

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: KARNES CITY ISD**

**District Number: 128901**

**2022 Accountability Rating: B**

***2022 Special Education Determination Status:***

***Needs Assistance***

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	School Year	State	Region 20	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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	74%	<b>87%</b>	*	85%	90%	-	-	-	*	67%	80%	89%	67%	86%	*
	2021	67%	67%	<b>52%</b>	-	46%	71%	-	-	-	*	21%	*	52%	56%	47%	17%
At Meets Grade Level or Above	2022	51%	49%	<b>50%</b>	*	47%	80%	-	-	-	*	33%	40%	50%	50%	45%	*
	2021	39%	39%	<b>24%</b>	-	17%	43%	-	-	-	*	21%	*	24%	22%	19%	17%
At Masters Grade Level	2022	30%	28%	<b>28%</b>	*	23%	60%	-	-	-	*	22%	40%	30%	17%	22%	*
	2021	19%	18%	<b>9%</b>	-	8%	14%	-	-	-	*	7%	*	9%	11%	4%	0%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	68%	<b>72%</b>	*	68%	100%	-	-	-	*	33%	60%	72%	67%	65%	*
	2021	62%	64%	<b>54%</b>	-	46%	79%	-	-	-	*	36%	*	55%	44%	45%	33%
At Meets Grade Level or Above	2022	43%	39%	<b>37%</b>	*	34%	60%	-	-	-	*	22%	40%	33%	67%	31%	*
	2021	31%	32%	<b>24%</b>	-	13%	57%	-	-	-	*	21%	*	22%	33%	13%	17%
At Masters Grade Level	2022	21%	18%	<b>17%</b>	*	13%	40%	-	-	-	*	22%	20%	15%	33%	14%	*
	2021	14%	15%	<b>9%</b>	-	6%	21%	-	-	-	*	7%	*	9%	11%	4%	17%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	75%	<b>63%</b>	-	57%	78%	-	-	-	*	50%	*	62%	67%	59%	57%
	2021	63%	63%	<b>47%</b>	*	45%	53%	-	-	-	*	18%	*	53%	28%	44%	50%
At Meets Grade Level or Above	2022	54%	52%	<b>30%</b>	-	19%	61%	-	-	-	*	33%	*	25%	44%	24%	14%
	2021	36%	36%	<b>17%</b>	*	18%	20%	-	-	-	*	9%	*	23%	0%	16%	38%
At Masters Grade Level	2022	28%	26%	<b>14%</b>	-	7%	33%	-	-	-	*	25%	*	11%	22%	14%	14%
	2021	17%	16%	<b>7%</b>	*	9%	0%	-	-	-	*	0%	*	9%	0%	7%	13%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	66%	<b>57%</b>	-	47%	83%	-	-	-	*	42%	*	56%	61%	46%	14%
	2021	59%	63%	<b>37%</b>	*	38%	47%	-	-	-	*	27%	*	40%	28%	34%	38%
At Meets Grade Level or Above	2022	43%	38%	<b>36%</b>	-	26%	61%	-	-	-	*	25%	*	37%	33%	32%	14%
	2021	36%	38%	<b>9%</b>	*	9%	13%	-	-	-	*	18%	*	11%	6%	10%	25%
At Masters Grade Level	2022	23%	20%	<b>22%</b>	-	13%	50%	-	-	-	*	25%	*	22%	22%	20%	14%
	2021	21%	23%	<b>1%</b>	*	2%	0%	-	-	-	*	0%	*	2%	0%	2%	13%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	79%	<b>65%</b>	*	65%	71%	-	-	-	*	67%	*	71%	48%	64%	64%
	2021	73%	69%	<b>57%</b>	*	46%	91%	-	-	-	-	17%	*	54%	63%	51%	29%
At Meets Grade Level or Above	2022	58%	55%	<b>24%</b>	*	24%	29%	-	-	-	*	25%	*	24%	24%	20%	18%
	2021	46%	40%	<b>26%</b>	*	21%	45%	-	-	-	-	17%	*	27%	25%	22%	14%
At Masters Grade Level	2022	36%	34%	<b>8%</b>	*	8%	7%	-	-	-	*	8%	*	8%	5%	5%	18%
	2021	30%	24%	<b>15%</b>	*	8%	45%	-	-	-	-	0%	*	14%	19%	13%	0%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	74%	<b>63%</b>	*	59%	93%	-	-	-	*	58%	*	66%	52%	58%	73%
	2021	70%	73%	<b>58%</b>	*	51%	82%	-	-	-	-	50%	*	62%	50%	58%	57%
At Meets Grade Level or Above	2022	48%	45%	<b>25%</b>	*	25%	29%	-	-	-	*	33%	*	29%	14%	23%	36%
	2021	44%	46%	<b>25%</b>	*	15%	55%	-	-	-	-	17%	*	24%	25%	22%	0%
At Masters Grade Level	2022	25%	22%	<b>8%</b>	*	10%	0%	-	-	-	*	8%	*	8%	5%	6%	18%
	2021	25%	25%	<b>11%</b>	*	5%	27%	-	-	-	-	17%	*	11%	13%	13%	0%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	63%	<b>55%</b>	*	56%	64%	-	-	-	*	58%	*	58%	48%	53%	64%
	2021	62%	63%	<b>55%</b>	*	46%	82%	-	-	-	-	17%	*	57%	50%	49%	71%
At Meets Grade Level or Above	2022	38%	35%	<b>23%</b>	*	24%	21%	-	-	-	*	33%	*	24%	19%	20%	27%
	2021	31%	31%	<b>23%</b>	*	13%	55%	-	-	-	-	17%	*	24%	19%	22%	0%
At Masters Grade Level	2022	18%	16%	<b>3%</b>	*	3%	0%	-	-	-	*	8%	*	2%	5%	2%	9%
	2021	13%	12%	<b>6%</b>	*	0%	18%	-	-	-	-	17%	*	5%	6%	7%	0%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	69%	<b>63%</b>	*	58%	80%	-	-	-	*	44%	*	57%	76%	57%	60%
	2021	62%	59%	<b>56%</b>	-	49%	77%	-	-	-	*	23%	-	55%	57%	49%	*
At Meets Grade Level or Above	2022	43%	42%	<b>41%</b>	*	32%	70%	-	-	-	*	33%	*	35%	53%	36%	20%
	2021	32%	28%	<b>26%</b>	-	19%	54%	-	-	-	*	23%	-	22%	43%	24%	*
At Masters Grade Level	2022	23%	22%	<b>17%</b>	*	5%	50%	-	-	-	*	33%	*	14%	24%	14%	0%
	2021	15%	11%	<b>11%</b>	-	5%	31%	-	-	-	*	15%	-	7%	29%	8%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	70%	<b>78%</b>	*	76%	80%	-	-	-	*	89%	*	78%	76%	75%	80%
	2021	68%	65%	<b>63%</b>	-	56%	85%	-	-	-	*	38%	-	64%	57%	55%	*

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	35%	<b>24%</b>	*	16%	50%	-	-	-	*	33%	*	16%	41%	23%	0%
	2021	36%	32%	<b>36%</b>	-	30%	54%	-	-	-	*	23%	-	38%	29%	31%	*
At Masters Grade Level	2022	16%	13%	<b>9%</b>	*	0%	30%	-	-	-	*	22%	*	5%	18%	7%	0%
	2021	15%	12%	<b>18%</b>	-	12%	38%	-	-	-	*	15%	-	17%	21%	20%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	79%	<b>78%</b>	-	73%	93%	-	-	-	*	58%	*	78%	77%	70%	*
	2021	69%	67%	<b>71%</b>	*	65%	95%	-	-	-	-	33%	*	71%	71%	62%	38%
At Meets Grade Level or Above	2022	56%	54%	<b>49%</b>	-	42%	67%	-	-	-	*	25%	*	53%	31%	38%	*
	2021	45%	39%	<b>54%</b>	*	47%	84%	-	-	-	-	20%	*	52%	65%	42%	25%
At Masters Grade Level	2022	37%	35%	<b>32%</b>	-	24%	53%	-	-	-	*	25%	*	36%	15%	26%	*
	2021	25%	20%	<b>39%</b>	*	32%	68%	-	-	-	-	7%	*	37%	47%	27%	25%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	56%	<b>61%</b>	-	56%	73%	-	-	-	*	33%	*	66%	38%	56%	*
	2021	55%	52%	<b>77%</b>	*	74%	95%	-	-	-	-	40%	*	79%	71%	71%	75%
At Meets Grade Level or Above	2022	31%	27%	<b>38%</b>	-	29%	60%	-	-	-	*	25%	*	42%	15%	32%	*
	2021	27%	23%	<b>47%</b>	*	37%	84%	-	-	-	-	13%	*	45%	53%	36%	38%
At Masters Grade Level	2022	13%	11%	<b>17%</b>	-	11%	33%	-	-	-	*	25%	*	19%	8%	10%	*
	2021	12%	9%	<b>25%</b>	*	18%	53%	-	-	-	-	7%	*	23%	35%	24%	38%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	82%	<b>86%</b>	*	85%	94%	*	-	-	-	53%	*	84%	93%	82%	71%
	2021	73%	72%	<b>66%</b>	*	55%	95%	*	-	-	-	30%	*	68%	61%	61%	71%
At Meets Grade Level or Above	2022	58%	56%	<b>59%</b>	*	53%	89%	*	-	-	-	20%	*	56%	71%	53%	29%
	2021	46%	45%	<b>42%</b>	*	28%	82%	*	-	-	-	20%	*	43%	39%	34%	43%
At Masters Grade Level	2022	37%	36%	<b>34%</b>	*	26%	61%	*	-	-	-	13%	*	32%	43%	29%	29%
	2021	21%	19%	<b>15%</b>	*	7%	41%	*	-	-	-	10%	*	16%	11%	8%	0%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	67%	<b>62%</b>	*	58%	100%	*	-	-	-	33%	*	59%	78%	57%	40%
	2021	62%	66%	<b>55%</b>	*	43%	100%	*	-	-	-	20%	*	60%	41%	48%	43%
At Meets Grade Level or Above	2022	40%	33%	<b>16%</b>	*	9%	71%	*	-	-	-	0%	*	11%	44%	14%	0%
	2021	36%	40%	<b>17%</b>	*	11%	40%	*	-	-	-	10%	*	21%	6%	13%	14%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	14%	10%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
	2021	11%	11%	5%	*	0%	20%	*	-	-	-	10%	*	6%	0%	2%	0%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	72%	74%	*	74%	89%	*	-	-	-	40%	*	70%	93%	70%	71%
	2021	68%	67%	72%	*	68%	86%	*	-	-	-	30%	*	74%	65%	64%	86%
At Meets Grade Level or Above	2022	45%	43%	38%	*	34%	61%	*	-	-	-	7%	*	32%	64%	34%	29%
	2021	43%	39%	40%	*	32%	68%	*	-	-	-	10%	*	46%	18%	31%	43%
At Masters Grade Level	2022	24%	21%	10%	*	2%	39%	*	-	-	-	0%	*	8%	21%	4%	0%
	2021	24%	19%	25%	*	18%	45%	*	-	-	-	10%	*	28%	12%	17%	14%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	59%	47%	*	42%	78%	*	-	-	-	13%	*	40%	79%	39%	29%
	2021	57%	55%	54%	*	48%	77%	*	-	-	-	20%	*	57%	41%	49%	43%
At Meets Grade Level or Above	2022	31%	29%	12%	*	8%	28%	*	-	-	-	7%	*	10%	21%	6%	0%
	2021	28%	25%	21%	*	15%	41%	*	-	-	-	10%	*	24%	12%	14%	0%
At Masters Grade Level	2022	18%	16%	8%	*	4%	22%	*	-	-	-	0%	*	6%	14%	4%	0%
	2021	14%	11%	8%	*	2%	27%	*	-	-	-	10%	*	9%	6%	3%	0%
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	65%	65%	*	58%	88%	*	-	-	-	16%	*	64%	69%	62%	38%
	2021	67%	62%	62%	50%	57%	78%	*	-	-	-	11%	-	58%	70%	57%	33%
At Meets Grade Level or Above	2022	47%	47%	40%	*	32%	69%	*	-	-	-	0%	*	38%	48%	34%	23%
	2021	50%	43%	34%	0%	27%	61%	*	-	-	-	11%	-	33%	36%	28%	33%
At Masters Grade Level	2022	11%	10%	3%	*	3%	4%	*	-	-	-	0%	*	4%	0%	2%	0%
	2021	12%	8%	1%	0%	0%	4%	*	-	-	-	0%	-	2%	0%	0%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	72%	64%	*	60%	79%	-	-	-	-	13%	*	68%	50%	61%	20%
	2021	71%	66%	82%	*	76%	100%	-	-	-	-	57%	*	82%	82%	69%	*
At Meets Grade Level or Above	2022	55%	55%	48%	*	44%	63%	-	-	-	-	0%	*	53%	30%	39%	20%
	2021	57%	52%	57%	*	46%	85%	-	-	-	-	29%	*	57%	59%	36%	*

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

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At Masters Grade Level	2022	9%	8%	<b>3%</b>	*	1%	8%	-	-	-	-	0%	*	4%	0%	2%	0%
	2021	11%	8%	<b>10%</b>	*	2%	26%	-	-	-	-	0%	*	12%	6%	5%	*
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	75%	<b>79%</b>	*	78%	89%	*	-	-	-	53%	*	83%	69%	81%	62%
	2021	73%	75%	<b>66%</b>	*	63%	78%	-	-	-	-	30%	*	70%	58%	61%	40%
At Meets Grade Level or Above	2022	43%	39%	<b>55%</b>	*	49%	81%	*	-	-	-	6%	*	57%	48%	53%	46%
	2021	41%	43%	<b>31%</b>	*	27%	48%	-	-	-	-	20%	*	37%	19%	24%	20%
At Masters Grade Level	2022	27%	23%	<b>38%</b>	*	34%	56%	*	-	-	-	6%	*	36%	41%	34%	31%
	2021	23%	22%	<b>11%</b>	*	6%	26%	-	-	-	-	0%	*	13%	8%	6%	20%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	84%	<b>82%</b>	*	78%	95%	*	-	-	-	38%	*	83%	78%	80%	50%
	2021	82%	81%	<b>83%</b>	*	81%	90%	-	-	-	-	67%	*	86%	75%	75%	*
At Meets Grade Level or Above	2022	55%	55%	<b>41%</b>	*	35%	62%	*	-	-	-	4%	*	41%	41%	34%	25%
	2021	55%	50%	<b>48%</b>	*	41%	63%	-	-	-	-	22%	*	51%	35%	38%	*
At Masters Grade Level	2022	21%	22%	<b>8%</b>	*	4%	22%	*	-	-	-	0%	*	9%	6%	5%	0%
	2021	22%	16%	<b>16%</b>	*	9%	30%	-	-	-	-	11%	*	16%	15%	12%	*
<b>End of Course U.S. History</b>																	
At Approaches Grade Level or Above	2022	89%	89%	<b>91%</b>	*	91%	97%	-	-	-	-	67%	*	92%	85%	88%	*
	2021	88%	87%	<b>95%</b>	*	93%	100%	-	-	-	-	80%	*	95%	94%	93%	*
At Meets Grade Level or Above	2022	68%	68%	<b>70%</b>	*	72%	77%	-	-	-	-	58%	*	73%	54%	71%	*
	2021	69%	65%	<b>63%</b>	*	55%	90%	-	-	-	-	30%	*	63%	65%	45%	*
At Masters Grade Level	2022	42%	42%	<b>40%</b>	*	28%	67%	-	-	-	-	50%	*	42%	31%	39%	*
	2021	43%	38%	<b>39%</b>	*	35%	55%	-	-	-	-	0%	*	36%	53%	25%	*
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	87%	<b>91%</b>	-	88%	*	-	-	-	-	-	-	89%	*	100%	-
	2021	95%	96%	<b>100%</b>	-	*	100%	-	-	-	-	-	-	100%	-	100%	-
At Meets Grade Level or Above	2022	64%	55%	<b>45%</b>	-	38%	*	-	-	-	-	-	-	44%	*	57%	-
	2021	69%	66%	<b>67%</b>	-	*	67%	-	-	-	-	-	-	67%	-	80%	-

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

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At Masters Grade Level	2022	13%	7%	0%	-	0%	*	-	-	-	-	-	-	0%	*	0%	-
	2021	14%	6%	0%	-	*	0%	-	-	-	-	-	-	0%	-	0%	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	72%	70%	45%	67%	87%	71%	-	-	73%	44%	63%	71%	68%	66%	54%
	2021	67%	66%	63%	42%	58%	84%	40%	-	-	78%	32%	68%	65%	58%	56%	48%
At Meets Grade Level or Above	2022	48%	45%	39%	13%	33%	61%	29%	-	-	40%	18%	35%	39%	39%	33%	24%
	2021	41%	39%	34%	8%	26%	58%	20%	-	-	56%	18%	43%	35%	30%	25%	23%
At Masters Grade Level	2022	23%	21%	16%	10%	11%	32%	0%	-	-	20%	12%	19%	16%	15%	12%	12%
	2021	18%	16%	13%	4%	9%	28%	0%	-	-	22%	6%	28%	13%	14%	9%	9%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	74%	71%	64%	67%	84%	*	-	-	86%	43%	64%	72%	67%	67%	52%
	2021	68%	66%	62%	45%	55%	85%	*	-	-	*	26%	83%	62%	62%	55%	39%
At Meets Grade Level or Above	2022	53%	51%	42%	27%	36%	66%	*	-	-	43%	18%	36%	42%	43%	35%	22%
	2021	45%	40%	36%	9%	28%	64%	*	-	-	*	19%	50%	36%	37%	28%	28%
At Masters Grade Level	2022	25%	24%	15%	18%	11%	30%	*	-	-	29%	14%	23%	16%	13%	12%	13%
	2021	18%	15%	13%	0%	9%	28%	*	-	-	*	6%	33%	13%	13%	9%	7%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	69%	68%	50%	64%	88%	*	-	-	71%	48%	58%	70%	63%	65%	55%
	2021	66%	66%	60%	36%	54%	82%	*	-	-	*	34%	64%	63%	50%	54%	48%
At Meets Grade Level or Above	2022	42%	38%	35%	10%	29%	62%	*	-	-	43%	19%	32%	35%	36%	32%	28%
	2021	37%	37%	28%	7%	21%	52%	*	-	-	*	18%	27%	30%	23%	22%	20%
At Masters Grade Level	2022	20%	17%	17%	10%	13%	35%	*	-	-	14%	14%	11%	17%	20%	15%	19%
	2021	18%	17%	12%	7%	7%	26%	*	-	-	*	8%	9%	11%	12%	10%	16%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	74%	73%	29%	71%	87%	*	-	-	*	43%	75%	74%	72%	70%	60%
	2021	71%	71%	72%	57%	68%	87%	*	-	-	-	40%	71%	75%	64%	63%	73%
At Meets Grade Level or Above	2022	47%	45%	35%	0%	31%	54%	*	-	-	*	11%	50%	35%	39%	30%	27%
	2021	44%	40%	39%	14%	31%	63%	*	-	-	-	16%	57%	43%	25%	31%	20%



Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	20%	7%	0%	3%	22%	*	-	-	*	2%	25%	7%	9%	4%	3%
	2021	20%	16%	17%	14%	10%	33%	*	-	-	-	12%	43%	18%	11%	12%	7%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	75%	71%	*	66%	90%	*	-	-	-	37%	60%	69%	81%	61%	44%
	2021	73%	70%	73%	*	70%	88%	*	-	-	-	50%	67%	75%	68%	68%	56%
At Meets Grade Level or Above	2022	50%	50%	43%	*	40%	58%	*	-	-	-	30%	20%	45%	37%	36%	11%
	2021	49%	44%	41%	*	34%	64%	*	-	-	-	20%	50%	42%	38%	27%	22%
At Masters Grade Level	2022	30%	30%	25%	*	16%	50%	*	-	-	-	22%	20%	26%	22%	20%	0%
	2021	29%	24%	23%	*	17%	40%	*	-	-	-	5%	50%	21%	29%	13%	11%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	32%	33%	*	30%	60%	-	-	-	*	22%	20%	31%	50%	27%	*
	2021	24%	25%	16%	-	8%	43%	-	-	-	*	21%	*	16%	22%	11%	17%
Reading and Mathematics Including EOC	2022	36%	32%	33%	*	30%	60%	-	-	-	*	22%	20%	31%	50%	27%	*
	2021	24%	25%	16%	-	8%	43%	-	-	-	*	21%	*	16%	22%	11%	17%
Reading Including EOC	2022	51%	49%	50%	*	47%	80%	-	-	-	*	33%	40%	50%	50%	45%	*
	2021	38%	39%	24%	-	17%	43%	-	-	-	*	21%	*	24%	22%	19%	17%
Math Including EOC	2022	43%	39%	37%	*	34%	60%	-	-	-	*	22%	40%	33%	67%	31%	*
	2021	31%	32%	24%	-	13%	57%	-	-	-	*	21%	*	22%	33%	13%	17%
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	33%	21%	-	11%	44%	-	-	-	*	25%	*	19%	28%	20%	14%
	2021	26%	26%	7%	*	7%	7%	-	-	-	*	9%	*	9%	0%	8%	25%
Reading and Mathematics Including EOC	2022	36%	33%	21%	-	11%	44%	-	-	-	*	25%	*	19%	28%	20%	14%
	2021	26%	26%	7%	*	7%	7%	-	-	-	*	9%	*	9%	0%	8%	25%
Reading Including EOC	2022	54%	52%	30%	-	19%	61%	-	-	-	*	33%	*	25%	44%	24%	14%
	2021	36%	36%	17%	*	18%	20%	-	-	-	*	9%	*	23%	0%	16%	38%
Math Including EOC	2022	43%	39%	36%	-	26%	61%	-	-	-	*	25%	*	37%	33%	32%	14%
	2021	36%	38%	9%	*	9%	13%	-	-	-	*	18%	*	11%	6%	10%	25%
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	38%	15%	*	13%	29%	-	-	-	*	25%	*	17%	10%	11%	18%
	2021	34%	30%	17%	*	10%	36%	-	-	-	-	17%	*	16%	19%	16%	0%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	38%	15%	*	13%	29%	-	-	-	*	25%	*	17%	10%	11%	18%
	2021	34%	30%	17%	*	10%	36%	-	-	-	-	17%	*	16%	19%	16%	0%
Reading Including EOC	2022	58%	55%	24%	*	24%	29%	-	-	-	*	25%	*	24%	24%	20%	18%
	2021	46%	40%	26%	*	21%	45%	-	-	-	-	17%	*	27%	25%	22%	14%
Math Including EOC	2022	48%	45%	25%	*	25%	29%	-	-	-	*	33%	*	29%	14%	23%	36%
	2021	44%	46%	25%	*	15%	55%	-	-	-	-	17%	*	24%	25%	22%	0%
<b>6th Graders</b>																	
Reading and Mathematics	2022	31%	28%	20%	*	11%	50%	-	-	-	*	33%	*	14%	35%	18%	0%
	2021	24%	20%	21%	-	16%	38%	-	-	-	*	23%	-	19%	29%	20%	*
Reading and Mathematics Including EOC	2022	31%	28%	20%	*	11%	50%	-	-	-	*	33%	*	14%	35%	18%	0%
	2021	24%	20%	21%	-	16%	38%	-	-	-	*	23%	-	19%	29%	20%	*
Reading Including EOC	2022	43%	42%	41%	*	32%	70%	-	-	-	*	33%	*	35%	53%	36%	20%
	2021	32%	28%	26%	-	19%	54%	-	-	-	*	23%	-	22%	43%	24%	*
Math Including EOC	2022	40%	35%	24%	*	16%	50%	-	-	-	*	33%	*	16%	41%	23%	0%
	2021	36%	32%	36%	-	30%	54%	-	-	-	*	23%	-	38%	29%	31%	*
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	28%	32%	-	24%	53%	-	-	-	*	25%	*	36%	15%	24%	*
	2021	26%	22%	42%	*	32%	79%	-	-	-	-	7%	*	40%	47%	31%	25%
Reading and Mathematics Including EOC	2022	33%	29%	32%	-	24%	53%	-	-	-	*	25%	*	36%	15%	24%	*
	2021	27%	22%	42%	*	32%	79%	-	-	-	-	7%	*	40%	47%	31%	25%
Reading Including EOC	2022	56%	54%	49%	-	42%	67%	-	-	-	*	25%	*	53%	31%	38%	*
	2021	45%	39%	54%	*	47%	84%	-	-	-	-	20%	*	52%	65%	42%	25%
Math Including EOC	2022	37%	32%	38%	-	29%	60%	-	-	-	*	25%	*	42%	15%	32%	*
	2021	32%	28%	47%	*	37%	84%	-	-	-	-	13%	*	45%	53%	36%	38%
<b>8th Graders</b>																	
Reading and Mathematics	2022	27%	23%	15%	*	7%	71%	*	-	-	-	0%	*	11%	33%	14%	0%
	2021	21%	23%	14%	*	7%	40%	*	-	-	-	10%	*	17%	6%	8%	14%
Reading and Mathematics Including EOC	2022	41%	37%	34%	*	21%	83%	*	-	-	-	0%	*	29%	57%	35%	29%
	2021	33%	33%	23%	*	13%	55%	*	-	-	-	10%	*	26%	11%	14%	14%
Reading Including EOC	2022	58%	56%	59%	*	53%	89%	*	-	-	-	20%	*	56%	71%	53%	29%
	2021	47%	45%	42%	*	28%	82%	*	-	-	-	20%	*	43%	39%	34%	43%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	School Year	State	Region 20	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)
Math Including EOC	2022	48%	43%	<b>37%</b>	*	25%	83%	*	-	-	-	0%	*	31%	64%	37%	29%
	2021	43%	46%	<b>28%</b>	*	20%	55%	*	-	-	-	10%	*	32%	11%	20%	14%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	31%	<b>23%</b>	13%	16%	49%	*	-	-	43%	20%	12%	22%	25%	19%	15%
	2021	26%	24%	<b>20%</b>	8%	14%	43%	*	-	-	*	14%	0%	20%	20%	16%	18%
Reading and Mathematics Including EOC	2022	36%	33%	<b>26%</b>	13%	18%	54%	*	-	-	43%	20%	17%	25%	29%	22%	19%
	2021	28%	26%	<b>22%</b>	8%	15%	46%	*	-	-	*	14%	18%	22%	21%	16%	18%
Reading Including EOC	2022	53%	51%	<b>42%</b>	38%	35%	66%	*	-	-	43%	28%	33%	41%	44%	35%	22%
	2021	41%	38%	<b>33%</b>	17%	26%	59%	*	-	-	*	19%	45%	33%	33%	27%	28%
Math Including EOC	2022	43%	39%	<b>33%</b>	13%	26%	59%	*	-	-	43%	22%	33%	32%	35%	29%	25%
	2021	37%	37%	<b>28%</b>	8%	21%	54%	*	-	-	*	17%	27%	29%	25%	22%	21%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

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

	School Year	State	Region20	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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	73	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	77	76	<b>66</b>	-	63	72	-	-	-	*	75	*	67	61	64	83
	2019	61	61	<b>39</b>	-	38	36	-	-	-	*	44	*	42	30	42	*
	2019	61	59	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	2022	74	75	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	74	74	<b>77</b>	-	73	91	-	-	-	*	92	*	75	82	74	67
	2019	65	63	<b>46</b>	-	37	79	-	-	-	*	44	*	48	37	40	*
	2019	65	62	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2022	87	85	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	87	87	<b>77</b>	*	78	81	-	-	-	*	89	*	78	72	77	67
	2019	81	79	<b>80</b>	*	83	66	-	-	-	-	81	*	81	78	80	100
	2019	81	81	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2022	79	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	79	81	<b>74</b>	*	75	73	-	-	-	*	56	*	76	67	74	78
	2019	83	84	<b>96</b>	*	95	100	-	-	-	-	100	*	97	94	95	100
	2019	83	84	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 ELA/Reading	2022	61	57	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	61	61	<b>70</b>	*	66	88	-	-	-	-	81	*	74	58	74	50
	2019	42	37	<b>35</b>	*	25	67	-	-	-	-	44	*	39	24	29	7
	2019	42	41	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2022	61	48	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	61	59	<b>68</b>	*	72	56	-	-	-	-	88	*	66	75	70	70
	2019	54	46	<b>80</b>	*	74	100	-	-	-	-	61	*	85	62	78	64
	2019	54	49	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 ELA/Reading	2022	88	86	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	88	88	<b>94</b>	-	93	96	-	-	-	*	83	*	94	91	92	*
	2019	77	77	<b>83</b>	*	80	86	-	-	-	-	72	*	80	89	83	80
	2019	77	76	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Mathematics	2022	60	56	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	60	61	<b>59</b>	-	58	58	-	-	-	*	67	*	60	50	57	*
	2019	62	59	<b>53</b>	*	51	57	-	-	-	-	22	*	51	58	49	60
	2019	62	61	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

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

	School Year	State	Region20	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)
Grade 8 ELA/Reading	2022	83	82	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	83	82	<b>78</b>	*	77	81	*	-	-	-	87	*	78	79	79	86
	2019	77	75	<b>76</b>	-	75	78	-	-	-	-	88	*	77	73	76	*
	2019	77	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Mathematics	2022	74	73	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	74	71	<b>52</b>	*	45	86	*	-	-	-	50	*	53	44	53	40
	2019	82	84	<b>76</b>	-	74	82	-	-	-	-	65	*	76	77	76	*
	2019	82	82	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course English II	2022	71	71	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	71	71	<b>77</b>	*	77	72	-	-	-	-	67	*	80	66	77	*
	2019	69	69	<b>72</b>	*	69	76	-	-	-	-	79	*	72	69	69	*
	2019	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2022	67	61	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	67	65	<b>87</b>	*	87	90	*	-	-	-	61	*	88	87	86	93
	2019	75	65	<b>70</b>	-	67	77	-	-	-	-	55	*	70	67	70	*
	2019	75	73	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2022	74	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	74	73	<b>74</b>	78	73	79	*	-	-	75	74	61	75	70	74	69
	2019	69	66	<b>68</b>	78	65	76	-	-	-	*	66	77	68	66	66	64
	2019	69	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2022	78	76	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	78	77	<b>77</b>	75	77	80	*	-	-	*	81	54	79	71	77	72
	2019	68	66	<b>65</b>	73	63	71	-	-	-	*	71	74	66	63	64	61
	2019	68	67	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69	65	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	69	69	<b>71</b>	81	69	78	*	-	-	*	68	69	71	70	71	67
	2019	70	67	<b>70</b>	83	67	81	-	-	-	*	62	80	71	68	69	67
	2019	70	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

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

	School Year	State	Region 20	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	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2022	74%	71%	<b>70%</b>	-	-	-	-	-	-	58%	63%	55%	58%	31%	72%	54%	89%	
	2021	67%	66%	<b>63%</b>	-	-	-	-	-	-	47%	-	50%	10%	33%	65%	46%	88%	
At Meets Grade Level or Above	2022	48%	44%	<b>39%</b>	-	-	-	-	-	-	28%	29%	23%	38%	0%	40%	24%	78%	
	2021	41%	39%	<b>34%</b>	-	-	-	-	-	-	21%	-	23%	0%	17%	35%	20%	63%	
At Masters Grade Level	2022	23%	20%	<b>16%</b>	-	-	-	-	-	-	13%	18%	11%	8%	0%	16%	11%	33%	
	2021	18%	16%	<b>13%</b>	-	-	-	-	-	-	9%	-	9%	0%	0%	14%	8%	25%	
<b>All Grades ELA/Reading</b>																			
At Approaches Grade Level or Above	2022	75%	72%	<b>71%</b>	-	-	-	-	-	-	51%	60%	48%	44%	40%	72%	50%	*	
	2021	68%	66%	<b>62%</b>	-	-	-	-	-	-	34%	-	39%	0%	*	64%	35%	*	
At Meets Grade Level or Above	2022	53%	47%	<b>42%</b>	-	-	-	-	-	-	24%	20%	29%	22%	0%	44%	21%	*	
	2021	45%	40%	<b>36%</b>	-	-	-	-	-	-	22%	-	25%	0%	*	37%	23%	*	
At Masters Grade Level	2022	25%	21%	<b>15%</b>	-	-	-	-	-	-	13%	20%	14%	0%	0%	16%	12%	*	
	2021	18%	15%	<b>13%</b>	-	-	-	-	-	-	7%	-	8%	0%	*	14%	7%	*	
<b>All Grades Mathematics</b>																			
At Approaches Grade Level or Above	2022	72%	70%	<b>68%</b>	-	-	-	-	-	-	61%	60%	53%	75%	20%	70%	56%	*	
	2021	66%	66%	<b>60%</b>	-	-	-	-	-	-	46%	-	50%	20%	*	61%	44%	*	
At Meets Grade Level or Above	2022	42%	39%	<b>35%</b>	-	-	-	-	-	-	32%	33%	20%	50%	0%	36%	27%	*	
	2021	37%	37%	<b>28%</b>	-	-	-	-	-	-	18%	-	21%	0%	*	29%	17%	*	
At Masters Grade Level	2022	20%	18%	<b>17%</b>	-	-	-	-	-	-	21%	20%	20%	25%	0%	17%	18%	*	
	2021	18%	17%	<b>12%</b>	-	-	-	-	-	-	13%	-	15%	0%	*	11%	12%	*	
<b>All Grades Science</b>																			
At Approaches Grade Level or Above	2022	76%	74%	<b>73%</b>	-	-	-	-	-	-	68%	75%	70%	57%	*	74%	60%	*	
	2021	71%	71%	<b>72%</b>	-	-	-	-	-	-	71%	-	71%	-	-	72%	71%	*	
At Meets Grade Level or Above	2022	47%	43%	<b>35%</b>	-	-	-	-	-	-	32%	38%	20%	43%	*	36%	27%	*	
	2021	44%	40%	<b>39%</b>	-	-	-	-	-	-	21%	-	21%	-	-	40%	21%	*	
At Masters Grade Level	2022	21%	17%	<b>7%</b>	-	-	-	-	-	-	4%	13%	0%	0%	*	8%	3%	*	
	2021	20%	16%	<b>17%</b>	-	-	-	-	-	-	7%	-	7%	-	-	17%	7%	*	
<b>All Grades Social Studies</b>																			
At Approaches Grade Level or Above	2022	75%	71%	<b>71%</b>	-	-	-	-	-	-	57%	-	57%	-	-	72%	44%	-	
	2021	73%	70%	<b>73%</b>	-	-	-	-	-	-	63%	-	63%	-	-	74%	63%	*	
At Meets Grade Level or Above	2022	50%	44%	<b>43%</b>	-	-	-	-	-	-	14%	-	14%	-	-	46%	11%	-	
	2021	49%	44%	<b>41%</b>	-	-	-	-	-	-	25%	-	25%	-	-	42%	25%	*	

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

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

	School Year	State	Region 20	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 Masters Grade Level	2022	30%	25%	<b>25%</b>	-	-	-	-	-	-	0%	-	0%	-	-	27%	0%	-
	2021	29%	24%	<b>23%</b>	-	-	-	-	-	-	13%	-	13%	-	-	24%	13%	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	70%	<b>74%</b>	-	-	-	-	-	-	71%	73%	69%	75%	50%	75%	69%	83%
	2019	69%	66%	<b>68%</b>	-	-	-	-	-	-	63%	*	60%	-	-	-	63%	-
All Grades ELA/Reading	2022	78%	76%	<b>77%</b>	-	-	-	-	-	-	71%	73%	75%	*	*	78%	70%	*
	2019	68%	66%	<b>65%</b>	-	-	-	-	-	-	61%	*	57%	-	-	-	61%	-
All Grades Mathematics	2022	69%	65%	<b>71%</b>	-	-	-	-	-	-	71%	73%	63%	90%	*	71%	68%	*
	2019	70%	67%	<b>70%</b>	-	-	-	-	-	-	66%	*	63%	-	-	-	66%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	State	Region 20	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)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	99%	100%	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	<b>88%</b>	86%	94%	84%	100%	-	*	75%	93%	81%	96%	67%	93%	89%
Not Included in Accountability: Mobile	5%	5%	<b>11%</b>	14%	5%	15%	0%	-	*	25%	7%	19%	3%	32%	7%	8%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	0%	-	*	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	2%	<b>0%</b>	0%	0%	1%	0%	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	0%	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	1%	0%	-	*	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	98%	<b>100%</b>	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	<b>87%</b>	79%	94%	81%	*	-	*	78%	93%	79%	96%	64%	92%	90%
Not Included in Accountability: Mobile	5%	5%	<b>13%</b>	21%	6%	19%	*	-	*	22%	7%	21%	3%	35%	8%	7%
Not Included in Accountability: Other Exclusions	2%	2%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	3%
Not Tested	1%	2%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	97%	*	-	*	100%	100%	100%	99%	99%	100%	100%
Included in Accountability	93%	93%	<b>89%</b>	91%	94%	87%	*	-	*	100%	96%	86%	95%	73%	94%	90%
Not Included in Accountability: Mobile	5%	5%	<b>10%</b>	9%	5%	10%	*	-	*	0%	4%	14%	3%	26%	6%	8%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	1%	<b>1%</b>	0%	1%	3%	*	-	*	0%	0%	0%	1%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>1%</b>	0%	1%	3%	*	-	*	0%	0%	0%	1%	1%	0%	0%
<b>Science</b>																
Assessment Participant	98%	98%	<b>100%</b>	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	<b>88%</b>	88%	93%	83%	*	-	*	*	91%	80%	96%	67%	92%	88%
Not Included in Accountability: Mobile	4%	5%	<b>12%</b>	13%	7%	17%	*	-	*	*	9%	20%	4%	32%	8%	9%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	0%	0%	0%	*	-	*	*	0%	0%	0%	1%	0%	3%
Not Tested	2%	2%	<b>0%</b>	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%



Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	2%	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	98%	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	89%	*	96%	87%	*	-	-	*	93%	71%	98%	61%	96%	82%
Not Included in Accountability: Mobile	4%	4%	10%	*	3%	13%	*	-	-	*	7%	29%	2%	36%	4%	9%
Not Included in Accountability: Other Exclusions	1%	0%	1%	*	1%	0%	*	-	-	*	0%	0%	0%	2%	0%	9%
Not Tested	2%	2%	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	89%	65%	-	73%	50%	-	-	-	-	-	-	64%	*	100%	-
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	95%	50%	26%	67%	38%	57%	26%	-	16%	52%	43%	64%	33%	51%	82%
Included in Accountability	83%	90%	38%	11%	57%	25%	22%	0%	-	7%	45%	33%	54%	19%	41%	72%
Not Included in Accountability: Mobile	3%	4%	12%	15%	10%	14%	35%	26%	-	9%	7%	10%	10%	14%	10%	8%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	2%
Not Tested	12%	5%	50%	74%	33%	62%	43%	74%	-	84%	48%	57%	36%	67%	49%	18%
Absent	2%	1%	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	50%	74%	33%	61%	43%	74%	-	84%	48%	57%	36%	66%	49%	18%
<b>Reading</b>																
Assessment Participant	89%	95%	51%	28%	68%	38%	63%	29%	-	17%	53%	40%	64%	35%	52%	80%
Included in Accountability	83%	90%	38%	13%	57%	25%	25%	0%	-	9%	45%	29%	54%	20%	41%	65%
Not Included in Accountability: Mobile	3%	4%	12%	15%	11%	13%	38%	29%	-	9%	8%	12%	10%	15%	11%	10%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	6%
Not Tested	11%	5%	49%	72%	32%	62%	38%	71%	-	83%	47%	60%	36%	65%	48%	20%
Absent	2%	1%	1%	0%	0%	2%	0%	0%	-	0%	1%	0%	0%	1%	1%	0%
Other	10%	4%	49%	72%	32%	60%	38%	71%	-	83%	47%	60%	35%	64%	48%	20%
<b>Mathematics</b>																
Assessment Participant	88%	94%	49%	22%	67%	37%	57%	29%	-	18%	54%	39%	63%	32%	50%	86%
Included in Accountability	84%	90%	37%	9%	58%	23%	14%	0%	-	9%	48%	31%	53%	19%	41%	79%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	4%	12%	13%	10%	13%	43%	29%	-	9%	6%	8%	10%	13%	10%	7%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	51%	78%	33%	63%	43%	71%	-	82%	46%	61%	37%	68%	50%	14%
Absent	2%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	51%	78%	33%	63%	43%	71%	-	82%	46%	61%	37%	68%	50%	14%
<b>Science</b>																
Assessment Participant	87%	94%	47%	28%	62%	38%	*	*	-	13%	43%	45%	61%	31%	46%	77%
Included in Accountability	84%	89%	34%	10%	53%	23%	*	*	-	0%	37%	35%	50%	17%	36%	68%
Not Included in Accountability: Mobile	3%	4%	12%	18%	9%	14%	*	*	-	13%	6%	10%	11%	14%	9%	9%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	6%	53%	72%	38%	62%	*	*	-	87%	57%	55%	39%	69%	54%	23%
Absent	2%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	53%	72%	38%	62%	*	*	-	87%	57%	55%	39%	69%	54%	23%
<b>Social Studies</b>																
Assessment Participant	87%	94%	50%	23%	69%	40%	*	*	-	22%	48%	54%	64%	32%	49%	69%
Included in Accountability	84%	90%	37%	9%	60%	23%	*	*	-	0%	40%	46%	52%	17%	39%	69%
Not Included in Accountability: Mobile	3%	4%	13%	14%	9%	17%	*	*	-	22%	8%	8%	12%	15%	10%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	6%	50%	77%	31%	60%	*	*	-	78%	52%	46%	36%	68%	51%	31%
Absent	3%	2%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	50%	77%	31%	60%	*	*	-	78%	52%	46%	36%	68%	51%	31%
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	68%	33%	-	30%	35%	-	-	-	-	*	-	36%	*	50%	-

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	94.6%	<b>78.0%</b>	65.7%	84.2%	72.4%	* 74.3%	-	-	63.1%	78.0%	79.2%	88.4%
2019-20	98.3%	98.0%	<b>98.6%</b>	97.7%	98.4%	99.2%	-	-	-	*	98.4%	98.4%	98.7%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	15.9%	<b>61.7%</b>	83.4%	47.5%	70.5%	72.7%	66.7%	-	80.2%	60.7%	60.2%	40.5%
2019-20	6.7%	8.7%	<b>6.1%</b>	13.6%	6.9%	3.3%	-	-	-	0.0%	8.0%	7.6%	11.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	1.0%	<b>11.4%</b>	9.8%	8.6%	13.5%	20.0%	*	-	23.5%	6.2%	13.2%	0.0%
2019-20	0.5%	0.5%	<b>0.6%</b>	*	0.8%	0.0%	-	-	-	*	0.0%	0.8%	8.3%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	3.1%	<b>15.7%</b>	18.3%	10.0%	20.1%	*	*	-	17.4%	18.8%	17.5%	0.0%
2019-20	1.6%	2.0%	<b>0.3%</b>	*	0.4%	0.0%	-	-	-	-	0.0%	0.5%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	87.8%	<b>76.0%</b>	71.4%	84.6%	66.1%	-	-	-	*	76.9%	75.3%	*
Received TxCHSE	0.3%	0.3%	<b>1.6%</b>	0.0%	0.0%	3.6%	-	-	-	*	0.0%	1.2%	*
Continued HS	3.9%	4.0%	<b>0.8%</b>	0.0%	1.5%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.8%	7.9%	<b>21.7%</b>	28.6%	13.8%	30.4%	-	-	-	*	23.1%	23.5%	*
Graduates and TxCHSE	90.3%	88.1%	<b>77.5%</b>	71.4%	84.6%	69.6%	-	-	-	*	76.9%	76.5%	*
Graduates, TxCHSE, and Continuers	94.2%	92.1%	<b>78.3%</b>	71.4%	86.2%	69.6%	-	-	-	*	76.9%	76.5%	*
<b>Class of 2020</b>													
Graduated	90.3%	88.8%	<b>95.2%</b>	-	92.6%	100.0%	-	-	-	-	87.5%	94.1%	*
Received TxCHSE	0.4%	0.4%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	3.9%	3.9%	<b>2.4%</b>	-	3.7%	0.0%	-	-	-	-	0.0%	2.0%	*
Dropped Out	5.4%	7.0%	<b>2.4%</b>	-	3.7%	0.0%	-	-	-	-	12.5%	3.9%	*
Graduates and TxCHSE	90.7%	89.1%	<b>95.2%</b>	-	92.6%	100.0%	-	-	-	-	87.5%	94.1%	*
Graduates, TxCHSE, and Continuers	94.6%	93.0%	<b>97.6%</b>	-	96.3%	100.0%	-	-	-	-	87.5%	96.1%	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	90.5%	<b>90.8%</b>	*	90.9%	93.5%	-	-	-	-	77.8%	87.3%	*
Received TxCHSE	0.5%	0.5%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	1.1%	1.2%	<b>1.1%</b>	*	1.8%	0.0%	-	-	-	-	11.1%	1.8%	*
Dropped Out	6.2%	7.9%	<b>8.0%</b>	*	7.3%	6.5%	-	-	-	-	11.1%	10.9%	*
Graduates and TxCHSE	92.7%	90.9%	<b>90.8%</b>	*	90.9%	93.5%	-	-	-	-	77.8%	87.3%	*

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	92.1%	<b>92.0%</b>	*	92.7%	93.5%	-	-	-	-	88.9%	89.1%	*
<b>Class of 2019</b>													
Graduated	92.0%	90.3%	<b>95.9%</b>	*	96.3%	94.4%	-	-	-	-	77.8%	97.7%	-
Received TxCHSE	0.5%	0.5%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	1.3%	1.4%	<b>2.7%</b>	*	1.9%	5.6%	-	-	-	-	11.1%	0.0%	-
Dropped Out	6.1%	7.8%	<b>1.4%</b>	*	1.9%	0.0%	-	-	-	-	11.1%	2.3%	-
Graduates and TxCHSE	92.6%	90.8%	<b>95.9%</b>	*	96.3%	94.4%	-	-	-	-	77.8%	97.7%	-
Graduates, TxCHSE, and Continuers	93.9%	92.2%	<b>98.6%</b>	*	98.1%	100.0%	-	-	-	-	88.9%	97.7%	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	90.7%	<b>95.9%</b>	*	98.1%	94.4%	-	-	-	-	77.8%	95.5%	-
Received TxCHSE	0.6%	0.6%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	0.6%	0.6%	<b>1.4%</b>	*	0.0%	5.6%	-	-	-	-	11.1%	0.0%	-
Dropped Out	6.2%	8.1%	<b>2.7%</b>	*	1.9%	0.0%	-	-	-	-	11.1%	4.5%	-
Graduates and TxCHSE	93.2%	91.3%	<b>95.9%</b>	*	98.1%	94.4%	-	-	-	-	77.8%	95.5%	-
Graduates, TxCHSE, and Continuers	93.8%	91.9%	<b>97.3%</b>	*	98.1%	100.0%	-	-	-	-	88.9%	95.5%	-
<b>Class of 2018</b>													
Graduated	92.6%	90.0%	<b>98.8%</b>	-	98.1%	100.0%	-	-	-	*	100.0%	98.1%	-
Received TxCHSE	0.7%	0.7%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	0.6%	0.6%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.1%	8.6%	<b>1.2%</b>	-	1.9%	0.0%	-	-	-	*	0.0%	1.9%	-
Graduates and TxCHSE	93.3%	90.8%	<b>98.8%</b>	-	98.1%	100.0%	-	-	-	*	100.0%	98.1%	-
Graduates, TxCHSE, and Continuers	93.9%	91.4%	<b>98.8%</b>	-	98.1%	100.0%	-	-	-	*	100.0%	98.1%	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	87.8%	<b>74.8%</b>	71.4%	83.3%	64.9%	-	-	-	*	76.9%	73.5%	*
Class of 2020	90.3%	88.8%	<b>94.2%</b>	-	91.2%	100.0%	-	-	-	-	77.8%	92.6%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	65.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	2.5%	<b>6.1%</b>	0.0%	7.3%	5.4%	-	-	-	*	40.0%	8.2%	*
Class of 2020	4.3%	2.7%	<b>12.7%</b>	-	18.0%	3.4%	-	-	-	-	85.7%	16.7%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	80.8%	<b>74.5%</b>	40.0%	76.4%	78.4%	-	-	-	*	10.0%	68.9%	*
Class of 2020	83.5%	83.9%	<b>79.7%</b>	-	72.0%	93.1%	-	-	-	-	0.0%	72.9%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	83.3%	<b>80.6%</b>	40.0%	83.6%	83.8%	-	-	-	*	50.0%	77.0%	*
Class of 2020	87.8%	86.6%	<b>92.4%</b>	-	90.0%	96.6%	-	-	-	-	85.7%	89.6%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	35.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	27.4%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	2.7%	<b>6.1%</b>	0.0%	7.3%	5.3%	-	-	-	*	40.0%	7.9%	*
2019-20	4.4%	2.7%	<b>12.0%</b>	*	17.3%	3.3%	-	-	-	-	85.7%	15.4%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	79.3%	<b>75.8%</b>	40.0%	76.4%	81.6%	-	-	-	*	10.0%	69.8%	*
2019-20	81.8%	82.1%	<b>77.1%</b>	*	71.2%	90.0%	-	-	-	-	0.0%	71.2%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	81.9%	<b>81.8%</b>	40.0%	83.6%	86.8%	-	-	-	*	50.0%	77.8%	*
2019-20	85.8%	84.5%	<b>89.2%</b>	*	88.5%	93.3%	-	-	-	-	85.7%	86.5%	*

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	District Count	District Percent	State Count	State Percent
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	99	100.0%	358,842	100.0%
<b>By Ethnicity:</b>				
African American	5	5.1%	44,018	12.3%
Hispanic	55	55.6%	183,306	51.1%
White	38	38.4%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	0	0.0%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	1	1.0%	7,842	2.2%
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	18	18.2%	56,281	15.7%
Foundation H.S. Program (Endorsement)	6	6.1%	13,582	3.8%
Foundation H.S. Program (DLA)	75	75.8%	287,316	80.1%
Special Education Graduates	10	10.1%	31,028	8.6%
Economically Disadvantaged Graduates	63	63.6%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.0%	32,809	9.1%
At-Risk Graduates	38	38.4%	155,884	43.4%
CTE Completers	15	15.2%	99,076	27.6%

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	58.9%	<b>70.7%</b>	60.0%	70.9%	73.7%	-	-	-	*	60.0%	66.7%	*
2019-20	63.0%	57.1%	<b>73.5%</b>	*	67.3%	86.7%	-	-	-	-	100.0%	63.5%	*
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	47.8%	<b>55.6%</b>	40.0%	56.4%	57.9%	-	-	-	*	40.0%	47.6%	*
2019-20	53.4%	48.8%	<b>62.7%</b>	*	51.9%	83.3%	-	-	-	-	14.3%	50.0%	*
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	50.9%	<b>56.6%</b>	0.0%	54.5%	68.4%	-	-	-	*	30.0%	46.0%	*
2019-20	59.7%	57.3%	<b>63.9%</b>	*	48.1%	93.3%	-	-	-	-	0.0%	44.2%	*
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	39.8%	<b>19.2%</b>	0.0%	21.8%	18.4%	-	-	-	*	10.0%	15.9%	*
2019-20	47.9%	43.6%	<b>20.5%</b>	*	15.4%	26.7%	-	-	-	-	0.0%	13.5%	*
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	35.0%	<b>18.2%</b>	0.0%	20.0%	18.4%	-	-	-	*	10.0%	15.9%	*
2019-20	43.2%	39.1%	<b>16.9%</b>	*	11.5%	26.7%	-	-	-	-	0.0%	7.7%	*
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	20.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	21.1%	20.4%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	1.9%	<b>16.2%</b>	0.0%	20.0%	13.2%	-	-	-	*	0.0%	12.7%	*
2019-20	2.1%	1.9%	<b>15.7%</b>	*	15.4%	16.7%	-	-	-	-	0.0%	15.4%	*
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	25.9%	<b>50.5%</b>	40.0%	49.1%	55.3%	-	-	-	*	40.0%	42.9%	*
2019-20	24.6%	24.2%	<b>61.4%</b>	*	50.0%	83.3%	-	-	-	-	14.3%	50.0%	*
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	9.7%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	4.0%	8.7%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	20.0%	<b>37.4%</b>	20.0%	38.2%	39.5%	-	-	-	*	60.0%	36.5%	*
2019-20	18.7%	14.3%	<b>16.9%</b>	*	17.3%	16.7%	-	-	-	-	100.0%	15.4%	*
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	13.8%	<b>27.3%</b>	20.0%	25.5%	31.6%	-	-	-	*	20.0%	23.8%	*
2019-20	13.2%	8.6%	<b>9.6%</b>	*	5.8%	16.7%	-	-	-	-	14.3%	5.8%	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.6%	<b>8.1%</b>	0.0%	12.7%	2.6%	-	-	-	*	10.0%	11.1%	*
2019-20	0.7%	0.5%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	2.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	2.4%	2.0%	<b>4.8%</b>	*	7.7%	0.0%	-	-	-	-	57.1%	7.7%	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	4.8%	<b>5.1%</b>	0.0%	5.5%	5.3%	-	-	-	*	50.0%	6.3%	*
2019-20	3.7%	3.9%	<b>7.2%</b>	*	11.5%	0.0%	-	-	-	-	85.7%	9.6%	*



Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	27.2%	<b>48.5%</b>	0.0%	43.6%	63.2%	-	-	-	*	10.0%	36.5%	*
	2019-20	30.1%	30.0%	<b>62.7%</b>	*	48.1%	90.0%	-	-	-	-	0.0%	44.2%	*
Mathematics	2020-21	19.4%	20.9%	<b>8.1%</b>	0.0%	9.1%	7.9%	-	-	-	*	0.0%	6.3%	*
	2019-20	21.2%	21.8%	<b>14.5%</b>	*	15.4%	13.3%	-	-	-	-	0.0%	11.5%	*
Both Subjects	2020-21	14.4%	16.6%	<b>7.1%</b>	0.0%	7.3%	7.9%	-	-	-	*	0.0%	6.3%	*
	2019-20	16.4%	18.2%	<b>12.0%</b>	*	11.5%	13.3%	-	-	-	-	0.0%	7.7%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	3.2%	<b>8.1%</b>	0.0%	10.9%	5.3%	-	-	-	*	20.0%	9.5%	*
	2019-20	7.3%	3.6%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2020-21	10.3%	6.8%	<b>7.1%</b>	0.0%	12.7%	0.0%	-	-	-	*	10.0%	6.3%	*
	2019-20	9.7%	7.4%	<b>1.2%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	1.9%	*
Both Subjects	2020-21	4.9%	1.7%	<b>5.1%</b>	0.0%	9.1%	0.0%	-	-	-	*	10.0%	6.3%	*
	2019-20	4.2%	1.6%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	20.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	22.0%	23.1%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
English Language Arts	2021	12.1%	12.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	12.7%	14.3%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2021	6.1%	4.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	6.4%	5.9%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Science	2021	8.7%	7.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	9.4%	8.8%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Social Studies	2021	11.6%	12.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	12.4%	13.8%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	44.6%	-	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	56.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	39.0%	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	46.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	41.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	50.1%	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	42.8%	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	46.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	36.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	48.5%	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	67.4%	<b>20.2%</b>	0.0%	18.2%	26.3%	-	-	-	*	10.0%	17.5%	*
	2019-20	76.7%	81.2%	<b>48.2%</b>	*	36.5%	70.0%	-	-	-	-	14.3%	39.2%	*
At/Above Criterion for All Examinees	2020-21	32.9%	31.8%	<b>35.0%</b>	-	20.0%	50.0%	-	-	-	-	*	45.5%	-
	2019-20	35.7%	33.8%	<b>15.0%</b>	-	5.3%	23.8%	-	-	-	-	*	0.0%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	994	<b>1047</b>	-	978	1109	-	-	-	-	*	1084	-
	2019-20	1019	997	<b>1016</b>	-	995	1026	-	-	-	-	-	884	-
English Language Arts and Writing	2020-21	504	504	<b>537</b>	-	500	570	-	-	-	-	*	563	-
	2019-20	513	504	<b>515</b>	-	498	522	-	-	-	-	-	456	-
Mathematics	2020-21	498	490	<b>510</b>	-	478	539	-	-	-	-	*	521	-
	2019-20	506	493	<b>502</b>	-	497	504	-	-	-	-	-	428	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	19.0	<b>21.1</b>	-	*	19.4	-	-	-	-	-	22.0	-
	2019-20	20.2	20.1	<b>17.2</b>	-	16.4	18.1	-	-	-	-	10.0	16.6	-
English Language Arts	2020-21	19.6	18.6	<b>21.4</b>	-	*	19.6	-	-	-	-	-	23.0	-
	2019-20	19.9	19.9	<b>16.8</b>	-	15.6	18.1	-	-	-	-	10.5	15.9	-
Mathematics	2020-21	19.9	18.9	<b>20.3</b>	-	*	19.2	-	-	-	-	-	20.8	-
	2019-20	20.1	19.8	<b>16.9</b>	-	16.1	17.9	-	-	-	-	10.0	16.5	-
Science	2020-21	20.3	19.4	<b>21.0</b>	-	*	19.0	-	-	-	-	-	21.4	-
	2019-20	20.5	20.5	<b>17.9</b>	-	18.1	17.6	-	-	-	-	10.0	17.9	-

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	41.6%	<b>44.6%</b>	10.0%	42.9%	52.3%	*	*	-	*	34.0%	42.9%	11.1%
	2019-20	46.3%	44.7%	<b>71.6%</b>	*	66.8%	82.2%	-	-	-	-	48.7%	64.7%	20.0%
English Language Arts	2020-21	16.3%	14.9%	<b>18.8%</b>	0.0%	19.3%	20.0%	*	*	-	*	8.9%	12.5%	0.0%
	2019-20	18.2%	16.9%	<b>23.5%</b>	*	18.5%	33.7%	-	-	-	-	0.0%	17.6%	0.0%
Mathematics	2020-21	19.3%	18.8%	<b>22.1%</b>	14.3%	21.1%	25.4%	*	*	-	*	11.6%	23.1%	11.1%
	2019-20	20.7%	20.1%	<b>24.5%</b>	*	18.9%	36.9%	-	-	-	-	22.2%	17.9%	20.0%
Science	2020-21	20.6%	20.3%	<b>9.7%</b>	0.0%	7.1%	15.6%	*	-	-	*	0.0%	7.1%	0.0%
	2019-20	22.4%	22.1%	<b>13.6%</b>	*	9.4%	22.5%	-	-	-	-	0.0%	9.7%	0.0%
Social Studies	2020-21	22.8%	22.7%	<b>14.9%</b>	0.0%	12.5%	21.3%	*	*	-	*	0.0%	11.4%	0.0%
	2019-20	24.6%	24.4%	<b>24.5%</b>	*	17.8%	39.0%	-	-	-	-	2.7%	18.2%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	48.4%	<b>44.6%</b>	*	36.5%	60.0%	-	-	-	-	14.3%	37.3%	*
	2018-19	52.6%	52.0%	<b>49.3%</b>	*	44.4%	66.7%	-	-	-	-	14.3%	34.1%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,048	100.0%	5,402,928	100.0%	1,053	100.0%	5,427,370	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	2	0.2%	14,290	0.3%	7	0.7%	21,375	0.4%
Pre-Kindergarten	62	5.9%	222,767	4.1%	62	5.9%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	62	5.9%	188,798	3.5%	62	5.9%	189,474	3.5%
Kindergarten	81	7.7%	370,054	6.8%	81	7.7%	371,502	6.8%
Grade 1	59	5.6%	384,494	7.1%	59	5.6%	386,232	7.1%
Grade 2	76	7.3%	382,008	7.1%	76	7.2%	383,838	7.1%
Grade 3	63	6.0%	383,078	7.1%	63	6.0%	384,872	7.1%
Grade 4	78	7.4%	383,959	7.1%	78	7.4%	386,011	7.1%
Grade 5	83	7.9%	387,945	7.2%	83	7.9%	389,971	7.2%
Grade 6	56	5.3%	398,640	7.4%	56	5.3%	400,447	7.4%
Grade 7	74	7.1%	418,486	7.7%	74	7.0%	418,788	7.7%
Grade 8	82	7.8%	424,287	7.9%	82	7.8%	424,544	7.8%
Grade 9	89	8.5%	475,437	8.8%	89	8.5%	475,746	8.8%
Grade 10	87	8.3%	408,393	7.6%	87	8.3%	408,700	7.5%
Grade 11	84	8.0%	389,034	7.2%	84	8.0%	389,454	7.2%
Grade 12	72	6.9%	360,056	6.7%	72	6.8%	362,157	6.7%
<b>Ethnic Distribution:</b>								
African American	21	2.0%	690,999	12.8%	21	2.0%	694,302	12.8%
Hispanic	792	75.6%	2,850,147	52.8%	795	75.5%	2,860,754	52.7%
White	220	21.0%	1,420,166	26.3%	222	21.1%	1,427,241	26.3%
American Indian	2	0.2%	17,944	0.3%	2	0.2%	18,028	0.3%
Asian	4	0.4%	259,342	4.8%	4	0.4%	261,788	4.8%
Pacific Islander	0	0.0%	8,443	0.2%	0	0.0%	8,477	0.2%
Two or More Races	9	0.9%	155,887	2.9%	9	0.9%	156,780	2.9%
<b>Sex:</b>								
Female	515	49.1%	2,640,313	48.9%	517	49.1%	2,650,563	48.8%
Male	533	50.9%	2,762,615	51.1%	536	50.9%	2,776,807	51.2%
Economically Disadvantaged	740	70.6%	3,278,452	60.7%	742	70.5%	3,289,420	60.6%
Non-Educationally Disadvantaged	308	29.4%	2,124,476	39.3%	311	29.5%	2,137,950	39.4%
Section 504 Students	64	6.1%	400,729	7.4%	64	6.1%	401,648	7.4%
EB Students/EL	67	6.4%	1,171,661	21.7%	67	6.4%	1,175,333	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	8	0.3%	34,054	0.6%				
Students w/ Dyslexia	51	4.9%	270,260	5.0%	51	4.8%	270,966	5.0%
Foster Care	0	0.0%	15,338	0.3%	0	0.0%	15,409	0.3%
Homeless	11	1.0%	61,433	1.1%	11	1.0%	61,687	1.1%
Immigrant	1	0.1%	108,510	2.0%	1	0.1%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	1,047	99.9%	3,473,996	64.3%	1,052	99.9%	3,487,333	64.3%
Military Connected	26	2.5%	176,253	3.3%	26	2.5%	176,554	3.3%
At-Risk	657	62.7%	2,892,191	53.5%	657	62.4%	2,901,015	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	61	5.8%	1,182,035	21.9%	61	5.8%	1,185,511	21.8%
Career and Technical Education	190	18.1%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	188	56.6%	1,159,913	71.0%				
Gifted and Talented Education	87	8.3%	434,269	8.0%	87	8.3%	435,356	8.0%
Special Education	153	14.6%	624,256	11.6%	158	15.0%	635,097	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	153		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	79	51.6%	268,673	43.0%				
Students with Physical Disabilities	29	19.0%	129,679	20.8%				
Students with Autism	27	17.6%	91,742	14.7%				
Students with Behavioral Disabilities	**	**	125,096	20.0%				
Students with Non-Categorical Early Childhood	*	*	9,066	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	1,769	66.5%	705,063	13.6%				
By Ethnicity:								
African American	269	10.1%	131,970	2.5%				
Hispanic	551	20.7%	342,504	6.6%				
White	849	31.9%	184,235	3.5%				
American Indian	10	0.4%	2,852	0.1%				
Asian	14	0.5%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	76	2.9%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	192	58.5%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	25	33.3%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	1,241	66.6%	467,226	15.0%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	271	28.6%	772,746	18.9%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	9.3%	1.9%	25.0%	5.2%
Grade 1	6.4%	2.9%	18.8%	4.2%
Grade 2	6.3%	1.7%	9.5%	2.2%
Grade 3	5.3%	1.0%	5.0%	1.0%
Grade 4	4.6%	0.7%	4.5%	0.7%
Grade 5	11.7%	0.5%	23.1%	0.7%
Grade 6	6.9%	0.6%	4.2%	0.6%
Grade 7	11.0%	0.7%	10.0%	0.7%
Grade 8	4.8%	0.6%	3.8%	0.8%
Grade 9	32.4%	10.5%	41.7%	14.1%

Data Quality:	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Underreported Students	101	6.3%	8,781	0.3%

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

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	20.3	18.7
Grade 1	14.7	18.7
Grade 2	18.3	18.6
Grade 3	15.5	18.7
Grade 4	18.8	18.8
Grade 5	20.5	20.2
Grade 6	16.0	19.2

Texas Education Agency  
2021-22 Student Information (TAPR)  
KARNES CITY ISD (128901) - KARNES COUNTY

Class Size Information	District	State
<b>Secondary:</b>		
English/Language Arts	12.3	16.3
Foreign Languages	13.6	18.4
Mathematics	13.6	17.5
Science	15.4	18.5
Social Studies	14.2	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	---- District ----		----- State -----	
<b>Staff Information</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Staff	214.4	100.0%	749,473.4	100.0%
Professional Staff:	124.6	58.1%	480,632.3	64.1%
Teachers	86.6	40.4%	369,695.8	49.3%
Professional Support	27.5	12.8%	80,190.4	10.7%
Campus Administration (School Leadership)	4.0	1.9%	22,091.4	2.9%
Central Administration	6.5	3.1%	8,654.8	1.2%
Educational Aides:	37.0	17.3%	82,972.4	11.1%
Auxiliary Staff:	52.7	24.6%	185,868.6	24.8%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	4.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	124.4	58.0%	390,611.0	52.1%
<b>Teachers by Ethnicity:</b>				
African American	1.0	1.2%	41,286.1	11.2%
Hispanic	34.7	40.1%	106,866.5	28.9%
White	48.9	56.4%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	0.0	0.0%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	2.0	2.3%	4,312.0	1.2%
<b>Teachers by Sex:</b>				
Males	23.2	26.8%	89,015.4	24.1%
Females	63.4	73.2%	280,680.4	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	3.0	3.5%	5,187.9	1.4%
Bachelors	69.2	79.8%	268,560.2	72.6%
Masters	14.5	16.7%	93,139.5	25.2%
Doctorate	0.0	0.0%	2,808.1	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	8.7	10.1%	29,215.8	7.9%
1-5 Years Experience	19.0	21.9%	98,764.8	26.7%
6-10 Years Experience	15.5	17.8%	76,197.2	20.6%



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

	---- District ----		----- State -----	
<b>Staff Information</b>	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
11-20 Years Experience	25.4	29.4%	105,811.4	28.6%
21-30 Years Experience	18.0	20.8%	48,804.6	13.2%
Over 30 Years Experience	0.0	0.0%	10,902.0	2.9%
<b>Number of Students per Teacher</b>				
	12.1	n/a	14.6	n/a

<b>Staff Information</b>	<b>District</b>	<b>State</b>
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	2.5	6.3
Average Years Experience of Principals with District	1.5	5.4
Average Years Experience of Assistant Principals	1.0	5.5
Average Years Experience of Assistant Principals with District	1.0	4.8
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers:	11.5	11.1
Average Years Experience of Teachers with District:	6.1	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$47,703	\$51,054
1-5 Years Experience	\$49,634	\$54,577
6-10 Years Experience	\$54,351	\$57,746
11-20 Years Experience	\$58,300	\$61,377
21-30 Years Experience	\$64,191	\$65,949
Over 30 Years Experience	-	\$71,111
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$55,851	\$58,887
Professional Support	\$59,084	\$69,505
Campus Administration (School Leadership)	\$94,897	\$84,990
Central Administration	\$99,965	\$112,797
<b>Instructional Staff Percent:</b>		
Instructional Staff Percent:	68.8%	64.9%
<b>Turnover Rate for Teachers:</b>		
Turnover Rate for Teachers:	23.4%	17.7%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.8	381.6
<b>Contracted Instructional Staff:</b>		
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY ISD (128901) - KARNES COUNTY**

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

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	22,926.8	6.2%
Career and Technical Education	7.9	9.1%	19,365.5	5.2%
Compensatory Education	4.1	4.7%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	67.4	77.8%	261,685.1	70.8%
Special Education	3.7	4.2%	35,441.0	9.6%
Other	3.6	4.2%	12,775.1	3.5%

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

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

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: KARNES CITY ISD**

**Campus Name: KARNES CITY PRI**

**Campus Number: 128901107**

**2022 Accountability Rating: C**

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

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

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

**This campus is not rated on Progress (TAPR).**

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

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

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

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



Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	78.0%	<b>84.5%</b>	68.8%	93.4%	74.4%	*	*	-	*	89.1%	86.2%	*
2019-20	98.3%	98.6%	<b>98.8%</b>	*	98.7%	99.3%	-	-	-	*	98.7%	98.6%	*
<b>Chronic Absenteeism</b>													
2020-21	15.0%	61.7%	<b>48.1%</b>	68.2%	26.6%	63.4%	*	*	-	*	42.1%	45.7%	16.7%
2019-20	6.7%	6.1%	<b>2.6%</b>	*	1.8%	5.9%	-	-	-	*	0.0%	3.3%	*
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	15.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	76.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	77.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	78.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	92.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	94.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	12.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	74.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	80.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	92.4%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	12.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	75.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	77.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	99	358,842
<b>By Ethnicity:</b>				
African American	-	-	5	44,018
Hispanic	-	-	55	183,306
White	-	-	38	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	1	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	18	56,281
Foundation H.S. Program (Endorsement)	-	-	6	13,582
Foundation H.S. Program (DLA)	-	-	75	287,316
Special Education Graduates	-	-	10	31,028
Economically Disadvantaged Graduates	-	-	63	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	32,809
At-Risk Graduates	-	-	38	155,884
CTE Completers	-	-	15	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	204	100.0%	1,048	5,402,928	209	100.0%	1,053	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	2	1.0%	0.2%	0.3%	7	3.3%	0.7%	0.4%
Pre-Kindergarten	62	30.4%	5.9%	4.1%	62	29.7%	5.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	62	30.4%	5.9%	3.5%	62	29.7%	5.9%	3.5%
Kindergarten	81	39.7%	7.7%	6.8%	81	38.8%	7.7%	6.8%
Grade 1	59	28.9%	5.6%	7.1%	59	28.2%	5.6%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	6.0%	7.1%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 6	0	0.0%	5.3%	7.4%	0	0.0%	5.3%	7.4%
Grade 7	0	0.0%	7.1%	7.7%	0	0.0%	7.0%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	8.5%	8.8%	0	0.0%	8.5%	8.8%
Grade 10	0	0.0%	8.3%	7.6%	0	0.0%	8.3%	7.5%
Grade 11	0	0.0%	8.0%	7.2%	0	0.0%	8.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.8%	6.7%
<b>Ethnic Distribution:</b>								
African American	4	2.0%	2.0%	12.8%	4	1.9%	2.0%	12.8%
Hispanic	168	82.4%	75.6%	52.8%	171	81.8%	75.5%	52.7%
White	28	13.7%	21.0%	26.3%	30	14.4%	21.1%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	3	1.5%	0.4%	4.8%	3	1.4%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.5%	0.9%	2.9%	1	0.5%	0.9%	2.9%
<b>Sex:</b>								
Female	104	51.0%	49.1%	48.9%	106	50.7%	49.1%	48.8%
Male	100	49.0%	50.9%	51.1%	103	49.3%	50.9%	51.2%
<b>Other Student Information:</b>								
Economically Disadvantaged	154	75.5%	70.6%	60.7%	156	74.6%	70.5%	60.6%
Non-Educationally Disadvantaged	50	24.5%	29.4%	39.3%	53	25.4%	29.5%	39.4%
Section 504 Students	0	0.0%	6.1%	7.4%	0	0.0%	6.1%	7.4%
EB Students/EL	9	4.4%	6.4%	21.7%	9	4.3%	6.4%	21.7%



Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.3%	0.6%				
Students w/ Dyslexia	0	0.0%	4.9%	5.0%	0	0.0%	4.8%	5.0%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	3	1.5%	1.0%	1.1%	3	1.4%	1.0%	1.1%
Immigrant	0	0.0%	0.1%	2.0%	0	0.0%	0.1%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	204	100.0%	99.9%	64.3%	209	100.0%	99.9%	64.3%
Military Connected	1	0.5%	2.5%	3.3%	1	0.5%	2.5%	3.3%
At-Risk	156	76.5%	62.7%	53.5%	156	74.6%	62.4%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	8	3.9%	5.8%	21.9%	8	3.8%	5.8%	21.8%
Career and Technical Education	0	0.0%	18.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	56.6%	71.0%				
Gifted and Talented Education	0	0.0%	8.3%	8.0%	0	0.0%	8.3%	8.0%
Special Education	29	14.2%	14.6%	11.6%	34	16.3%	15.0%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	29							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	51.6%	43.0%				
Students with Physical Disabilities	16	55.2%	19.0%	20.8%				
Students with Autism	7	24.1%	17.6%	14.7%				
Students with Behavioral Disabilities	*	*	**	20.0%				
Students with Non-Categorical Early Childhood	*	*	*	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	111	60.3%	66.5%	13.6%				
By Ethnicity:								
African American	20	10.9%	10.1%	2.5%				
Hispanic	26	14.1%	20.7%	6.6%				
White	57	31.0%	31.9%	3.5%				
American Indian	2	1.1%	0.4%	0.1%				
Asian	2	1.1%	0.5%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	2.2%	2.9%	0.5%				
Count and Percent of Special Ed Students who are Mobile	8	42.1%	58.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	42.9%	33.3%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	79	61.2%	66.6%	15.0%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	33	22.4%	28.6%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	9.3%	9.3%	1.9%	25.0%	25.0%	5.2%
Grade 1	6.4%	6.4%	2.9%	18.8%	18.8%	4.2%
Grade 2	-	6.3%	1.7%	-	9.5%	2.2%
Grade 3	-	5.3%	1.0%	-	5.0%	1.0%
Grade 4	-	4.6%	0.7%	-	4.5%	0.7%
Grade 5	-	11.7%	0.5%	-	23.1%	0.7%
Grade 6	-	6.9%	0.6%	-	4.2%	0.6%
Grade 7	-	11.0%	0.7%	-	10.0%	0.7%
Grade 8	-	4.8%	0.6%	-	3.8%	0.8%
Grade 9	-	32.4%	10.5%	-	41.7%	14.1%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	20.3	20.3	18.7
Grade 1	14.7	14.7	18.7
Grade 2	-	18.3	18.6
Grade 3	-	15.5	18.7
Grade 4	-	18.8	18.8
Grade 5	-	20.5	20.2
Grade 6	-	16.0	19.2
<b>Secondary:</b>			
English/Language Arts	-	12.3	16.3
Foreign Languages	-	13.6	18.4
Mathematics	-	13.6	17.5

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Science	-	15.4	18.5
Social Studies	-	14.2	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	29.6	100.0%	100.0%	100.0%
Professional Staff:	17.6	59.4%	58.1%	64.1%
Teachers	15.3	51.8%	40.4%	49.3%
Professional Support	1.3	4.2%	12.8%	10.7%
Campus Administration (School Leadership)	1.0	3.4%	1.9%	2.9%
Educational Aides:	12.0	40.6%	17.3%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	4.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	20.3	68.7%	58.0%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	1.2%	11.2%
Hispanic	6.3	41.2%	40.1%	28.9%
White	9.0	58.8%	56.4%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.3%	1.2%
<b>Teachers by Sex:</b>				
Males	0.4	2.8%	26.8%	24.1%
Females	14.9	97.2%	73.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	3.5%	1.4%
Bachelors	12.2	79.3%	79.8%	72.6%
Masters	3.2	20.7%	16.7%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.7	4.7%	10.1%	7.9%
1-5 Years Experience	3.0	19.6%	21.9%	26.7%
6-10 Years Experience	2.0	13.1%	17.8%	20.6%
11-20 Years Experience	6.2	40.3%	29.4%	28.6%
21-30 Years Experience	3.4	22.4%	20.8%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%
Number of Students per Teacher	13.3	n/a	12.1	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	2.0	2.5	6.3
Average Years Experience of Principals with District	2.0	1.5	5.4
Average Years Experience of Assistant Principals	1.0	1.0	5.5
Average Years Experience of Assistant Principals with District	1.0	1.0	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	13.6	11.5	11.1
Average Years Experience of Teachers with District:	8.2	6.1	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$47,602	\$47,703	\$51,054
1-5 Years Experience	\$49,659	\$49,634	\$54,577
6-10 Years Experience	\$52,737	\$54,351	\$57,746
11-20 Years Experience	\$57,741	\$58,300	\$61,377
21-30 Years Experience	\$62,654	\$64,191	\$65,949
Over 30 Years Experience	-	-	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$56,127	\$55,851	\$58,887
Professional Support	\$62,294	\$59,084	\$69,505
Campus Administration (School Leadership)	\$84,795	\$94,897	\$84,990
Instructional Staff Percent:	n/a	68.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.0	0.0%	9.1%	5.2%
Compensatory Education	4.0	26.1%	4.7%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	11.3	73.9%	77.8%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY**

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	0.0	0.0%	4.2%	9.6%
Other	0.0	0.0%	4.2%	3.5%

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

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

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: KARNES CITY ISD**

**Campus Name: ROGER E SIDES EL**

**Campus Number: 128901105**

**2022 Accountability Rating: C**

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	87%	<b>87%</b>	*	85%	90%	-	-	-	*	67%	80%	89%	67%	86%	*
	2021	67%	52%	<b>52%</b>	-	46%	71%	-	-	-	*	21%	*	52%	56%	47%	17%
At Meets Grade Level or Above	2022	51%	50%	<b>50%</b>	*	47%	80%	-	-	-	*	33%	40%	50%	50%	45%	*
	2021	39%	24%	<b>24%</b>	-	17%	43%	-	-	-	*	21%	*	24%	22%	19%	17%
At Masters Grade Level	2022	30%	28%	<b>28%</b>	*	23%	60%	-	-	-	*	22%	40%	30%	17%	22%	*
	2021	19%	9%	<b>9%</b>	-	8%	14%	-	-	-	*	7%	*	9%	11%	4%	0%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	72%	<b>72%</b>	*	68%	100%	-	-	-	*	33%	60%	72%	67%	65%	*
	2021	62%	54%	<b>54%</b>	-	46%	79%	-	-	-	*	36%	*	55%	44%	45%	33%
At Meets Grade Level or Above	2022	43%	37%	<b>37%</b>	*	34%	60%	-	-	-	*	22%	40%	33%	67%	31%	*
	2021	31%	24%	<b>24%</b>	-	13%	57%	-	-	-	*	21%	*	22%	33%	13%	17%
At Masters Grade Level	2022	21%	17%	<b>17%</b>	*	13%	40%	-	-	-	*	22%	20%	15%	33%	14%	*
	2021	14%	9%	<b>9%</b>	-	6%	21%	-	-	-	*	7%	*	9%	11%	4%	17%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	63%	<b>63%</b>	-	57%	78%	-	-	-	*	50%	*	62%	67%	59%	57%
	2021	63%	47%	<b>47%</b>	*	45%	53%	-	-	-	*	18%	*	53%	28%	44%	50%
At Meets Grade Level or Above	2022	54%	30%	<b>30%</b>	-	19%	61%	-	-	-	*	33%	*	25%	44%	24%	14%
	2021	36%	17%	<b>17%</b>	*	18%	20%	-	-	-	*	9%	*	23%	0%	16%	38%
At Masters Grade Level	2022	28%	14%	<b>14%</b>	-	7%	33%	-	-	-	*	25%	*	11%	22%	14%	14%
	2021	17%	7%	<b>7%</b>	*	9%	0%	-	-	-	*	0%	*	9%	0%	7%	13%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	57%	<b>57%</b>	-	47%	83%	-	-	-	*	42%	*	56%	61%	46%	14%
	2021	59%	37%	<b>37%</b>	*	38%	47%	-	-	-	*	27%	*	40%	28%	34%	38%
At Meets Grade Level or Above	2022	43%	36%	<b>36%</b>	-	26%	61%	-	-	-	*	25%	*	37%	33%	32%	14%
	2021	36%	9%	<b>9%</b>	*	9%	13%	-	-	-	*	18%	*	11%	6%	10%	25%
At Masters Grade Level	2022	23%	22%	<b>22%</b>	-	13%	50%	-	-	-	*	25%	*	22%	22%	20%	14%
	2021	21%	1%	<b>1%</b>	*	2%	0%	-	-	-	*	0%	*	2%	0%	2%	13%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	65%	<b>65%</b>	*	65%	71%	-	-	-	*	67%	*	71%	48%	64%	64%
	2021	73%	57%	<b>57%</b>	*	46%	91%	-	-	-	-	17%	*	54%	63%	51%	29%
At Meets Grade Level or Above	2022	58%	24%	<b>24%</b>	*	24%	29%	-	-	-	*	25%	*	24%	24%	20%	18%
	2021	46%	26%	<b>26%</b>	*	21%	45%	-	-	-	-	17%	*	27%	25%	22%	14%
At Masters Grade Level	2022	36%	8%	<b>8%</b>	*	8%	7%	-	-	-	*	8%	*	8%	5%	5%	18%
	2021	30%	15%	<b>15%</b>	*	8%	45%	-	-	-	-	0%	*	14%	19%	13%	0%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	63%	<b>63%</b>	*	59%	93%	-	-	-	*	58%	*	66%	52%	58%	73%
	2021	70%	58%	<b>58%</b>	*	51%	82%	-	-	-	-	50%	*	62%	50%	58%	57%
At Meets Grade Level or Above	2022	48%	25%	<b>25%</b>	*	25%	29%	-	-	-	*	33%	*	29%	14%	23%	36%
	2021	44%	25%	<b>25%</b>	*	15%	55%	-	-	-	-	17%	*	24%	25%	22%	0%
At Masters Grade Level	2022	25%	8%	<b>8%</b>	*	10%	0%	-	-	-	*	8%	*	8%	5%	6%	18%
	2021	25%	11%	<b>11%</b>	*	5%	27%	-	-	-	-	17%	*	11%	13%	13%	0%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	55%	<b>55%</b>	*	56%	64%	-	-	-	*	58%	*	58%	48%	53%	64%
	2021	62%	55%	<b>55%</b>	*	46%	82%	-	-	-	-	17%	*	57%	50%	49%	71%
At Meets Grade Level or Above	2022	38%	23%	<b>23%</b>	*	24%	21%	-	-	-	*	33%	*	24%	19%	20%	27%
	2021	31%	23%	<b>23%</b>	*	13%	55%	-	-	-	-	17%	*	24%	19%	22%	0%
At Masters Grade Level	2022	18%	3%	<b>3%</b>	*	3%	0%	-	-	-	*	8%	*	2%	5%	2%	9%
	2021	13%	6%	<b>6%</b>	*	0%	18%	-	-	-	-	17%	*	5%	6%	7%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	70%	<b>65%</b>	25%	62%	82%	-	-	-	56%	54%	56%	68%	56%	61%	59%
	2021	67%	63%	<b>50%</b>	44%	45%	67%	-	-	-	60%	28%	43%	52%	42%	46%	44%
At Meets Grade Level or Above	2022	48%	39%	<b>31%</b>	0%	28%	48%	-	-	-	22%	29%	24%	31%	30%	27%	25%
	2021	41%	34%	<b>20%</b>	17%	15%	37%	-	-	-	40%	19%	14%	21%	15%	17%	16%
At Masters Grade Level	2022	23%	16%	<b>13%</b>	0%	11%	27%	-	-	-	0%	17%	12%	13%	13%	11%	18%
	2021	18%	13%	<b>7%</b>	11%	5%	14%	-	-	-	0%	5%	0%	7%	7%	6%	5%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	71%	<b>70%</b>	*	68%	79%	-	-	-	*	61%	64%	74%	58%	69%	60%
	2021	68%	62%	<b>51%</b>	50%	46%	70%	-	-	-	*	19%	60%	53%	47%	47%	33%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	42%	<b>33%</b>	*	29%	55%	-	-	-	*	30%	27%	33%	36%	29%	20%
	2021	45%	36%	<b>22%</b>	17%	18%	35%	-	-	-	*	16%	0%	24%	14%	19%	24%
At Masters Grade Level	2022	25%	15%	<b>15%</b>	*	12%	31%	-	-	-	*	18%	18%	16%	13%	13%	20%
	2021	18%	13%	<b>10%</b>	0%	8%	18%	-	-	-	*	3%	0%	10%	9%	8%	5%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	68%	<b>63%</b>	*	58%	90%	-	-	-	*	45%	55%	65%	58%	56%	55%
	2021	66%	60%	<b>49%</b>	33%	44%	68%	-	-	-	*	35%	40%	51%	40%	44%	43%
At Meets Grade Level or Above	2022	42%	35%	<b>32%</b>	*	28%	50%	-	-	-	*	27%	27%	33%	29%	28%	30%
	2021	37%	28%	<b>18%</b>	17%	12%	40%	-	-	-	*	19%	20%	18%	19%	14%	14%
At Masters Grade Level	2022	20%	17%	<b>15%</b>	*	12%	31%	-	-	-	*	18%	9%	15%	16%	13%	20%
	2021	18%	12%	<b>7%</b>	17%	4%	15%	-	-	-	*	6%	0%	7%	7%	6%	10%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	73%	<b>55%</b>	*	56%	64%	-	-	-	*	58%	*	58%	48%	53%	64%
	2021	71%	72%	<b>55%</b>	*	46%	82%	-	-	-	-	17%	*	57%	50%	49%	71%
At Meets Grade Level or Above	2022	47%	35%	<b>23%</b>	*	24%	21%	-	-	-	*	33%	*	24%	19%	20%	27%
	2021	44%	39%	<b>23%</b>	*	13%	55%	-	-	-	-	17%	*	24%	19%	22%	0%
At Masters Grade Level	2022	21%	7%	<b>3%</b>	*	3%	0%	-	-	-	*	8%	*	2%	5%	2%	9%
	2021	20%	17%	<b>6%</b>	*	0%	18%	-	-	-	-	17%	*	5%	6%	7%	0%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2022	36%	33%	<b>33%</b>	*	30%	60%	-	-	-	*	22%	20%	31%	50%	27%	*
	2021	24%	16%	<b>16%</b>	-	8%	43%	-	-	-	*	21%	*	16%	22%	11%	17%
Reading and Mathematics Including EOC	2022	36%	33%	<b>33%</b>	*	30%	60%	-	-	-	*	22%	20%	31%	50%	27%	*
	2021	24%	16%	<b>16%</b>	-	8%	43%	-	-	-	*	21%	*	16%	22%	11%	17%
Reading Including EOC	2022	51%	50%	<b>50%</b>	*	47%	80%	-	-	-	*	33%	40%	50%	50%	45%	*
	2021	38%	24%	<b>24%</b>	-	17%	43%	-	-	-	*	21%	*	24%	22%	19%	17%
Math Including EOC	2022	43%	37%	<b>37%</b>	*	34%	60%	-	-	-	*	22%	40%	33%	67%	31%	*
	2021	31%	24%	<b>24%</b>	-	13%	57%	-	-	-	*	21%	*	22%	33%	13%	17%
<b>4th Graders</b>																	
Reading and Mathematics	2022	36%	21%	<b>21%</b>	-	11%	44%	-	-	-	*	25%	*	19%	28%	20%	14%
	2021	26%	7%	<b>7%</b>	*	7%	7%	-	-	-	*	9%	*	9%	0%	8%	25%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	21%	<b>21%</b>	-	11%	44%	-	-	-	*	25%	*	19%	28%	20%	14%
	2021	26%	7%	<b>7%</b>	*	7%	7%	-	-	-	*	9%	*	9%	0%	8%	25%
Reading Including EOC	2022	54%	30%	<b>30%</b>	-	19%	61%	-	-	-	*	33%	*	25%	44%	24%	14%
	2021	36%	17%	<b>17%</b>	*	18%	20%	-	-	-	*	9%	*	23%	0%	16%	38%
Math Including EOC	2022	43%	36%	<b>36%</b>	-	26%	61%	-	-	-	*	25%	*	37%	33%	32%	14%
	2021	36%	9%	<b>9%</b>	*	9%	13%	-	-	-	*	18%	*	11%	6%	10%	25%
<b>5th Graders</b>																	
Reading and Mathematics	2022	41%	15%	<b>15%</b>	*	13%	29%	-	-	-	*	25%	*	17%	10%	11%	18%
	2021	34%	17%	<b>17%</b>	*	10%	36%	-	-	-	-	17%	*	16%	19%	16%	0%
Reading and Mathematics Including EOC	2022	41%	15%	<b>15%</b>	*	13%	29%	-	-	-	*	25%	*	17%	10%	11%	18%
	2021	34%	17%	<b>17%</b>	*	10%	36%	-	-	-	-	17%	*	16%	19%	16%	0%
Reading Including EOC	2022	58%	24%	<b>24%</b>	*	24%	29%	-	-	-	*	25%	*	24%	24%	20%	18%
	2021	46%	26%	<b>26%</b>	*	21%	45%	-	-	-	-	17%	*	27%	25%	22%	14%
Math Including EOC	2022	48%	25%	<b>25%</b>	*	25%	29%	-	-	-	*	33%	*	29%	14%	23%	36%
	2021	44%	25%	<b>25%</b>	*	15%	55%	-	-	-	-	17%	*	24%	25%	22%	0%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	23%	<b>22%</b>	*	17%	43%	-	-	-	*	24%	9%	22%	22%	18%	20%
	2021	26%	20%	<b>13%</b>	17%	8%	28%	-	-	-	*	16%	0%	13%	12%	11%	14%
Reading and Mathematics Including EOC	2022	36%	26%	<b>22%</b>	*	17%	43%	-	-	-	*	24%	9%	22%	22%	18%	20%
	2021	28%	22%	<b>13%</b>	17%	8%	28%	-	-	-	*	16%	0%	13%	12%	11%	14%
Reading Including EOC	2022	53%	42%	<b>33%</b>	*	29%	55%	-	-	-	*	30%	27%	33%	36%	29%	20%
	2021	41%	33%	<b>22%</b>	17%	18%	35%	-	-	-	*	16%	0%	24%	14%	19%	24%
Math Including EOC	2022	43%	33%	<b>32%</b>	*	28%	50%	-	-	-	*	27%	27%	33%	29%	28%	30%
	2021	37%	28%	<b>18%</b>	17%	12%	40%	-	-	-	*	19%	20%	18%	19%	14%	14%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	66	<b>66</b>	-	63	72	-	-	-	*	75	*	67	61	64	83
	2019	61	39	<b>39</b>	-	38	36	-	-	-	*	44	*	42	30	42	*
Grade 4 Mathematics	2022	74	77	<b>77</b>	-	73	91	-	-	-	*	92	*	75	82	74	67
	2019	65	46	<b>46</b>	-	37	79	-	-	-	*	44	*	48	37	40	*
Grade 5 ELA/Reading	2022	87	77	<b>77</b>	*	78	81	-	-	-	*	89	*	78	72	77	67
	2019	81	80	<b>80</b>	*	83	66	-	-	-	-	81	*	81	78	80	100
Grade 5 Mathematics	2022	79	74	<b>74</b>	*	75	73	-	-	-	*	56	*	76	67	74	78
	2019	83	96	<b>96</b>	*	95	100	-	-	-	-	100	*	97	94	95	100
All Grades Both Subjects	2022	74	74	<b>73</b>	*	72	79	-	-	-	*	79	63	74	70	72	73
	2019	69	68	<b>67</b>	88	66	71	-	-	-	*	73	75	67	67	68	80
All Grades ELA/Reading	2022	78	77	<b>71</b>	*	71	76	-	-	-	*	81	50	73	67	71	73
	2019	68	65	<b>61</b>	*	63	52	-	-	-	*	68	60	62	61	64	82
All Grades Mathematics	2022	69	71	<b>75</b>	*	74	83	-	-	-	*	76	75	76	73	74	73
	2019	70	70	<b>73</b>	*	68	90	-	-	-	*	79	90	73	73	71	77

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

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	70%	<b>65%</b>	-	-	-	-	-	-	63%	63%	-	-	36%	66%	57%	*
	2021	67%	63%	<b>50%</b>	-	-	-	-	-	-	43%	-	51%	10%	33%	51%	42%	*
At Meets Grade Level or Above	2022	48%	39%	<b>31%</b>	-	-	-	-	-	-	29%	29%	-	-	0%	32%	22%	*
	2021	41%	34%	<b>20%</b>	-	-	-	-	-	-	12%	-	15%	0%	17%	20%	13%	*
At Masters Grade Level	2022	23%	16%	<b>13%</b>	-	-	-	-	-	-	18%	18%	-	-	0%	13%	14%	*
	2021	18%	13%	<b>7%</b>	-	-	-	-	-	-	4%	-	5%	0%	0%	7%	4%	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	71%	<b>70%</b>	-	-	-	-	-	-	60%	60%	-	-	*	72%	58%	*
	2021	68%	62%	<b>51%</b>	-	-	-	-	-	-	28%	-	38%	0%	*	53%	30%	*
At Meets Grade Level or Above	2022	53%	42%	<b>33%</b>	-	-	-	-	-	-	20%	20%	-	-	*	35%	16%	*
	2021	45%	36%	<b>22%</b>	-	-	-	-	-	-	17%	-	23%	0%	*	22%	20%	*
At Masters Grade Level	2022	25%	15%	<b>15%</b>	-	-	-	-	-	-	20%	20%	-	-	*	15%	16%	*
	2021	18%	13%	<b>10%</b>	-	-	-	-	-	-	6%	-	8%	0%	*	10%	5%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	68%	<b>63%</b>	-	-	-	-	-	-	60%	60%	-	-	*	64%	53%	*
	2021	66%	60%	<b>49%</b>	-	-	-	-	-	-	44%	-	54%	20%	*	49%	40%	*
At Meets Grade Level or Above	2022	42%	35%	<b>32%</b>	-	-	-	-	-	-	33%	33%	-	-	*	32%	26%	*
	2021	37%	28%	<b>18%</b>	-	-	-	-	-	-	11%	-	15%	0%	*	19%	10%	*
At Masters Grade Level	2022	20%	17%	<b>15%</b>	-	-	-	-	-	-	20%	20%	-	-	*	15%	16%	*
	2021	18%	12%	<b>7%</b>	-	-	-	-	-	-	6%	-	8%	0%	*	6%	5%	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	73%	<b>55%</b>	-	-	-	-	-	-	75%	75%	-	-	*	54%	64%	-
	2021	71%	72%	<b>55%</b>	-	-	-	-	-	-	71%	-	71%	-	-	52%	71%	-
At Meets Grade Level or Above	2022	47%	35%	<b>23%</b>	-	-	-	-	-	-	38%	38%	-	-	*	22%	27%	-
	2021	44%	39%	<b>23%</b>	-	-	-	-	-	-	0%	-	0%	-	-	26%	0%	-
At Masters Grade Level	2022	21%	7%	<b>3%</b>	-	-	-	-	-	-	13%	13%	-	-	*	1%	9%	-
	2021	20%	17%	<b>6%</b>	-	-	-	-	-	-	0%	-	0%	-	-	7%	0%	-
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	74%	<b>73%</b>	-	-	-	-	-	-	73%	73%	-	-	67%	73%	71%	*
	2019	69%	68%	<b>67%</b>	-	-	-	-	-	-	83%	*	79%	-	-	-	83%	

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	77%	<b>71%</b>	-	-	-	-	-	-	73%	73%	-	-	*	71%	71%	*
	2019	68%	65%	<b>61%</b>	-	-	-	-	-	-	89%	*	86%	-	-	-	89%	
All Grades Mathematics	2022	69%	71%	<b>75%</b>	-	-	-	-	-	-	73%	73%	-	-	*	76%	71%	*
	2019	70%	70%	<b>73%</b>	-	-	-	-	-	-	78%	*	71%	-	-	-	78%	

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

- Indicates there are no students in the group.

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

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	88%	<b>92%</b>	100%	97%	92%	-	-	-	100%	96%	86%	98%	76%	94%	89%
Not Included in Accountability: Mobile	5%	11%	<b>8%</b>	0%	3%	8%	-	-	-	0%	4%	14%	2%	24%	6%	11%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	<b>100%</b>	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	87%	<b>92%</b>	*	97%	93%	-	-	-	*	97%	85%	98%	75%	94%	91%
Not Included in Accountability: Mobile	5%	13%	<b>8%</b>	*	3%	7%	-	-	-	*	3%	15%	2%	25%	6%	9%
Not Included in Accountability: Other Exclusions	2%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>100%</b>	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	89%	<b>92%</b>	*	97%	93%	-	-	-	*	97%	85%	98%	75%	94%	91%
Not Included in Accountability: Mobile	5%	10%	<b>8%</b>	*	3%	7%	-	-	-	*	3%	15%	2%	25%	6%	9%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	100%	<b>100%</b>	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	88%	<b>92%</b>	*	95%	88%	-	-	-	*	92%	*	97%	81%	94%	85%
Not Included in Accountability: Mobile	4%	12%	<b>8%</b>	*	5%	13%	-	-	-	*	8%	*	3%	19%	6%	15%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%



Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	50%	58%	26%	77%	46%	-	29%	-	22%	62%	52%	75%	37%	61%	91%
Included in Accountability	83%	38%	45%	14%	67%	29%	-	0%	-	10%	57%	42%	62%	24%	51%	83%
Not Included in Accountability: Mobile	3%	12%	13%	12%	10%	18%	-	29%	-	12%	5%	9%	13%	13%	10%	9%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	50%	42%	74%	23%	54%	-	71%	-	78%	38%	48%	25%	63%	39%	9%
Absent	2%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	50%	42%	74%	23%	54%	-	71%	-	78%	38%	48%	25%	63%	39%	9%
<b>Reading</b>																
Assessment Participant	89%	51%	58%	24%	77%	46%	-	*	-	21%	63%	50%	75%	36%	61%	88%
Included in Accountability	83%	38%	45%	12%	67%	29%	-	*	-	11%	57%	42%	61%	23%	50%	81%
Not Included in Accountability: Mobile	3%	12%	13%	12%	10%	18%	-	*	-	11%	6%	8%	13%	13%	10%	8%
Not Included in Accountability: Other Exclusions	3%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	11%	49%	42%	76%	23%	54%	-	*	-	79%	37%	50%	25%	64%	39%	12%
Absent	2%	1%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	49%	42%	76%	23%	54%	-	*	-	79%	37%	50%	25%	64%	39%	12%
<b>Mathematics</b>																
Assessment Participant	88%	49%	58%	22%	77%	47%	-	*	-	21%	63%	50%	75%	36%	61%	92%
Included in Accountability	84%	37%	45%	12%	67%	29%	-	*	-	11%	57%	42%	62%	23%	51%	84%
Not Included in Accountability: Mobile	4%	12%	13%	10%	10%	19%	-	*	-	11%	6%	8%	13%	13%	10%	8%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	51%	42%	78%	23%	53%	-	*	-	79%	37%	50%	25%	64%	39%	8%
Absent	2%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	51%	42%	78%	23%	53%	-	*	-	79%	37%	50%	25%	64%	39%	8%
<b>Science</b>																
Assessment Participant	87%	47%	52%	30%	75%	35%	-	*	-	33%	50%	60%	73%	32%	56%	100%
Included in Accountability	84%	34%	39%	15%	62%	24%	-	*	-	0%	50%	40%	56%	23%	47%	88%
Not Included in Accountability: Mobile	3%	12%	13%	15%	13%	11%	-	*	-	33%	0%	20%	17%	10%	9%	13%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	53%	<b>48%</b>	70%	25%	65%	-	*	-	67%	50%	40%	27%	68%	44%	0%
Absent	2%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	53%	<b>48%</b>	70%	25%	65%	-	*	-	67%	50%	40%	27%	68%	44%	0%

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

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	78.0%	<b>84.5%</b>	74.5%	88.9%	80.1%	-	*	-	70.8%	86.4%	85.9%	91.4%
2019-20	98.3%	98.6%	<b>98.9%</b>	98.9%	98.8%	99.4%	-	-	-	*	99.0%	98.8%	98.9%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	61.7%	<b>48.9%</b>	73.2%	35.7%	58.0%	-	*	-	67.9%	43.6%	47.1%	35.5%
2019-20	6.7%	6.1%	<b>4.3%</b>	0.0%	4.8%	3.5%	-	-	-	*	4.4%	5.8%	8.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	15.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	76.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	77.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	78.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	92.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	94.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	12.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	74.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	80.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	92.4%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	12.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	75.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	77.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	99	358,842
<b>By Ethnicity:</b>				
African American	-	-	5	44,018
Hispanic	-	-	55	183,306
White	-	-	38	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	1	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	18	56,281
Foundation H.S. Program (Endorsement)	-	-	6	13,582
Foundation H.S. Program (DLA)	-	-	75	287,316
Special Education Graduates	-	-	10	31,028
Economically Disadvantaged Graduates	-	-	63	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	32,809
At-Risk Graduates	-	-	38	155,884
CTE Completers	-	-	15	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

**There is no data for this campus.**



Texas Education Agency  
2021-22 Other Postsecondary Indicators (TAPR)  
ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	300	100.0%	1,048	5,402,928	300	100.0%	1,053	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.7%	0.4%
Pre-Kindergarten	0	0.0%	5.9%	4.1%	0	0.0%	5.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	5.9%	3.5%	0	0.0%	5.9%	3.5%
Kindergarten	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Grade 1	0	0.0%	5.6%	7.1%	0	0.0%	5.6%	7.1%
Grade 2	76	25.3%	7.3%	7.1%	76	25.3%	7.2%	7.1%
Grade 3	63	21.0%	6.0%	7.1%	63	21.0%	6.0%	7.1%
Grade 4	78	26.0%	7.4%	7.1%	78	26.0%	7.4%	7.1%
Grade 5	83	27.7%	7.9%	7.2%	83	27.7%	7.9%	7.2%
Grade 6	0	0.0%	5.3%	7.4%	0	0.0%	5.3%	7.4%
Grade 7	0	0.0%	7.1%	7.7%	0	0.0%	7.0%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	0	0.0%	8.5%	8.8%	0	0.0%	8.5%	8.8%
Grade 10	0	0.0%	8.3%	7.6%	0	0.0%	8.3%	7.5%
Grade 11	0	0.0%	8.0%	7.2%	0	0.0%	8.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.8%	6.7%
<b>Ethnic Distribution:</b>								
African American	6	2.0%	2.0%	12.8%	6	2.0%	2.0%	12.8%
Hispanic	229	76.3%	75.6%	52.8%	229	76.3%	75.5%	52.7%
White	59	19.7%	21.0%	26.3%	59	19.7%	21.1%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.3%	0.4%	4.8%	1	0.3%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	5	1.7%	0.9%	2.9%	5	1.7%	0.9%	2.9%
<b>Sex:</b>								
Female	146	48.7%	49.1%	48.9%	146	48.7%	49.1%	48.8%
Male	154	51.3%	50.9%	51.1%	154	51.3%	50.9%	51.2%
<b>Other Student Information:</b>								
Economically Disadvantaged	223	74.3%	70.6%	60.7%	223	74.3%	70.5%	60.6%
Non-Educationally Disadvantaged	77	25.7%	29.4%	39.3%	77	25.7%	29.5%	39.4%
Section 504 Students	22	7.3%	6.1%	7.4%	22	7.3%	6.1%	7.4%
EB Students/EL	24	8.0%	6.4%	21.7%	24	8.0%	6.4%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.3%	0.6%				
Students w/ Dyslexia	25	8.3%	4.9%	5.0%	25	8.3%	4.8%	5.0%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	3	1.0%	1.0%	1.1%	3	1.0%	1.0%	1.1%
Immigrant	0	0.0%	0.1%	2.0%	0	0.0%	0.1%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	300	100.0%	99.9%	64.3%	300	100.0%	99.9%	64.3%
Military Connected	9	3.0%	2.5%	3.3%	9	3.0%	2.5%	3.3%
At-Risk	211	70.3%	62.7%	53.5%	211	70.3%	62.4%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	19	6.3%	5.8%	21.9%	19	6.3%	5.8%	21.8%
Career and Technical Education	0	0.0%	18.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	56.6%	71.0%				
Gifted and Talented Education	16	5.3%	8.3%	8.0%	16	5.3%	8.3%	8.0%
Special Education	41	13.7%	14.6%	11.6%	41	13.7%	15.0%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	41							
By Type of Primary Disability								
Students with Intellectual Disabilities	24	58.5%	51.6%	43.0%				
Students with Physical Disabilities	7	17.1%	19.0%	20.8%				
Students with Autism	**	**	17.6%	14.7%				
Students with Behavioral Disabilities	*	*	**	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	424	62.4%	66.5%	13.6%				
By Ethnicity:								
African American	77	11.3%	10.1%	2.5%				
Hispanic	141	20.8%	20.7%	6.6%				
White	178	26.2%	31.9%	3.5%				
American Indian	0	0.0%	0.4%	0.1%				
Asian	2	0.3%	0.5%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	26	3.8%	2.9%	0.5%				
Count and Percent of Special Ed Students who are Mobile	48	51.1%	58.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	10	32.3%	33.3%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	305	60.2%	66.6%	15.0%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	57	22.5%	28.6%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	9.3%	1.9%	-	25.0%	5.2%
Grade 1	-	6.4%	2.9%	-	18.8%	4.2%
Grade 2	6.3%	6.3%	1.7%	9.5%	9.5%	2.2%
Grade 3	5.3%	5.3%	1.0%	5.0%	5.0%	1.0%
Grade 4	4.6%	4.6%	0.7%	4.5%	4.5%	0.7%
Grade 5	11.7%	11.7%	0.5%	23.1%	23.1%	0.7%
Grade 6	-	6.9%	0.6%	-	4.2%	0.6%
Grade 7	-	11.0%	0.7%	-	10.0%	0.7%
Grade 8	-	4.8%	0.6%	-	3.8%	0.8%
Grade 9	-	32.4%	10.5%	-	41.7%	14.1%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	20.3	18.7
Grade 1	-	14.7	18.7
Grade 2	18.8	18.3	18.6
Grade 3	15.5	15.5	18.7
Grade 4	18.8	18.8	18.8
Grade 5	20.5	20.5	20.2
Grade 6	-	16.0	19.2
<b>Secondary:</b>			
English/Language Arts	-	12.3	16.3
Foreign Languages	-	13.6	18.4
Mathematics	-	13.6	17.5

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Science	-	15.4	18.5
Social Studies	-	14.2	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	37.7	100.0%	100.0%	100.0%
Professional Staff:	25.7	68.1%	58.1%	64.1%
Teachers	23.4	62.2%	40.4%	49.3%
Professional Support	1.3	3.3%	12.8%	10.7%
Campus Administration (School Leadership)	1.0	2.7%	1.9%	2.9%
Educational Aides:	12.0	31.9%	17.3%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	4.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	19.4	51.5%	58.0%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	1.2%	11.2%
Hispanic	9.4	40.2%	40.1%	28.9%
White	13.0	55.5%	56.4%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	4.3%	2.3%	1.2%
<b>Teachers by Sex:</b>				
Males	1.6	6.7%	26.8%	24.1%
Females	21.8	93.3%	73.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	3.5%	1.4%
Bachelors	19.6	83.6%	79.8%	72.6%
Masters	3.8	16.4%	16.7%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	4.0	17.1%	10.1%	7.9%
1-5 Years Experience	3.0	12.8%	21.9%	26.7%
6-10 Years Experience	7.0	29.9%	17.8%	20.6%
11-20 Years Experience	6.8	29.2%	29.4%	28.6%
21-30 Years Experience	2.6	11.0%	20.8%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%
Number of Students per Teacher	12.8	n/a	12.1	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	2.0	2.5	6.3
Average Years Experience of Principals with District	2.0	1.5	5.4
Average Years Experience of Assistant Principals	1.0	1.0	5.5
Average Years Experience of Assistant Principals with District	1.0	1.0	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	10.1	11.5	11.1
Average Years Experience of Teachers with District:	3.5	6.1	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$47,825	\$47,703	\$51,054
1-5 Years Experience	\$49,028	\$49,634	\$54,577
6-10 Years Experience	\$52,923	\$54,351	\$57,746
11-20 Years Experience	\$57,186	\$58,300	\$61,377
21-30 Years Experience	\$63,360	\$64,191	\$65,949
Over 30 Years Experience	-	-	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$53,943	\$55,851	\$58,887
Professional Support	\$60,581	\$59,084	\$69,505
Campus Administration (School Leadership)	\$84,795	\$94,897	\$84,990
Instructional Staff Percent:	n/a	68.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.0	0.0%	9.1%	5.2%
Compensatory Education	0.0	0.0%	4.7%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	22.3	95.2%	77.8%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY**

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	1.1	4.8%	4.2%	9.6%
Other	0.0	0.0%	4.2%	3.5%

