvement (Title I SW: 6) (Title I SW Elements: 3.1) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Teacher(s)			

CARTHAGE PRI

Goal 4. CP will ensure a safe and secure environment by continuing to evaluate the safety and security following the EOP.

Objective 1. Carthage Primary will integrate safety and security measures into the daily school routine to ensure a safe and secure campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct various drills throughout the year to promote safety (Fire, Tornado, Lock-Down) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2)	Assistant Principal, Principal, Safety Director, Teacher(s)	Annually	(L)Local	06/10/20 - On Track
2. Utilize the Raptor system to screen visitors entering the building (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.4)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local	06/10/20 - On Track 06/10/20 - On Track
3. Lock front foyer security doors and office security doors throughout the school day; Doors will only be unlocked by office personnel for parents/visitors with scheduled appointments, parents needing to go to the nurse's office, or other visitors who have justified reasons to be on campus and all will be screened through the Raptor System (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local, (S)State	06/10/20 - On Track
4. Require visible name tags in every car picking up a student in the car rider line (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	Assistant Principal, Paraprofessionals, Principal, Teacher(s)	Daily	(L)Local	06/10/20 - On Track
5. Verify identities of every person checking a child out of school using a photo ID (Driver's License) and clear all check-outs through the Main Office only (Title I SW Elements: 1.1,2.1,2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	Assistant Principal, Attendance Clerk, Principal	Daily	(L)Local	06/10/20 - On Track
6. Continue training staff on the Crisis Prevention Institute strategies (Title I SW: 1,4) (Title I SW Elements: 1.1,2.4) (Title I TA: 1,3,6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Assistant Principal, Principal, Special Education Director, Teacher(s)	Annually	(L)Local	Training Certification Cards 06/10/20 - On Track
7. Utilize campus security cameras as an additional safety measure (Title I SW: 1,2,9)	Assistant Principal, Principal	Daily	(L)Local	06/10/20 - On Track

CARTHAGE PRI

Goal 4. CP will ensure a safe and secure environment by continuing to evaluate the safety and security following the EOP.

Objective 1. Carthage Primary will integrate safety and security measures into the daily school routine to ensure a safe and secure campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)				
8. Meet with all Campus and District level administrators to determine safety/security needs, to share ideas and concerns, and to discuss safety/security plans at the campus and district level (Title I SW: 1,2) (Title I SW Elements: 1.1,2.1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1)	Assistant Superintendent, Principal, Superintendent	Annually	(F)Federal, (L)Local, (S)State	Meeting Minutes 06/10/20 - On Track
9. In house training for armed staff members on campus (under the CISD Guardian Program) to assist with security and safety (Title I SW Elements: 1.1,2.2) (Target Group: PRE K,K,1st) (Strategic Priorities: 1) (ESF: 1)	Administration, Faculty	Daily	(L)Local	06/10/20 - On Track

Resources

Resource	Source
Federal	Federal
IDEA Special Education	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Local	Local
Other	Other
State	State

Comprehensive Needs Assessment

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE

LEA: 183902 - CARTHAGE ISD

LEA-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission

Action Reason Code	Incident Total*
07 Public Lewdness Or Indecent Exposure - TEC 37.006(a)(2)(F)	1
10 Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses Not In Title 5, Penal Code - TEC 37.006(d) and TEC 37.007(b)(4)	1
21 Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	169
22 Criminal Mischief - TEC 37.007(f)	1
26 Terroristic Threat - TEC 37.006(a)(1) or 37.007(b)	1
31 Sexual Assault Under Penal Code 22.011 Or Aggravated Sexual Assault Under Penal Code 22.021 Against a school district employee or volunteer - TEC 37.007(d)	1
41 Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	12
Total	186

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

Action Reason Code	Action Codes													Action Sub-Total *
	01	02	03	04	05	06	07	08	09	10	11	12	13	
07 - Lewdness/IndExp	0	0	0	0	0	0	1	0	0	0	0	0	0	1
10 - Off Campus NoT5	0	0	0	0	0	0	1	0	0	0	0	0	0	1
21 - St Code Conduct	0	0	0	0	46	119	39	2	0	0	0	0	0	206
22 - Crim Mischief	0	0	0	0	1	0	1	0	0	0	0	0	0	2
26 - Terror Threat	0	0	0	0	1	0	1	0	0	0	0	0	0	2
31 - Sx Assault EmVo	0	0	0	0	1	0	0	0	0	0	0	0	0	1
41 - Fighting	0	0	0	0	22	1	22	0	0	0	0	0	0	45
Total	0	0	0	0	71	120	65	2	0	0	0	0	0	258

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

LEA: 183902 - CARTHAGE ISD

2020 - 2021 Summer Collection, Resubmission

LEA-level Data
Campuses: All

Action Codes

Action Reason Code	14	15	16	17	25	26	Action Sub-Total *
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*	*	*	No Data to Report	*	*	*
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* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

LEA: 183902 - CARTHAGE ISD

Action Codes Reflecting 'Mandatory Actions Not Taken'

Action Reason Code 27 28

* * * No Data to Report * * *

Action
 Sub-Total *

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

LEA: 183902 - CARTHAGE ISD

2020 - 2021 Summer Collection, Resubmission
LEA-level Data
Campuses: All

Action Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-Total *
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* * * 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.

