



2023-24

District Annual Report

Public Hearing

Karnes City ISD

March 3, 2025

8 Sections to the 2023-24 District Annual Report

1. 2023-24 Texas Academic Performance Report (PDF TAPR)
 - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2022-23 Financial Actual Report)
 - ❑ For the District and each Campus in the District
3. District Accreditation Status (2022-23 School Year)
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
 - ❑ For each High School Campus in the District
7. Progress Toward Board-adopted HB 3 Goals
 - ❑ For the District and each Campus in the District
8. 2023-24 TAPR Glossary

The 2023-24 District Annual Report
will be posted on the district's website at:
***www.kcisd.net>Required Postings>
District Annual Report***

Section 1

2023-24 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - ❑ PEIMS
 - ❑ Student Assessment Data

- 2023-24 TAPR is published as a PDF
 - ❑ Includes a wide range of information on the performance of students in each district and campus in the state
 - ❑ Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - ❑ Provides extensive information on school and district staff, programs, and student demographics

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ **Cover Page**

- ❑ Only includes district or campus name and number
- ❑ Typically, the **Cover Page** includes the following information:
 - Accountability Rating
 - Special Education Determination Status (District TAPR only)
 - Distinction Designations
 - ASVAB Test
 - Only reported on the district's TAPR and only reported if the district did not offer the ASVAB Test or offered an ASVAB Alternative Test

NOTE: As of December 2024, the TAPR does not include A–F ratings or Distinction Designations. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ **STAAR Performance – reported for 2024 and 2023**

- ❑ All 3 performance rates
 - *Approaches Grade Level or Above*
 - *Meets Grade Level or Above*
 - *Masters Grade Level*
- ❑ Reported for
 - **Each Assessment** (including SAT/ACT for Accelerated Testers)
 - **All Grades All Subjects**
 - **All Grades by Subject**
 - **By Enrolled Grade** (3rd Graders through 8th Graders) at *Meets Grade Level or Above*
 - Reading and Math
 - » Grade 3-8 assessments only and
 - » Grade 3-8 assessments and EOCs)
 - Reading (Grade 3-8 assessments and EOCs)
 - Math (Grade 3-8 assessments and EOCs)

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ School Progress

☐ Annual Growth

- Reported by Grade and Subject of assessment
 - RLA
 - Math

☐ Accelerated Learning (4545 Performance)

- Reported by Grade and Subject of assessment
 - RLA
 - Math

☐ *Academic Growth (Domain II-A in Accountability) which is a combination of Annual Growth and Accelerated Learning is NOT reported*

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ **Bilingual Education (BE) / English as a Second Language (ESL)**

❑ Disaggregated data for various BE/ESL program instructional models and groups:

- | | |
|---|--|
| 1. Total BE | 8. Total ESL |
| 2. BE Trans Early Exit | 9. ESL Content Based |
| 3. BE Trans Late Exit | 10. ESL Pull-Out |
| 4. BE Dual Two-Way | 11. EB/ESL with Parental Denial |
| 5. BE Dual One-Way | 12. Never Emergent Bilingual (EB)/English Learner (EL) |
| 6. Alternative Language Program (ALP) Bilingual (Exception) | 13. Total EB/EL |
| 7. ALP ESL (Waiver) | 14. Monitored and Former EB/EL |

❑ **STAAR Performance** – reported for 2024 and 2023

- All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)

❑ **Annual Growth** - reported for 2024 and 2023

- All Grades – Both Subjects, All Grades – RLA, All Grades – Math

❑ **Accelerated Learning** - reported for 2024 and 2023

- All Grades – Both Subjects, All Grades – RLA, All Grades – Math

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ **STAAR Participation – reported for 2024 and 2023**

Data reported

▪ Assessment Participant

- Included in Accountability
- Not Included in Accountability: Mobile
- Not Included in Accountability: Other
- Exclusions

▪ Not Tested

- Absent
- Other

Reported for All Tests, by Subject Area, and for Accelerated Testers

Section 1

2023-24 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2022-23 and 2021-22***
 - Attendance Rate
 - Chronic Absenteeism
 - Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
 - 4-year Longitudinal Graduation Rate
 - 5-year Extended Longitudinal Graduation Rate
 - 6-year Extended Longitudinal Graduation Rate
 - 4-Year Federal Graduation Rate without Exclusions
 - Graduation Plan Rates (Longitudinal and Annual)
 - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates

- **Graduation Profile – 2022-23 Graduates***
 - Total Graduates
 - By Ethnicity
 - By Graduation Type
 - By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

* Attendance, Graduation and Dropout Data for 2023-24 are not be reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2022-23 and 2021-22.

Section 1

2023-24 Texas Academic Performance Report (TAPR)

- **College, Career and Military Readiness (CCMR) - 2022-23 and 2021-22 graduates***
 - ❑ CCMR Graduates
 - ❑ College Ready Graduates (overall and by specific college ready indicator)
 - ❑ Career/Military Ready Graduates (overall and by specific career/military ready indicator)

- **CCMR-Related Indicators - 2022-23 and 2021-22 graduates***
 - ❑ TSIA Results
 - ❑ Completed and Received Credit for College Prep Courses
 - ❑ AP/IB Results
 - ❑ SAT/ACT Results

- **Other Postsecondary Indicators**
 - ❑ Advanced Dual-Credit Course Completion – 2022-23 and 2021-22 school years
 - ❑ Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2021-22 and 2020-21 school years
 - ❑ Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2021-22 and 2020-21 school years

* CCMR data for 2023-24 graduates are not be reported to TEA until January 2025 (as part of Fall PEIMS/TSDS Submission 1). The most recent years for which CCMR data are available are 2022-23 and 2021-22.

Section 1

2023-24 Texas Academic Performance Report (TAPR)

➤ **Student Information**

- ❑ Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)

➤ **Staff Information**

- ❑ Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

➤ **Program Information**

- ❑ Student Enrollment by Program
- ❑ Teachers by Program (population served)

Section 2

PEIMS Financial Standard Reports (2022-23 Financial Actual Reports)

2022-23 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2022-23 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2022-23 is the most recent year for which these data are available.