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

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



# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: KARNES CITY ISD**

**Campus Name: KARNES CITY J H**

**Campus Number: 128901041**

**2022 Accountability Rating: B**

**Distinction Designations:**

**Academic Achievement in Mathematics**

**Top 25 Percent: Comparative Academic Growth**

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	63%	<b>63%</b>	*	58%	80%	-	-	-	*	44%	*	57%	76%	57%	60%
	2021	62%	56%	<b>56%</b>	-	49%	77%	-	-	-	*	23%	-	55%	57%	49%	*
At Meets Grade Level or Above	2022	43%	41%	<b>41%</b>	*	32%	70%	-	-	-	*	33%	*	35%	53%	36%	20%
	2021	32%	26%	<b>26%</b>	-	19%	54%	-	-	-	*	23%	-	22%	43%	24%	*
At Masters Grade Level	2022	23%	17%	<b>17%</b>	*	5%	50%	-	-	-	*	33%	*	14%	24%	14%	0%
	2021	15%	11%	<b>11%</b>	-	5%	31%	-	-	-	*	15%	-	7%	29%	8%	*
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	78%	<b>78%</b>	*	76%	80%	-	-	-	*	89%	*	78%	76%	75%	80%
	2021	68%	63%	<b>63%</b>	-	56%	85%	-	-	-	*	38%	-	64%	57%	55%	*
At Meets Grade Level or Above	2022	39%	24%	<b>24%</b>	*	16%	50%	-	-	-	*	33%	*	16%	41%	23%	0%
	2021	36%	36%	<b>36%</b>	-	30%	54%	-	-	-	*	23%	-	38%	29%	31%	*
At Masters Grade Level	2022	16%	9%	<b>9%</b>	*	0%	30%	-	-	-	*	22%	*	5%	18%	7%	0%
	2021	15%	18%	<b>18%</b>	-	12%	38%	-	-	-	*	15%	-	17%	21%	20%	*
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	78%	<b>78%</b>	-	73%	93%	-	-	-	*	58%	*	78%	77%	70%	*
	2021	69%	71%	<b>71%</b>	*	65%	95%	-	-	-	-	33%	*	71%	71%	62%	38%
At Meets Grade Level or Above	2022	56%	49%	<b>49%</b>	-	42%	67%	-	-	-	*	25%	*	53%	31%	38%	*
	2021	45%	54%	<b>54%</b>	*	47%	84%	-	-	-	-	20%	*	52%	65%	42%	25%
At Masters Grade Level	2022	37%	32%	<b>32%</b>	-	24%	53%	-	-	-	*	25%	*	36%	15%	26%	*
	2021	25%	39%	<b>39%</b>	*	32%	68%	-	-	-	-	7%	*	37%	47%	27%	25%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	61%	<b>61%</b>	-	56%	73%	-	-	-	*	33%	*	66%	38%	56%	*
	2021	55%	77%	<b>77%</b>	*	74%	95%	-	-	-	-	40%	*	79%	71%	71%	75%
At Meets Grade Level or Above	2022	31%	38%	<b>38%</b>	-	29%	60%	-	-	-	*	25%	*	42%	15%	32%	*
	2021	27%	47%	<b>47%</b>	*	37%	84%	-	-	-	-	13%	*	45%	53%	36%	38%
At Masters Grade Level	2022	13%	17%	<b>17%</b>	-	11%	33%	-	-	-	*	25%	*	19%	8%	10%	*
	2021	12%	25%	<b>25%</b>	*	18%	53%	-	-	-	-	7%	*	23%	35%	24%	38%
<b>Grade 8 Reading</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	86%	<b>86%</b>	*	85%	94%	*	-	-	-	53%	*	84%	93%	82%	71%
	2021	73%	66%	<b>66%</b>	*	55%	95%	*	-	-	-	30%	*	67%	61%	60%	71%
At Meets Grade Level or Above	2022	58%	59%	<b>59%</b>	*	53%	89%	*	-	-	-	20%	*	56%	71%	53%	29%
	2021	46%	42%	<b>41%</b>	*	28%	81%	*	-	-	-	20%	*	42%	39%	33%	43%
At Masters Grade Level	2022	37%	34%	<b>34%</b>	*	26%	61%	*	-	-	-	13%	*	32%	43%	29%	29%
	2021	21%	15%	<b>14%</b>	*	7%	38%	*	-	-	-	10%	*	15%	11%	7%	0%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	62%	<b>62%</b>	*	58%	100%	*	-	-	-	33%	*	59%	78%	57%	40%
	2021	62%	55%	<b>55%</b>	*	43%	100%	*	-	-	-	20%	*	60%	41%	47%	43%
At Meets Grade Level or Above	2022	40%	16%	<b>16%</b>	*	9%	71%	*	-	-	-	0%	*	11%	44%	14%	0%
	2021	36%	17%	<b>17%</b>	*	11%	43%	*	-	-	-	10%	*	21%	6%	13%	14%
At Masters Grade Level	2022	14%	0%	<b>0%</b>	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
	2021	11%	5%	<b>5%</b>	*	0%	21%	*	-	-	-	10%	*	6%	0%	2%	0%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2022	74%	74%	<b>74%</b>	*	74%	89%	*	-	-	-	40%	*	70%	93%	70%	71%
	2021	68%	72%	<b>71%</b>	*	68%	86%	*	-	-	-	30%	*	73%	65%	64%	86%
At Meets Grade Level or Above	2022	45%	38%	<b>38%</b>	*	34%	61%	*	-	-	-	7%	*	32%	64%	34%	29%
	2021	43%	40%	<b>40%</b>	*	32%	71%	*	-	-	-	10%	*	46%	18%	31%	43%
At Masters Grade Level	2022	24%	10%	<b>10%</b>	*	2%	39%	*	-	-	-	0%	*	8%	21%	4%	0%
	2021	24%	25%	<b>25%</b>	*	18%	48%	*	-	-	-	10%	*	28%	12%	17%	14%
<b>Grade 8 Social Studies</b>																	
At Approaches Grade Level or Above	2022	61%	47%	<b>47%</b>	*	42%	78%	*	-	-	-	13%	*	40%	79%	39%	29%
	2021	57%	54%	<b>54%</b>	*	48%	76%	*	-	-	-	20%	*	57%	41%	48%	43%
At Meets Grade Level or Above	2022	31%	12%	<b>12%</b>	*	8%	28%	*	-	-	-	7%	*	10%	21%	6%	0%
	2021	28%	21%	<b>21%</b>	*	15%	43%	*	-	-	-	10%	*	24%	12%	14%	0%
At Masters Grade Level	2022	18%	8%	<b>8%</b>	*	4%	22%	*	-	-	-	0%	*	6%	14%	4%	0%
	2021	14%	8%	<b>8%</b>	*	2%	29%	*	-	-	-	10%	*	9%	6%	3%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	79%	<b>100%</b>	-	100%	100%	-	-	-	-	-	*	100%	100%	100%	*
	2021	73%	66%	<b>100%</b>	-	100%	100%	-	-	-	-	-	*	100%	*	100%	-

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	43%	55%	<b>90%</b>	-	90%	91%	-	-	-	-	-	*	88%	100%	93%	*
	2021	41%	31%	<b>62%</b>	-	50%	86%	-	-	-	-	-	*	60%	*	55%	-
At Masters Grade Level	2022	27%	38%	<b>81%</b>	-	90%	73%	-	-	-	-	-	*	81%	80%	79%	*
	2021	23%	11%	<b>29%</b>	-	14%	57%	-	-	-	-	-	*	25%	*	9%	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	70%	<b>70%</b>	53%	66%	87%	*	-	-	100%	43%	70%	68%	78%	65%	57%
	2021	67%	63%	<b>66%</b>	37%	59%	90%	*	-	-	*	28%	77%	67%	60%	58%	55%
At Meets Grade Level or Above	2022	48%	39%	<b>37%</b>	27%	30%	64%	*	-	-	67%	17%	40%	35%	46%	32%	20%
	2021	41%	34%	<b>37%</b>	5%	29%	66%	*	-	-	*	15%	50%	37%	34%	28%	28%
At Masters Grade Level	2022	23%	16%	<b>19%</b>	20%	12%	42%	*	-	-	50%	13%	15%	18%	22%	15%	13%
	2021	18%	13%	<b>18%</b>	0%	11%	40%	*	-	-	*	9%	32%	17%	20%	13%	12%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	71%	<b>77%</b>	60%	73%	91%	*	-	-	*	53%	71%	75%	82%	70%	63%
	2021	68%	62%	<b>64%</b>	50%	56%	91%	*	-	-	*	29%	100%	65%	63%	57%	50%
At Meets Grade Level or Above	2022	53%	42%	<b>50%</b>	60%	43%	77%	*	-	-	*	25%	43%	50%	52%	43%	25%
	2021	45%	36%	<b>41%</b>	17%	32%	75%	*	-	-	*	21%	83%	39%	49%	33%	33%
At Masters Grade Level	2022	25%	15%	<b>29%</b>	40%	20%	56%	*	-	-	*	22%	29%	29%	27%	23%	19%
	2021	18%	13%	<b>22%</b>	0%	14%	47%	*	-	-	*	11%	50%	20%	29%	14%	11%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	68%	<b>70%</b>	80%	65%	86%	*	-	-	*	47%	71%	70%	68%	66%	56%
	2021	66%	60%	<b>69%</b>	33%	62%	94%	*	-	-	*	34%	83%	72%	57%	61%	56%
At Meets Grade Level or Above	2022	42%	35%	<b>34%</b>	20%	24%	67%	*	-	-	*	17%	43%	32%	41%	31%	19%
	2021	37%	28%	<b>37%</b>	0%	29%	66%	*	-	-	*	16%	33%	39%	31%	29%	28%
At Masters Grade Level	2022	20%	17%	<b>17%</b>	20%	10%	37%	*	-	-	*	14%	14%	16%	18%	13%	19%
	2021	18%	12%	<b>18%</b>	0%	11%	42%	*	-	-	*	11%	17%	17%	20%	15%	22%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	73%	<b>74%</b>	*	74%	89%	*	-	-	-	40%	*	70%	93%	70%	71%
	2021	71%	72%	<b>71%</b>	*	68%	86%	*	-	-	-	30%	*	73%	65%	64%	86%
At Meets Grade Level or Above	2022	47%	35%	<b>38%</b>	*	34%	61%	*	-	-	-	7%	*	32%	64%	34%	29%
	2021	44%	39%	<b>40%</b>	*	32%	71%	*	-	-	-	10%	*	46%	18%	31%	43%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	7%	<b>10%</b>	*	2%	39%	*	-	-	-	0%	*	8%	21%	4%	0%
	2021	20%	17%	<b>25%</b>	*	18%	48%	*	-	-	-	10%	*	28%	12%	17%	14%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	71%	<b>47%</b>	*	42%	78%	*	-	-	-	13%	*	40%	79%	39%	29%
	2021	73%	73%	<b>54%</b>	*	48%	76%	*	-	-	-	20%	*	57%	41%	48%	43%
At Meets Grade Level or Above	2022	50%	43%	<b>12%</b>	*	8%	28%	*	-	-	-	7%	*	10%	21%	6%	0%
	2021	49%	41%	<b>21%</b>	*	15%	43%	*	-	-	-	10%	*	24%	12%	14%	0%
At Masters Grade Level	2022	30%	25%	<b>8%</b>	*	4%	22%	*	-	-	-	0%	*	6%	14%	4%	0%
	2021	29%	23%	<b>8%</b>	*	2%	29%	*	-	-	-	10%	*	9%	6%	3%	0%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>6th Graders</b>																	
Reading and Mathematics	2022	31%	20%	<b>20%</b>	*	11%	50%	-	-	-	*	33%	*	14%	35%	18%	0%
	2021	24%	21%	<b>21%</b>	-	16%	38%	-	-	-	*	23%	-	19%	29%	20%	*
Reading and Mathematics Including EOC	2022	31%	20%	<b>20%</b>	*	11%	50%	-	-	-	*	33%	*	14%	35%	18%	0%
	2021	24%	21%	<b>21%</b>	-	16%	38%	-	-	-	*	23%	-	19%	29%	20%	*
Reading Including EOC	2022	43%	41%	<b>41%</b>	*	32%	70%	-	-	-	*	33%	*	35%	53%	36%	20%
	2021	32%	26%	<b>26%</b>	-	19%	54%	-	-	-	*	23%	-	22%	43%	24%	*
Math Including EOC	2022	40%	24%	<b>24%</b>	*	16%	50%	-	-	-	*	33%	*	16%	41%	23%	0%
	2021	36%	36%	<b>36%</b>	-	30%	54%	-	-	-	*	23%	-	38%	29%	31%	*
<b>7th Graders</b>																	
Reading and Mathematics	2022	32%	32%	<b>32%</b>	-	24%	53%	-	-	-	*	25%	*	36%	15%	24%	*
	2021	26%	42%	<b>42%</b>	*	32%	79%	-	-	-	-	7%	*	40%	47%	31%	25%
Reading and Mathematics Including EOC	2022	33%	32%	<b>32%</b>	-	24%	53%	-	-	-	*	25%	*	36%	15%	24%	*
	2021	27%	42%	<b>42%</b>	*	32%	79%	-	-	-	-	7%	*	40%	47%	31%	25%
Reading Including EOC	2022	56%	49%	<b>49%</b>	-	42%	67%	-	-	-	*	25%	*	53%	31%	38%	*
	2021	45%	54%	<b>54%</b>	*	47%	84%	-	-	-	-	20%	*	52%	65%	42%	25%
Math Including EOC	2022	37%	38%	<b>38%</b>	-	29%	60%	-	-	-	*	25%	*	42%	15%	32%	*
	2021	32%	47%	<b>47%</b>	*	37%	84%	-	-	-	-	13%	*	45%	53%	36%	38%
<b>8th Graders</b>																	
Reading and Mathematics	2022	27%	15%	<b>15%</b>	*	7%	71%	*	-	-	-	0%	*	11%	33%	14%	0%
	2021	21%	14%	<b>14%</b>	*	7%	43%	*	-	-	-	10%	*	17%	6%	9%	14%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	34%	<b>34%</b>	*	21%	83%	*	-	-	-	0%	*	29%	57%	35%	29%
	2021	33%	23%	<b>24%</b>	*	13%	57%	*	-	-	-	10%	*	27%	11%	14%	14%
Reading Including EOC	2022	58%	59%	<b>59%</b>	*	53%	89%	*	-	-	-	20%	*	56%	71%	53%	29%
	2021	47%	42%	<b>41%</b>	*	28%	81%	*	-	-	-	20%	*	42%	39%	33%	43%
Math Including EOC	2022	48%	37%	<b>37%</b>	*	25%	83%	*	-	-	-	0%	*	31%	64%	37%	29%
	2021	43%	28%	<b>28%</b>	*	20%	57%	*	-	-	-	10%	*	33%	11%	21%	14%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	23%	<b>23%</b>	20%	15%	56%	*	-	-	*	17%	17%	22%	28%	19%	7%
	2021	26%	20%	<b>27%</b>	0%	19%	57%	*	-	-	*	13%	*	26%	27%	21%	22%
Reading and Mathematics Including EOC	2022	36%	26%	<b>30%</b>	20%	19%	65%	*	-	-	*	17%	29%	28%	36%	26%	19%
	2021	28%	22%	<b>29%</b>	0%	20%	60%	*	-	-	*	13%	33%	29%	29%	22%	22%
Reading Including EOC	2022	53%	42%	<b>50%</b>	60%	43%	77%	*	-	-	*	25%	43%	50%	52%	43%	25%
	2021	41%	33%	<b>41%</b>	17%	32%	75%	*	-	-	*	21%	83%	39%	49%	33%	33%
Math Including EOC	2022	43%	33%	<b>34%</b>	20%	24%	67%	*	-	-	*	17%	43%	32%	41%	31%	19%
	2021	37%	28%	<b>37%</b>	0%	29%	66%	*	-	-	*	16%	33%	39%	31%	29%	28%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 6 ELA/Reading	2022	61	70	<b>70</b>	*	66	88	-	-	-	-	81	*	74	58	74	50
	2019	42	35	<b>35</b>	*	25	67	-	-	-	-	44	*	39	24	29	7
Grade 6 Mathematics	2022	61	68	<b>68</b>	*	72	56	-	-	-	-	88	*	66	75	70	70
	2019	54	80	<b>80</b>	*	74	100	-	-	-	-	61	*	85	62	78	64
Grade 7 ELA/Reading	2022	88	94	<b>94</b>	-	93	96	-	-	-	*	83	*	94	91	92	*
	2019	77	83	<b>83</b>	*	80	86	-	-	-	-	72	*	80	89	83	80
Grade 7 Mathematics	2022	60	59	<b>59</b>	-	58	58	-	-	-	*	67	*	60	50	57	*
	2019	62	53	<b>53</b>	*	51	57	-	-	-	-	22	*	51	58	49	60
Grade 8 ELA/Reading	2022	83	78	<b>78</b>	*	77	81	*	-	-	-	87	*	78	79	79	86
	2019	77	76	<b>76</b>	-	75	78	-	-	-	-	88	*	77	73	76	*
Grade 8 Mathematics	2022	74	52	<b>52</b>	*	45	86	*	-	-	-	50	*	53	44	53	40
	2019	82	76	<b>76</b>	-	74	82	-	-	-	-	65	*	76	77	76	*
End of Course Algebra I	2022	67	87	<b>86</b>	-	90	82	-	-	-	-	-	*	88	80	86	*
	2019	75	70	<b>73</b>	-	73	73	-	-	-	-	-	*	74	70	81	-
All Grades Both Subjects	2022	74	74	<b>72</b>	85	70	78	*	-	-	*	74	64	73	68	72	63
	2019	69	68	<b>67</b>	65	63	77	-	-	-	-	61	75	68	64	65	46
All Grades ELA/Reading	2022	78	77	<b>82</b>	80	80	87	*	-	-	*	84	64	83	76	82	72
	2019	68	65	<b>65</b>	60	60	78	-	-	-	-	71	81	66	63	63	35
All Grades Mathematics	2022	69	71	<b>62</b>	90	60	69	*	-	-	*	64	64	63	61	63	53
	2019	70	70	<b>69</b>	70	66	77	-	-	-	-	52	69	71	65	68	58

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

- Indicates there are no students in the group.



Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	70%	<b>70%</b>	-	-	-	-	-	-	68%	-	68%	-	*	71%	57%	*
	2021	67%	63%	<b>66%</b>	-	-	-	-	-	-	54%	-	54%	-	-	67%	54%	*
At Meets Grade Level or Above	2022	48%	39%	<b>37%</b>	-	-	-	-	-	-	26%	-	26%	-	*	39%	20%	*
	2021	41%	34%	<b>37%</b>	-	-	-	-	-	-	28%	-	28%	-	-	38%	28%	*
At Masters Grade Level	2022	23%	16%	<b>19%</b>	-	-	-	-	-	-	18%	-	18%	-	*	19%	14%	*
	2021	18%	13%	<b>18%</b>	-	-	-	-	-	-	13%	-	13%	-	-	18%	13%	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	71%	<b>77%</b>	-	-	-	-	-	-	67%	-	67%	-	*	78%	60%	*
	2021	68%	62%	<b>64%</b>	-	-	-	-	-	-	47%	-	47%	-	-	66%	47%	*
At Meets Grade Level or Above	2022	53%	42%	<b>50%</b>	-	-	-	-	-	-	33%	-	33%	-	*	52%	27%	*
	2021	45%	36%	<b>41%</b>	-	-	-	-	-	-	29%	-	29%	-	-	42%	29%	*
At Masters Grade Level	2022	25%	15%	<b>29%</b>	-	-	-	-	-	-	25%	-	25%	-	*	30%	20%	*
	2021	18%	13%	<b>22%</b>	-	-	-	-	-	-	12%	-	12%	-	-	22%	12%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	68%	<b>70%</b>	-	-	-	-	-	-	67%	-	67%	-	*	71%	60%	*
	2021	66%	60%	<b>69%</b>	-	-	-	-	-	-	53%	-	53%	-	-	70%	53%	*
At Meets Grade Level or Above	2022	42%	35%	<b>34%</b>	-	-	-	-	-	-	25%	-	25%	-	*	35%	20%	*
	2021	37%	28%	<b>37%</b>	-	-	-	-	-	-	29%	-	29%	-	-	38%	29%	*
At Masters Grade Level	2022	20%	17%	<b>17%</b>	-	-	-	-	-	-	25%	-	25%	-	*	16%	20%	*
	2021	18%	12%	<b>18%</b>	-	-	-	-	-	-	24%	-	24%	-	-	17%	24%	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	73%	<b>74%</b>	-	-	-	-	-	-	100%	-	100%	-	-	74%	71%	-
	2021	71%	72%	<b>71%</b>	-	-	-	-	-	-	83%	-	83%	-	-	70%	83%	*
At Meets Grade Level or Above	2022	47%	35%	<b>38%</b>	-	-	-	-	-	-	40%	-	40%	-	-	39%	29%	-
	2021	44%	39%	<b>40%</b>	-	-	-	-	-	-	50%	-	50%	-	-	40%	50%	*
At Masters Grade Level	2022	21%	7%	<b>10%</b>	-	-	-	-	-	-	0%	-	0%	-	-	11%	0%	-
	2021	20%	17%	<b>25%</b>	-	-	-	-	-	-	17%	-	17%	-	-	26%	17%	*
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	71%	<b>47%</b>	-	-	-	-	-	-	40%	-	40%	-	-	49%	29%	-
	2021	73%	73%	<b>54%</b>	-	-	-	-	-	-	50%	-	50%	-	-	55%	50%	*

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	43%	<b>12%</b>	-	-	-	-	-	-	0%	-	0%	-	-	13%	0%	-
	2021	49%	41%	<b>21%</b>	-	-	-	-	-	-	0%	-	0%	-	-	23%	0%	*
At Masters Grade Level	2022	30%	25%	<b>8%</b>	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	-
	2021	29%	23%	<b>8%</b>	-	-	-	-	-	-	0%	-	0%	-	-	9%	0%	*
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	74%	<b>72%</b>	-	-	-	-	-	-	67%	-	67%	-	*	73%	63%	*
	2019	69%	68%	<b>67%</b>	-	-	-	-	-	-	44%	-	44%	-	-	-	44%	-
All Grades ELA/Reading	2022	78%	77%	<b>82%</b>	-	-	-	-	-	-	71%	-	71%	-	*	83%	70%	*
	2019	68%	65%	<b>65%</b>	-	-	-	-	-	-	33%	-	33%	-	-	-	33%	-
All Grades Mathematics	2022	69%	71%	<b>62%</b>	-	-	-	-	-	-	63%	-	63%	-	*	63%	57%	*
	2019	70%	70%	<b>69%</b>	-	-	-	-	-	-	54%	-	54%	-	-	-	54%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	88%	<b>95%</b>	100%	97%	98%	*	-	-	100%	100%	83%	99%	82%	98%	85%
Not Included in Accountability: Mobile	5%	11%	<b>4%</b>	0%	2%	2%	*	-	-	0%	0%	17%	1%	15%	2%	7%
Not Included in Accountability: Other Exclusions	1%	0%	<b>1%</b>	0%	1%	0%	*	-	-	0%	0%	0%	0%	3%	0%	7%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	87%	<b>95%</b>	100%	97%	98%	*	-	-	*	100%	88%	99%	83%	99%	89%
Not Included in Accountability: Mobile	5%	13%	<b>5%</b>	0%	2%	2%	*	-	-	*	0%	13%	1%	15%	1%	6%
Not Included in Accountability: Other Exclusions	2%	0%	<b>0%</b>	0%	1%	0%	*	-	-	*	0%	0%	0%	2%	0%	6%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	89%	<b>95%</b>	100%	97%	98%	*	-	-	*	100%	88%	99%	83%	99%	89%
Not Included in Accountability: Mobile	5%	10%	<b>5%</b>	0%	2%	2%	*	-	-	*	0%	13%	1%	15%	1%	6%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	1%	0%	*	-	-	*	0%	0%	0%	2%	0%	6%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	1%	<b>0%</b>	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
<b>Science</b>																
Assessment Participant	98%	100%	<b>100%</b>	*	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	88%	<b>95%</b>	*	96%	100%	*	-	-	-	100%	*	100%	78%	98%	78%
Not Included in Accountability: Mobile	4%	12%	<b>4%</b>	*	2%	0%	*	-	-	-	0%	*	0%	17%	2%	11%
Not Included in Accountability: Other Exclusions	1%	0%	<b>1%</b>	*	2%	0%	*	-	-	-	0%	*	0%	6%	0%	11%
Not Tested	2%	0%	<b>0%</b>	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	100%	100%	*	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	89%	95%	*	96%	100%	*	-	-	-	100%	*	100%	78%	98%	78%
Not Included in Accountability: Mobile	4%	10%	4%	*	2%	0%	*	-	-	-	0%	*	0%	17%	2%	11%
Not Included in Accountability: Other Exclusions	1%	1%	1%	*	2%	0%	*	-	-	-	0%	*	0%	6%	0%	11%
Not Tested	2%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	50%	47%	22%	66%	35%	57%	25%	-	12%	53%	47%	60%	32%	48%	80%
Included in Accountability	83%	38%	37%	9%	57%	23%	19%	0%	-	7%	47%	35%	53%	17%	38%	77%
Not Included in Accountability: Mobile	3%	12%	11%	13%	9%	12%	38%	25%	-	5%	6%	11%	7%	15%	9%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	50%	53%	78%	34%	65%	43%	75%	-	88%	47%	53%	40%	68%	52%	20%
Absent	2%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	50%	53%	78%	34%	65%	43%	75%	-	88%	47%	53%	40%	68%	52%	20%
<b>Reading</b>																
Assessment Participant	89%	51%	47%	20%	65%	33%	57%	*	-	20%	54%	42%	59%	32%	48%	79%
Included in Accountability	83%	38%	36%	8%	56%	23%	14%	*	-	10%	48%	32%	52%	17%	38%	75%
Not Included in Accountability: Mobile	3%	12%	10%	12%	9%	10%	43%	*	-	10%	6%	11%	7%	15%	10%	4%
Not Included in Accountability: Other Exclusions	3%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	11%	49%	53%	80%	35%	67%	43%	*	-	80%	46%	58%	41%	68%	52%	21%
Absent	2%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	49%	53%	80%	35%	67%	43%	*	-	80%	46%	58%	41%	68%	52%	21%
<b>Mathematics</b>																
Assessment Participant	88%	49%	47%	20%	66%	33%	57%	*	-	15%	54%	42%	59%	31%	47%	79%
Included in Accountability	84%	37%	36%	8%	56%	23%	14%	*	-	10%	48%	32%	52%	17%	38%	75%
Not Included in Accountability: Mobile	4%	12%	11%	12%	10%	11%	43%	*	-	5%	6%	11%	7%	15%	10%	4%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	51%	53%	80%	34%	67%	43%	*	-	85%	46%	58%	41%	69%	53%	21%
Absent	2%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	51%	53%	80%	34%	67%	43%	*	-	85%	46%	58%	41%	69%	53%	21%
<b>Science</b>																
Assessment Participant	87%	47%	48%	24%	65%	39%	*	*	-	0%	46%	56%	60%	32%	47%	78%
Included in Accountability	84%	34%	36%	10%	57%	22%	*	*	-	0%	42%	44%	52%	17%	39%	78%
Not Included in Accountability: Mobile	3%	12%	12%	14%	8%	17%	*	*	-	0%	4%	11%	8%	16%	9%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	53%	52%	76%	35%	61%	*	*	-	100%	54%	44%	40%	68%	53%	22%
Absent	2%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	53%	52%	76%	35%	61%	*	*	-	100%	54%	44%	40%	68%	53%	22%
<b>Social Studies</b>																
Assessment Participant	87%	50%	48%	24%	65%	39%	*	*	-	0%	46%	56%	60%	32%	47%	78%
Included in Accountability	84%	37%	36%	10%	57%	22%	*	*	-	0%	42%	44%	52%	17%	39%	78%
Not Included in Accountability: Mobile	3%	13%	12%	14%	8%	17%	*	*	-	0%	4%	11%	8%	16%	9%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	50%	52%	76%	35%	61%	*	*	-	100%	54%	44%	40%	68%	53%	22%
Absent	3%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	50%	52%	76%	35%	61%	*	*	-	100%	54%	44%	40%	68%	53%	22%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	78.0%	<b>78.3%</b>	67.6%	84.7%	72.6%	*	*	-	60.4%	78.4%	79.9%	87.6%
2019-20	98.3%	98.6%	<b>98.8%</b>	*	98.7%	99.4%	-	-	-	*	98.2%	98.7%	98.1%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	61.7%	<b>63.4%</b>	87.4%	47.8%	72.9%	66.7%	80.0%	-	80.8%	61.9%	59.9%	40.0%
2019-20	6.7%	6.1%	<b>5.4%</b>	0.0%	6.2%	3.4%	-	-	-	*	10.5%	6.2%	15.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	11.4%	<b>11.3%</b>	9.8%	8.6%	13.4%	20.0%	*	-	23.5%	6.2%	13.2%	0.0%
2019-20	0.5%	0.6%	<b>0.6%</b>	*	0.8%	0.0%	-	-	-	*	0.0%	0.8%	8.3%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	15.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	76.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	77.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	78.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2020</b>													
Graduated	90.3%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	90.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	90.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	92.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	92.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.6%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.6%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	74.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	94.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	12.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	74.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	79.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	80.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	92.4%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	6.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	12.0%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	75.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	77.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	89.2%	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	-	-	99	358,842
<b>By Ethnicity:</b>				
African American	-	-	5	44,018
Hispanic	-	-	55	183,306
White	-	-	38	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	1	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	18	56,281
Foundation H.S. Program (Endorsement)	-	-	6	13,582
Foundation H.S. Program (DLA)	-	-	75	287,316
Special Education Graduates	-	-	10	31,028
Economically Disadvantaged Graduates	-	-	63	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	32,809
At-Risk Graduates	-	-	38	155,884
CTE Completers	-	-	15	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

**There is no data for this campus.**

Texas Education Agency  
2021-22 Other Postsecondary Indicators (TAPR)  
KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY

**There is no data for this campus.**

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	212	100.0%	1,048	5,402,928	212	100.0%	1,053	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.7%	0.4%
Pre-Kindergarten	0	0.0%	5.9%	4.1%	0	0.0%	5.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	5.9%	3.5%	0	0.0%	5.9%	3.5%
Kindergarten	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Grade 1	0	0.0%	5.6%	7.1%	0	0.0%	5.6%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	6.0%	7.1%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 6	56	26.4%	5.3%	7.4%	56	26.4%	5.3%	7.4%
Grade 7	74	34.9%	7.1%	7.7%	74	34.9%	7.0%	7.7%
Grade 8	82	38.7%	7.8%	7.9%	82	38.7%	7.8%	7.8%
Grade 9	0	0.0%	8.5%	8.8%	0	0.0%	8.5%	8.8%
Grade 10	0	0.0%	8.3%	7.6%	0	0.0%	8.3%	7.5%
Grade 11	0	0.0%	8.0%	7.2%	0	0.0%	8.0%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.8%	6.7%
<b>Ethnic Distribution:</b>								
African American	7	3.3%	2.0%	12.8%	7	3.3%	2.0%	12.8%
Hispanic	158	74.5%	75.6%	52.8%	158	74.5%	75.5%	52.7%
White	43	20.3%	21.0%	26.3%	43	20.3%	21.1%	26.3%
American Indian	1	0.5%	0.2%	0.3%	1	0.5%	0.2%	0.3%
Asian	0	0.0%	0.4%	4.8%	0	0.0%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	3	1.4%	0.9%	2.9%	3	1.4%	0.9%	2.9%
<b>Sex:</b>								
Female	109	51.4%	49.1%	48.9%	109	51.4%	49.1%	48.8%
Male	103	48.6%	50.9%	51.1%	103	48.6%	50.9%	51.2%
<b>Other Student Information:</b>								
Economically Disadvantaged	155	73.1%	70.6%	60.7%	155	73.1%	70.5%	60.6%
Non-Educationally Disadvantaged	57	26.9%	29.4%	39.3%	57	26.9%	29.5%	39.4%
Section 504 Students	15	7.1%	6.1%	7.4%	15	7.1%	6.1%	7.4%
EB Students/EL	17	8.0%	6.4%	21.7%	17	8.0%	6.4%	21.7%

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	1	0.1%	0.3%	0.6%				
Students w/ Dyslexia	13	6.1%	4.9%	5.0%	13	6.1%	4.8%	5.0%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	3	1.4%	1.0%	1.1%	3	1.4%	1.0%	1.1%
Immigrant	0	0.0%	0.1%	2.0%	0	0.0%	0.1%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	211	99.5%	99.9%	64.3%	211	99.5%	99.9%	64.3%
Military Connected	2	0.9%	2.5%	3.3%	2	0.9%	2.5%	3.3%
At-Risk	126	59.4%	62.7%	53.5%	126	59.4%	62.4%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	17	8.0%	5.8%	21.9%	17	8.0%	5.8%	21.8%
Career and Technical Education	2	0.9%	18.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	56.6%	71.0%				
Gifted and Talented Education	24	11.3%	8.3%	8.0%	24	11.3%	8.3%	8.0%
Special Education	37	17.5%	14.6%	11.6%	37	17.5%	15.0%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	37							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	59.5%	51.6%	43.0%				
Students with Physical Disabilities	*	*	19.0%	20.8%				
Students with Autism	9	24.3%	17.6%	14.7%				
Students with Behavioral Disabilities	*	*	**	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	508	68.3%	66.5%	13.6%				
By Ethnicity:								
African American	83	11.2%	10.1%	2.5%				
Hispanic	162	21.8%	20.7%	6.6%				
White	230	30.9%	31.9%	3.5%				
American Indian	5	0.7%	0.4%	0.1%				
Asian	5	0.7%	0.5%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	23	3.1%	2.9%	0.5%				
Count and Percent of Special Ed Students who are Mobile	57	58.8%	58.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	9	36.0%	33.3%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	357	68.4%	66.6%	15.0%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	58	29.3%	28.6%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	9.3%	1.9%	-	25.0%	5.2%
Grade 1	-	6.4%	2.9%	-	18.8%	4.2%
Grade 2	-	6.3%	1.7%	-	9.5%	2.2%
Grade 3	-	5.3%	1.0%	-	5.0%	1.0%
Grade 4	-	4.6%	0.7%	-	4.5%	0.7%
Grade 5	-	11.7%	0.5%	-	23.1%	0.7%
Grade 6	6.9%	6.9%	0.6%	4.2%	4.2%	0.6%
Grade 7	11.0%	11.0%	0.7%	10.0%	10.0%	0.7%
Grade 8	4.8%	4.8%	0.6%	3.8%	3.8%	0.8%
Grade 9	-	32.4%	10.5%	-	41.7%	14.1%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	20.3	18.7
Grade 1	-	14.7	18.7
Grade 2	13.0	18.3	18.6
Grade 3	-	15.5	18.7
Grade 4	-	18.8	18.8
Grade 5	-	20.5	20.2
Grade 6	16.0	16.0	19.2
<b>Secondary:</b>			
English/Language Arts	15.6	12.3	16.3
Foreign Languages	16.4	13.6	18.4
Mathematics	15.3	13.6	17.5

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Science	15.6	15.4	18.5
Social Studies	15.6	14.2	19.1



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	27.8	100.0%	100.0%	100.0%
Professional Staff:	22.1	79.4%	58.1%	64.1%
Teachers	19.4	69.6%	40.4%	49.3%
Professional Support	1.8	6.3%	12.8%	10.7%
Campus Administration (School Leadership)	1.0	3.6%	1.9%	2.9%
Educational Aides:	5.7	20.6%	17.3%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	4.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	8.9	31.9%	58.0%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	1.0	5.2%	1.2%	11.2%
Hispanic	4.9	25.2%	40.1%	28.9%
White	13.2	68.3%	56.4%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.3	1.4%	2.3%	1.2%
<b>Teachers by Sex:</b>				
Males	5.4	27.8%	26.8%	24.1%
Females	14.0	72.2%	73.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.2	1.0%	3.5%	1.4%
Bachelors	17.9	92.5%	79.8%	72.6%
Masters	1.3	6.5%	16.7%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	3.2	16.5%	10.1%	7.9%
1-5 Years Experience	4.1	20.9%	21.9%	26.7%
6-10 Years Experience	3.5	18.1%	17.8%	20.6%
11-20 Years Experience	4.6	23.8%	29.4%	28.6%
21-30 Years Experience	4.0	20.6%	20.8%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%
Number of Students per Teacher	10.9	n/a	12.1	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	1.0	2.5	6.3
Average Years Experience of Principals with District	1.0	1.5	5.4
Average Years Experience of Assistant Principals	0.0	1.0	5.5
Average Years Experience of Assistant Principals with District	0.0	1.0	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	9.9	11.5	11.1
Average Years Experience of Teachers with District:	5.0	6.1	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$47,600	\$47,703	\$51,054
1-5 Years Experience	\$49,203	\$49,634	\$54,577
6-10 Years Experience	\$52,900	\$54,351	\$57,746
11-20 Years Experience	\$59,580	\$58,300	\$61,377
21-30 Years Experience	\$62,804	\$64,191	\$65,949
Over 30 Years Experience	-	-	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$54,890	\$55,851	\$58,887
Professional Support	\$65,496	\$59,084	\$69,505
Campus Administration (School Leadership)	\$86,246	\$94,897	\$84,990
Instructional Staff Percent:	n/a	68.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.5	2.8%	9.1%	5.2%
Compensatory Education	0.1	0.4%	4.7%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	15.2	78.5%	77.8%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY**