2020 - 2021 Student Disciplinary Action Summary
LEA-level Data
Campuses: All
2020 - 2021 Summer Collection, Resubmission

Action Reason Code	Action Total
07 - Lewdness/IndExp	1
10 - Off Campus NoT5	1
21 - St Code Conduct	206
22 - Crim Mischief	2
26 - Terror Threat	2
31 - Sx Assault EmVo	1
41 - Fighting	45
Total	258

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

LEA: 183902 - CARTHAGE ISD

2020 - 2021 Summer Collection, Resubmission

- Action Code Description
- 05 OOS Suspension
 - 06 IS Suspension
 - 07 DAEP
 - 08 C Oth LEA DAEP

Parameters Selected:

Student Type: All Students

Disciplinary Action Reason Codes:

Disciplinary Action Codes:

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

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	3						
		Two-Year Public Colleges	31	6	2	7	8	6	2
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	11						
		Total High School Graduates	46						
	CARTHAGE ISD								
	183902001	CARTHAGE H S							
		Four-Year Public University	22	3	1	5	4	9	0
		Two-Year Public Colleges	77	33	8	10	13	9	4
		Independent Colleges & Universities	8						
		Not Trackable	7						
		Not Found	75						
		Total High School Graduates	189						
	GARY ISD								
	183904001	GARY SCHOOL							
		Four-Year Public University	1						
		Two-Year Public Colleges	8	3	2	0	2	1	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	16						
		Total High School Graduates	26						

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.

2020–21 Texas Academic Performance Report (TAPR) Glossary

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>

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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.

2020–21 Texas Academic Performance Report

(TAPR) Glossary

- **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),

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

- **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 from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2019–20 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2019–20 school year}}$$

(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:

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

(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)

2020–21 Texas Academic Performance Report

(TAPR) Glossary

- 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.

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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.

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

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:

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

number of students in the 2020 cohort*

2020–21 Texas Academic Performance Report (TAPR) Glossary

- (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:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

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

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2020–21 school year}}{\text{number of students in the 2020 cohort}^*}$$

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

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

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

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

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:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2019 cohort}^*}$$

2020–21 Texas Academic Performance Report (TAPR) Glossary

- (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*

2020–21 Texas Academic Performance Report (TAPR) Glossary

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*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

- (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.

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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](https://tea.texas.gov/Academics/Graduation%20Information/State%20Graduation%20Requirements).

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)*

2020–21 Texas Academic Performance Report (TAPR) Glossary

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)

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)*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

- 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)*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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)*

2020–21 Texas Academic Performance Report (TAPR) Glossary

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)

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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 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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

number of 2019-20 graduating examinees who scored at or above the criterion
score on either the SAT or the ACT

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.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2019-20 graduates who took the SAT

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.

sum of SAT evidence-based reading and writing scores of all 2019-20 graduates who took the SAT

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.

sum of SAT mathematics scores of all 2019-20 graduates who took the SAT

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.

sum of ACT composite scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

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

sum of ACT English and reading combined scores of all 2019-20 graduates who took the ACT

number of 2019-20 graduates who took the ACT

2020–21 Texas Academic Performance Report (TAPR) Glossary

- (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)

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

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

English Language Arts

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

Mathematics

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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)

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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*)

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.

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

total number of students

(*Data source: PEIMS 40100*)

2020–21 Texas Academic Performance Report (TAPR) Glossary

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:

number of students with one or more disciplinary placements

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)*

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)];

2020–21 Texas Academic Performance Report (TAPR) Glossary

(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 \(d-1\)](#).

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

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

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)*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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:

$$\frac{\text{number of students enrolled in fall 2019} - \text{number of students who returned in fall 2020}}{\text{number of students enrolled in fall 2019}}$$

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).

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

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 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.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2019–20 school year}}$$

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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

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

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

The following rules apply to the average class sizes:

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

(Data source: PEIMS 30090)

Staff Information (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)*

2020–21 Texas Academic Performance Report

(TAPR) Glossary

Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: PEIMS 30060 and 30090*)

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

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

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

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

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

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

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

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

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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)*

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.

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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 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*)

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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 PORTFOLIO
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTFOLIO
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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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

2020–21 Texas Academic Performance Report

(TAPR) Glossary

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)

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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

2020–21 Texas Academic Performance Report (TAPR) Glossary

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.