Section 3

District Accreditation Status (2022-23 School Year)

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
 1. *Accredited*
 2. *Accredited-Warned*
 3. *Accredited-Probation*
 4. *Not Accredited-Revoked*
- In assigning an accreditation status to a district, TEA considers
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)
- ***TEA has not issued district accreditation statuses for the 2023-24 school year as the issuance of the A–F ratings under the 2023 and 2024 rules are pending and subject to change***
- ***The 2023-24 District Annual Report must include the District’s 2022-23 accreditation status***
- The District’s 2022-23 Accreditation Status is: **Accredited**

Section 4

Campus Performance Objectives

➤ Campus Improvement Plans (CIPs)

- ❑ Each campus has developed and is implementing a CIP, as required by TEC §11.253
- ❑ Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- ❑ Each campus **periodically measures progress** toward its performance objectives
- ❑ Updated CIPs for the 2023-24 school year (which show both the **objectives of each campus** and each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

Section 5

Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - ❑ **Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)**
 - ❑ **Descriptions of school violence prevention and violence intervention policies and procedures used to protect students**
- The district's report for the 2023-24 school year is available for review at the district's central office and at each campus in the district

Section 6

Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- **The most current report is for 2021-22 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2021-22 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2023
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2022, Spring 2023, and Summer 2023** are added together and averaged to determine the GPA

NOTE: *The THECB anticipates releasing an updated report for 2022-23 High School Graduates in mid-January 2025. That report, when available, will be posted at: [THECB Website](#)*

Section 7

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - ❑ early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
 - ❑ CCMR plans adopted under TEC §11.186
- The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board *on November 11, 2024*.

Section 8

TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is scheduled for release in early 2025

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

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.

Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

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2023-24 Texas Academic Performance Report (TAPR)

District Name: KARNES CITY ISD

District Number: 128901

2024 Special Education Determination Status:

Needs Intervention

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Texas Education Agency
2023-24 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	72%	67%	*	61%	91%	-	-	*	*	25%	*	69%	58%	58%	*
	2023	76%	74%	73%	63%	74%	81%	-	*	-	33%	40%	75%	85%	63%	71%	100%
At Meets Grade Level or Above	2024	48%	46%	23%	*	22%	36%	-	-	*	*	8%	*	27%	8%	22%	*
	2023	50%	47%	40%	25%	40%	52%	-	*	-	17%	20%	25%	48%	33%	34%	70%
At Masters Grade Level	2024	21%	19%	5%	*	7%	0%	-	-	*	*	0%	*	4%	8%	6%	*
	2023	20%	17%	4%	0%	4%	6%	-	*	-	0%	0%	13%	6%	2%	3%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	68%	53%	*	50%	73%	-	-	*	*	17%	*	56%	42%	42%	*
	2023	73%	70%	57%	20%	62%	58%	-	*	-	67%	40%	63%	79%	41%	50%	80%
At Meets Grade Level or Above	2024	42%	39%	25%	*	26%	27%	-	-	*	*	8%	*	29%	8%	19%	*
	2023	45%	41%	30%	13%	34%	32%	-	*	-	0%	0%	38%	50%	15%	26%	40%
At Masters Grade Level	2024	15%	13%	5%	*	4%	9%	-	-	*	*	8%	*	6%	0%	3%	*
	2023	19%	16%	10%	7%	10%	16%	-	*	-	0%	0%	13%	16%	6%	12%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	81%	*	83%	77%	-	*	-	*	50%	67%	83%	75%	74%	100%
	2023	77%	76%	62%	35%	63%	66%	*	*	-	88%	53%	50%	76%	53%	58%	86%
At Meets Grade Level or Above	2024	51%	48%	32%	*	29%	38%	-	*	-	*	0%	50%	32%	31%	26%	40%
	2023	48%	46%	34%	18%	39%	28%	*	*	-	50%	18%	25%	50%	24%	30%	43%
At Masters Grade Level	2024	23%	20%	1%	*	2%	0%	-	*	-	*	0%	0%	0%	6%	0%	20%
	2023	22%	20%	12%	6%	12%	14%	*	*	-	25%	12%	25%	24%	5%	10%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	64%	45%	*	40%	50%	-	*	-	*	10%	50%	48%	31%	38%	60%
	2023	71%	66%	42%	13%	46%	41%	*	*	-	75%	25%	50%	69%	25%	38%	57%
At Meets Grade Level or Above	2024	46%	41%	23%	*	21%	33%	-	*	-	*	0%	0%	26%	13%	20%	20%
	2023	48%	43%	18%	6%	19%	28%	*	*	-	13%	13%	38%	37%	7%	12%	29%
At Masters Grade Level	2024	21%	17%	5%	*	3%	8%	-	*	-	*	0%	0%	5%	6%	7%	0%
	2023	22%	18%	7%	0%	6%	14%	*	*	-	13%	13%	25%	15%	2%	5%	0%
Grade 5 Reading																	

Texas Education Agency
2023-24 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	2024	79%	78%	73%	*	72%	75%	-	-	-	*	42%	*	78%	57%	71%	*
	2023	81%	80%	68%	46%	70%	76%	*	*	*	71%	56%	60%	76%	64%	63%	57%
At Meets Grade Level or Above	2024	55%	53%	48%	*	45%	63%	-	-	-	*	25%	*	54%	29%	44%	*
	2023	57%	55%	29%	7%	28%	39%	*	*	*	43%	22%	20%	31%	28%	21%	21%
At Masters Grade Level	2024	29%	27%	13%	*	8%	50%	-	-	-	*	17%	*	14%	7%	10%	*
	2023	28%	27%	9%	4%	8%	15%	*	*	*	14%	13%	0%	14%	7%	6%	7%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	75%	67%	*	62%	88%	-	-	-	*	50%	*	72%	50%	63%	*
	2023	80%	79%	49%	15%	54%	65%	*	*	*	29%	55%	40%	76%	38%	45%	50%
At Meets Grade Level or Above	2024	50%	47%	36%	*	34%	50%	-	-	-	*	17%	*	40%	21%	31%	*
	2023	51%	49%	21%	4%	20%	30%	*	*	*	14%	24%	20%	38%	13%	16%	14%
At Masters Grade Level	2024	19%	17%	9%	*	8%	25%	-	-	-	*	8%	*	12%	0%	8%	*
	2023	21%	20%	7%	0%	7%	11%	*	*	*	0%	12%	0%	14%	4%	5%	7%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	55%	56%	*	53%	75%	-	-	-	*	33%	*	62%	36%	56%	*
	2023	65%	63%	32%	7%	33%	46%	*	*	*	29%	27%	40%	52%	24%	27%	36%
At Meets Grade Level or Above	2024	28%	25%	22%	*	21%	25%	-	-	-	*	17%	*	26%	7%	21%	*
	2023	36%	34%	14%	0%	13%	22%	*	*	*	14%	21%	0%	24%	9%	9%	14%
At Masters Grade Level	2024	11%	10%	6%	*	2%	25%	-	-	-	*	17%	*	6%	7%	2%	*
	2023	16%	14%	6%	0%	7%	9%	*	*	*	0%	15%	0%	10%	4%	5%	7%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	76%	68%	-	67%	70%	-	-	-	*	35%	*	68%	68%	64%	71%
	2023	77%	75%	68%	63%	63%	82%	*	*	-	56%	59%	50%	57%	73%	65%	74%
At Meets Grade Level or Above	2024	57%	55%	32%	-	23%	55%	-	-	-	*	15%	*	32%	32%	23%	14%
	2023	52%	50%	33%	30%	28%	43%	*	*	-	33%	31%	0%	22%	38%	29%	44%
At Masters Grade Level	2024	26%	23%	6%	-	2%	20%	-	-	-	*	5%	*	5%	8%	0%	0%
	2023	22%	20%	9%	3%	7%	14%	*	*	-	11%	7%	0%	3%	11%	7%	30%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	52%	-	46%	68%	-	-	-	*	15%	*	53%	50%	45%	57%
	2023	75%	74%	54%	23%	58%	63%	*	*	-	63%	43%	20%	66%	49%	47%	74%