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	1.9	9.9%	4.2%	9.6%
Other	1.6	8.4%	4.2%	3.5%

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

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

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: KARNES CITY ISD**

**Campus Name: KARNES CITY H S**

**Campus Number: 128901001**

**2022 Accountability Rating: B**

**Distinction Designations:**

**Academic Achievement in Mathematics**

**Top 25 Percent: Comparative Academic Growth**

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	65%	<b>65%</b>	*	58%	88%	*	-	-	-	16%	*	64%	69%	62%	38%
	2021	67%	62%	<b>63%</b>	50%	58%	78%	*	-	-	-	11%	-	59%	70%	57%	33%
At Meets Grade Level or Above	2022	47%	40%	<b>40%</b>	*	32%	69%	*	-	-	-	0%	*	38%	48%	34%	23%
	2021	50%	34%	<b>34%</b>	0%	27%	61%	*	-	-	-	11%	-	33%	36%	28%	33%
At Masters Grade Level	2022	11%	3%	<b>3%</b>	*	3%	4%	*	-	-	-	0%	*	4%	0%	2%	0%
	2021	12%	1%	<b>1%</b>	0%	0%	4%	*	-	-	-	0%	-	2%	0%	0%	0%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	64%	<b>64%</b>	*	60%	79%	-	-	-	-	13%	*	68%	50%	61%	20%
	2021	71%	82%	<b>83%</b>	*	78%	100%	-	-	-	-	57%	*	83%	82%	71%	*
At Meets Grade Level or Above	2022	55%	48%	<b>48%</b>	*	44%	63%	-	-	-	-	0%	*	53%	30%	39%	20%
	2021	57%	57%	<b>58%</b>	*	47%	85%	-	-	-	-	29%	*	58%	59%	37%	*
At Masters Grade Level	2022	9%	3%	<b>3%</b>	*	1%	8%	-	-	-	-	0%	*	4%	0%	2%	0%
	2021	11%	10%	<b>11%</b>	*	2%	26%	-	-	-	-	0%	*	12%	6%	5%	*
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	79%	<b>74%</b>	*	75%	81%	*	-	-	-	53%	*	79%	63%	77%	55%
	2021	73%	66%	<b>56%</b>	*	52%	69%	-	-	-	-	30%	-	56%	56%	53%	40%
At Meets Grade Level or Above	2022	43%	55%	<b>46%</b>	*	42%	75%	*	-	-	-	6%	*	49%	38%	44%	36%
	2021	41%	31%	<b>22%</b>	*	20%	31%	-	-	-	-	20%	-	26%	16%	18%	20%
At Masters Grade Level	2022	27%	38%	<b>27%</b>	*	25%	44%	*	-	-	-	6%	*	25%	33%	24%	18%
	2021	23%	11%	<b>6%</b>	*	4%	13%	-	-	-	-	0%	-	7%	4%	5%	20%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	82%	<b>82%</b>	*	78%	95%	*	-	-	-	38%	*	83%	78%	80%	50%
	2021	82%	83%	<b>83%</b>	*	81%	90%	-	-	-	-	67%	*	86%	75%	75%	*
At Meets Grade Level or Above	2022	55%	41%	<b>41%</b>	*	35%	62%	*	-	-	-	4%	*	41%	41%	34%	25%
	2021	55%	48%	<b>48%</b>	*	41%	63%	-	-	-	-	22%	*	51%	35%	38%	*
At Masters Grade Level	2022	21%	8%	<b>8%</b>	*	4%	22%	*	-	-	-	0%	*	9%	6%	5%	0%
	2021	22%	16%	<b>16%</b>	*	9%	30%	-	-	-	-	11%	*	16%	15%	12%	*
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	91%	<b>91%</b>	*	91%	97%	-	-	-	-	67%	*	92%	85%	88%	*
	2021	88%	95%	<b>95%</b>	*	93%	100%	-	-	-	-	80%	*	95%	94%	93%	*
At Meets Grade Level or Above	2022	68%	70%	<b>70%</b>	*	72%	77%	-	-	-	-	58%	*	73%	54%	71%	*
	2021	69%	63%	<b>63%</b>	*	54%	90%	-	-	-	-	30%	*	62%	65%	44%	*
At Masters Grade Level	2022	42%	40%	<b>40%</b>	*	28%	67%	-	-	-	-	50%	*	42%	31%	39%	*
	2021	43%	39%	<b>40%</b>	*	35%	55%	-	-	-	-	0%	*	36%	53%	26%	*
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	91%	<b>91%</b>	-	88%	*	-	-	-	-	-	-	89%	*	100%	-
	2021	95%	100%	<b>100%</b>	-	*	100%	-	-	-	-	-	-	100%	-	100%	-
At Meets Grade Level or Above	2022	64%	45%	<b>45%</b>	-	38%	*	-	-	-	-	-	-	44%	*	57%	-
	2021	69%	67%	<b>67%</b>	-	*	67%	-	-	-	-	-	-	67%	-	80%	-
At Masters Grade Level	2022	13%	0%	<b>0%</b>	-	0%	*	-	-	-	-	-	-	0%	*	0%	-
	2021	14%	0%	<b>0%</b>	-	*	0%	-	-	-	-	-	-	0%	-	0%	-
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	70%	<b>76%</b>	50%	72%	90%	*	-	-	-	36%	67%	78%	69%	73%	47%
	2021	67%	63%	<b>76%</b>	47%	72%	89%	*	-	-	-	49%	*	77%	73%	68%	40%
At Meets Grade Level or Above	2022	48%	39%	<b>48%</b>	0%	42%	68%	*	-	-	-	10%	56%	49%	42%	41%	28%
	2021	41%	34%	<b>45%</b>	0%	38%	68%	*	-	-	-	22%	*	48%	39%	33%	33%
At Masters Grade Level	2022	23%	16%	<b>14%</b>	0%	10%	28%	*	-	-	-	8%	44%	15%	12%	11%	5%
	2021	18%	13%	<b>14%</b>	0%	10%	25%	*	-	-	-	2%	*	14%	13%	8%	13%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	71%	<b>65%</b>	*	59%	84%	*	-	-	-	15%	*	66%	61%	61%	33%
	2021	68%	62%	<b>72%</b>	40%	66%	90%	*	-	-	-	31%	*	70%	74%	62%	29%
At Meets Grade Level or Above	2022	53%	42%	<b>44%</b>	*	37%	66%	*	-	-	-	0%	*	45%	41%	36%	22%
	2021	45%	36%	<b>45%</b>	0%	35%	74%	*	-	-	-	19%	*	45%	44%	31%	29%
At Masters Grade Level	2022	25%	15%	<b>3%</b>	*	2%	6%	*	-	-	-	0%	*	4%	0%	2%	0%
	2021	18%	13%	<b>5%</b>	0%	1%	16%	*	-	-	-	0%	*	7%	2%	2%	0%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	68%	<b>76%</b>	*	76%	84%	*	-	-	-	53%	*	80%	65%	79%	55%
	2021	66%	60%	<b>61%</b>	*	55%	77%	-	-	-	-	30%	-	63%	56%	57%	40%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	35%	<b>46%</b>	*	42%	74%	*	-	-	-	6%	*	49%	38%	45%	36%
	2021	37%	28%	<b>27%</b>	*	23%	41%	-	-	-	-	20%	-	33%	16%	23%	20%
At Masters Grade Level	2022	20%	17%	<b>24%</b>	*	22%	37%	*	-	-	-	6%	*	21%	31%	22%	18%
	2021	18%	12%	<b>5%</b>	*	4%	9%	-	-	-	-	0%	-	6%	4%	5%	20%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	73%	<b>82%</b>	*	78%	95%	*	-	-	-	38%	*	83%	78%	80%	50%
	2021	71%	72%	<b>83%</b>	*	81%	90%	-	-	-	-	67%	*	86%	75%	75%	*
At Meets Grade Level or Above	2022	47%	35%	<b>41%</b>	*	35%	62%	*	-	-	-	4%	*	41%	41%	34%	25%
	2021	44%	39%	<b>48%</b>	*	41%	63%	-	-	-	-	22%	*	51%	35%	38%	*
At Masters Grade Level	2022	21%	7%	<b>8%</b>	*	4%	22%	*	-	-	-	0%	*	9%	6%	5%	0%
	2021	20%	17%	<b>16%</b>	*	9%	30%	-	-	-	-	11%	*	16%	15%	12%	*
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	71%	<b>91%</b>	*	91%	97%	-	-	-	-	67%	*	92%	85%	88%	*
	2021	73%	73%	<b>95%</b>	*	93%	100%	-	-	-	-	80%	*	95%	94%	93%	*
At Meets Grade Level or Above	2022	50%	43%	<b>70%</b>	*	72%	77%	-	-	-	-	58%	*	73%	54%	71%	*
	2021	49%	41%	<b>63%</b>	*	54%	90%	-	-	-	-	30%	*	62%	65%	44%	*
At Masters Grade Level	2022	30%	25%	<b>40%</b>	*	28%	67%	-	-	-	-	50%	*	42%	31%	39%	*
	2021	29%	23%	<b>40%</b>	*	35%	55%	-	-	-	-	0%	*	36%	53%	26%	*

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



Texas Education Agency  
**2021-22 Progress (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
End of Course English II	2022	71	77	<b>77</b>	*	77	72	-	-	-	-	67	*	80	66	77	*
	2019	69	72	<b>72</b>	*	69	76	-	-	-	-	79	*	72	69	69	*
End of Course Algebra I	2022	67	87	<b>88</b>	*	86	96	*	-	-	-	61	-	88	90	86	90
	2019	75	70	<b>68</b>	-	64	83	-	-	-	-	55	*	68	65	66	*
All Grades Both Subjects	2022	74	74	<b>82</b>	*	81	83	*	-	-	-	63	*	84	75	82	81
	2019	69	68	<b>70</b>	*	67	78	-	-	-	-	65	83	71	67	67	90
All Grades ELA/Reading	2022	78	77	<b>77</b>	*	77	72	-	-	-	-	67	*	80	66	77	*
	2019	68	65	<b>72</b>	*	69	76	-	-	-	-	79	*	72	69	69	*
All Grades Mathematics	2022	69	71	<b>88</b>	*	86	96	*	-	-	-	61	-	88	90	86	90
	2019	70	70	<b>68</b>	-	64	83	-	-	-	-	55	*	68	65	66	*

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

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	70%	<b>76%</b>	-	-	-	-	-	-	47%	-	32%	58%	-	78%	47%	100%
	2021	67%	63%	<b>76%</b>	-	-	-	-	-	-	31%	-	31%	-	-	78%	31%	*
At Meets Grade Level or Above	2022	48%	39%	<b>48%</b>	-	-	-	-	-	-	28%	-	16%	38%	-	49%	28%	100%
	2021	41%	34%	<b>45%</b>	-	-	-	-	-	-	23%	-	23%	-	-	46%	23%	*
At Masters Grade Level	2022	23%	16%	<b>14%</b>	-	-	-	-	-	-	5%	-	0%	8%	-	15%	5%	20%
	2021	18%	13%	<b>14%</b>	-	-	-	-	-	-	8%	-	8%	-	-	14%	8%	*
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	71%	<b>65%</b>	-	-	-	-	-	-	33%	-	22%	44%	-	68%	33%	*
	2021	68%	62%	<b>72%</b>	-	-	-	-	-	-	17%	-	17%	-	-	73%	17%	*
At Meets Grade Level or Above	2022	53%	42%	<b>44%</b>	-	-	-	-	-	-	22%	-	22%	22%	-	45%	22%	*
	2021	45%	36%	<b>45%</b>	-	-	-	-	-	-	17%	-	17%	-	-	45%	17%	*
At Masters Grade Level	2022	25%	15%	<b>3%</b>	-	-	-	-	-	-	0%	-	0%	0%	-	4%	0%	*
	2021	18%	13%	<b>5%</b>	-	-	-	-	-	-	0%	-	0%	-	-	5%	0%	*
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	68%	<b>76%</b>	-	-	-	-	-	-	55%	-	*	75%	-	80%	55%	*
	2021	66%	60%	<b>61%</b>	-	-	-	-	-	-	*	-	*	-	-	63%	*	*
At Meets Grade Level or Above	2022	42%	35%	<b>46%</b>	-	-	-	-	-	-	36%	-	*	50%	-	48%	36%	*
	2021	37%	28%	<b>27%</b>	-	-	-	-	-	-	*	-	*	-	-	28%	*	*
At Masters Grade Level	2022	20%	17%	<b>24%</b>	-	-	-	-	-	-	18%	-	*	25%	-	25%	18%	*
	2021	18%	12%	<b>5%</b>	-	-	-	-	-	-	*	-	*	-	-	4%	*	*
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	73%	<b>82%</b>	-	-	-	-	-	-	50%	-	40%	57%	-	84%	50%	*
	2021	71%	72%	<b>83%</b>	-	-	-	-	-	-	*	-	*	-	-	84%	*	-
At Meets Grade Level or Above	2022	47%	35%	<b>41%</b>	-	-	-	-	-	-	25%	-	0%	43%	-	42%	25%	*
	2021	44%	39%	<b>48%</b>	-	-	-	-	-	-	*	-	*	-	-	48%	*	-
At Masters Grade Level	2022	21%	7%	<b>8%</b>	-	-	-	-	-	-	0%	-	0%	0%	-	9%	0%	*
	2021	20%	17%	<b>16%</b>	-	-	-	-	-	-	*	-	*	-	-	16%	*	-
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	71%	<b>91%</b>	-	-	-	-	-	-	*	-	*	-	-	91%	*	-
	2021	73%	73%	<b>95%</b>	-	-	-	-	-	-	*	-	*	-	-	95%	*	-

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	43%	<b>70%</b>	-	-	-	-	-	-	*	-	*	-	-	73%	*	-
	2021	49%	41%	<b>63%</b>	-	-	-	-	-	-	*	-	*	-	-	62%	*	-
At Masters Grade Level	2022	30%	25%	<b>40%</b>	-	-	-	-	-	-	*	-	*	-	-	43%	*	-
	2021	29%	23%	<b>40%</b>	-	-	-	-	-	-	*	-	*	-	-	40%	*	-
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	74%	<b>82%</b>	-	-	-	-	-	-	81%	-	*	75%	-	82%	81%	*
	2019	69%	68%	<b>70%</b>	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades ELA/Reading	2022	78%	77%	<b>77%</b>	-	-	-	-	-	-	*	-	*	*	-	77%	*	*
	2019	68%	65%	<b>72%</b>	-	-	-	-	-	-	*	-	*	-	-	-	*	-
All Grades Mathematics	2022	69%	71%	<b>88%</b>	-	-	-	-	-	-	90%	-	-	90%	-	88%	90%	*
	2019	70%	70%	<b>68%</b>	-	-	-	-	-	-	*	-	*	-	-	-	*	-

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

- Indicates there are no students in the group.

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

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>99%</b>	100%	99%	98%	*	-	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	88%	<b>79%</b>	62%	89%	70%	*	-	*	0%	85%	64%	92%	53%	86%	93%
Not Included in Accountability: Mobile	5%	11%	<b>20%</b>	38%	10%	28%	*	-	*	100%	15%	36%	7%	47%	14%	4%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	0%	<b>1%</b>	0%	1%	2%	*	-	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	-	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>1%</b>	0%	1%	2%	*	-	*	0%	0%	0%	1%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	87%	<b>77%</b>	50%	88%	65%	*	-	*	*	83%	57%	92%	49%	83%	90%
Not Included in Accountability: Mobile	5%	13%	<b>23%</b>	50%	11%	35%	*	-	*	*	17%	43%	7%	51%	17%	5%
Not Included in Accountability: Other Exclusions	2%	0%	<b>0%</b>	0%	1%	0%	*	-	*	*	0%	0%	1%	0%	0%	5%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	-	*	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>95%</b>	*	97%	90%	*	-	*	-	100%	*	94%	98%	100%	100%
Included in Accountability	93%	89%	<b>74%</b>	*	83%	63%	*	-	*	-	85%	*	83%	58%	85%	92%
Not Included in Accountability: Mobile	5%	10%	<b>21%</b>	*	14%	27%	*	-	*	-	15%	*	11%	40%	15%	8%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	*	-	*	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	<b>5%</b>	*	3%	10%	*	-	*	-	0%	*	6%	2%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	0%	*	-	*	-	0%	*	0%	0%	0%	0%
Other	0%	1%	<b>5%</b>	*	3%	10%	*	-	*	-	0%	*	6%	2%	0%	0%
<b>Science</b>																
Assessment Participant	98%	100%	<b>100%</b>	*	100%	100%	*	-	*	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	88%	<b>83%</b>	*	90%	76%	*	-	*	*	87%	*	94%	57%	89%	100%
Not Included in Accountability: Mobile	4%	12%	<b>17%</b>	*	10%	24%	*	-	*	*	13%	*	6%	43%	11%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	<b>0%</b>	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	*	*	0%	*	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	98%	100%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	89%	85%	*	96%	81%	-	-	-	*	86%	*	96%	50%	93%	*
Not Included in Accountability: Mobile	4%	10%	15%	*	4%	19%	-	-	-	*	14%	*	4%	50%	7%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	2%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	65%	65%	-	73%	50%	-	-	-	-	-	-	64%	*	100%	-
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	50%	46%	34%	61%	37%	*	-	-	16%	41%	23%	58%	33%	45%	68%
Included in Accountability	83%	38%	32%	13%	49%	23%	*	-	-	0%	31%	15%	46%	18%	33%	41%
Not Included in Accountability: Mobile	3%	12%	13%	21%	11%	14%	*	-	-	16%	11%	8%	12%	14%	11%	16%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	*	-	-	0%	0%	0%	0%	0%	0%	11%
Not Tested	12%	50%	54%	66%	39%	63%	*	-	-	84%	59%	77%	42%	67%	55%	32%
Absent	2%	0%	1%	0%	0%	2%	*	-	-	0%	1%	0%	1%	1%	1%	0%
Other	10%	50%	53%	66%	39%	62%	*	-	-	84%	58%	77%	41%	66%	54%	32%
<b>Reading</b>																
Assessment Participant	89%	51%	49%	45%	63%	38%	*	-	-	0%	42%	27%	60%	37%	48%	71%
Included in Accountability	83%	38%	34%	23%	48%	25%	*	-	-	0%	28%	9%	48%	20%	35%	33%
Not Included in Accountability: Mobile	3%	12%	14%	23%	13%	13%	*	-	-	0%	14%	18%	11%	16%	12%	19%
Not Included in Accountability: Other Exclusions	3%	0%	1%	0%	2%	0%	*	-	-	0%	0%	0%	1%	1%	1%	19%
Not Tested	11%	49%	51%	55%	37%	62%	*	-	-	100%	58%	73%	40%	63%	52%	29%
Absent	2%	1%	2%	0%	0%	4%	*	-	-	0%	2%	0%	2%	2%	2%	0%
Other	10%	49%	49%	55%	37%	58%	*	-	-	100%	56%	73%	38%	60%	50%	29%
<b>Mathematics</b>																
Assessment Participant	88%	49%	39%	28%	53%	31%	-	-	-	20%	38%	0%	50%	28%	42%	86%
Included in Accountability	84%	37%	27%	7%	44%	18%	-	-	-	0%	31%	0%	37%	18%	32%	71%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	12%	<b>12%</b>	21%	9%	12%	-	-	-	20%	6%	0%	13%	11%	10%	14%
Not Included in Accountability: Other Exclusions	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	51%	<b>61%</b>	72%	47%	69%	-	-	-	80%	63%	100%	50%	72%	58%	14%
Absent	2%	0%	<b>0%</b>	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	51%	<b>61%</b>	72%	47%	69%	-	-	-	80%	63%	100%	50%	72%	58%	14%
<b>Science</b>																
Assessment Participant	87%	47%	<b>43%</b>	30%	54%	38%	*	-	-	*	38%	17%	56%	29%	38%	40%
Included in Accountability	84%	34%	<b>31%</b>	7%	45%	23%	*	-	-	*	28%	17%	46%	14%	29%	20%
Not Included in Accountability: Mobile	3%	12%	<b>12%</b>	22%	9%	14%	*	-	-	*	9%	0%	10%	15%	10%	20%
Not Included in Accountability: Other Exclusions	0%	0%	<b>0%</b>	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	13%	53%	<b>57%</b>	70%	46%	63%	*	-	-	*	63%	83%	44%	71%	62%	60%
Absent	2%	0%	<b>0%</b>	0%	0%	1%	*	-	-	*	0%	0%	0%	1%	1%	0%
Other	10%	53%	<b>56%</b>	70%	46%	62%	*	-	-	*	63%	83%	44%	70%	61%	60%
<b>Social Studies</b>																
Assessment Participant	87%	50%	<b>51%</b>	21%	74%	41%	-	-	-	*	50%	*	68%	32%	50%	*
Included in Accountability	84%	37%	<b>37%</b>	7%	62%	24%	-	-	-	*	38%	*	53%	18%	37%	*
Not Included in Accountability: Mobile	3%	13%	<b>15%</b>	14%	11%	17%	-	-	-	*	12%	*	15%	14%	13%	*
Not Included in Accountability: Other Exclusions	0%	0%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	13%	50%	<b>49%</b>	79%	26%	59%	-	-	-	*	50%	*	32%	68%	50%	*
Absent	3%	0%	<b>0%</b>	0%	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	10%	50%	<b>49%</b>	79%	26%	59%	-	-	-	*	50%	*	32%	68%	50%	*
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	33%	<b>33%</b>	-	30%	35%	-	-	-	-	*	-	36%	*	50%	-

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	78.0%	<b>72.0%</b>	54.4%	78.2%	68.3%	*	*	-	55.0%	67.9%	71.7%	79.8%
2019-20	98.3%	98.6%	<b>98.4%</b>	*	98.1%	99.1%	-	-	-	-	97.9%	98.0%	*
<b>Chronic Absenteeism</b>													
2020-21	15.0%	61.7%	<b>71.0%</b>	92.0%	59.9%	75.8%	*	100.0%	-	91.3%	76.3%	72.7%	66.7%
2019-20	6.7%	6.1%	<b>8.2%</b>	*	10.0%	2.8%	-	-	-	-	9.5%	10.7%	16.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	15.7%	<b>15.7%</b>	18.3%	10.0%	20.1%	*	*	-	17.4%	18.8%	17.5%	0.0%
2019-20	1.6%	0.3%	<b>0.3%</b>	*	0.4%	0.0%	-	-	-	-	0.0%	0.5%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	76.0%	<b>76.0%</b>	71.4%	84.6%	66.1%	-	-	-	*	76.9%	75.3%	*
Received TxCHSE	0.3%	1.6%	<b>1.6%</b>	0.0%	0.0%	3.6%	-	-	-	*	0.0%	1.2%	*
Continued HS	3.9%	0.8%	<b>0.8%</b>	0.0%	1.5%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	5.8%	21.7%	<b>21.7%</b>	28.6%	13.8%	30.4%	-	-	-	*	23.1%	23.5%	*
Graduates and TxCHSE	90.3%	77.5%	<b>77.5%</b>	71.4%	84.6%	69.6%	-	-	-	*	76.9%	76.5%	*
Graduates, TxCHSE, and Continuers	94.2%	78.3%	<b>78.3%</b>	71.4%	86.2%	69.6%	-	-	-	*	76.9%	76.5%	*
<b>Class of 2020</b>													
Graduated	90.3%	95.2%	<b>95.2%</b>	-	92.6%	100.0%	-	-	-	-	87.5%	94.1%	*
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	3.9%	2.4%	<b>2.4%</b>	-	3.7%	0.0%	-	-	-	-	0.0%	2.0%	*
Dropped Out	5.4%	2.4%	<b>2.4%</b>	-	3.7%	0.0%	-	-	-	-	12.5%	3.9%	*
Graduates and TxCHSE	90.7%	95.2%	<b>95.2%</b>	-	92.6%	100.0%	-	-	-	-	87.5%	94.1%	*
Graduates, TxCHSE, and Continuers	94.6%	97.6%	<b>97.6%</b>	-	96.3%	100.0%	-	-	-	-	87.5%	96.1%	*
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	90.8%	<b>90.8%</b>	*	90.9%	93.5%	-	-	-	-	77.8%	87.3%	*
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Continued HS	1.1%	1.1%	<b>1.1%</b>	*	1.8%	0.0%	-	-	-	-	11.1%	1.8%	*
Dropped Out	6.2%	8.0%	<b>8.0%</b>	*	7.3%	6.5%	-	-	-	-	11.1%	10.9%	*
Graduates and TxCHSE	92.7%	90.8%	<b>90.8%</b>	*	90.9%	93.5%	-	-	-	-	77.8%	87.3%	*

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	92.0%	<b>92.0%</b>	*	92.7%	93.5%	-	-	-	-	88.9%	89.1%	*
<b>Class of 2019</b>													
Graduated	92.0%	95.9%	<b>95.9%</b>	*	96.3%	94.4%	-	-	-	-	77.8%	97.7%	-
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	1.3%	2.7%	<b>2.7%</b>	*	1.9%	5.6%	-	-	-	-	11.1%	0.0%	-
Dropped Out	6.1%	1.4%	<b>1.4%</b>	*	1.9%	0.0%	-	-	-	-	11.1%	2.3%	-
Graduates and TxCHSE	92.6%	95.9%	<b>95.9%</b>	*	96.3%	94.4%	-	-	-	-	77.8%	97.7%	-
Graduates, TxCHSE, and Continuers	93.9%	98.6%	<b>98.6%</b>	*	98.1%	100.0%	-	-	-	-	88.9%	97.7%	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	95.9%	<b>95.9%</b>	*	98.1%	94.4%	-	-	-	-	77.8%	95.5%	-
Received TxCHSE	0.6%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
Continued HS	0.6%	1.4%	<b>1.4%</b>	*	0.0%	5.6%	-	-	-	-	11.1%	0.0%	-
Dropped Out	6.2%	2.7%	<b>2.7%</b>	*	1.9%	0.0%	-	-	-	-	11.1%	4.5%	-
Graduates and TxCHSE	93.2%	95.9%	<b>95.9%</b>	*	98.1%	94.4%	-	-	-	-	77.8%	95.5%	-
Graduates, TxCHSE, and Continuers	93.8%	97.3%	<b>97.3%</b>	*	98.1%	100.0%	-	-	-	-	88.9%	95.5%	-
<b>Class of 2018</b>													
Graduated	92.6%	98.8%	<b>98.8%</b>	-	98.1%	100.0%	-	-	-	*	100.0%	98.1%	-
Received TxCHSE	0.7%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Continued HS	0.6%	0.0%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.1%	1.2%	<b>1.2%</b>	-	1.9%	0.0%	-	-	-	*	0.0%	1.9%	-
Graduates and TxCHSE	93.3%	98.8%	<b>98.8%</b>	-	98.1%	100.0%	-	-	-	*	100.0%	98.1%	-
Graduates, TxCHSE, and Continuers	93.9%	98.8%	<b>98.8%</b>	-	98.1%	100.0%	-	-	-	*	100.0%	98.1%	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	74.8%	<b>74.8%</b>	71.4%	83.3%	64.9%	-	-	-	*	76.9%	73.5%	*
Class of 2020	90.3%	94.2%	<b>94.2%</b>	-	91.2%	100.0%	-	-	-	-	77.8%	92.6%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	6.1%	<b>6.1%</b>	0.0%	7.3%	5.4%	-	-	-	*	40.0%	8.2%	*
Class of 2020	4.3%	12.7%	<b>12.7%</b>	-	18.0%	3.4%	-	-	-	-	85.7%	16.7%	*
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													



Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	74.5%	<b>74.5%</b>	40.0%	76.4%	78.4%	-	-	-	*	10.0%	68.9%	*
Class of 2020	83.5%	79.7%	<b>79.7%</b>	-	72.0%	93.1%	-	-	-	-	0.0%	72.9%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	80.6%	<b>80.6%</b>	40.0%	83.6%	83.8%	-	-	-	*	50.0%	77.0%	*
Class of 2020	87.8%	92.4%	<b>92.4%</b>	-	90.0%	96.6%	-	-	-	-	85.7%	89.6%	*
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	6.1%	<b>6.1%</b>	0.0%	7.3%	5.3%	-	-	-	*	40.0%	7.9%	*
2019-20	4.4%	12.0%	<b>12.0%</b>	*	17.3%	3.3%	-	-	-	-	85.7%	15.4%	*
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	75.8%	<b>75.8%</b>	40.0%	76.4%	81.6%	-	-	-	*	10.0%	69.8%	*
2019-20	81.8%	77.1%	<b>77.1%</b>	*	71.2%	90.0%	-	-	-	-	0.0%	71.2%	*
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	81.8%	<b>81.8%</b>	40.0%	83.6%	86.8%	-	-	-	*	50.0%	77.8%	*
2019-20	85.8%	89.2%	<b>89.2%</b>	*	88.5%	93.3%	-	-	-	-	85.7%	86.5%	*

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	99	100.0%	99	358,842
<b>By Ethnicity:</b>				
African American	5	5.1%	5	44,018
Hispanic	55	55.6%	55	183,306
White	38	38.4%	38	103,898
American Indian	0	0.0%	0	1,195
Asian	0	0.0%	0	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	1	1.0%	1	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	18	18.2%	18	56,281
Foundation H.S. Program (Endorsement)	6	6.1%	6	13,582
Foundation H.S. Program (DLA)	75	75.8%	75	287,316
Special Education Graduates	10	10.1%	10	31,028
Economically Disadvantaged Graduates	63	63.6%	63	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.0%	2	32,809
At-Risk Graduates	38	38.4%	38	155,884
CTE Completers	15	15.2%	15	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	70.7%	<b>70.7%</b>	60.0%	70.9%	73.7%	-	-	-	*	60.0%	66.7%	*
2019-20	63.0%	73.5%	<b>73.5%</b>	*	67.3%	86.7%	-	-	-	-	100.0%	63.5%	*
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	55.6%	<b>55.6%</b>	40.0%	56.4%	57.9%	-	-	-	*	40.0%	47.6%	*
2019-20	53.4%	62.7%	<b>62.7%</b>	*	51.9%	83.3%	-	-	-	-	14.3%	50.0%	*
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	56.6%	<b>56.6%</b>	0.0%	54.5%	68.4%	-	-	-	*	30.0%	46.0%	*
2019-20	59.7%	63.9%	<b>63.9%</b>	*	48.1%	93.3%	-	-	-	-	0.0%	44.2%	*
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	19.2%	<b>19.2%</b>	0.0%	21.8%	18.4%	-	-	-	*	10.0%	15.9%	*
2019-20	47.9%	20.5%	<b>20.5%</b>	*	15.4%	26.7%	-	-	-	-	0.0%	13.5%	*
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	18.2%	<b>18.2%</b>	0.0%	20.0%	18.4%	-	-	-	*	10.0%	15.9%	*
2019-20	43.2%	16.9%	<b>16.9%</b>	*	11.5%	26.7%	-	-	-	-	0.0%	7.7%	*
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	21.1%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	16.2%	<b>16.2%</b>	0.0%	20.0%	13.2%	-	-	-	*	0.0%	12.7%	*
2019-20	2.1%	15.7%	<b>15.7%</b>	*	15.4%	16.7%	-	-	-	-	0.0%	15.4%	*
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	50.5%	<b>50.5%</b>	40.0%	49.1%	55.3%	-	-	-	*	40.0%	42.9%	*
2019-20	24.6%	61.4%	<b>61.4%</b>	*	50.0%	83.3%	-	-	-	-	14.3%	50.0%	*
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	4.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	37.4%	<b>37.4%</b>	20.0%	38.2%	39.5%	-	-	-	*	60.0%	36.5%	*
2019-20	18.7%	16.9%	<b>16.9%</b>	*	17.3%	16.7%	-	-	-	-	100.0%	15.4%	*
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	27.3%	<b>27.3%</b>	20.0%	25.5%	31.6%	-	-	-	*	20.0%	23.8%	*
2019-20	13.2%	9.6%	<b>9.6%</b>	*	5.8%	16.7%	-	-	-	-	14.3%	5.8%	*
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	8.1%	<b>8.1%</b>	0.0%	12.7%	2.6%	-	-	-	*	10.0%	11.1%	*
2019-20	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2019-20	2.4%	4.8%	<b>4.8%</b>	*	7.7%	0.0%	-	-	-	-	57.1%	7.7%	*
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	5.1%	<b>5.1%</b>	0.0%	5.5%	5.3%	-	-	-	*	50.0%	6.3%	*
2019-20	3.7%	7.2%	<b>7.2%</b>	*	11.5%	0.0%	-	-	-	-	85.7%	9.6%	*

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	48.5%	<b>48.5%</b>	0.0%	43.6%	63.2%	-	-	-	*	10.0%	36.5%	*
	2019-20	30.1%	62.7%	<b>62.7%</b>	*	48.1%	90.0%	-	-	-	-	0.0%	44.2%	*
Mathematics	2020-21	19.4%	8.1%	<b>8.1%</b>	0.0%	9.1%	7.9%	-	-	-	*	0.0%	6.3%	*
	2019-20	21.2%	14.5%	<b>14.5%</b>	*	15.4%	13.3%	-	-	-	-	0.0%	11.5%	*
Both Subjects	2020-21	14.4%	7.1%	<b>7.1%</b>	0.0%	7.3%	7.9%	-	-	-	*	0.0%	6.3%	*
	2019-20	16.4%	12.0%	<b>12.0%</b>	*	11.5%	13.3%	-	-	-	-	0.0%	7.7%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	8.1%	<b>8.1%</b>	0.0%	10.9%	5.3%	-	-	-	*	20.0%	9.5%	*
	2019-20	7.3%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2020-21	10.3%	7.1%	<b>7.1%</b>	0.0%	12.7%	0.0%	-	-	-	*	10.0%	6.3%	*
	2019-20	9.7%	1.2%	<b>1.2%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	1.9%	*
Both Subjects	2020-21	4.9%	5.1%	<b>5.1%</b>	0.0%	9.1%	0.0%	-	-	-	*	10.0%	6.3%	*
	2019-20	4.2%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	22.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
English Language Arts	2021	12.1%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	12.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2021	6.1%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	6.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Science	2021	8.7%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	9.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Social Studies	2021	11.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020	12.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	20.2%	<b>20.2%</b>	0.0%	18.2%	26.3%	-	-	-	*	10.0%	17.5%	*
	2019-20	76.7%	48.2%	<b>48.2%</b>	*	36.5%	70.0%	-	-	-	-	14.3%	39.2%	*
At/Above Criterion for All Examinees	2020-21	32.9%	35.0%	<b>35.0%</b>	-	20.0%	50.0%	-	-	-	-	*	45.5%	-
	2019-20	35.7%	15.0%	<b>15.0%</b>	-	5.3%	23.8%	-	-	-	-	*	0.0%	-
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	1047	<b>1047</b>	-	978	1109	-	-	-	-	*	1084	-
	2019-20	1019	1016	<b>1016</b>	-	995	1026	-	-	-	-	-	884	-
English Language Arts and Writing	2020-21	504	537	<b>537</b>	-	500	570	-	-	-	-	*	563	-
	2019-20	513	515	<b>515</b>	-	498	522	-	-	-	-	-	456	-
Mathematics	2020-21	498	510	<b>510</b>	-	478	539	-	-	-	-	*	521	-
	2019-20	506	502	<b>502</b>	-	497	504	-	-	-	-	-	428	-
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	21.1	<b>21.1</b>	-	*	19.4	-	-	-	-	-	22.0	-
	2019-20	20.2	17.2	<b>17.2</b>	-	16.4	18.1	-	-	-	-	10.0	16.6	-
English Language Arts	2020-21	19.6	21.4	<b>21.4</b>	-	*	19.6	-	-	-	-	-	23.0	-
	2019-20	19.9	16.8	<b>16.8</b>	-	15.6	18.1	-	-	-	-	10.5	15.9	-
Mathematics	2020-21	19.9	20.3	<b>20.3</b>	-	*	19.2	-	-	-	-	-	20.8	-
	2019-20	20.1	16.9	<b>16.9</b>	-	16.1	17.9	-	-	-	-	10.0	16.5	-
Science	2020-21	20.3	21.0	<b>21.0</b>	-	*	19.0	-	-	-	-	-	21.4	-
	2019-20	20.5	17.9	<b>17.9</b>	-	18.1	17.6	-	-	-	-	10.0	17.9	-