Texas Education Agency
2023-24 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	2024	39%	37%	20%	-	10%	47%	-	-	-	*	10%	*	21%	17%	11%	0%
	2023	40%	36%	18%	3%	19%	27%	*	*	-	0%	21%	0%	29%	13%	13%	19%
At Masters Grade Level	2024	14%	12%	2%	-	0%	11%	-	-	-	*	5%	*	4%	0%	0%	0%
	2023	16%	13%	4%	0%	4%	6%	*	*	-	0%	7%	0%	6%	3%	5%	7%
Grade 7 Reading																	
At Approaches Grade Level or Above	2024	74%	73%	72%	*	70%	94%	-	-	-	*	50%	*	70%	83%	64%	58%
	2023	78%	77%	71%	61%	68%	81%	-	*	*	100%	32%	60%	69%	72%	67%	59%
At Meets Grade Level or Above	2024	54%	53%	44%	*	42%	53%	-	-	-	*	29%	*	45%	39%	36%	33%
	2023	55%	51%	41%	26%	39%	50%	-	*	*	71%	6%	20%	37%	42%	32%	36%
At Masters Grade Level	2024	29%	26%	8%	*	8%	12%	-	-	-	*	0%	*	9%	6%	8%	8%
	2023	27%	24%	13%	8%	8%	13%	-	*	*	57%	0%	0%	6%	14%	8%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2024	56%	52%	43%	*	42%	47%	-	-	-	*	29%	*	41%	50%	32%	25%
	2023	63%	61%	41%	28%	34%	55%	-	*	*	86%	20%	40%	49%	40%	37%	32%
At Meets Grade Level or Above	2024	34%	31%	18%	*	18%	24%	-	-	-	*	29%	*	16%	28%	17%	17%
	2023	37%	34%	15%	13%	11%	20%	-	*	*	29%	10%	0%	23%	14%	11%	9%
At Masters Grade Level	2024	11%	10%	2%	*	3%	0%	-	-	-	*	14%	*	1%	6%	0%	0%
	2023	11%	9%	2%	5%	0%	4%	-	*	*	0%	3%	0%	6%	2%	2%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2024	81%	79%	80%	80%	77%	100%	-	-	-	*	33%	-	75%	90%	79%	50%
	2023	83%	82%	76%	61%	73%	92%	*	*	*	86%	47%	60%	74%	77%	71%	71%
At Meets Grade Level or Above	2024	56%	54%	39%	20%	33%	86%	-	-	-	*	0%	-	36%	45%	29%	33%
	2023	58%	55%	41%	28%	41%	47%	*	*	*	86%	20%	20%	40%	42%	35%	13%
At Masters Grade Level	2024	29%	26%	11%	0%	2%	71%	-	-	-	*	0%	-	8%	15%	9%	0%
	2023	28%	25%	15%	2%	17%	15%	*	*	*	29%	10%	0%	19%	14%	10%	8%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	69%	54%	*	51%	*	-	-	-	*	33%	-	39%	85%	50%	33%
	2023	76%	73%	52%	23%	58%	61%	*	*	*	40%	23%	30%	76%	48%	48%	42%
At Meets Grade Level or Above	2024	43%	37%	10%	*	9%	*	-	-	-	*	0%	-	7%	15%	4%	0%
	2023	46%	41%	16%	4%	21%	13%	*	*	*	20%	10%	10%	37%	12%	10%	8%

Texas Education Agency
2023-24 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	2024	16%	12%	0%	*	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
	2023	17%	14%	3%	2%	4%	0%	*	*	*	0%	10%	0%	7%	2%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	69%	55%	40%	51%	86%	-	-	-	*	33%	-	44%	75%	50%	17%
	2023	74%	73%	43%	13%	45%	58%	*	*	*	57%	27%	40%	66%	38%	34%	17%
At Meets Grade Level or Above	2024	44%	43%	29%	40%	19%	86%	-	-	-	*	17%	-	19%	45%	21%	0%
	2023	47%	46%	18%	2%	20%	18%	*	*	*	57%	10%	20%	43%	11%	12%	4%
At Masters Grade Level	2024	17%	16%	4%	0%	0%	29%	-	-	-	*	0%	-	6%	0%	3%	0%
	2023	17%	17%	2%	0%	3%	0%	*	*	*	0%	7%	0%	5%	1%	3%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	60%	38%	40%	28%	86%	-	-	-	*	0%	-	31%	50%	24%	17%
	2023	62%	61%	40%	17%	44%	43%	*	*	*	57%	18%	20%	53%	36%	28%	29%
At Meets Grade Level or Above	2024	33%	33%	11%	20%	2%	57%	-	-	-	*	0%	-	8%	15%	9%	0%
	2023	33%	32%	12%	4%	13%	10%	*	*	*	43%	11%	10%	22%	9%	7%	4%
At Masters Grade Level	2024	17%	17%	2%	0%	0%	14%	-	-	-	*	0%	-	3%	0%	0%	0%
	2023	16%	15%	4%	4%	4%	3%	*	*	*	14%	7%	0%	5%	4%	4%	4%
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	69%	65%	46%	64%	72%	-	*	-	*	21%	*	59%	70%	59%	54%
	2023	72%	71%	66%	49%	67%	72%	*	*	*	71%	37%	53%	76%	64%	64%	54%
At Meets Grade Level or Above	2024	52%	50%	37%	38%	31%	48%	-	*	-	*	4%	*	38%	36%	25%	8%
	2023	52%	50%	39%	19%	41%	46%	*	*	*	36%	15%	41%	49%	36%	31%	28%
At Masters Grade Level	2024	16%	14%	7%	0%	6%	7%	-	*	-	*	0%	*	9%	5%	7%	8%
	2023	13%	11%	7%	0%	7%	10%	*	*	*	7%	0%	6%	9%	6%	6%	2%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	76%	75%	50%	81%	73%	*	-	-	*	20%	100%	79%	70%	65%	64%
	2023	74%	74%	73%	64%	75%	74%	*	*	-	77%	40%	83%	83%	71%	70%	61%
At Meets Grade Level or Above	2024	58%	58%	51%	25%	49%	67%	*	-	-	*	0%	67%	59%	41%	42%	9%
	2023	54%	53%	48%	34%	48%	55%	*	*	-	54%	15%	33%	55%	46%	42%	39%

Texas Education Agency
2023-24 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	2024	9%	7%	2%	0%	3%	0%	*	-	-	*	0%	0%	1%	4%	2%	0%
	2023	9%	8%	3%	2%	3%	4%	*	*	-	0%	0%	0%	6%	2%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	80%	66%	57%	73%	52%	-	-	-	*	29%	*	76%	61%	61%	78%
	2023	79%	77%	47%	26%	52%	52%	*	*	*	50%	23%	29%	84%	40%	48%	37%
At Meets Grade Level or Above	2024	43%	38%	20%	13%	24%	16%	-	-	-	*	4%	*	36%	11%	15%	11%
	2023	43%	39%	14%	3%	19%	11%	*	*	*	17%	0%	7%	45%	8%	13%	11%
At Masters Grade Level	2024	24%	19%	9%	13%	7%	13%	-	-	-	*	4%	*	14%	6%	8%	0%
	2023	23%	19%	6%	2%	7%	6%	*	*	*	17%	0%	0%	19%	4%	5%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	92%	87%	72%	88%	92%	*	-	-	*	54%	*	85%	88%	77%	90%
	2023	88%	88%	74%	54%	75%	81%	*	*	*	78%	43%	58%	81%	72%	73%	63%
At Meets Grade Level or Above	2024	56%	57%	34%	6%	37%	40%	*	-	-	*	8%	*	47%	22%	23%	20%
	2023	56%	56%	27%	9%	30%	33%	*	*	*	22%	5%	33%	43%	23%	24%	13%
At Masters Grade Level	2024	19%	19%	7%	6%	5%	12%	*	-	-	*	4%	*	12%	3%	6%	0%
	2023	21%	21%	4%	1%	2%	8%	*	*	*	0%	0%	0%	6%	3%	3%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2024	96%	96%	97%	*	97%	100%	*	-	-	-	89%	*	97%	97%	98%	100%
	2023	94%	94%	94%	80%	93%	98%	*	-	-	100%	70%	*	91%	95%	92%	90%
At Meets Grade Level or Above	2024	69%	70%	69%	*	59%	100%	*	-	-	-	22%	*	72%	62%	69%	70%
	2023	70%	70%	62%	32%	59%	75%	*	-	-	50%	40%	*	70%	59%	50%	30%
At Masters Grade Level	2024	37%	38%	28%	*	23%	50%	*	-	-	-	11%	*	32%	17%	22%	30%
	2023	38%	39%	20%	4%	15%	30%	*	-	-	33%	7%	*	20%	20%	10%	10%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	78%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2023	90%	81%	85%	-	85%	86%	-	-	-	-	-	-	83%	*	83%	-
At Meets Grade Level or Above	2024	59%	46%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2023	61%	50%	30%	-	31%	29%	-	-	-	-	-	-	25%	*	17%	-

Texas Education Agency
2023-24 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	2024	12%	5%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2023	12%	6%	0%	-	0%	0%	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	73%	67%	59%	65%	76%	80%	*	*	83%	34%	64%	66%	68%	59%	61%
	2023	76%	75%	60%	39%	61%	69%	58%	75%	58%	66%	38%	48%	73%	56%	56%	55%
At Meets Grade Level or Above	2024	48%	46%	33%	24%	29%	49%	40%	*	*	33%	11%	30%	36%	27%	26%	21%
	2023	49%	47%	29%	14%	30%	35%	13%	52%	17%	34%	15%	21%	40%	25%	23%	22%
At Masters Grade Level	2024	20%	18%	7%	6%	5%	15%	0%	*	*	13%	5%	2%	8%	5%	5%	5%
	2023	20%	18%	7%	2%	7%	10%	5%	17%	8%	11%	5%	5%	11%	6%	5%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	75%	72%	55%	71%	79%	*	*	*	89%	32%	69%	72%	72%	66%	64%
	2023	77%	76%	70%	56%	70%	78%	75%	90%	*	73%	44%	60%	75%	68%	66%	65%
At Meets Grade Level or Above	2024	54%	52%	39%	34%	35%	55%	*	*	*	56%	10%	46%	41%	35%	31%	20%
	2023	53%	51%	39%	24%	39%	47%	25%	70%	*	48%	18%	26%	43%	38%	33%	34%
At Masters Grade Level	2024	22%	20%	6%	0%	5%	13%	*	*	*	22%	2%	4%	6%	6%	5%	5%
	2023	20%	18%	8%	3%	8%	10%	6%	25%	*	15%	4%	6%	11%	8%	6%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	70%	56%	59%	53%	61%	-	*	*	80%	25%	60%	55%	56%	48%	52%
	2023	75%	72%	49%	23%	53%	58%	33%	67%	*	58%	31%	38%	73%	41%	45%	49%
At Meets Grade Level or Above	2024	43%	39%	22%	15%	21%	30%	-	*	*	10%	10%	15%	26%	14%	17%	16%
	2023	45%	41%	18%	6%	20%	21%	0%	39%	*	13%	10%	16%	37%	11%	14%	15%
At Masters Grade Level	2024	17%	14%	6%	12%	4%	11%	-	*	*	0%	6%	0%	6%	4%	4%	2%
	2023	19%	16%	5%	2%	5%	7%	0%	11%	*	6%	6%	5%	12%	3%	5%	3%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	73%	72%	68%	69%	88%	*	-	-	*	45%	50%	67%	78%	64%	61%
	2023	77%	76%	55%	31%	56%	66%	50%	64%	*	57%	35%	48%	68%	51%	49%	43%
At Meets Grade Level or Above	2024	43%	42%	29%	16%	28%	45%	*	-	-	*	12%	17%	33%	25%	22%	17%
	2023	47%	46%	21%	5%	23%	26%	0%	36%	*	30%	10%	22%	37%	16%	16%	11%