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	44.6%	<b>44.7%</b>	10.0%	43.1%	52.3%	*	*	-	*	34.0%	42.9%	11.1%
	2019-20	46.3%	71.6%	<b>72.1%</b>	*	67.6%	82.2%	-	-	-	-	50.0%	65.5%	20.0%
English Language Arts	2020-21	16.3%	18.8%	<b>18.9%</b>	0.0%	19.4%	20.0%	*	*	-	*	8.9%	12.5%	0.0%
	2019-20	18.2%	23.5%	<b>23.8%</b>	*	18.9%	33.7%	-	-	-	-	0.0%	17.9%	0.0%
Mathematics	2020-21	19.3%	22.1%	<b>22.1%</b>	14.3%	21.2%	25.4%	*	*	-	*	11.6%	23.1%	11.1%
	2019-20	20.7%	24.5%	<b>24.8%</b>	*	19.1%	36.9%	-	-	-	-	22.2%	18.2%	20.0%
Science	2020-21	20.6%	9.7%	<b>9.7%</b>	0.0%	7.1%	15.6%	*	-	-	*	0.0%	7.1%	0.0%
	2019-20	22.4%	13.6%	<b>13.7%</b>	*	9.6%	22.5%	-	-	-	-	0.0%	9.9%	0.0%
Social Studies	2020-21	22.8%	14.9%	<b>14.9%</b>	0.0%	12.6%	21.3%	*	*	-	*	0.0%	11.4%	0.0%
	2019-20	24.6%	24.5%	<b>24.8%</b>	*	18.0%	39.0%	-	-	-	-	2.7%	18.5%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	44.6%	<b>44.6%</b>	*	36.5%	60.0%	-	-	-	-	14.3%	37.3%	*
	2018-19	52.6%	49.3%	<b>49.3%</b>	*	44.4%	66.7%	-	-	-	-	14.3%	34.1%	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	332	100.0%	1,048	5,402,928	332	100.0%	1,053	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.7%	0.4%
Pre-Kindergarten	0	0.0%	5.9%	4.1%	0	0.0%	5.9%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	5.9%	3.5%	0	0.0%	5.9%	3.5%
Kindergarten	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Grade 1	0	0.0%	5.6%	7.1%	0	0.0%	5.6%	7.1%
Grade 2	0	0.0%	7.3%	7.1%	0	0.0%	7.2%	7.1%
Grade 3	0	0.0%	6.0%	7.1%	0	0.0%	6.0%	7.1%
Grade 4	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	7.9%	7.2%	0	0.0%	7.9%	7.2%
Grade 6	0	0.0%	5.3%	7.4%	0	0.0%	5.3%	7.4%
Grade 7	0	0.0%	7.1%	7.7%	0	0.0%	7.0%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	89	26.8%	8.5%	8.8%	89	26.8%	8.5%	8.8%
Grade 10	87	26.2%	8.3%	7.6%	87	26.2%	8.3%	7.5%
Grade 11	84	25.3%	8.0%	7.2%	84	25.3%	8.0%	7.2%
Grade 12	72	21.7%	6.9%	6.7%	72	21.7%	6.8%	6.7%
<b>Ethnic Distribution:</b>								
African American	4	1.2%	2.0%	12.8%	4	1.2%	2.0%	12.8%
Hispanic	237	71.4%	75.6%	52.8%	237	71.4%	75.5%	52.7%
White	90	27.1%	21.0%	26.3%	90	27.1%	21.1%	26.3%
American Indian	1	0.3%	0.2%	0.3%	1	0.3%	0.2%	0.3%
Asian	0	0.0%	0.4%	4.8%	0	0.0%	0.4%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.9%	2.9%	0	0.0%	0.9%	2.9%
<b>Sex:</b>								
Female	156	47.0%	49.1%	48.9%	156	47.0%	49.1%	48.8%
Male	176	53.0%	50.9%	51.1%	176	53.0%	50.9%	51.2%
<b>Other Student Information:</b>								
Economically Disadvantaged	208	62.7%	70.6%	60.7%	208	62.7%	70.5%	60.6%
Non-Educationally Disadvantaged	124	37.3%	29.4%	39.3%	124	37.3%	29.5%	39.4%
Section 504 Students	27	8.1%	6.1%	7.4%	27	8.1%	6.1%	7.4%
EB Students/EL	17	5.1%	6.4%	21.7%	17	5.1%	6.4%	21.7%



Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	7	0.7%	0.3%	0.6%				
Students w/ Dyslexia	13	3.9%	4.9%	5.0%	13	3.9%	4.8%	5.0%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	2	0.6%	1.0%	1.1%	2	0.6%	1.0%	1.1%
Immigrant	1	0.3%	0.1%	2.0%	1	0.3%	0.1%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	332	100.0%	99.9%	64.3%	332	100.0%	99.9%	64.3%
Military Connected	14	4.2%	2.5%	3.3%	14	4.2%	2.5%	3.3%
At-Risk	164	49.4%	62.7%	53.5%	164	49.4%	62.4%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	17	5.1%	5.8%	21.9%	17	5.1%	5.8%	21.8%
Career and Technical Education	188	56.6%	18.1%	25.8%				
Career and Technical Education (9-12 grades only)	188	56.6%	56.6%	71.0%				
Gifted and Talented Education	47	14.2%	8.3%	8.0%	47	14.2%	8.3%	8.0%
Special Education	46	13.9%	14.6%	11.6%	46	13.9%	15.0%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	46							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	69.6%	51.6%	43.0%				
Students with Physical Disabilities	*	*	19.0%	20.8%				
Students with Autism	**	**	17.6%	14.7%				
Students with Behavioral Disabilities	6	13.0%	**	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	720	68.9%	66.5%	13.6%				
By Ethnicity:								
African American	89	8.5%	10.1%	2.5%				
Hispanic	216	20.7%	20.7%	6.6%				
White	384	36.7%	31.9%	3.5%				
American Indian	3	0.3%	0.4%	0.1%				
Asian	5	0.5%	0.5%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	23	2.2%	2.9%	0.5%				
Count and Percent of Special Ed Students who are Mobile	79	66.9%	58.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	25.0%	33.3%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	495	71.0%	66.6%	15.0%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	123	35.0%	28.6%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	9.3%	1.9%	-	25.0%	5.2%
Grade 1	-	6.4%	2.9%	-	18.8%	4.2%
Grade 2	-	6.3%	1.7%	-	9.5%	2.2%
Grade 3	-	5.3%	1.0%	-	5.0%	1.0%
Grade 4	-	4.6%	0.7%	-	4.5%	0.7%
Grade 5	-	11.7%	0.5%	-	23.1%	0.7%
Grade 6	-	6.9%	0.6%	-	4.2%	0.6%
Grade 7	-	11.0%	0.7%	-	10.0%	0.7%
Grade 8	-	4.8%	0.6%	-	3.8%	0.8%
Grade 9	32.7%	32.4%	10.5%	41.7%	41.7%	14.1%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	20.3	18.7
Grade 1	-	14.7	18.7
Grade 2	-	18.3	18.6
Grade 3	-	15.5	18.7
Grade 4	-	18.8	18.8
Grade 5	-	20.5	20.2
Grade 6	-	16.0	19.2
<b>Secondary:</b>			
English/Language Arts	11.4	12.3	16.3
Foreign Languages	12.5	13.6	18.4
Mathematics	13.0	13.6	17.5

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Science	15.4	15.4	18.5
Social Studies	13.6	14.2	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	38.6	100.0%	100.0%	100.0%
Professional Staff:	31.3	81.0%	58.1%	64.1%
Teachers	28.5	73.9%	40.4%	49.3%
Professional Support	1.8	4.5%	12.8%	10.7%
Campus Administration (School Leadership)	1.0	2.6%	1.9%	2.9%
Educational Aides:	7.3	19.0%	17.3%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	4.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	19.1	49.6%	58.0%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	1.2%	11.2%
Hispanic	14.1	49.5%	40.1%	28.9%
White	13.7	47.9%	56.4%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.7	2.6%	2.3%	1.2%
<b>Teachers by Sex:</b>				
Males	15.8	55.5%	26.8%	24.1%
Females	12.7	44.5%	73.2%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	2.8	9.9%	3.5%	1.4%
Bachelors	19.5	68.4%	79.8%	72.6%
Masters	6.2	21.7%	16.7%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.8	2.8%	10.1%	7.9%
1-5 Years Experience	8.9	31.4%	21.9%	26.7%
6-10 Years Experience	2.9	10.3%	17.8%	20.6%
11-20 Years Experience	7.8	27.4%	29.4%	28.6%
21-30 Years Experience	8.0	28.1%	20.8%	13.2%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

	----- Campus -----		District	State
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%
Number of Students per Teacher	11.6	n/a	12.1	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	5.0	2.5	6.3
Average Years Experience of Principals with District	1.0	1.5	5.4
Average Years Experience of Assistant Principals	0.0	1.0	5.5
Average Years Experience of Assistant Principals with District	0.0	1.0	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	12.5	11.5	11.1
Average Years Experience of Teachers with District:	7.9	6.1	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$47,600	\$47,703	\$51,054
1-5 Years Experience	\$50,024	\$49,634	\$54,577
6-10 Years Experience	\$60,574	\$54,351	\$57,746
11-20 Years Experience	\$58,958	\$58,300	\$61,377
21-30 Years Experience	\$65,811	\$64,191	\$65,949
Over 30 Years Experience	-	-	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$57,922	\$55,851	\$58,887
Professional Support	\$60,912	\$59,084	\$69,505
Campus Administration (School Leadership)	\$123,752	\$94,897	\$84,990
Instructional Staff Percent:	n/a	68.8%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	---- Campus ----		District	State
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	7.3	25.7%	9.1%	5.2%
Compensatory Education	0.0	0.0%	4.7%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	18.6	65.1%	77.8%	70.8%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY**

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	0.6	2.2%	4.2%	9.6%
Other	2.0	7.1%	4.2%	3.5%

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

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

**2020 - 2021 Actual Financial Data**  
**Totals for KARNES CITY ISD (128901)**  
**Total Enrolled Membership: 1,308**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Revenues</b>									
<b>Operating Revenue</b>									
Local Property Tax from M&O (excluding recapture)	\$16,131,820	80.56%	\$12,333	\$16,131,820	69.23%	\$12,333	\$26,132,322,677	42.39%	\$4,876
State Operating Funds	\$1,088,688	5.44%	\$832	\$1,185,143	5.09%	\$906	\$24,792,291,636	40.21%	\$4,626
Federal Funds	\$531,834	2.66%	\$407	\$3,642,624	15.63%	\$2,785	\$8,899,057,269	14.43%	\$1,661
Other Local	\$2,273,460	11.35%	\$1,738	\$2,340,858	10.05%	\$1,790	\$1,829,823,955	2.97%	\$341
<b>Total Operating Revenue</b>	\$20,025,802	100.00%	\$15,310	\$23,300,445	100.00%	\$17,814	\$61,653,495,537	100.00%	\$11,505
<b>Other Revenue</b>									
Local Property Tax from I&S	\$0	0.00%	\$0	\$6,773,229	94.35%	\$5,178	\$8,341,065,357	80.13%	\$1,557
State Assistance for Debt Service	\$0	0.00%	\$0	\$4,140	0.06%	\$3	\$355,910,306	3.42%	\$66
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$401,634	5.59%	\$307	\$939,273,230	9.02%	\$175
<b>Total Other Revenue</b>	\$0	0.00%	\$0	\$7,179,003	100.00%	\$5,489	\$10,408,865,906	100.00%	\$1,942
<b>Subtotal: Operating and Other Revenue</b>	\$20,025,802	100.00%	\$15,310	\$30,479,448	100.00%	\$23,302	\$72,062,361,443	100.00%	\$13,447
<b>Recapture Revenue</b>									
Local Property Tax Recaptured	\$35,525,235	100.00%	\$27,160	\$35,525,235	100.00%	\$27,160	\$2,970,608,744	100.00%	\$554
<b>Total Recaptured Revenue</b>	\$35,525,235	100.00%	\$27,160	\$35,525,235	100.00%	\$27,160	\$2,970,608,744	100.00%	\$554
<b>Subtotal: Operating, Other and Recaptured Revenue</b>	\$55,551,037	100.00%	\$42,470	\$66,004,683	100.00%	\$50,462	\$75,032,970,187	100.00%	\$14,002
<b>Debt Service Financing and TRS Estimate Revenue</b>									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$11,937,813,333	82.63%	\$2,228
Estimated State TRS Contributions	\$662,071	100.00%	\$506	\$684,945	100.00%	\$524	\$2,509,216,302	17.37%	\$468
<b>Subtotal: Debt Service Financing and TRS Estimate Revenue</b>	\$662,071	100.00%	\$506	\$684,945	100.00%	\$524	\$14,447,029,635	100.00%	\$2,696
<b>Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture</b>	\$20,687,873	100.00%	\$15,816	\$31,164,393	100.00%	\$23,826	\$86,509,391,078	100.00%	\$16,143
<b>Expenditures</b>									
<b>Operating Expenditures by Object (61xx-64xx only)</b>									
Payroll Expenditures (Object 61xx)	\$10,646,606	62.26%	\$8,140	\$12,635,138	60.86%	\$9,660	\$47,346,128,779	79.55%	\$8,835
Professional & Contracted Services (Object 62xx)	\$5,037,028	29.46%	\$3,851	\$5,357,798	25.81%	\$4,096	\$5,485,075,586	9.22%	\$1,024

**2020 - 2021 Actual Financial Data**  
**Totals for KARNES CITY ISD (128901)**  
**Total Enrolled Membership: 1,308**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$1,137,401	6.65%	\$870	\$2,274,965	10.96%	\$1,739	\$5,314,672,096	8.93%	\$992
Other Operating Expenditures (Object 64xx)	\$278,259	1.63%	\$213	\$494,075	2.38%	\$378	\$1,370,305,583	2.30%	\$256
<b>Total Operating Expenditures by Object</b>	\$17,099,294	100.00%	\$13,073	\$20,761,976	100.00%	\$15,873	\$59,516,182,044	100.00%	\$11,106
<b>Non-Operating Expenditures by Object</b>									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Debt Services(Object 65xx)	\$0	0.00%	\$0	\$3,457,693	78.96%	\$2,643	\$9,364,911,548	47.35%	\$1,748
Capital Outlay(Object 66xx)	\$894,589	100.00%	\$684	\$921,171	21.04%	\$704	\$10,372,278,176	52.44%	\$1,936
<b>Total Non-Operating Expenditures by Object</b>	\$894,589	100.00%	\$684	\$4,378,864	100.00%	\$3,348	\$19,778,323,488	100.00%	\$3,691
<b>Grand Total: Operating and Non-Operating Expenditures by Object</b>	\$17,993,883	100.00%	\$13,757	\$25,140,840	100.00%	\$19,221	\$79,294,505,532	100.00%	\$14,797
<b>Operating Expenditures by Function (61xx-64xx only)</b>									
Instruction(Function 11,95)	\$10,787,210	63.09%	\$8,247	\$13,016,690	62.69%	\$9,952	\$34,074,074,457	57.25%	\$6,358
Instructional Resources & Media Services (Function 12)	\$241,874	1.41%	\$185	\$252,347	1.22%	\$193	\$620,903,003	1.04%	\$116
Curriculum & Staff Development (Function 13)	\$28,681	0.17%	\$22	\$38,257	0.18%	\$29	\$1,355,190,192	2.28%	\$253
Instructional Leadership (Function 21)	\$232,819	1.36%	\$178	\$470,817	2.27%	\$360	\$994,704,027	1.67%	\$186
School Leadership (Function 23)	\$757,194	4.43%	\$579	\$780,607	3.76%	\$597	\$3,502,296,166	5.88%	\$654
Guidance Counseling Services (Function 31)	\$312,681	1.83%	\$239	\$312,681	1.51%	\$239	\$2,332,550,758	3.92%	\$435
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$188,765,383	0.32%	\$35
Health Services (Function 33)	\$176,158	1.03%	\$135	\$207,962	1.00%	\$159	\$709,855,162	1.19%	\$132
Transportation (Function 34)	\$612,484	3.58%	\$468	\$612,484	2.95%	\$468	\$1,599,751,820	2.69%	\$299
Food Services (Function 35)	\$0	0.00%	\$0	\$1,039,906	5.01%	\$795	\$2,564,517,174	4.31%	\$479
Extracurricular (Function 36)	\$627,211	3.67%	\$480	\$627,420	3.02%	\$480	\$1,572,719,628	2.64%	\$293
General Administration (Function 41,92)	\$945,085	5.53%	\$723	\$945,085	4.55%	\$723	\$1,934,297,273	3.25%	\$361
Facilities Maintenance & Operations (Function 51)	\$2,083,690	12.19%	\$1,593	\$2,083,690	10.04%	\$1,593	\$5,884,055,590	9.89%	\$1,098
Security & Monitoring Services (Function 52)	\$1,400	0.01%	\$1	\$52,072	0.25%	\$40	\$638,286,567	1.07%	\$119
Data Processing Services (Function 53)	\$292,807	1.71%	\$224	\$292,807	1.41%	\$224	\$1,219,335,870	2.05%	\$228
Community Services (Function 61)	\$0	0.00%	\$0	\$29,151	0.14%	\$22	\$307,113,473	0.52%	\$57
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$17,765,501	0.03%	\$3
<b>Total Operating Expenditures by Function</b>	\$17,099,294	100.00%	\$13,073	\$20,761,976	100.00%	\$15,873	\$59,516,182,044	100.00%	\$11,106



**2020 - 2021 Actual Financial Data**  
**Totals for KARNES CITY ISD (128901)**  
**Total Enrolled Membership: 1,308**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Non-Operating Expenditures by Function</b>									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$3,457,693	78.96%	\$2,643	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$894,589	100.00%	\$684	\$921,171	21.04%	\$704	\$10,372,278,176	52.44%	\$1,936
<b>Total Non-Operating Expenditures by Function</b>	\$894,589	100.00%	\$684	\$4,378,864	100.00%	\$3,348	\$19,778,323,488	100.00%	\$3,691
<b>Grand Total: Operating and Non-Operating Expenditures by Function</b>	\$17,993,883	100.00%	\$13,757	\$25,140,840	100.00%	\$19,221	\$79,294,505,532	100.00%	\$14,797
<b>Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)</b>									
Basic Educational Services (PIC 11)	\$8,945,368	52.31%	\$6,839	\$9,157,041	44.10%	\$7,001	\$25,274,728,911	42.47%	\$4,716
Gifted and Talented (PIC 21)	\$70,006	0.41%	\$54	\$70,006	0.34%	\$54	\$407,913,365	0.69%	\$76
Career and Technical (PIC 22)	\$531,126	3.11%	\$406	\$531,126	2.56%	\$406	\$1,964,869,701	3.30%	\$367
Students with Disabilities (PICs 23,33)	\$1,133,175	6.63%	\$866	\$1,133,175	5.46%	\$866	\$7,563,730,764	12.71%	\$1,411
State Compensatory Education (PICs 24,26,28,29,30,34)	\$1,363,852	7.98%	\$1,043	\$3,644,633	17.55%	\$2,786	\$5,468,145,158	9.19%	\$1,020
Bilingual (PICs 25,35)	\$70,605	0.41%	\$54	\$70,605	0.34%	\$54	\$702,535,245	1.18%	\$131
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$91,476,602	0.15%	\$17
PreKindergarten (PIC 32)	\$29,169	0.17%	\$22	\$29,169	0.14%	\$22	\$561,611,446	0.94%	\$105
Early Education Allotment (PIC 36)	\$265,663	1.55%	\$203	\$265,663	1.28%	\$203	\$1,125,006,152	1.89%	\$210
Dyslexia or Related Disorder Services (PIC 37)	\$49,877	0.29%	\$38	\$49,877	0.24%	\$38	\$299,949,455	0.50%	\$56
College, Career, and Military Readiness (CCMR) (PIC 38)	\$15,422	0.09%	\$12	\$15,422	0.07%	\$12	\$311,574,001	0.52%	\$58
Athletics/Related Activities (PIC 91)	\$412,960	2.42%	\$316	\$412,960	1.99%	\$316	\$1,119,281,429	1.88%	\$209
Un-Allocated (PIC 99)	\$4,212,071	24.63%	\$3,220	\$5,382,299	25.92%	\$4,115	\$14,625,359,815	24.57%	\$2,729
<b>Total Operating Expenditures by Program Intent Code (PIC)</b>	\$17,099,294	100.00%	\$13,073	\$20,761,976	100.00%	\$15,873	\$59,516,182,044	100.00%	\$11,106
<b>Non-Operating Expenditures by PIC</b>									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$3,457,693	78.96%	\$2,643	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$894,589	100.00%	\$684	\$921,171	21.04%	\$704	\$10,372,278,176	52.44%	\$1,936
<b>Total Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$894,589	100.00%	\$684	\$4,378,864	100.00%	\$3,348	\$19,778,323,488	100.00%	\$3,691

**2020 - 2021 Actual Financial Data**  
**Totals for KARNES CITY ISD (128901)**  
**Total Enrolled Membership: 1,308**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)</b>	\$17,993,883	100.00%	\$13,757	\$25,140,840	100.00%	\$19,221	\$79,294,505,532	100.00%	\$14,797
<b>Disbursements</b>									
<b>Total Disbursements</b>									
Operating Expenditures	\$17,099,294	31.27%	\$13,073	\$20,761,976	33.58%	\$15,873	\$59,516,182,044	70.68%	\$11,106
Recapture	\$35,525,235	65.00%	\$27,160	\$35,525,235	57.50%	\$27,160	\$2,970,608,744	3.53%	\$554
Total Other Uses	\$401,634	0.73%	\$307	\$401,634	0.65%	\$307	\$1,287,501,819	1.53%	\$240
Intergovernmental Charge	\$755,131	1.38%	\$577	\$755,131	1.22%	\$577	\$653,080,535	0.78%	\$122
Debt Service (Object 6500)	\$0	0.00%	\$0	\$3,457,693	5.59%	\$2,643	\$9,364,911,548	11.12%	\$1,748
Capital Projects (Object 6600)	\$894,589	1.64%	\$684	\$921,171	1.49%	\$704	\$10,372,278,176	12.32%	\$1,936
<b>Total Disbursements</b>	\$54,675,883	100.00%	\$41,801	\$61,822,840	100.00%	\$47,265	\$84,205,696,630	100.00%	\$15,713
<b>Tax Rates</b>									
<b>2020 - 2021 (current tax year) Tax Rates</b>									
Maintenance & Operations				0.9664			0.9843		
Interest & Sinking				0.1268			0.2235		
<b>Total Tax Rate</b>				1.0932			1.2078		
<b>Fund Balance**</b>									
<b>Fund Balance</b>									
Nonspendable Fund Balance	\$0		\$0	\$0		\$0	\$342,667,048		\$69
Restricted Fund Balance	\$0		\$0	\$4,275,955		\$3,269	\$20,204,526,878		\$4,047
Committed Fund Balance	\$2,600,000		\$1,988	\$2,600,000		\$1,988	\$4,009,536,094		\$803
Assigned Fund Balance	\$0		\$0	\$71,294		\$55	\$3,530,241,520		\$707
Unassigned Fund Balance	\$52,495,315		\$40,134	\$52,495,315		\$40,134	\$16,344,075,825		\$3,273
<b>Total Fund Balance**</b>	\$55,095,315		\$42,122	\$59,442,564		\$45,445	\$44,431,047,365		\$8,899
<b>Fund Balance Reconciliation</b>									
2019-2020 Total Fund Balance (Previous Year)	\$53,558,084		\$49,499	\$61,921,928		\$57,229	\$42,166,833,966		\$8,200
2020-2021 Excess (Deficiency) Operating Expenditures	\$1,938,865		\$1,482	\$4,851,801		\$3,709	\$-8,057,529,155		\$-1,614

**2020 - 2021 Actual Financial Data**  
**Totals for KARNES CITY ISD (128901)**  
**Total Enrolled Membership: 1,308**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2020-2021 Excess (Deficiency) Non-Operating Expenditures	\$-401,634		\$-307	\$-7,407,565		\$-5,663	\$10,242,175,517		\$2,051
2020-2021 Uncommon Items	\$0		\$0	\$76,400		\$58	\$79,567,037		\$16
<b>2020-2021 Total Fund Balance</b>	\$55,095,315		\$42,122	\$59,442,564		\$45,445	\$44,431,047,365		\$8,899

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KARNES CITY PRI (128901107)  
KARNES CITY ISD**

**Total Enrolled Membership: 239**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$2,216,428	100.00%	\$9,274	\$2,294,894	100.00%	\$9,602
Operating-Payroll	\$1,627,733	73.44%	\$6,811	\$1,679,166	73.17%	\$7,026
Other Operating	\$588,695	26.56%	\$2,463	\$615,728	26.83%	\$2,576
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$2,216,428	100.00%	\$9,274	\$2,294,894	100.00%	\$9,602
Instruction (11,95) *	\$1,843,474	83.17%	\$7,713	\$1,921,940	83.75%	\$8,042
Instructional Res/Media (12) *	\$22,876	1.03%	\$96	\$22,876	1.00%	\$96
Curriculum/Staff Develop (13) *	\$2,846	0.13%	\$12	\$2,846	0.12%	\$12
Instructional Leadership (21) *	\$67,295	3.04%	\$282	\$67,295	2.93%	\$282
School Leadership (23) *	\$187,046	8.44%	\$783	\$187,046	8.15%	\$783
Guidance/Counseling Svcs (31) *	\$63,285	2.86%	\$265	\$63,285	2.76%	\$265
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$29,606	1.34%	\$124	\$29,606	1.29%	\$124
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Plant Maint/Operation (51) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) * **	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KARNES CITY PRI (128901107)  
KARNES CITY ISD**

**Total Enrolled Membership: 239**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$2,216,428	100.00%	\$9,274	\$2,294,894	100.00%	\$9,602
Regular	\$1,525,185	68.81%	\$6,382	\$1,547,171	67.42%	\$6,474
Gifted & Talented	\$0	0.00%	\$0	\$0	0.00%	\$0
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$129,554	5.85%	\$542	\$129,554	5.65%	\$542
Accelerated Education	\$321,866	14.52%	\$1,347	\$378,346	16.49%	\$1,583
Bilingual	\$0	0.00%	\$0	\$0	0.00%	\$0
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$29,169	1.32%	\$122	\$29,169	1.27%	\$122
Early Education Allotment	\$199,419	9.00%	\$834	\$199,419	8.69%	\$834
Dyslexia or Related Disorder Serv	\$11,235	0.51%	\$47	\$11,235	0.49%	\$47
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KARNES CITY PRI (128901107)  
KARNES CITY ISD**

**Total Enrolled Membership: 239**

Note: Some amounts may not total due to rounding.

- \* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- \*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR ROGER E SIDES EL (128901105)  
KARNES CITY ISD**

**Total Enrolled Membership: 324**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$3,334,237	100.00%	\$10,291	\$3,439,793	100.00%	\$10,617
Operating-Payroll	\$2,262,524	67.86%	\$6,983	\$2,306,111	67.04%	\$7,118
Other Operating	\$1,071,713	32.14%	\$3,308	\$1,133,682	32.96%	\$3,499
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$3,334,237	100.00%	\$10,291	\$3,439,793	100.00%	\$10,617
Instruction (11,95) *	\$2,860,908	85.80%	\$8,830	\$2,941,462	85.51%	\$9,079
Instructional Res/Media (12) *	\$58,908	1.77%	\$182	\$64,227	1.87%	\$198
Curriculum/Staff Develop (13) *	\$13,545	0.41%	\$42	\$13,545	0.39%	\$42
Instructional Leadership (21) *	\$90,111	2.70%	\$278	\$90,111	2.62%	\$278
School Leadership (23) *	\$154,287	4.63%	\$476	\$173,970	5.06%	\$537
Guidance/Counseling Svcs (31) *	\$72,688	2.18%	\$224	\$72,688	2.11%	\$224
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$77,356	2.32%	\$239	\$77,356	2.25%	\$239
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) ***	\$6,434	0.19%	\$20	\$6,434	0.19%	\$20
Plant Maint/Operation (51) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR ROGER E SIDES EL (128901105)  
KARNES CITY ISD**

**Total Enrolled Membership: 324**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$3,327,803	100.00%	\$10,271	\$3,408,357	100.00%	\$10,520
Regular	\$2,683,919	80.65%	\$8,284	\$2,705,905	79.39%	\$8,352
Gifted & Talented	\$5,871	0.18%	\$18	\$5,871	0.17%	\$18
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$253,455	7.62%	\$782	\$253,455	7.44%	\$782
Accelerated Education	\$306,207	9.20%	\$945	\$364,775	10.70%	\$1,126
Bilingual	\$82	0.00%	\$0	\$82	0.00%	\$0
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$66,244	1.99%	\$204	\$66,244	1.94%	\$204
Dyslexia or Related Disorder Serv	\$12,025	0.36%	\$37	\$12,025	0.35%	\$37
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0



**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR ROGER E SIDES EL (128901105)  
KARNES CITY ISD**

**Total Enrolled Membership: 324**

Note: Some amounts may not total due to rounding.

\* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

\*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KARNES CITY J H (128901041)  
KARNES CITY ISD**

**Total Enrolled Membership: 293**

	General Fund	%	Per Student	All Funds	%	Per Student
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$2,602,643	100.00%	\$8,883	\$2,721,002	100.00%	\$9,287
Operating-Payroll	\$1,778,567	68.34%	\$6,070	\$1,842,680	67.72%	\$6,289
Other Operating	\$824,076	31.66%	\$2,813	\$878,322	32.28%	\$2,998
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$2,602,643	100.00%	\$8,883	\$2,721,002	100.00%	\$9,287
Instruction (11,95) *	\$2,152,279	82.70%	\$7,346	\$2,262,109	83.14%	\$7,721
Instructional Res/Media (12) *	\$53,525	2.06%	\$183	\$58,679	2.16%	\$200
Curriculum/Staff Develop (13) *	\$2,653	0.10%	\$9	\$2,653	0.10%	\$9
Instructional Leadership (21) *	\$60,616	2.33%	\$207	\$60,616	2.23%	\$207
School Leadership (23) *	\$197,165	7.58%	\$673	\$200,540	7.37%	\$684
Guidance/Counseling Svcs (31) *	\$77,419	2.97%	\$264	\$77,419	2.85%	\$264
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$27,672	1.06%	\$94	\$27,672	1.02%	\$94
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) ***	\$26,692	1.03%	\$91	\$26,692	0.98%	\$91
Plant Maint/Operation (51) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$4,622	0.18%	\$16	\$4,622	0.17%	\$16

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KARNES CITY J H (128901041)  
KARNES CITY ISD**

**Total Enrolled Membership: 293**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$2,571,329	100.00%	\$8,776	\$2,681,159	100.00%	\$9,151
Regular	\$2,006,136	78.02%	\$6,847	\$2,025,413	75.54%	\$6,913
Gifted & Talented	\$1,290	0.05%	\$4	\$1,290	0.05%	\$4
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$319,570	12.43%	\$1,091	\$319,570	11.92%	\$1,091
Accelerated Education	\$159,004	6.18%	\$543	\$249,557	9.31%	\$852
Bilingual	\$67,987	2.64%	\$232	\$67,987	2.54%	\$232
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$17,342	0.67%	\$59	\$17,342	0.65%	\$59
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KARNES CITY J H (128901041)  
KARNES CITY ISD**

**Total Enrolled Membership: 293**

Note: Some amounts may not total due to rounding.

\* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

\*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KARNES CITY H S (128901001)  
KARNES CITY ISD**

**Total Enrolled Membership: 451**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Expenditures by Object (Objects 6100-6600)</b>						
<b>Total Expenditures</b>	\$4,925,526	100.00%	\$10,921	\$5,029,938	100.00%	\$11,153
Operating-Payroll	\$3,391,291	68.85%	\$7,519	\$3,391,291	67.42%	\$7,519
Other Operating	\$1,502,868	30.51%	\$3,332	\$1,607,280	31.95%	\$3,564
Non-Operating(Equipt/Supplies)	\$31,367	0.64%	\$70	\$31,367	0.62%	\$70
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
<b>Total Operating Expenditures</b>	\$4,894,159	100.00%	\$10,852	\$4,998,571	100.00%	\$11,083
Instruction (11,95) *	\$3,855,691	78.78%	\$8,549	\$3,960,103	79.22%	\$8,781
Instructional Res/Media (12) *	\$106,565	2.18%	\$236	\$106,565	2.13%	\$236
Curriculum/Staff Develop (13) *	\$9,637	0.20%	\$21	\$9,637	0.19%	\$21
Instructional Leadership (21) *	\$14,797	0.30%	\$33	\$14,797	0.30%	\$33
School Leadership (23) *	\$218,696	4.47%	\$485	\$218,696	4.38%	\$485
Guidance/Counseling Svcs (31) *	\$99,289	2.03%	\$220	\$99,289	1.99%	\$220
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$41,524	0.85%	\$92	\$41,524	0.83%	\$92
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) ***	\$547,960	11.20%	\$1,215	\$547,960	10.96%	\$1,215
Plant Maint/Operation (51) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) ***	\$0	0.00%	\$0	\$0	0.00%	\$0
Data Processing Svcs (53)* **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KARNES CITY H S (128901001)  
KARNES CITY ISD**

**Total Enrolled Membership: 451**

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
<b>Total Operating Expenditures</b>	\$4,346,199	100.00%	\$9,637	\$4,450,611	100.00%	\$9,868
Regular	\$2,730,128	62.82%	\$6,053	\$2,834,540	63.69%	\$6,285
Gifted & Talented	\$62,845	1.45%	\$139	\$62,845	1.41%	\$139
Career & Technical	\$531,126	12.22%	\$1,178	\$531,126	11.93%	\$1,178
Students with Disabilities	\$420,514	9.68%	\$932	\$420,514	9.45%	\$932
Accelerated Education	\$576,775	13.27%	\$1,279	\$576,775	12.96%	\$1,279
Bilingual	\$2,536	0.06%	\$6	\$2,536	0.06%	\$6
Nondisc Alted-AEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Basic Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
Disc Alted-DAEP Supplemental	\$0	0.00%	\$0	\$0	0.00%	\$0
T1 A Schoolwide-St Comp >=40%	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$9,275	0.21%	\$21	\$9,275	0.21%	\$21
CCMR	\$13,000	0.30%	\$29	\$13,000	0.29%	\$29

**2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS  
TOTALS FOR KARNES CITY H S (128901001)  
KARNES CITY ISD**

**Total Enrolled Membership: 451**

Note: Some amounts may not total due to rounding.

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\*\* Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**Karnes City Independent School District**

**Karnes City Primary**

**2021-2022 Campus Improvement Plan**





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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The end of year enrollment in 2020 was 218. 77.69% of our students are Hispanic, 20.18% are white, 2.29% are African American, .46% are Asian, and 1.38% are 2 or more. Students considered to be AT RISK are 25.69%, economically disadvantages 77.52%, limited English proficiency 3.67%, military connected 1.38% and under foster care .46%. 18.35% of students receive special education services. In the 2018-2019 school year, there were 13 teachers on the campus and 10 auxiliary staff members. The average class size at KC Primary is 19:1. Promotion was 100% in the 2018-2019 school year. For the 2019-2020 school year, there are 14 teachers on campus and 15 paraprofessionals. The average class size is 19:1 with four teachers at each grade level. Prekindergarten is a full day, and accepts ineligible students that live in the district. Transfer students to Prekindergarten are allowed on a tuition basis.

### Demographics Strengths

Enrollment has remained steady at KC Primary. The end of year enrollment in 2019 was 233 students and the end of year enrollment in 2020 was 218. This will continue to grow with the addition of PPCD services and the decline of resources for 3 and 4 year old children in the community. Prekindergarten is a full day, and accepts ineligible students that live in the district. Transfer students to Prekindergarten are allowed on a tuition basis. Karnes City Primary is a modern, clean, beautiful facility with a dedicated cafeteria and gymnasium to meet the needs of our students. It has a large library with many resources, as well as an abundance of technology, including a computer lab and mobile computer carts. Karnes City Primary Generated by Plan4Learning.com 3 of 22 June 3, 2020 9:53 pm KC Primary benefited from Innovative Teaching Grants provided by the KCISD Education Foundation. Teachers received grants for improving centers/stations in Kindergarten, for equipment and materials needed in special education classrooms and for an outdoor learning center.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a high number of students receiving speech related services. **Root Cause:** Students are not exposed to language rich vocabulary prior to entering school.