Texas Education Agency
2023-24 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	2024	16%	15%	6%	8%	3%	18%	*	-	-	*	7%	0%	8%	3%	4%	0%
	2023	18%	18%	4%	1%	3%	6%	0%	9%	*	0%	6%	0%	7%	3%	3%	1%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	79%	75%	56%	71%	97%	*	-	-	*	67%	*	74%	78%	66%	69%
	2023	78%	78%	65%	39%	66%	75%	*	*	*	77%	45%	31%	73%	63%	56%	47%
At Meets Grade Level or Above	2024	51%	52%	48%	33%	38%	90%	*	-	-	*	17%	*	50%	43%	43%	44%
	2023	52%	51%	36%	14%	34%	48%	*	*	*	46%	26%	15%	48%	33%	25%	12%
At Masters Grade Level	2024	27%	28%	18%	0%	14%	41%	*	-	-	*	8%	*	22%	10%	13%	19%
	2023	27%	27%	12%	4%	9%	19%	*	*	*	23%	7%	8%	13%	11%	7%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	33%	12%	*	11%	18%	-	-	*	*	8%	*	13%	8%	11%	*
	2023	37%	33%	23%	13%	24%	29%	-	*	-	0%	0%	25%	32%	15%	18%	40%
Reading and Mathematics Including EOC	2024	35%	33%	12%	*	11%	18%	-	-	*	*	8%	*	13%	8%	11%	*
	2023	37%	33%	23%	13%	24%	29%	-	*	-	0%	0%	25%	32%	15%	18%	40%
Reading Including EOC	2024	48%	46%	23%	*	22%	36%	-	-	*	*	8%	*	27%	8%	22%	*
	2023	50%	47%	40%	25%	41%	52%	-	*	-	17%	20%	25%	48%	34%	34%	70%
Math Including EOC	2024	42%	39%	25%	*	26%	27%	-	-	*	*	8%	*	29%	8%	19%	*
	2023	45%	41%	30%	13%	35%	32%	-	*	-	0%	0%	38%	50%	15%	26%	40%
4th Graders																	
Reading and Mathematics	2024	38%	34%	14%	*	12%	17%	-	*	-	*	0%	0%	14%	13%	9%	20%
	2023	38%	35%	15%	7%	16%	21%	*	*	-	13%	13%	25%	30%	6%	10%	29%
Reading and Mathematics Including EOC	2024	38%	34%	14%	*	12%	17%	-	*	-	*	0%	0%	14%	13%	9%	20%
	2023	38%	35%	15%	7%	16%	21%	*	*	-	13%	13%	25%	30%	6%	10%	29%
Reading Including EOC	2024	51%	48%	32%	*	29%	38%	-	*	-	*	0%	50%	32%	31%	26%	40%
	2023	48%	46%	34%	18%	39%	28%	*	*	-	50%	18%	25%	50%	24%	30%	43%
Math Including EOC	2024	46%	41%	23%	*	21%	33%	-	*	-	*	0%	0%	26%	13%	20%	20%
	2023	48%	43%	18%	6%	19%	28%	*	*	-	13%	13%	38%	37%	7%	12%	29%
5th Graders																	
Reading and Mathematics	2024	42%	39%	31%	*	28%	50%	-	-	-	*	17%	*	36%	14%	25%	*
	2023	43%	41%	12%	0%	12%	17%	*	*	*	0%	16%	20%	21%	8%	7%	7%

Texas Education Agency
2023-24 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	2024	42%	39%	31%	*	28%	50%	-	-	-	*	17%	*	36%	14%	25%	*
	2023	43%	41%	12%	0%	12%	17%	*	*	*	0%	16%	20%	21%	8%	7%	7%
Reading Including EOC	2024	55%	53%	48%	*	45%	63%	-	-	-	*	25%	*	54%	29%	44%	*
	2023	57%	55%	29%	7%	28%	39%	*	*	*	43%	22%	20%	31%	28%	21%	21%
Math Including EOC	2024	51%	47%	36%	*	34%	50%	-	-	-	*	17%	*	40%	21%	31%	*
	2023	51%	49%	21%	4%	20%	30%	*	*	*	14%	24%	20%	38%	13%	16%	14%
6th Graders																	
Reading and Mathematics	2024	36%	33%	16%	-	7%	42%	-	-	-	*	10%	*	18%	13%	9%	0%
	2023	35%	32%	13%	4%	12%	23%	*	*	-	0%	14%	0%	17%	12%	9%	15%
Reading and Mathematics Including EOC	2024	36%	34%	16%	-	7%	42%	-	-	-	*	10%	*	18%	13%	9%	0%
	2023	35%	32%	13%	4%	12%	23%	*	*	-	0%	14%	0%	17%	12%	9%	15%
Reading Including EOC	2024	57%	55%	32%	-	23%	55%	-	-	-	*	15%	*	32%	32%	23%	14%
	2023	52%	50%	33%	31%	28%	44%	*	*	-	33%	31%	0%	22%	39%	29%	44%
Math Including EOC	2024	40%	37%	20%	-	10%	47%	-	-	-	*	10%	*	21%	17%	11%	0%
	2023	40%	36%	18%	3%	19%	29%	*	*	-	0%	21%	0%	29%	13%	13%	19%
7th Graders																	
Reading and Mathematics	2024	35%	31%	16%	*	17%	18%	-	-	-	*	21%	*	16%	17%	15%	8%
	2023	37%	34%	14%	11%	9%	20%	-	*	*	14%	3%	0%	20%	12%	9%	9%
Reading and Mathematics Including EOC	2024	36%	32%	16%	*	17%	18%	-	-	-	*	21%	*	16%	17%	15%	8%
	2023	38%	35%	14%	11%	9%	20%	-	*	*	14%	3%	0%	20%	12%	9%	9%
Reading Including EOC	2024	54%	52%	44%	*	42%	53%	-	-	-	*	29%	*	45%	39%	36%	33%
	2023	55%	51%	41%	26%	39%	50%	-	*	*	71%	6%	20%	37%	42%	32%	36%
Math Including EOC	2024	40%	36%	18%	*	18%	24%	-	-	-	*	29%	*	16%	28%	17%	17%
	2023	43%	40%	15%	13%	11%	20%	-	*	*	29%	10%	0%	23%	14%	11%	9%
8th Graders																	
Reading and Mathematics	2024	28%	25%	7%	*	6%	*	-	-	-	*	0%	-	7%	8%	4%	0%
	2023	31%	27%	12%	4%	15%	10%	*	*	*	20%	10%	10%	17%	11%	8%	4%
Reading and Mathematics Including EOC	2024	41%	37%	20%	20%	14%	57%	-	-	-	*	0%	-	19%	20%	12%	0%
	2023	44%	39%	18%	4%	21%	18%	*	*	*	43%	10%	9%	36%	14%	13%	4%
Reading Including EOC	2024	57%	54%	39%	20%	33%	86%	-	-	-	*	0%	-	36%	45%	29%	33%
	2023	58%	55%	41%	28%	41%	46%	*	*	*	86%	20%	27%	40%	42%	35%	13%

Texas Education Agency
2023-24 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	2024	49%	44%	25%	40%	19%	57%	-	-	-	*	0%	-	19%	35%	15%	0%
	2023	51%	46%	22%	4%	27%	20%	*	*	*	43%	10%	9%	53%	14%	15%	8%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	33%	16%	18%	14%	29%	-	*	*	17%	11%	12%	18%	12%	13%	9%
	2023	37%	34%	14%	6%	14%	19%	0%	46%	*	7%	10%	15%	23%	11%	10%	13%
Reading and Mathematics Including EOC	2024	38%	35%	18%	23%	15%	31%	-	*	*	17%	11%	12%	19%	14%	14%	9%
	2023	39%	36%	16%	6%	16%	20%	0%	50%	*	12%	10%	14%	26%	12%	11%	13%
Reading Including EOC	2024	54%	51%	37%	38%	33%	53%	-	*	*	33%	15%	41%	38%	32%	31%	29%
	2023	53%	51%	37%	24%	36%	44%	13%	64%	*	50%	19%	21%	38%	37%	30%	35%
Math Including EOC	2024	45%	41%	24%	31%	21%	38%	-	*	*	17%	12%	18%	25%	21%	19%	17%
	2023	47%	43%	21%	7%	22%	26%	0%	47%	*	16%	15%	19%	39%	13%	15%	16%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
KARNES CITY ISD (128901) - KARNES COUNTY

	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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	65%	41%	*	37%	46%	-	*	-	*	10%	42%	40%	43%	39%	50%
	2023	55%	54%	44%	25%	49%	31%	*	*	-	67%	39%	36%	55%	31%	41%	83%
Grade 4 Mathematics	2024	60%	55%	34%	*	34%	29%	-	*	-	*	25%	25%	37%	25%	32%	40%
	2023	63%	60%	44%	25%	48%	40%	*	*	-	75%	57%	57%	58%	28%	41%	0%
Grade 5 ELA/Reading	2024	70%	69%	56%	*	51%	88%	-	-	-	*	46%	*	61%	35%	46%	*
	2023	65%	65%	50%	33%	49%	61%	*	*	-	*	55%	40%	62%	40%	44%	27%
Grade 5 Mathematics	2024	65%	65%	57%	*	60%	44%	-	-	-	*	54%	*	62%	38%	54%	*
	2023	71%	72%	51%	18%	55%	55%	*	*	-	*	74%	50%	66%	38%	49%	59%
Grade 6 ELA/Reading	2024	61%	59%	46%	-	45%	47%	-	-	-	*	42%	*	43%	54%	38%	57%
	2023	51%	48%	40%	21%	40%	51%	*	*	-	33%	48%	*	42%	39%	40%	81%
Grade 6 Mathematics	2024	48%	45%	36%	-	29%	56%	-	-	-	*	28%	*	38%	33%	33%	29%
	2023	54%	52%	48%	35%	51%	50%	*	*	-	30%	61%	*	58%	39%	44%	39%
Grade 7 ELA/Reading	2024	66%	65%	68%	*	68%	75%	-	-	-	*	50%	*	68%	72%	58%	59%
	2023	71%	68%	58%	47%	61%	57%	-	*	-	60%	38%	*	60%	58%	58%	79%
Grade 7 Mathematics	2024	49%	48%	31%	*	34%	25%	-	-	-	*	50%	*	28%	44%	27%	18%
	2023	56%	57%	43%	44%	37%	48%	-	*	-	70%	37%	*	41%	43%	43%	35%
Grade 8 ELA/Reading	2024	69%	68%	58%	*	56%	79%	-	-	-	*	30%	-	63%	50%	58%	50%
	2023	63%	60%	41%	33%	40%	47%	-	-	-	*	39%	0%	44%	40%	39%	46%
Grade 8 Mathematics	2024	66%	61%	53%	*	53%	*	-	-	-	*	40%	-	48%	62%	52%	42%
	2023	74%	71%	49%	7%	61%	42%	-	-	-	-	43%	56%	87%	36%	47%	68%
End of Course English I	2024	64%	64%	54%	*	47%	75%	-	*	-	*	6%	*	54%	57%	44%	*
	2023	57%	54%	54%	25%	56%	62%	*	*	*	*	39%	38%	57%	53%	52%	47%
End of Course English II	2024	69%	71%	57%	*	60%	53%	*	-	-	-	20%	*	60%	47%	55%	44%
	2023	74%	74%	74%	61%	80%	71%	*	*	-	75%	63%	*	88%	68%	71%	70%
End of Course Algebra I	2024	72%	71%	68%	*	70%	50%	-	-	-	-	50%	*	67%	71%	67%	*
	2023	76%	76%	60%	20%	70%	45%	*	*	*	*	50%	33%	83%	46%	62%	67%
All Grades Both Subjects	2024	64%	62%	50%	48%	49%	53%	*	*	-	75%	36%	39%	50%	49%	45%	43%
	2023	64%	62%	52%	33%	55%	53%	29%	64%	*	57%	50%	33%	62%	46%	49%	56%
All Grades ELA/Reading	2024	67%	66%	54%	50%	52%	62%	*	*	-	86%	32%	50%	55%	52%	48%	48%
	2023	63%	61%	53%	39%	54%	57%	38%	71%	*	53%	47%	26%	58%	50%	50%	62%
All Grades Mathematics	2024	60%	58%	45%	45%	45%	41%	-	*	-	60%	40%	27%	44%	45%	42%	37%
	2023	66%	65%	50%	25%	55%	47%	17%	57%	*	61%	53%	41%	67%	39%	48%	47%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	38%	45%	-	33%	*	-	-	-	*	*	*	44%	*	29%	-
	2023	33%	33%	17%	*	20%	*	-	-	-	*	29%	*	17%	17%	14%	*
Grade 4 Mathematics	2024	26%	23%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	*
	2023	27%	24%	23%	20%	20%	*	*	-	-	*	22%	*	33%	13%	23%	-

Texas Education Agency
2023-24 STAAR Progress (TAPR)
KARNES CITY ISD (128901) - KARNES COUNTY