# Student Learning

## Student Learning Summary

In 2020-2021, Karnes City Primary School will use TX-KEA testing in Kindergarten and TPRI in First Grade three times per year to track student growth in reading as well as monthly iStation testing. In Prekindergarten, teachers use the Texas PreKindergarten Guidelines to guide their instruction as well as a state approved curriculum. Prekindergarten students are tested three times per year through Circle Testing. Teachers also complete their own progress monitoring through the school year. Students in Prekindergarten and Kindergarten are measured each nine weeks with a Skills Checklist to determine progress and reported to parents. Students in First Grade receive grades through Texas Gradebook, which is communicated to parents through a nine-week report card. Students are given a MAP fluency test at the beginning of the year to screen for reading difficulties. Students reading is also measured using iStation, which provides data for tiers of intervention.

## Student Learning Strengths

2019-2020 ended with unusual circumstances which made it difficult to gather relevant data based on the end of the year status.

iStation data gathered as of March, 2020, prior to Spring Break indicates the following:

PreK: Level 1 - 15%; Level 2 - 23%; Level 3 - 28%; Level 4 - 20%; Level 5 - 15%

Kindergarten: Level 1 - 26%; Level 2 - 16%; Level 3 - 22%; Level 4 - 24%; Level 5 - 12%

First grade: Level 1 - 14%; Level 2 - 17%; Level 3 - 28%; Level 4 - 17%; Level 5 - 23%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** As a campus, KCP experiences marginal attendance rates and percentages of active parent involvement in parenting and academic support programs. **Root Cause:** Economic instability among families influences parent involvement and attendance rates of students.

# School Processes & Programs

## School Processes & Programs Summary

Karnes City Primary school uses TEKS Resource System to guide instruction. We will use TX-KEA testing in Kindergarten and TPRI testing in First Grade three times per year to track student reading growth as well as monthly IStation testing. In Prekindergarten, teachers use the Texas PreKindergarten Guidelines to guide their instruction as well as a state approved curriculum. Prekindergarten students are tested three times per year through Circle Testing. Social emotional learning was addressed in 2018-2019 through the STAR Badger Program and continues through the new year. The campus has full implementation of PBIS to address behaviors in a positive manner. Students with disabilities are served by a certified Special Education teacher, Speech therapist, Occupational therapist, physical therapist, and many paraprofessionals. ESL students are served through a content-rich program in the classroom provided by a certified ESL teacher. Kindergarten students are screened for the Gifted and Talented program each year. The yearly average daily attendance rates at KC Primary are 93.85% for PreK, 94.48% for Kindergarten, and 95.34% for First Grade. Teachers are evaluated using TTESS.

## School Processes & Programs Strengths

Progress monitoring of students happens consistently at KC Primary. Response to Intervention meetings happen monthly for each grade level to discuss struggling students and provide recommendations. PBIS has been implemented at KC Primary with fidelity and enthusiasm; the committee has taken the program and made it their own. All staff are implementing PBIS across the campus, including custodians and food service. Intervention services are provided to struggling students to provide small group or one-to-one instruction to help them maintain progress. The campus has embraced the ACE program to help tutor and enrich students, as well as the School Climate Transformation grant to help with behavior needs. The campus staff work as a team to put the welfare of students first and present a unified, nurturing atmosphere to help children grow.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** TEKS Resource System is not used for its maximum benefit. **Root Cause:** The system does not always correlate to state-adopted curriculum, which makes it difficult to use efficiently and with fidelity.

**Problem Statement 2:** Teachers do not take advantage of available professional development. **Root Cause:** At the Primary level, teachers are uncomfortable being out of the classroom more than absolutely necessary.

# Perceptions

## Perceptions Summary

While it is difficult to gather data from young children regarding their school experience, overall students are happy to be at school. In an end of year survey provided to families: 95% of the families polled, felt that the school implements procedures that ensure staff and student safety. 100% of the families polled felt that the school's communication system – send home notes, text messages and website updates, kept them up to date with things happening at KC Primary. 81.4% of the families polled felt that Karnes City Primary School invited families to enough events to make them feel welcomed and part of their students' education (for example, Meet the Teacher Night, class parties, Thanksgiving meal, field day, Earth Day, Veteran's Day). 93% of the families polled were satisfied with volunteer opportunities provided to the families of KCP. For example, Thursday morning Parent Volunteer Group and Cupcake Club. Among staff, there is a shared value and belief system. Generally morale is high. Gradelevels work together for planning and collaboration.

## Perceptions Strengths

Karnes City Primary School is a great place to be. It offers a positive experience for new, young learners. Teachers and staff are also happy to be at KC Primary.

All staff are friendly and respectful to students, parents, and other staff. The campus works hard to build positive relationships to make the campus inviting.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent involvement at KC Primary is marginal. **Root Cause:** Parents, who are generally young, are busy with work and family and limited on time.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices







# Goals

**Goal 1:** KCISD will maximize opportunity through proficiency in literacy and a love of reading.

**Performance Objective 1:** 80% of all Prekindergarten, Kindergarten and First grade students will meet or exceed expected reading proficiency levels

**Evaluation Data Sources:** CIRCLE testing, TX-KEA, TPRI, Campus Progress Monitoring, Teacher Progress Monitoring, Reading Levels, Monthly ISIP (Istation) Assessments, Administrator Walkthroughs and Observations (TTESS).





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Daily Guided Reading instruction used in Kindergarten and First grade classrooms.  <b>Strategy's Expected Result/Impact:</b> All students will make one years growth in reading comprehension and fluency.  <b>Staff Responsible for Monitoring:</b> Classroom teachers, intervention teacher, administrator.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2) Utilizing Daily 5 components - writing, word work, listening to reading, reading to self, reading to others.  <b>Strategy's Expected Result/Impact:</b> All students will make one years growth in reading comprehension and fluency.  <b>Staff Responsible for Monitoring:</b> Classroom teachers, intervention teacher, administrator.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Saxon Phonics program to provide foundational reading skills. The program will increase specific instruction in phonics to strengthen basic reading skills and be proactive in addressing possible dyslexia issues.  <b>Strategy's Expected Result/Impact:</b> Decreased number of students on dyslexia screener; one year growth on reading assessments; build strong foundational skills in reading.  <b>Staff Responsible for Monitoring:</b> Classroom teachers (PK-1), intervention teacher, administrator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6  <b>Funding Sources:</b> Wilson Reading Foundations curriculum - 211-Title I, Part A - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 4) Provide events that promote literacy for families of KC Primary such as Literacy Night, Grandparents Day, Reading Club, Family Fun Nights, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make one years growth in reading comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Include district parent liaison, special programs director, ACE program staff, provide sign in sheets and fliers, share events on social media, newsletters, and newspaper publications.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 6) Utilizing technology to supplement reading instruction such as iStation, Lexia Reading, Read Naturally, Starfall, BrainPop, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make one years growth in reading comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, intervention teacher, administrator. Istation reports, Lexia reports; progress monitoring (RTI), grades/skills checklists</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** KCISD will nurture students to be empathetic, productive citizens.

**Performance Objective 1:** 100% of all Karnes City Primary students will have the opportunity to engage in character education and social -emotional learning weekly.





**Evaluation Data Sources:** Master schedules, surveys, discipline referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) The school counselor will provide daily guidance lessons while pushing in to classrooms.  <b>Strategy's Expected Result/Impact:</b> Students will be proactively provided social-emotional skills to enrich the learning environment; fewer classroom disruptions; decrease in discipline referrals.  <b>Staff Responsible for Monitoring:</b> Administrator, school counselor</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2) The campus will provide Positive Behavior supports daily through Zones of Regulation techniques and the Morning Meeting to teach character and social expectations. This is reinforced through the STAR Badger program across the campus.  <b>Strategy's Expected Result/Impact:</b> Students learn important social skills as well as strong character to become a productive citizen; decreased discipline referrals.  <b>Staff Responsible for Monitoring:</b> All staff on campus</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** KCISD will nurture students to be empathetic, productive citizens.

**Performance Objective 2:** 100% of campus staff will Implement behavior management techniques used within the Capturing Kid's Heart program.





**Evaluation Data Sources:** Data collection of behavior referrals, walkthroughs and observations. safety drills, PBIS, safety training.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1) Ensure teachers and staff are trained in expectations; implement the STAR Badger program on campus. <b>Strategy's Expected Result/Impact:</b> Fair and consistent behavior management techniques will be used to provide a safe, secure and healthy learning environment.	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 2) All staff and students will train in the Capturing Kid's Heart Program. <b>Strategy's Expected Result/Impact:</b> Students will be actively engaged in learning through a safe, secure environment.	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 3) Students will receive incentives for behavior and attendance throughout the year based on prescribed expectations. <b>Strategy's Expected Result/Impact:</b> Positive behavior will minimize disruptions in the classroom and provide a positive learning environment.	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** KCISD will nurture students to be empathetic, productive citizens.

**Performance Objective 3:** Karnes City Primary will increase parent and family engagement by 20% throughout the school year.

**Evaluation Data Sources:** Sign-in sheets, communication (newspaper, announcements, flyers, notes...), surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Parents and families will be invited to attend campus activities such as Grandparents Day, Veterans Day program, Thanksgiving Feast, Christmas program, Field Day, Bike Rodeo, Game Night, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive relationship between the school and community to benefit families and students.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2) KCP will implement a multi-faceted volunteer program designed to meet the needs of parent/family volunteers.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive relationship between the school and community to benefit families and students.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3) The campus teachers will hold conferences with parents or guardians face-to-face at least once in the Fall semester and once in the Spring semester. The School Compact and Parent and Family Engagement policy will be distributed at this time. Parents will be invited to Title I planning meetings and invited to participate on campus committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive relationship between the school and community to benefit families and students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, Federal Programs director, teachers.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 1:** Karnes City Primary will improve instruction through implementation of effective instructional practices and methodologies.

**Evaluation Data Sources:** Lesson Plans, Walkthroughs and Observations (TTESS), ICLE Walk Throughs, and Instructional Rounds

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Grade level, PLC meetings, and Data Processing days will be held to focus on instructional practices.  <b>Strategy's Expected Result/Impact:</b> Improved teaching strategies will improve student achievement. Intervention strategies will help struggling students.  <b>Staff Responsible for Monitoring:</b> Administrators; all teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2) Implementation of TEKS Resource System and its components..  <b>Strategy's Expected Result/Impact:</b> Improved teaching strategies will improve student achievement.  <b>Staff Responsible for Monitoring:</b> Administration; all teachers. Lesson plans, grade level planning, walkthroughs and observations, student learning outcomes and examples.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3) Specialized instruction will be provided to Special populations such as Gifted &amp; Talented, Special Education, Dyslexia, ESL...</p> <p><b>Strategy's Expected Result/Impact:</b> Students will perform at or above grade level, or per IEP/504 plan.  <b>Staff Responsible for Monitoring:</b> Administrator, counselor, teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 4) Follow up with teachers on professional goal setting through T-TESS, along with providing coaching through the T-TESS process.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher growth will have impact on classroom instruction therefore supporting students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal will conference with each teacher three times per year to set and reach goals. Each teacher will be observed and provided feedback for growth.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 5) Tutorials, homework assistance, and enrichment provided by the ACE grant and teacher tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted struggling students will make significant progress to reach grade level mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers. Progress monitoring, grades, skills checklist, reading progress.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The RtI process will continue to be refined at the campus and district level to provide the appropriate interventions for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling students will receive appropriate support and services as needed in a timely manner.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers, district admin.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

# Campus Funding Summary

211-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Wilson Reading Foundations curriculum		\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>



# **Karnes City Independent School District**

## **Roger E. Sides Elementary**

### **2021-2022 Campus Improvement Plan**



# Vision

**Karnes City ISD is a bridge that leads to productive members of society who have a moral, ethical compass.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our current enrollment (May 29) is 285 students: 77 in 2nd grade, 80 in 3rd grade, 52 in 4th grade and 75 in 5th grade.

At the end of the 2019-2020 school year our demographics indicated we are serving:

- Hispanic 76.6%
- White 18.79%
- African American 3.19%
- 2 or more 1.42%
  
- ESL - 5.67%
- Free Lunch - 72.34%
- Reduced Lunch - 3.9%
- Gifted and Talented - 6.38%
- Special Education 15.6%
- Dyslexia - 3.55%
- At Risk 45.39%

### Demographics Strengths

#### Demographic Strengths:

Students continue to be identified as needing special education services, giving them accommodations and services they need to be successful.

- 2014-2015: 7.30%
- 2015-2016: 10.12%
- 2016-2017: 10.19%
- 2017-2018: 10.56%
- 2018-2019: 13.53%
- 2019-2020: 15.6%

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The Special Education population has grown beyond the average for the state. **Root Cause:** Strengthening foundational programs and Tier I instruction, along with intense intervention, is necessary.

# Student Learning

## Student Learning Summary

Aside from state accountability, students progress was monitored through MAP (NWEA) Testing, monthly ISIP (IStation) testing and classroom assessments.

MAP data reflects that growth from Fall 2018 to Winter 2020 is as follows:

Grade	18-19	19-20
2nd Reading	51%	57%
2nd Math	38%	49%
3rd Reading	34%	51%
3rd Math	69%	62%
4th Reading	46%	41%
4th Math	24%	35%
5th Reading	49%	51%
5th Math	46%	41%

## Student Learning Strengths

Comparing same student groups in MAP Growth from 18-19 and 19-20. Percentage points increased in the following:

3rd-4th Reading: +7

4th-5th Reading: +5

2nd-3rd Math: +24

4th-5th Math: +17

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The campus needs a systematic process for using data to drive instruction. **Root Cause:** Changes in administration have hindered there being a process.

**Problem Statement 2:** Teacher teams are not closely working together to when planning for groups and individual student needs. **Root Cause:** Lack of time and a system not in place for vertical planning.

**Problem Statement 3:** Teachers are not varying instructional strategies so learning experiences are aligned to the level of thinking that the standards demand. **Root Cause:** More appropriate professional development required.

**Problem Statement 4:** The campus has technology that is not always appropriate or being used appropriately. **Root Cause:** Slow internet speed and technology equipment doesn't always work properly.

# School Processes & Programs

## School Processes & Programs Summary

RES Staff are using TEKS Resource System to address instructional and curriculum needs. They are using the Pacing Guides from Implementing TEKS Resource System to guide their instruction. Teachers are using DMAC for disaggregating data.

Social Emotional Learning is addressed through monthly counselor guidance lessons, implementation of PBIS and Capturing Kids Hearts.

An open door policy is maintained for staff to voice their opinions and concerns. They are supported in their professional growth and goals.

## School Processes & Programs Strengths

Structures are in place to keep procedures smooth and streamlined. They are evaluated and resturctured when need be.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There has not been a focus on instructional delivery and the learning process. **Root Cause:** Teachers have not been trained on instructional design and delivery.

**Problem Statement 2:** Not all staff are using DMAC to its full potential and benefit. **Root Cause:** There is not a systematic approach to looking at data on the campus.

**Problem Statement 3:** There are too many programs, both instructional and SEL, to implement them with fidelity. **Root Cause:** A number of good programs have been introduced, but there is not enough time to implement them appropriately.

# Perceptions

## Perceptions Summary

PBIS has continued to be implemented on campus. It has been intertwined with the practices of Capturing Kids Hearts. Both lend themselves to relationships.

RES continues to collaborate and partner with ACE. ACE serves students before and after school. They also provide evening events once a month.

Staff are celebrated through monthly recognition days. The campus coordinates monthly luncheons.

Staff meetings are held twice monthly and grade level planning occurs weekly.

Families are welcomed in a variety of ways: conferences with teachers, weekly parent volunteer group, field trip chaperoning.

## Perceptions Strengths

Teachers are invested in student learning and they believe in mutual respect between students and staff. The implementation of Capturing Kids Hearts has been beneficial for staff to build and keep relationships with students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is not a clear vision or mission for the campus. **Root Cause:** Change in leadership.

**Problem Statement 2:** Not all staff will be trained in Capturing Kids Hearts. **Root Cause:** It is not feasible to offer the training every year.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals





**Goal 1:** KCISD will maximize opportunity through proficiency in literacy and a love of reading.

**Performance Objective 1:** 80% of RES students, second through fifth grades, will meet or exceed expected reading proficiency levels.

**Evaluation Data Sources:** Lexia reports, CFAs, MAP data, monthly ISIP (ISTATION) assessments, progress monitoring using running records, administrator walkthroughs, coaching visits, and TTESS observations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Saxon Phonics will be implemented at second grade and intervention times to provide a foundation for reading skills.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make one year's growth in reading comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, teachers.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Wilson Reading "Foundations" program - 211-Title I, Part A - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Emphasis on correct implementation of Lexia program including participation, goal setting, and assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make one year's growth in reading comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, and Lexia monitoring.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide events that promote literacy for RES families such as Literacy Night, Science Fair, Night at the Museum, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make one year's growth in reading comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> District parent liaison, special programs director, sign in sheets, fliers, sharing events on social media, newsletters, newspaper publications</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide daily RTI (response to intervention) for at -risk students, and students not showing academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make one year's growth in reading comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Intervention teachers, administration. Lesson plans, student data, student data binders, walkthrough, observations</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize researched based computer programs such as ISTATION and Lexia to provide additional individualized reading practice.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will make one year's growth in reading comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Data reports</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Services provided to students diagnosed with dyslexia through the Scottish Rite Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make gains to fill gaps and read on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia teacher, administration.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** KCISD will maximize opportunity through proficiency in literacy and a love of reading.

**Performance Objective 2:** All RES students will have the opportunity to access quality literature through the school library, class libraries and teacher read alouds.





**Evaluation Data Sources:** Library reports, class observations and walk throughs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The library will be a weekly rotation so the students have time to have a mini lesson and select library books to check out. Students will have time to self select appropriate books based on his/her reading level and their interest.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to quality reading material to promote the love of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, library staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** KCISD will nurture students to be empathetic, productive citizens.

**Performance Objective 1:** All students will receive weekly guidance lessons from the campus counselor during their Specials rotation. Lessons will be aligned with TEA Program Guidelines for School Counseling.





**Evaluation Data Sources:** Counselor schedule, discipline referrals, counselor referrals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor Guidance Lessons aligned with campus virtues that were selected by staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus focus on positive, restorative behavior practices. Decreased office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administrator, all students, staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** KCISD will nurture students to be empathetic, productive citizens.

**Performance Objective 2:** All RES staff members will use relationship building strategies to increase student achievement.

**Evaluation Data Sources:** discipline data, walk throughs and observations.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers and staff trained with PBIS behavior expectations and implementation.  <b>Strategy's Expected Result/Impact:</b> Fair and consistent behavior management techniques.  <b>Staff Responsible for Monitoring:</b> Data collection of referrals, PBIS committee meetings, planning, and training</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Previously trained staff will use strategies learned in Capturing Kids Hearts training held in August 2019.  <b>Strategy's Expected Result/Impact:</b> Student academic and behavior growth.  <b>Staff Responsible for Monitoring:</b> Administrator, Counselor, All staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Incentive programs will be developed to reward positive behavior and decrease negative behavior.  <b>Strategy's Expected Result/Impact:</b> Students will be motivated to participate in class activities with fewer disruptions and/or discipline referrals.  <b>Staff Responsible for Monitoring:</b> Administration, counselor, teachers.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Field trips, reward activities, concrete rewards such as Spirit Sticks, etc. - 199 -- Local - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
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**Goal 2:** KCISD will nurture students to be empathetic, productive citizens.

**Performance Objective 3:** Parent involvement will increase by 10% at Roger E. Sides Elementary.





**Evaluation Data Sources:** sign-in sheets, flyers, newspaper, Blackboard messages

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will be invited to participate in many campus activities such as Grandparents Day, Veterans Day, Thanksgiving Feast, class parties, Field Day, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive relationships with parents and the community.</p> <p><b>Staff Responsible for Monitoring:</b> District parent liaison, administrators, teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents will be invited to meet with teachers for conferences twice per year where they will receive the Student-Parent-Teacher Compact and the Parent Involvement Policy. Parents will also be invited to participate on campus committees and Title I planning meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> A strong parent-school relationship helps students grow and learn.</p> <p><b>Staff Responsible for Monitoring:</b> District parent liaison, campus and district administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
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**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 1:** RES will follow the TEKS Resource System. Teachers will use the Pacing Guide From Implementing TEKS Resource System.





**Evaluation Data Sources:** Lesson plans, walkthroughs, observations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly grade level team meetings focused on instructional practices.  <b>Strategy's Expected Result/Impact:</b> Teacher's improved instructional practices will improve student achievement.  <b>Staff Responsible for Monitoring:</b> Administrator attend meetings, walk throughs and observations and collection and review of lesson plans.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilization of TEKS Resource system , the pacing guide and TEKS guide for academic planning.  <b>Strategy's Expected Result/Impact:</b> Teacher's improved instructional practices will improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Lesson plans, grade level team meetings, walkthroughs, examples of student learning</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Core content teachers will attend the 2020 TEKSCON Conference to strengthen knowledge of TEKS Resource system and it's implementation.  <b>Strategy's Expected Result/Impact:</b> Instructional lesson templates will be implemented with fidelity increasing student performance.  <b>Staff Responsible for Monitoring:</b> Administration; teachers; C &amp; I administrator.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 2:** Teachers will disaggregate student academic data.





**Evaluation Data Sources:** data reports from iStation and other data programs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All major assessments will be entered into data program for data disaggregation.  <b>Strategy's Expected Result/Impact:</b> Increased academic performance.  <b>Staff Responsible for Monitoring:</b> Administrator, teachers.   <b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will have designated PLC meetings and data meetings to ensure the process is completed.  <b>Strategy's Expected Result/Impact:</b> Student strengths and weaknesses will be determined and students will be supported where needed.  <b>Staff Responsible for Monitoring:</b> Administrator, teachers, C &amp; I administrator   <b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize the services provided by Lead4ward with fidelity.  <b>Strategy's Expected Result/Impact:</b> Students will make gains quickly upon the start of school and maintain grade level performance.  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, C &amp; I administrator   <b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
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**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 3:** District initiatives will streamline programs and target instructional services. Professional development from these initiatives will be implemented with fidelity.





**Evaluation Data Sources:** Formative assessments, report cards, RtI data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and administrators will attend the Reading Academies required by the state provided by Region 20. This will be a blended model of training including online modules and face-to-face training.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher's instructional skills will increase in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, C &amp; I administrator.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Technology needs will be analyzed and addressed to provide the required equipment for teachers to carry out the new instructional programs for technology (Nearpod).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have reliable equipment to provide required instruction for student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Dept, Administrator, teachers.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
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**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 4:** Students, or potential students, in special populations such as GT, dyslexia, EL, or Special Education will receive the appropriate support and/or testing.

**Evaluation Data Sources:** RtI data, ARD records, GT referrals/testing, EL testing, TELPAS, LPAC records, dyslexia testing, 504 records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A campus and district RtI process will be developed and staff trained to maximize the benefits of intervention. Monthly RtI meetings will be held to discuss the needs of struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Struggling students will receive support and make growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, intervention teachers, counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district GT Plan will be updated and testing aligned across the district. Services will be provided in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> GT students will be identified sooner and receive appropriate services.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselor, GT teacher, district GT administrator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Strategic scheduling will allow a dedicated intervention period for each grade level to provide services to special populations and Tier II students within the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Special populations are guaranteed to receive services and make progress, along with struggling students to have dedicated instructional time with staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, teachers.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 5:** Four Teachers will be named Region 20 mentor teachers and help drive instruction through a coaching model to help support new teachers.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Detailed mentor teacher schedules.

# Campus Funding Summary

199 -- Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Field trips, reward activities, concrete rewards such as Spirit Sticks, etc.		\$2,000.00
<b>Sub-Total</b>					\$2,000.00
211-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Wilson Reading "Foundations" program		\$2,000.00
<b>Sub-Total</b>					\$2,000.00

# Addendums



**Karnes City Independent School District**  
**Karnes City Junior High**  
**2021-2022 Campus Improvement Plan**



# Vision

Karnes City ISD is a bridge that leads to productive members of society who have a moral, ethical compass.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Karnes City Junior High School is made up of 210 students who are offered instruction in grades 6-8. The students are taught by 22 full time junior high teachers and eight are shared from the high school for one to two periods. Our staff includes five paraprofessionals, one library paraprofessional, one PEIMS secretary, one front office receptionist, one counselor, one nurse (shared with high school), and one principal.

We proudly serve:

- 76% Economically Disadvantaged
- 17% Special Education
- 38% At-Risk
- 74% Hispanic, 21% White, 4% Black-African American, 0.5%Asian, .5% Indian
- 51% Female, 49% Male
- 14% Gifted and Talented
- 8% English as a Second Language
- 5% Dyslexia

### Demographics Strengths

Enrollment at KCJH has had no substantial fluctuation.

# Student Achievement

## Student Achievement Summary

Karnes City Junior High continues to work toward making decisions based on individual student data, incorporating small group instruction, and having weekly PLC meetings.

KCJH performed at or above the state average of the Approaches level on STAAR in 6th grade Math, 8th grade Reading, and 8th grade Math in 2018-2019.

KCJH did not perform at or above the state average of the Approaches level on STAAR in 6th grade Reading, 7th grade Reading, 7th grade Math, 7th grade Writing, 8th grade Science, and 8th grade Social Studies in 2018-2019.

Due to COVID-19, we have no updated scores for the 2019-2020 school year.

## Student Achievement Strengths

2019 Accountability Rating Overall: C

Student Achievement: C

School Progress: B

Academic Growth: C

Relative Performance: B

Closing the Gaps: C

Distinction Designations: Academic Achievement in Science

Karnes City Junior High has a variety of data to disaggregate in order to drive individualized instruction. Having Data Days built into the calendar affords more designated time for teachers to look at and learn from student data. Students are also included in the process of looking at their own data and determining a plan of action for their own learning. Students at KCJH overall are showing growth from year to year.

Due to COVID-19, we currently have no updated Accountability score for the 2019-2020 school year.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students are entering Junior High with significant gaps in learning that teachers are unable to build from. **Root Cause:** Alignment, resources, and staff development in RTI have been weak in the past.

# School Culture and Climate

## School Culture and Climate Summary

Karnes City Junior High School prides itself on the positive affect the implementation of capturing kids hearts has had on the learning community. Through capturing kids hearts school-wide expectations were explicitly outlined, taught, and reinforced with fidelity.

## School Culture and Climate Strengths

Some steps Karnes City Junior High takes to ensure a safe and welcoming campus:

- School wide capturing kids hearts
- Incentives for attendance and grades
- Positive Behavior Reinforcements
- Established procedures for reporting and investigating reports of mistreatment
- Provide Positive Action Instruction
- Provide Healthy Connections Series
- Celebrate Red Ribbon Week
- Schedules random visits by drug dogs
- Partnership with local law enforcement and county employee for informative presentations to students
- Counselor conducts class lessons concerning appropriate social behavior
- Monthly students and staff of the month recognized with yard signs.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Karnes City Junior High administration implements an open door policy. Staff is encouraged to voice concerns, comments, questions, at any time. We have a wide range of years of teaching experience across the campus.

## Staff Quality, Recruitment, and Retention Strengths

- Opportunities for staff to self-direct professional development as needed throughout the year
- Opportunities for staff to observe other teachers, classrooms, and lessons.
- Title I Stipends
- Celebration and recognition luncheons
- Team building activities
- Flexible schedule for PLC time
- Rewards and Incentives



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Teachers use TEKS Resource System, Year at a Glance, and Instructional Focus Documents to guide their instruction and pacing. Eduphoria is also used to drive instruction as it provides teachers with individual student data. Students are provided with their own data so that they can keep track of their own progress throughout the year. A thirty minute Excellence period was created for accelerated learning and to help reinforce reading and math strategies.

## Curriculum, Instruction, and Assessment Strengths

- TEKS Resource
- TEKS RS Pacing Tool
- Excellence period for accelerated learning
- Combined and Blocked Reading and Writing courses for 6th and 7th grade
- RtI for targeted tutorials
- Eduphoria Data/Assessments
- Imagine Math
- Accelerated Reader
- Newsela
- Scholastic Scope
- Student Data Meetings

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** KCJH students are not performing at or above State Level Standards. **Root Cause:** Lack of instructional strategies and high level questioning, lack of high rigor lessons and delivery, and lack of adequate time to ensure student mastery of objectives.

# Parent and Community Engagement

## Parent and Community Engagement Summary

At Karnes City Junior High we work hand in hand with our community to maintain a collective effort toward achieving student success. We have worked to make KCJH a friendly and welcoming environment. We are constantly looking for ways to improve our communication between school and home. Currently, we use social media, mail outs, automated phone calls, and our school marquee. Throughout the year, we have partnered with multiple entities to bring in family engagement, provide services, and reinforce learning from local professionals through presentations. We have hosted multiple family nights and activities in conjunction with ACE and STCTG.

## Parent and Community Engagement Strengths

Community partnerships have been created with:

- Karnes City Police Department
- Karnes County Sheriff's Office
- First Baptist Church
- County Attorney
- County Health Nurse
- Texas Parks & Wildlife
- KCISD Education Foundation
- HEB
- Pizza Hut
- Reach app used for communication

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents lack knowledge of how to support their child at home with closing the achievement gaps. **Root Cause:** Parents are not provided with training or programs to assist in their students academics.

# School Context and Organization

## School Context and Organization Summary

Karnes City Junior High operates on an eight period day which includes a thirty minute lunch. Teachers have the opportunity to discuss the master schedule and teaching arrangements each year. In a collaborative effort, the master schedule is created to best meet the needs of our students. Other factors included in master scheduling are: high school master schedule and shared teacher schedules. An open door policy is in place for communication between staff and administration. Communication is also encouraged through emails, weekly newsletters, announcements, and staff meetings. After school care and family engagement services are offered by ACE. Positive Action, capturing kids hearts, and social work support are provided through School Climate Transformation Grant.

## School Context and Organization Strengths

- Monthly Staff Meetings
- Weekly PLC meeting with content teachers
- Weekly Badger Pride newsletter
- Leadership Team Meetings
- Supportive School Board of Trustees
- Site-Based Decision Committee
- Student Class Meeting at least twice monthly

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Students and staff are not truly prepared and well practiced for an emergency crisis situation. **Root Cause:** A variety of safety drills and open conversations are not occurring as regularly as the traditional fire drill.

# Technology

## Technology Summary

We have seen growth in technology usage across the campus at Karnes City Junior High. With a supportive and outgoing technology department, our teachers have been willing to try new things regarding technology in the classrooms. We are a 1 to 1 district with technology.

## Technology Strengths

- 1 to 1 chrome books
- Strong and readily available Technology Team
- Emailed Tips from Technology Team
- Teacher/classroom support
- Clever use for log-ins
- Blackboard is our LMS
- Equipment is maintained regularly.
- Each Campus has a designated technology team member.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Many students are breaking or not maintaining their chrome books. **Root Cause:** Lack of knowledge on how to care for them and not using protective cases while in their backpacks.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data

## **Employee Data**

- Teacher/Student Ratio
- Professional development needs assessment data

# Goals

**Goal 1:** KCISD will maximize opportunity through proficiency in literacy and a love of reading.

**Performance Objective 1:** Expectations will be established to incorporate multiple strategies that encourage enjoyable, purposeful reading.





**Evaluation Data Sources:** Nine-week Reading grade reports, Accelerated Reader, Sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Book Club will be offered and encouraged based on student need and/or interest.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of reading proficiency and love of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Librarian Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Accelerated Reader expectations are implemented through Reading classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased levels of reading proficiency and love of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Librarian</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students who meet Accelerated Reader goals will be recognized through rewards and incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase amount of AR points earned. Increase levels of reading proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Librarian</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> PLC with Reading department will be done weekly to discuss reading strategies, data, lessons, exit tickets, and engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Data driven instruction for reading that is aligned vertically and horizontally.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Curriculum Director</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Professional development will be offered specifically in the areas of reading skills including dyslexia.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase quality of reading instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Curriculum Director</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Individual student conferences will be held with each student regarding their own Reading progress data and learning goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student engagement in their own learning increases.</p> <p>Student academic success increases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Extended library hours will be offered through ACE Grant.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student interest in Reading.</p> <p>Increase accessibility to the library.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Librarian Ace Grant Personnel</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Before and after school tutorials are offered through ACE and classroom teachers daily for reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase individual student growth.</p> <p>Allows teacher to use data to target instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers ACE Personnel</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 282 ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>





Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Every enrolling parent will be required to create an account through Parent Portal which allows access to current grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Registrar</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.2</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Excellence groups will be flexible and interchanging to be targeted for STAAR reading interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase individual student growth. Allow teachers to use data to target instruction and group students as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> ESSER Funds - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** KCISD will maximize opportunity through proficiency in literacy and a love of reading.

**Performance Objective 2:** All (100%) of the KCISD students assessed will demonstrate growth in reading proficiency through one or more measurable data sources.

**Evaluation Data Sources:** STAAR score reports, Nine-week grade reports, TMSFA data, RTI documentation, Lexia reports, Moby Max reports, MAPS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reading fluency levels will be assessed through Texas Middle School Fluency Assessment (TMSFA) for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student growth.</p> <p>Allow teacher to use data for targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Lexia will be offered as a supplemental program for dyslexia identified students as well as identified struggling readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student growth.</p> <p>Allow teacher to use data for targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Moby Max, I-station, and Book Nook will be used throughout the year as a supplemental source to building areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student growth.</p> <p>Allow teacher to use data for targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - TCLAS</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> MAPS testing will be used to measure students growth and help determine interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading grade levels</p> <p>Allow teacher to use data for targeted instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers RTI teacher</p> <p><b>Funding Sources:</b> - 282 ESSER III</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 2:** Karnes City Junior High will nurture students to be empathetic, productive citizens.

**Performance Objective 1:** KCJH will increase average daily attendance rate for the 2021-2022 school year

**Evaluation Data Sources:** Weekly attendance report summaries and daily phone calls.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance incentives will be offered for individual student attendance every three weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance rate.</p> <p>Increase instructional time.</p> <p>Decrease truancy complaints filed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Attendance Clerk Parent/Family Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Incentives will be offered for meeting the grade level attendance goal of 98% every three weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance rate.</p> <p>Increase instructional time.</p> <p>Decrease truancy complaints filed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Attendance Clerk Parent/Family Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A reward will be offered to the grade level that obtains the highest attendance rate percentage every three weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance rate.</p> <p>Increase instructional time.</p> <p>Decrease truancy complaints filed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Attendance Clerk Parent/Family Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Attendance visuals will be displayed in the main JH hallway, maintained, and updated weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance rate.</p> <p>Increase instructional time.</p> <p>Decrease truancy complaints filed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Attendance Clerk Parent/Family Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Parent Liaison will provide home visits and support for students with absent issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students daily attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Lori Zimmerman</p> <p><b>Funding Sources:</b> - 270-Rural and Low Income</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Karnes City Junior High will nurture students to be empathetic, productive citizens.

**Performance Objective 2:** All (100%) of KCJH students will receive weekly instruction in soft skills/employable skills.

**Evaluation Data Sources:** Lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The master schedule will allow at least once a week for soft skills instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge of skills needed for the workforce.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 2:** Karnes City Junior High will nurture students to be empathetic, productive citizens.

**Performance Objective 3:** All (100%) of KCJH students will receive consistent instruction in character education and social-emotional learning.

**Evaluation Data Sources:** Lesson plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host and promote successful family engagement events in conjunction with ACE, law enforcement, county offices and community members.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement.</p> <p>Shared vision among stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselors Teachers Staff Grant Personnel Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> KCJH will ensure that all classes are taught by certified teachers and highly qualified paraprofessionals who work to build and foster consistent, safe relationships with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff certifications will be appropriate to teaching assignments.</p> <p>Increased quality of learning impact on students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Director Special Programs Director</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Capturing kids hearts will be utilized along with discipline management techniques that are fair and consistent to ensure a safe, and healthy learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Continued reduction in discipline referrals.</p> <p>Maximize Instructional time.</p> <p>Increase classroom management expertise and capabilities.</p> <p>Staff ability to distinguish between major and minor behaviors.</p> <p>Increase staff awareness to social-emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 282 ESSER III</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Work to encourage parental involvement by engaging parents and the community in the district's vision and goals that support the growth of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> Shared Vision among stakeholders.</p> <p>Increased parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Staff Family/Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	Formative			Summative
	Jan	Mar	May	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to improve school safety through documented implementation of crisis management plans, safety drills, and student character education programs to ensure a safe learning environment for all.</p> <p><b>Strategy's Expected Result/Impact:</b> Plan/Procedure in place and ready to successfully execute when needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor District Safety Coordinator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Capturing kids hearts will be practiced campus-wide to promote a positive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Continued reduction of discipline referrals.</p> <p>Maximize instructional time.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Staff Grant Personnel</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Weekly character education lesson will be provided to all students through Excellence and Positive Action curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge of junior high student appropriate behavior and actions.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

**Staff Responsible for Monitoring:** Principal

Counselor

Teachers

Grant Personnel

**Schoolwide and Targeted Assistance Title I Elements:**

2.6

**Funding Sources:** - 199 -- Local



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 3:** Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.