	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 5 ELA/Reading	2024	35%	35%	33%	-	31%	*	-	-	-	-	14%	*	42%	17%	31%	-
	2023	37%	37%	31%	0%	28%	57%	-	*	-	-	50%	*	43%	21%	26%	*
Grade 5 Mathematics	2024	41%	40%	27%	-	29%	*	-	-	-	-	33%	*	33%	14%	18%	*
	2023	48%	50%	39%	0%	44%	56%	-	*	-	*	73%	*	50%	30%	31%	71%
Grade 6 ELA/Reading	2024	24%	23%	33%	-	35%	*	-	-	-	-	22%	*	36%	29%	29%	*
	2023	26%	25%	26%	*	26%	50%	-	-	-	*	20%	-	30%	21%	32%	*
Grade 6 Mathematics	2024	27%	26%	12%	-	13%	*	-	-	-	-	*	*	7%	*	7%	*
	2023	35%	36%	29%	9%	35%	20%	-	-	-	*	25%	-	46%	13%	29%	*
Grade 7 ELA/Reading	2024	23%	23%	50%	*	48%	*	-	-	-	*	33%	-	48%	60%	45%	*
	2023	39%	37%	37%	57%	32%	38%	-	-	-	-	33%	*	38%	37%	34%	30%
Grade 7 Mathematics	2024	14%	13%	14%	*	18%	0%	-	-	-	-	*	*	13%	17%	10%	*
	2023	22%	23%	16%	11%	17%	18%	-	-	-	-	0%	*	14%	16%	14%	20%
Grade 8 ELA/Reading	2024	34%	34%	38%	-	38%	-	-	-	-	-	*	-	30%	*	45%	*
	2023	39%	36%	28%	14%	31%	*	-	-	-	-	0%	*	29%	27%	30%	29%
Grade 8 Mathematics	2024	44%	39%	43%	*	38%	*	-	-	-	-	*	-	33%	80%	36%	*
	2023	49%	46%	30%	0%	36%	38%	-	-	-	-	21%	20%	55%	19%	32%	27%
End of Course English I	2024	20%	20%	18%	-	19%	*	-	-	-	-	0%	*	15%	*	23%	*
	2023	26%	26%	19%	*	21%	29%	-	-	*	-	0%	*	22%	18%	16%	20%
End of Course English II	2024	29%	33%	21%	*	30%	*	-	-	-	-	14%	-	22%	20%	10%	*
	2023	41%	42%	53%	53%	58%	45%	-	-	-	*	44%	-	79%	42%	47%	40%
End of Course Algebra I	2024	55%	56%	62%	*	55%	*	-	-	-	-	*	-	57%	67%	67%	*
	2023	58%	58%	50%	20%	63%	22%	*	*	*	*	31%	*	78%	37%	54%	71%
All Grades Both Subjects	2024	32%	32%	31%	22%	30%	38%	-	-	-	*	15%	30%	29%	34%	26%	24%
	2023	38%	37%	33%	18%	36%	35%	*	*	*	33%	29%	21%	46%	26%	31%	39%
All Grades ELA/Reading	2024	30%	30%	36%	0%	35%	60%	-	-	-	*	17%	40%	37%	34%	32%	29%
	2023	35%	34%	34%	29%	34%	41%	-	*	*	17%	29%	10%	41%	30%	31%	33%
All Grades Mathematics	2024	35%	34%	25%	*	25%	18%	-	-	-	-	13%	20%	21%	34%	19%	17%
	2023	40%	40%	32%	8%	38%	30%	*	*	*	50%	29%	29%	50%	22%	31%	45%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 KARNES CITY ISD (128901) - KARNES COUNTY

	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
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	73%	67%	-	-	-	-	-	-	61%	100%	59%	-	50%	67%	60%	80%
	2023	76%	75%	60%	-	-	-	-	-	-	53%	76%	51%	73%	57%	60%	53%	86%
At Meets Grade Level or Above	2024	48%	46%	33%	-	-	-	-	-	-	18%	20%	18%	-	33%	34%	19%	80%
	2023	49%	47%	29%	-	-	-	-	-	-	20%	38%	18%	25%	22%	29%	19%	57%
At Masters Grade Level	2024	20%	18%	7%	-	-	-	-	-	-	4%	0%	4%	-	8%	7%	4%	20%
	2023	20%	18%	7%	-	-	-	-	-	-	5%	10%	4%	0%	0%	7%	4%	16%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	75%	72%	-	-	-	-	-	-	62%	*	61%	-	80%	73%	64%	*
	2023	77%	76%	70%	-	-	-	-	-	-	63%	86%	61%	60%	78%	70%	64%	93%
At Meets Grade Level or Above	2024	54%	52%	39%	-	-	-	-	-	-	15%	*	16%	-	60%	41%	19%	*
	2023	53%	51%	39%	-	-	-	-	-	-	31%	43%	31%	27%	33%	39%	31%	71%
At Masters Grade Level	2024	22%	20%	6%	-	-	-	-	-	-	4%	*	4%	-	20%	6%	5%	*
	2023	20%	18%	8%	-	-	-	-	-	-	8%	7%	9%	0%	0%	8%	7%	21%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	70%	56%	-	-	-	-	-	-	53%	*	50%	-	40%	56%	51%	*
	2023	75%	72%	49%	-	-	-	-	-	-	49%	64%	45%	91%	38%	49%	48%	65%
At Meets Grade Level or Above	2024	43%	39%	22%	-	-	-	-	-	-	13%	*	11%	-	20%	22%	14%	*
	2023	45%	41%	18%	-	-	-	-	-	-	14%	29%	11%	27%	8%	18%	13%	41%
At Masters Grade Level	2024	17%	14%	6%	-	-	-	-	-	-	0%	*	0%	-	0%	6%	0%	*
	2023	19%	16%	5%	-	-	-	-	-	-	3%	14%	1%	0%	0%	5%	2%	6%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	73%	72%	-	-	-	-	-	-	63%	*	60%	-	*	73%	59%	*
	2023	77%	76%	55%	-	-	-	-	-	-	43%	-	43%	71%	40%	55%	42%	82%
At Meets Grade Level or Above	2024	43%	42%	29%	-	-	-	-	-	-	13%	*	13%	-	*	30%	12%	*
	2023	47%	46%	21%	-	-	-	-	-	-	7%	-	8%	21%	20%	22%	8%	64%
At Masters Grade Level	2024	16%	15%	6%	-	-	-	-	-	-	0%	*	0%	-	*	7%	0%	*
	2023	18%	18%	4%	-	-	-	-	-	-	0%	-	0%	0%	0%	4%	0%	18%
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	79%	75%	-	-	-	-	-	-	73%	-	73%	-	*	76%	69%	-
	2023	78%	78%	65%	-	-	-	-	-	-	45%	*	43%	-	*	66%	45%	100%
At Meets Grade Level or Above	2024	51%	52%	48%	-	-	-	-	-	-	47%	-	47%	-	*	48%	44%	-
	2023	52%	51%	36%	-	-	-	-	-	-	13%	*	10%	-	*	37%	12%	38%
At Masters Grade Level	2024	27%	28%	18%	-	-	-	-	-	-	20%	-	20%	-	*	18%	19%	-
	2023	27%	27%	12%	-	-	-	-	-	-	6%	*	7%	-	*	12%	6%	15%
School Progress - Annual Growth																		

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 KARNES CITY ISD (128901) - KARNES COUNTY