**Performance Objective 1:** Karnes City Junior High will provide Response-to-Intervention (RTI) instruction.

**Evaluation Data Sources:** Individual student RTI documentation, grades, STAAR Performance Level Documentation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> STAAR, CFA, MAPS, and Performance Level Documentation data will disaggregated to determine specific area of intervention need for growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers RTI Teacher Dyslexia teacher Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Growth for all students will be assessed four times a year through six weeks assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers work collaboratively to build resources for TEK specific targeted intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> RTI schedule is rolled out and changes based on student need and learning targets.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> RTI teacher and periods will implement RTI across the campus in collaboration with core teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth.</p> <p>Close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.

**Performance Objective 2:** All (100%) of KCJH students will be exposed to future opportunities including workforce, military, trade school, or college.

**Evaluation Data Sources:** Master schedule, presentation schedules

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Career, college, workforce, and trade school opportunities will be explored through the use of technology and Xelo.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of technology.</p> <p>Increase exposure to future possibilities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 -- Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Xelo will be offered to all 8th grade students which will provide career interest information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased exposure to future opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Special Programs Director</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All 7th and 8th grade students will participate in KCHS Career Fair Day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased exposure to future opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Special Programs Director Curriculum Director</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 3:** Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.

**Performance Objective 3:** Karnes City Junior High will work to include students as active members of their own learning progress and goals.

**Evaluation Data Sources:** Student Data Cards, Data Day sign-in sheets





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student conferences will be held several times a years during early release days as well as upon receipt of STAAR results.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student knowledge about their own learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.

**Performance Objective 4:** Karnes City Junior High will increase the percentage of students who are academically successful as measured by the Meets Grade Level performance indicator as well as the growth indicator on STAAR.

**Evaluation Data Sources:** STAAR score reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and ACE program will provided content focus tutorials and will work with students based on individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase individual student growth.</p> <p>Allow teachers to use data to target instruction and group students as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teacher ACE Personnel</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 282 ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students will be given the opportunity to attend the ACE program before and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase individual student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal ACE Personnel</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will increase the level of rigor and relevance of classroom instruction through best practices and ICLE instructional coaching with Mark White.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student preparedness for high education.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Curriculum Director</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 282 ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Professional development will be campus need focused and will positively impact student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will focus on using more STAAR like practice and rigor by using purposeful questioning and creating engaging lessons</p> <p><b>Strategy's Expected Result/Impact:</b> Increase targeted individual growth.</p> <p>Allow students multiple opportunities to practice STAAR format and rigor.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 3:** Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.

**Performance Objective 5:** Special populations will be targeted for more meaningful, needs based instruction to maximize growth for all.

**Evaluation Data Sources:** STAAR score results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Visuals and labels will be posted throughout the campus in English and ESL population primary language.  <b>Strategy's Expected Result/Impact:</b> Increase vocabulary and reading.  <b>Staff Responsible for Monitoring:</b> Principal                      Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> GT students will be served through the excellence period.  <b>Strategy's Expected Result/Impact:</b> Increase growth for all students.  <b>Staff Responsible for Monitoring:</b> Principal                      Teacher</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Dyslexia identified students will be serviced through pullout along with the Lexia supplemental program  <b>Strategy's Expected Result/Impact:</b> Increased growth for students.  <b>Staff Responsible for Monitoring:</b> Principal                      Counselor                      Teachers                      Staff                      Dyslexia teacher</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211-Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> SPED and 504 students are serviced based on IEP and Service Plan goals and objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth for students.</p> <p>Provide support and accommodation for SPED and 504</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus iPad will be purchased for translation purposes for ESL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Help ESL students acquire the English language.</p> <p>Provide support for ESL students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teacher</p> <p><b>Funding Sources:</b> - Title III-ESL/Bilingual</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Campus Funding Summary

199 -- Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	9			\$0.00
1	1	10	ESSER Funds		\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	5			\$0.00
2	3	7			\$0.00
3	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
2	3	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00

211-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$0.00
3	5	3			\$0.00
<b>Sub-Total</b>					\$0.00
270-Rural and Low Income					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
Title III-ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	5			\$0.00
<b>Sub-Total</b>					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	2	4			\$0.00
2	3	3			\$0.00
3	4	1			\$0.00
3	4	3			\$0.00
<b>Sub-Total</b>					\$0.00
TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
<b>Sub-Total</b>					\$0.00

# Addendums



**Karnes City Independent School District**  
**Karnes City High School**  
**2021-2022 Campus Improvement Plan**



# **Mission Statement**

To Inspire, To Impact, and to Improve Lives.

## **Vision**

**Karnes City ISD is a bridge that leads to productive members of society who have a moral, ethical compass.**

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# Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

## Demographics

### Demographics Summary

Karnes City High School comprises of a diverse group of students, faculty, and community partners. Stakeholders from our community and surrounding area are invited to participate in various input groups and contribute to the development of the KCHS campus improvement plan. The campus improvement plan encompasses the district philosophy of nurturing students to be productive citizens.

#### Student Demographic Data (2017 – 2020)

	2016-17	2017-18	2018-19	2019-20	Percent Gain/Loss
White	29%	31%	29%	32%	3%
Hispanic	70%	67%	69%	67%	-2%
Black	1%	1%	2%	1%	-1
Male	52%	49%	49%	50%	1
Female	48%	51%	51%	50%	-1
Eco. Dis.	56%	64%	59%	63%	4%
SpEd	10%	9%	11%	12%	1%
At-Risk	53%	51%	52%	51%	-1%
GT	14%	15%	14%	13%	-1%
CTE	82%	85%	90%	75%	-15%
ELL	<1%	2%	2%	2%	0
Enrollment	312	351	334	335	1
Drop-out	0%	1.50%	0%	--	-1.50%
Attendance	95.42%	94.47%	95.10%	--	0.60%

### Staff Quality, Recruitment, and Retention

Karnes City High School teaching staff is comprised of 33% Hispanic, 63% White, and 3% who identify as two or more races. The gender make-up of the teaching staff is 38% female and 62% male. All teachers hold either State teacher certification in the content area they teach or have the equivalent industry-based certification/experience to teach the courses they are assigned. Forty-one (41%) percent of teachers have ten years or fewer experience while 59% of our teachers have eleven years or more experience. Roughly 27% of teachers have twenty years or more experience and this groups would be the group mostly likely to retire in the next 5-10 years.

The campus will continue professional development in the area of RtI implementation and Capturing Kids Hearts focus for the campus. Staff development includes professional growth, in-service education, continuing education, recurrent education, and on-the-job training. KCHS teachers have the opportunity to sign-up for workshops and schedule visits to other classrooms for personal growth relating to the accomplishment of stated goals and objectives. In this sense, staff development places an emphasis on proactive organizational learning. Faculty and staff assume the primary responsibility for continuous personal growth. Staff development focuses on projected needs and objectives that will help the school system remain creative and productive. Staff development is viewed as an important investment for our students and community.

#### Parents and Community

Census Bureau data from the American Community Survey (estimates) as it relates to educational levels of parents indicates the following for the age group 25 and older: 68.4% of Karnes City population have graduated from high school or attained a higher degree.

Socio-economic data from the Census Bureau (estimates) for households in Karnes City indicate a 6.6% unemployment rate and that roughly 23% of all families lived at or below the poverty level. The median household income is \$54,844. The median income for a male is \$27,295 and for a female is \$11,447.

#### Demographics Strengths

Student diversity - Diversity of needs has prompted the campus to implement programs and support services to meet those needs.

Graduation Rate - We continue to offer alternative academic avenues in order to meet State graduation requirements have led to implementation of a rigorous credit recovery program that allows students to get back on track and graduate on time.

Low Drop-out Rate

Faculty/Staff Commitment to district - a high number of staff either graduated from KCISD or one of the adjacent school districts. Several staff members have returned to KCHS to serve the district where they grew up.

Professional Development

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Karnes City High School graduates 95% of its senior class, but twenty-nine percent of the community indicate they did not graduate high school with diploma. **Root Cause:** Education is not perceived as a priority in the lives of some in our community.

**Problem Statement 2 (Prioritized):** Karnes City High School is comprised of a staff that is 63% white and educating a student body that is 66% Hispanic **Root Cause:** The lack of racial/ethnic diversity of teaching staff is disproportionate to the racial/ethnic diversity of the student body.

**Problem Statement 3 (Prioritized):** Karnes City High School's academic and CTE programs aim to provide opportunities for students to transition into post-secondary education/workforce, but the community continues to have about 16% of its population living below the poverty level. **Root Cause:** Overcoming the sense of hopelessness created by generational poverty.

# Student Learning

## Student Learning Summary

Student Groups Data Spring 2019-20 (Percent)

	Reading/ ELA (Eng I & II)				Math				Social Studies				Science			
	A	M	MS	<A	A	M	MS	<A	A	M	MS	<A	A	M	MS	<A
All Students	77	52	8	23	87	49	11	13	94	78	41	6	90	71	25	10
African Am.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	69	44	5	31	86	46	8	14	90	68	30	10	89	67	18	11
White	82	75	15	14	92	67	25	8	100	97	62	0	95	90	45	5
Eco Dis	61	39	5	40	85	46	11	15	90	66	26	10	85	57	10	15
SpEd	24	10	5	86	69	23	15	31	44	44	11	66	63	13	0	37

A = Approaches, M = Meets, MS = Masters

\* = Masked due to small numbers

Interventions to support students who are not successful include: Tutorials, Grade Checks, Parent Conferences/Contacts, Accelerated Instruction, Summer School, Credit Recovery, and RTI.

While the RtI model we will implement is not specifically designed to affect special education referrals, we expect that referrals will remain constant or decrease over the next year.

## Student Learning Strengths

End of Course Assessment- Increased approaches performance in all tested areas.

Early College High School (11th and 12th graders)/ Dual Credit Courses- Individualized to student college/career goals.

CTE Courses / Certification Programs - Career oriented programs designed so that students can graduate high school with certifications in various different fields.of Institution of Higher Education Partnerships to include Coastal Bend College.

Academic UIL success in band and various other individual UIL categories.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There are no staff identified to support students served through ESL (English as a Second Language) and this sub-pop continuously struggles to perform on state assessment. **Root Cause:** There are a lack of applicants applying for positions within the district qualified to support English Language Learners.

**Problem Statement 2 (Prioritized):** Special Education students historically perform poorly on state assessments. **Root Cause:** A lack of well-trained staff to support unique learners, in addition to a lack of sufficient programs of support, impact student performance when learning needs are not met.

**Problem Statement 3:** Students are not finishing programs of study as a part of their graduation plans. **Root Cause:** Lack of staffing to teach diverse programs of study and struggles of a limited master schedule --offering opportunities for all students to participate in a program that interests them--impacts students ability to begin and finish programs in their high school careers.

**Problem Statement 4 (Prioritized):** Teachers do not use diverse methods for teaching classes (station teaching, small grouping, blended learning, etc.) and students lack engagement in the learning process. **Root Cause:** Teachers lack adequate training, knowledge, confidence, experience and willingness for risk-taking to grow in their instructional practices.

# School Processes & Programs

## School Processes & Programs Summary

### Personnel (District policy)

The Superintendent or designee advertises employment opportunities on the TASA website, the KCISD website, and in the local newspaper. Employment vacancy notices are also posted at the district and campus offices. The Board is committed to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications. Personnel are placed in the positions for which employee is qualified and evaluations are conducted by the assigned supervisor. Paraprofessionals are required to meet the Paraprofessional Highly Qualified requirements.

### Professional Practices

Professional development is planned around identified strengths or challenges and related professional learning goals and activities as they relate to individual faculty/staff. Professional development activities may result from:

1. Evidence collected from most recent annual performance evaluation.
2. The need for content specific improvement/growth.
3. District or campus related improvement goals.

Once the specific area of professional development is identified, specific learning goals to address the need are established. For each of the goals, specific learning activities are developed to accomplish the goal.

The high school utilizes the TEKS Resource System curriculum for core academic courses and the iCEV curriculum for the majority of our Career and Technology Education courses. TCMPC TEKS Resource System is an online curriculum management system aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS Resource System's high quality curriculum and assessment components assist schools in meeting the high standard of rigor and relevance required in the TEKS and on STAAR assessment. The iCEV curriculum provides cloud-based curriculum that is interactive and can be accessed anytime and anywhere by students. Students have the ability to obtain industry certifications and easily explore career options through the curriculum. The high schools provides opportunities for student acceleration and enrichment through our dual credit course offering and utilization of Edgenuity. Students have the opportunity to obtain an associate's degree by the time they graduate from high school. We also offer a solution for credit/course recovery, dropout prevention, remediation, RtI, credit accrual, and whole class instruction just to mention a few.

The high school has seen a significant increase in CTE course enrollment. We have added new CTE programs/courses to the high school master schedule for the past several years. We offer dual credit opportunities in all disciplines. Students that complete these courses are better prepared for the workforce or postsecondary education.

### Procedures

Each year the high school strives to integrate more technology into instructional and administrative programs, and while the majority of our teachers take advantage of the technology that is available to them, we still have those few that do not expect change so readily. The high school integrates a number of technology resources into instruction to include Edgenuity (credit recovery, dropout prevention, credit accrual), iCEV (CTE), Clever, Blackboard, Eduphoria (data disaggregation), TEKS Resource System (curriculum), as well as textbook adoptions that provide an array of technology and web-based instructional resources.



## School Processes & Programs Strengths

Processes for dual credit enrollment have been implemented to provide maximum benefit to our 10th-12th grade students.

Attendance tracking system that notifies and updates parents daily.

Counseling program aimed to provide care and support the social/emotional well-being of our students.

Continued participation in Capturing Kids Hearts and a focus on building relationships with students has helped improve the overall campus climate/culture.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students struggle in college coursework which can negatively impact class rank and ability to complete associates degrees upon high school graduation, as well as negatively impacts future college coursework when students drop classes while in high school (when they are only allowed 6 'drops' in their college career).

**Root Cause:** Lack of information for students and families regarding dual credit in order for them to make informed decisions about participation in this program.

**Problem Statement 2:** The lack of ability for common planning periods creates an environment where teachers work in isolation. **Root Cause:** Issues with the limited master schedule make it difficult to create common planning periods and opportunities to participate in PLCs.

# Priority Problem Statements

**Problem Statement 1:** Special Education students historically perform poorly on state assessments.

**Root Cause 1:** A lack of well-trained staff to support unique learners, in addition to a lack of sufficient programs of support, impact student performance when learning needs are not met.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Teachers do not use diverse methods for teaching classes (station teaching, small grouping, blended learning, etc.) and students lack engagement in the learning process.

**Root Cause 2:** Teachers lack adequate training, knowledge, confidence, experience and willingness for risk-taking to grow in their instructional practices.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Karnes City High School is comprised of a staff that is 63% white and educating a student body that is 66% Hispanic

**Root Cause 3:** The lack of racial/ethnic diversity of teaching staff is disproportionate to the racial/ethnic diversity of the student body.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Karnes City High School's academic and CTE programs aim to provide opportunities for students to transition into post-secondary education/workforce, but the community continues to have about 16% of its population living below the poverty level.

**Root Cause 4:** Overcoming the sense of hopelessness created by generational poverty.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Students struggle in college coursework which can negatively impact class rank and ability to complete associates degrees upon high school graduation, as well as negatively impacts future college coursework when students drop classes while in high school (when they are only allowed 6 'drops' in their college career).

**Root Cause 5:** Lack of information for students and families regarding dual credit in order for them to make informed decisions about participation in this program.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** There are no staff identified to support students served through ESL (English as a Second Language) and this sub-pop continuously struggles to perform on state assessment.

**Root Cause 6:** There are a lack of applicants applying for positions within the district qualified to support English Language Learners.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Karnes City High School graduates 95% of its senior class, but twenty-nine percent of the community indicate they did not graduate high school with diploma.

**Root Cause 7:** Education is not perceived as a priority in the lives of some in our community.

**Problem Statement 7 Areas:** Demographics - Demographics

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

**Parent/Community Data**





- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Goals

**Goal 1:** KCISD will maximize opportunity through proficiency in literacy and the love of reading.

**Performance Objective 1:** Monthly half -day English 1 and 2 EOC reviews for bubble students





**Evaluation Data Sources:** Walk-Through Observations, EOC,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide explicit instruction on the various components of different comprehension strategies (summarize, inference, compare/contrast, drawing conclusions, etc.) <b>Strategy's Expected Result/Impact:</b> Increase academic growth on English I and II End of Course assessments <b>Staff Responsible for Monitoring:</b> Teacher, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities for scaffolded practice in using multiple comprehension strategies in reading. <b>Strategy's Expected Result/Impact:</b> Increase academic growth on English I and II End of Course assessments. <b>Staff Responsible for Monitoring:</b> Teacher, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide models including the criteria for each score level. <b>Strategy's Expected Result/Impact:</b> Improved writing scores on English I and II EOC. <b>Staff Responsible for Monitoring:</b> Teacher, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teach students relevant components of the revising/editing process. <b>Strategy's Expected Result/Impact:</b> Increased academic growth on English I and II EOC on reporting category 5 and 6. <b>Staff Responsible for Monitoring:</b> Teacher	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** KCISD will maximize opportunity through proficiency in literacy and the love of reading.

**Performance Objective 2:** KCHS SPED population will have no less than 10% gap between the English I and II EOC scores of SPED students and the next lowest sub-population.





**Evaluation Data Sources:** Teachers, Counselors, Administration

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate in-class support by Special Education teachers/paras into General Education English I & II (oral admin, rephrasing/rewording, emphasis on major points, previewing text) <b>Strategy's Expected Result/Impact:</b> Increase in scores on English I and II EOC <b>Staff Responsible for Monitoring:</b> English Teachers, Special Education Teachers, Paraprofessionals	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** KCISD will nurture students to be empathetic, productive citizens.

**Performance Objective 1:** Increase attendance rate for the 2022-2023 school year.





**Evaluation Data Sources:** TAPR, PEIMS, and Truancy data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide incentives (off-campus lunch, rewards, recognition) to students that promote daily attendance. <b>Strategy's Expected Result/Impact:</b> Increased Attendance, Improved Grades <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Teachers, Administration, Counselors	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Invite parent and community stake holders to an Engaged Learning Showcase. <b>Strategy's Expected Result/Impact:</b> Increased Parent and community involvement in learning initiatives of students. <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, and teachers	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** KCISD will nurture students to be empathetic, productive citizens.

**Performance Objective 2:** Decrease drop-out rate for campus to 1% or less

**Evaluation Data Sources:** TAPR, Entry/Withdrawal Data, follow up on students who withdrew





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for flexible school attendance (OFSDP) <b>Strategy's Expected Result/Impact:</b> Decrease Drop-out Rate <b>Staff Responsible for Monitoring:</b> Teacher, Principal, Attendance Clerk	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide credit recovery opportunities during the semester and summer school. <b>Strategy's Expected Result/Impact:</b> Pass Courses Decrease Drop-out Rate <b>Staff Responsible for Monitoring:</b> Teacher, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 2:** KCISD will nurture students to be empathetic, productive citizens.

**Performance Objective 3:** Increase graduation rate for campus to 100%





**Evaluation Data Sources:** TAPR and PEIMS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase course offerings that are of interest to students <b>Strategy's Expected Result/Impact:</b> Increase Graduate Rate <b>Staff Responsible for Monitoring:</b> Teacher, Counselor, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide tutorials for all classes <b>Strategy's Expected Result/Impact:</b> Achieve Course Credit Increased Graduation Rate <b>Staff Responsible for Monitoring:</b> Teacher, Administration  <b>Funding Sources:</b> - 282 ESSER III	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide accelerated instruction to all students who do not meet state standards on End of Course assessments. <b>Strategy's Expected Result/Impact:</b> Increase student growth on End of Course assessments, Increase Graduation Rate <b>Staff Responsible for Monitoring:</b> Teacher, Administration  <b>Funding Sources:</b> - 282 ESSER III	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 1:** Increase academic achievement (student growth) for all students in EOC tested subjects

**Evaluation Data Sources:** End of Course Data, TAPR, Campus Assessment Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement RtI program that promotes skills development for every student (GT, At-Risk, SpEd, etc.) on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth on End of Course assessments and MAP data</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administration</p> <p><b>Funding Sources:</b> - 282 ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Accelerated instruction will be provided to all students who do not perform successfully on End of Course assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth on End of Course assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support 1 to 1 technology resources that enable students to learn utilizing a variety of learning models that best meets the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Technology, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 2:** Make services available to 100% of students at-risk of dropping out due to grade level retention.

**Evaluation Data Sources:** SCE Funding, Tutorials, Master Schedule, Program Implementation





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate accelerated instruction courses into the master schedule for all EOC tested subjects. <b>Strategy's Expected Result/Impact:</b> Increased student performance in EOC tested subjects. <b>Staff Responsible for Monitoring:</b> Core Content Teachers, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide students with equal access to learning via internet hotspot capabilities at home. <b>Strategy's Expected Result/Impact:</b> Improve digital literacy. Provide access to high speed internet at home. <b>Staff Responsible for Monitoring:</b> Media Specialist, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Parental involvement via frequent contacts regarding school activities that promote learning (i.e. homework, participation, effort, etc.) <b>Strategy's Expected Result/Impact:</b> Increase course credit attainment <b>Staff Responsible for Monitoring:</b> Teacher, Counselor, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Progress monitoring of instruction that promotes success <b>Strategy's Expected Result/Impact:</b> Increase course credit attainment <b>Staff Responsible for Monitoring:</b> Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement behavior management techniques to increase positive classroom interactions. <b>Strategy's Expected Result/Impact:</b> Increase course credit attainment <b>Staff Responsible for Monitoring:</b> Teacher, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide tutorials, extended year services, or summer school programs that focus on development of academic skills <b>Strategy's Expected Result/Impact:</b> Increase course credit attainment <b>Staff Responsible for Monitoring:</b> Teachers, Administration	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 3:** Increase support for teachers to help minimize stressors that lead to burn-out and feelings of despair.





**Evaluation Data Sources:** Retention Rates, Employee Opinion Surveys, Professional Development, Certification Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Highly qualified teachers with state certification or DOI in content area will be hired to fill vacancies on the campus <b>Strategy's Expected Result/Impact:</b> Improved students performance on state and local assessments. <b>Staff Responsible for Monitoring:</b> Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities for content and program specific professional development that will grow our teachers. <b>Strategy's Expected Result/Impact:</b> Quality Teacher Instruction, Increase student performance on state assessments <b>Staff Responsible for Monitoring:</b> Teacher, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide incentives for teachers to improve their craft via professional development, paid master's degree, and stipends for certifications in high need content areas. <b>Strategy's Expected Result/Impact:</b> Highly qualified teachers, Quality Instruction, Increase performance on state assessment <b>Staff Responsible for Monitoring:</b> Teacher, Administration	<b>Formative</b>			<b>Summative</b>
	<b>Jan</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 4:** Drop out prevention program (Credit Recovery) will serve 100% of students not meeting graduation requirements.








**Evaluation Data Sources:** PEIMS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Enroll at-risk students in Credit Recovery program to recapture or accrue credits toward meeting graduation requirement. <b>Strategy's Expected Result/Impact:</b> Increase course credit attainment to maintain graduation timeline <b>Staff Responsible for Monitoring:</b> Teacher, Administration	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 5:** All (100%) of KCHS students will be exposed to future opportunities including workforce, military, trade school, or college.

**Evaluation Data Sources:** Master schedule, career day, career prep field trips, military recruiter visits,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly Field Trips to Career preps and Colleges. <b>Strategy's Expected Result/Impact:</b> Provide information to help make informed decision for after graduation. <b>Staff Responsible for Monitoring:</b> Principal, Counselors,	Formative			Summative
	Jan	Mar	May	May
	 0%	 0%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

**Performance Objective 6:** Special populations will be targeted for more meaningful, needs based instruction to maximize growth for all.

**Evaluation Data Sources:** EOC review, teacher feedback, IEP feedback, staffing's



# Campus Funding Summary

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00
2	3	3			\$0.00
3	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Addendums

# Karnes City ISD

## 2021-22 School Year Report on Violent or Criminal Incidents

### Student Disciplinary Action Incident Counts by Reason Code

*(To comply with FERPA, data are masked if the number of students involved is less than 5)*

Reason Code	Description	128901107	128901105	128901041	128901001
		KARNES CITY PRI	ROGER E SIDES EL	KARNES CITY J H	KARNES CITY H S
11	Used, exhibited, possessed firearm	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0
16	Arson	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0
18	Indecency with a child	0	0	0	0
19	Aggravated kidnapping	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0
36	Felony controlled substance violation	0	0	0	0
37	Felony alcohol violation	0	0	0	0
46	Aggravated robbery	0	0	0	0
47	Manslaughter	0	0	0	0
48	Criminally negligent homicide	0	0	0	0
49	Engages in deadly conduct	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0
<b>Total Incidents</b>		0	0	0	0
<b>Student Enrollment (Fall 2021 PEIMS Snapshot)</b>		209	300	212	332
<b>Incident Rate</b>		0.0%	0.0%	0.0%	0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

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

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

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	Total High School Graduates	31						
<b>KARNES CITY ISD</b>								
128901001	KARNES CITY H S							
	Four-Year Public University	23	4	5	8	4	2	0
	Two-Year Public Colleges	13	5	1	1	3	1	2
	Independent Colleges & Universities	1						
	Not Trackable	0						
	Not Found	46						
	Total High School Graduates	83						

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

**2022 Accountability Rating:** The overall rating earned by the district or campus for 2022.

**2022 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:

2022 RDA Manual: <https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf>

FFY 2022 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>

**2022 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.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## 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/2022/masking.html>.

## STAAR Performance (2021–22)

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 and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## *End-of-Course (EOC):*

English I

English II

Algebra I

Biology

U.S. History

## *Accelerated Testers:*

SAT/ACT

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

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

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

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

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

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

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

## **Progress (Academic Growth and STAAR Progress Measure)**

*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.

*STAAR Progress Measure Percent at Expected or Accelerated Growth.* The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

*STAAR Progress Measure Percent at Accelerated Growth.* The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2022 Accountability Manual](#) for more information.

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

*Percent of Students Maintaining or Improving Compared to Prior Year Performance Level.* The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

## Bilingual Education/ESL

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

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

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

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



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

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

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

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

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

## STAAR Participation (2021–22)

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

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

## Attendance, Graduation, and Dropout Rates (2021–22)

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

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(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:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year**

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**total number of K–12 students enrolled for at least 10 days during the 2020–21 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)
- 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:

**number of dropouts in grades 7 and 8 during the 2020–21 school year**

---

**number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year**

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

**number of dropouts in grades 9–12 during the 2020–21 school year**

---

**number of students in grades 9–12 in attendance at any time during the 2020–21 school year**

# 2021–22 Texas Academic Performance Report

## (TAPR) Glossary

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, 2020–21](#) reports, available on the TEA website at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

For detailed information on data sources, see Appendix H in the [2022 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 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

### *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 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. 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:

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## **4-Year Longitudinal Rate**

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

**number of students from the cohort who received a high school diploma by  
August 31, 2021**

---

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

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

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

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

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

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

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school  
year**

---

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

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

**number of students from the 2021 cohort who received a high school diploma by August 31,  
2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021**

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

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

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

## ***5-Year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

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

- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

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

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

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

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2021–22 school year**

---

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

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

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

**number of students from the cohort who received a high school diploma by August 31, 2021**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2021**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

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

## ***6-year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 cohort\***

- (2) *Received TxCHSE*: For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**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 2021–22 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2019 cohort\***

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- (4) *Dropped Out*: The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

---

**number of students from the cohort who dropped out before fall of the 2021–22 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, 2021**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2021**

---

**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, 2021**

**plus**

**number of students from the cohort who received a TxCHSE by August 31, 2021**

**plus**

**number of students from the cohort who were enrolled in the fall of the 2021–22 school year**

---

**number of students in the 2019 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:



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

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

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2020. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

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

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2021**

---

**number of students in the 2019 cohort\*\***

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

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

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2020–21](#) (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

---

**number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2021 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 2021 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2021 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 2021 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2021 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 2021 who complete a 4-year RHSP or DAP or  
FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2021 with reported graduation plans**

**RHSP/DAP Graduates (Annual Rate) (2020-21)** The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

---

**number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with  
FHSP degree plans)**

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

---

**number of graduates in SY 2020–21 who earn an FHSP-E**

---

**number of graduates in SY 2020–21 with reported FHSP graduation plans**

FHSP-DLA Graduates (Annual Rate) (2020–21) 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 2020–21 who earn an FHSP-DLA**

---

**number of graduates in SY 2020–21 with reported FHSP graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) 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 2020–21 reported with graduation codes for RHSP or DAP  
or FHSP-E or FHSP-DLA**

---

**number of graduates in SY 2020–21 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 2021. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see

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

## Graduation Profile (2021–22)

**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 2020–21 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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

**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)*

**number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance**

---

**total number of students**

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

**At-Risk:** The count and percentage of 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 2020–21 school year considered as at risk**

---

**total number of students**

## College, Career, or Military\* Readiness (CCMR) (2021–22)

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 TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

- 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)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree 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. Enlistment data reported in PEIMS for 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## College, Career, or Military Ready Graduates

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

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

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

## College Ready Graduates

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

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

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

The percentages are calculated as follows:

*English Language Arts.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

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number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

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number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

---

number of 2020-21 annual graduates

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

*Any Subject.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

number of 2020-21 annual graduates

**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*)

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2020-21 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 [2022 Accountability Manual](#). (*Data source: PEIMS 48011*)



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of 2020-21 annual graduates who earned an approved industry-based certification

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number of 2020-21 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 2020-21 annual graduates who earned a level I or level II certificate

---

number of 2020-21 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 [2022 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55

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number of 2020-21 annual graduates

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

number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

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number of 2020-21 annual graduates

## CCMR-related Indicators (2021–22)

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

*English Language Arts.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

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number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

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number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

---

number of 2020-21 annual graduates

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**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 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

---

number of 2020-21 annual graduates

*Mathematics.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

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number of 2020-21 annual graduates

*Both Subjects.*

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2020-21 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 2020-21 school year who took at least one AP or IB examination

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total students enrolled in grades 11 & 12

*English Language Arts*

number of students in grades 11 & 12 in the 2020-21 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 2020-21 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 2020-21 school year who took at least one AP or IB examination in science

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total students enrolled in grades 11 & 12

*Social Studies*

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in social studies

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# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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total students enrolled in grades 11 & 12

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

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

## *All Subjects*

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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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 2020-21 school year with at least one AP or IB score at or above criterion in  
ELA

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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 2020-21 school year with at least one AP or IB score at or above criterion in  
mathematics

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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 2020-21 school year with at least one AP or IB score at or above criterion in  
science

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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 2020-21 school year with at least one AP or IB score at or above criterion in  
social studies

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

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

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

## All Subjects

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2020-21 school year with at least one AP or IB score at or above criterion

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

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

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

number of 2020-21 graduates who took either the SAT or the ACT

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number of 2020-21 graduates reported

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

number of 2020-21 graduating examinees who scored at or above the criterion score  
on either the SAT or the ACT

---

number of 2020-21 graduates reported

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

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

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2020-21 graduates who took the SAT

---

number of 2020-21 graduates who took the SAT

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

sum of SAT evidence-based reading and writing scores of all 2020-21 graduates who took the  
SAT

---

number of 2020-21 graduates who took the SAT

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

sum of SAT mathematics scores of all 2020-21 graduates who took the SAT

---

number of 2020-21 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

sum of ACT composite scores of all 2020-21 graduates who took the ACT

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number of 2020-21 graduates who took the ACT

(2) *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 2020-21 graduates who took the ACT

---

number of 2020-21 graduates who took the ACT

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

sum of ACT mathematics scores of all 2020-21 graduates who took the ACT

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number of 2020-21 graduates who took the ACT

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

sum of ACT science scores of all 2020-21 graduates who took the ACT

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number of 2020-21 graduates who took the ACT

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

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

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

*Any Subject*

number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one course in 2020-21

*English Language Arts*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of students in grades 9–12 in 2020-21 who received credit for at least one ELA advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one ELA course in 2020-21

## Mathematics

number of students in grades 9–12 in 2020-21 who received credit for at least one mathematics advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one mathematics course in 2020-21

## Science

number of students in grades 9–12 in 2020-21 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 2020-21

## Social Studies

number of students in grades 9–12 in 2020-21 who received credit for at least one social studies advanced/dual-credit course

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number of students in grades 9–12 who received credit for at least one social studies course in 2020-21

*(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 2020-21 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 2020-21 annual graduates

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

**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 2019-20 school year who attended a public or independent college or university in Texas in the following academic year

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number of graduates during the 2019-20 school year

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

*(Data source: THECB)*

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

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

## Student Information (2021–22)

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

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 29, 2021).

**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 and TEA Student Assessment Division)*

# 2021–22 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/English learner (EB/EL) :** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

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

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

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

For 2021–22, 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;



# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

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

*(Data source: PEIMS 40100)*

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

*(Data source: PEIMS 40100)*

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

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

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

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

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

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**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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

percentages do not total to 100 because students may participate in more than one of these programs.  
(Data source: PEIMS 40110, 41163 and 41169)

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

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

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

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

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

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

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

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

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

**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).

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number of mobile students in 2020–21

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number of students who were in membership at any time during the  
2020–21 school year

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

**Attrition Rates:** The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. 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 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2020} - \text{number of students who returned in fall 2021}}{\text{number of students enrolled in fall 2020}}$$

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

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

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, 2020–21](#), available from TEA. (*Data source: PEIMS 40110*)

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

*Percent of Underreported Students.* Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

number of underreported students

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number of students in grades 7–12 who were served in the district in the 2020–21 school year

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

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

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

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

The following rules apply to the average class sizes:

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

*(Data source: PEIMS 30090)*

## Staff Information (2021–22)

**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)*

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

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

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

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

# 2021–22 Texas Academic Performance Report (TAPR) Glossary

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

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

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

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

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

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

*(Data source: PEIMS 30050)*

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

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

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

**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

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Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

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

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

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

**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2020–21 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 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. 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*)

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

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



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## Appendix A Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

### English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
O3221100	RESEARCH/TECHNICAL WRITING
O3221200	CREATIVE WRITING
O3221500	LITERARY GENRES (LIT GENR)
O3221600	HUMANITIES (FIRST TIME TAKEN)
O3221800	INDEP STUDY/ENGLISH (1ST TIME)
O3231000	INDEP STUDY/JOURNALISM (1ST)
O3231902	ADV BROADCAST JOURNALISM III
O3240400	ORAL INTERPRETATION III
O3240800	DEBATE III (DEBATE 3)
O3241100	PUBLIC SPEAKING III (PUBSPKG3)
O3241200	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
O3101100	PRECALCULUS (PRE CALC)
O3102500	INDEP STUDY IN MATH (1ST TIME)
O3102501	INDEP STUDY IN MATH (2ND TIME)
O3580370	DISCRETE MATH FOR COMP SCIENCE
O3580395	ROBOTICS PROGRAMMING & DESIGN

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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
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III

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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 STANDARD LEVEL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HIGHER LEVEL
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADVANCED 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	ENGINEERING DESIGN & PROBLEM SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

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A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

## Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL

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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
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

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03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
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

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03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
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

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03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

## Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

## Other

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



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## Appendix B PEIMS Role Identifications

(In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

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

### CAMPUS ADMINISTRATORS

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

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

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

### PROFESSIONAL SUPPORT STAFF

002.....	Art Therapist
005.....	Psychological Associate
006.....	Audiologist
007.....	Corrective Therapist
008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant

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065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist

## TEACHERS

087.....	Teacher
047.....	Substitute Teacher

## EDUCATIONAL AIDES

033.....	Educational Aide
036.....	Certified Interpreter

## AUXILIARY STAFF

Employment record, but no responsibility records.

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