	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
All Grades Both Subjects	2024	64%	62%	50%	-	-	-	-	-	-	42%	-	42%	-	45%	51%	43%	*
	2023	64%	62%	52%	-	-	-	-	-	-	56%	58%	54%	60%	48%	51%	55%	66%
All Grades ELA/Reading	2024	67%	66%	54%	-	-	-	-	-	-	46%	-	46%	-	70%	55%	49%	*
	2023	63%	61%	53%	-	-	-	-	-	-	59%	89%	57%	36%	65%	52%	60%	82%
All Grades Mathematics	2024	60%	58%	45%	-	-	-	-	-	-	38%	-	38%	-	20%	45%	35%	*
	2023	66%	65%	50%	-	-	-	-	-	-	51%	28%	51%	91%	22%	50%	48%	42%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	32%	31%	-	-	-	-	-	-	26%	-	26%	-	*	32%	24%	-
	2023	38%	37%	33%	-	-	-	-	-	-	38%	57%	29%	69%	57%	32%	39%	60%
All Grades ELA/Reading	2024	30%	30%	36%	-	-	-	-	-	-	31%	-	31%	-	*	37%	29%	-
	2023	35%	34%	34%	-	-	-	-	-	-	28%	60%	17%	43%	*	34%	34%	*
All Grades Mathematics	2024	35%	34%	25%	-	-	-	-	-	-	18%	-	18%	-	*	26%	17%	-
	2023	40%	40%	32%	-	-	-	-	-	-	47%	*	40%	89%	*	30%	44%	*

* 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
2023-24 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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	98%	99%	99%	97%	100%	*	*	100%	100%	100%	100%	96%	99%	99%
Included in Accountability	92%	93%	92%	91%	92%	93%	100%	*	*	80%	98%	87%	98%	82%	96%	79%
Not Included in Accountability: Mobile	4%	5%	6%	9%	5%	3%	0%	*	*	20%	2%	13%	1%	13%	2%	13%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	1%	0%	0%	*	*	0%	0%	0%	0%	1%	0%	8%
Not Tested	1%	1%	2%	1%	1%	3%	0%	*	*	0%	0%	0%	0%	4%	1%	1%
Absent	1%	1%	2%	1%	1%	3%	0%	*	*	0%	0%	0%	0%	4%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	98%	*	*	*	100%	100%	100%	100%	97%	99%	100%
Included in Accountability	91%	92%	92%	93%	92%	94%	*	*	*	75%	97%	87%	98%	81%	96%	76%
Not Included in Accountability: Mobile	4%	5%	6%	7%	5%	3%	*	*	*	25%	3%	13%	1%	13%	2%	10%
Not Included in Accountability: Other Exclusions	4%	3%	1%	0%	2%	1%	*	*	*	0%	0%	0%	1%	2%	1%	14%
Not Tested	1%	1%	1%	0%	1%	2%	*	*	*	0%	0%	0%	0%	3%	1%	0%
Absent	1%	1%	1%	0%	1%	2%	*	*	*	0%	0%	0%	0%	3%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	100%	98%	95%	-	*	*	100%	100%	100%	99%	95%	98%	98%
Included in Accountability	93%	93%	92%	89%	92%	94%	-	*	*	83%	97%	87%	98%	82%	96%	81%
Not Included in Accountability: Mobile	5%	5%	6%	11%	5%	2%	-	*	*	17%	3%	13%	2%	13%	2%	13%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	1%	0%	4%
Not Tested	1%	1%	2%	0%	2%	5%	-	*	*	0%	0%	0%	1%	5%	2%	2%
Absent	1%	1%	2%	0%	2%	4%	-	*	*	0%	0%	0%	0%	5%	1%	2%
Other	0%	0%	0%	0%	0%	1%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	97%	100%	97%	95%	*	-	-	*	100%	100%	99%	94%	98%	100%
Included in Accountability	93%	93%	92%	93%	92%	91%	*	-	-	*	100%	86%	98%	84%	97%	82%
Not Included in Accountability: Mobile	4%	5%	5%	7%	5%	5%	*	-	-	*	0%	14%	1%	10%	1%	18%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	3%	0%	3%	5%	*	-	-	*	0%	0%	1%	6%	2%	0%

Texas Education Agency
2023-24 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%	1%	3%	0%	3%	5%	*	-	-	*	0%	0%	1%	6%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	91%	100%	100%	*	-	-	*	100%	*	100%	98%	99%	100%
Included in Accountability	94%	94%	92%	82%	93%	94%	*	-	-	*	100%	*	99%	79%	94%	84%
Not Included in Accountability: Mobile	4%	4%	8%	9%	7%	6%	*	-	-	*	0%	*	1%	19%	5%	16%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	9%	0%	0%	*	-	-	*	0%	*	0%	2%	1%	0%
Absent	1%	1%	1%	9%	0%	0%	*	-	-	*	0%	*	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	*	-	-	*	-	-	-	-	-	-	*	-	-	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	74%	62%	80%	73%	69%	75%	100%	73%	77%	75%	99%	69%	71%	80%
Included in Accountability	93%	93%	73%	62%	77%	71%	69%	75%	100%	73%	76%	75%	98%	67%	69%	73%
Not Included in Accountability: Mobile	4%	5%	1%	0%	2%	2%	0%	0%	0%	0%	1%	0%	2%	1%	1%	2%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	6%
Not Tested	1%	1%	26%	38%	20%	27%	31%	25%	0%	27%	23%	25%	1%	31%	29%	20%
Absent	1%	1%	25%	38%	20%	27%	31%	25%	0%	26%	23%	25%	0%	31%	29%	20%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	75%	61%	80%	73%	70%	69%	*	76%	76%	76%	99%	69%	72%	84%
Included in Accountability	92%	92%	72%	61%	77%	71%	70%	69%	*	76%	75%	76%	97%	67%	70%	71%
Not Included in Accountability: Mobile	4%	5%	1%	0%	1%	2%	0%	0%	*	0%	1%	0%	2%	1%	1%	2%
Not Included in Accountability: Other Exclusions	3%	2%	1%	0%	2%	1%	0%	0%	*	0%	1%	0%	0%	1%	1%	12%
Not Tested	1%	1%	25%	39%	20%	27%	30%	31%	*	24%	24%	24%	1%	31%	28%	16%
Absent	1%	1%	25%	39%	20%	27%	30%	31%	*	24%	24%	24%	1%	31%	28%	16%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	75%	63%	80%	74%	71%	78%	*	71%	80%	75%	99%	69%	72%	81%
Included in Accountability	94%	93%	73%	63%	78%	72%	71%	78%	*	71%	79%	75%	97%	68%	70%	77%

Texas Education Agency
2023-24 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	5%	5%	1%	0%	2%	2%	0%	0%	*	0%	1%	0%	2%	1%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	1%	25%	37%	20%	26%	29%	22%	*	29%	20%	25%	1%	31%	28%	19%
Absent	1%	1%	25%	37%	20%	25%	29%	22%	*	28%	19%	25%	0%	30%	28%	19%
Other	0%	0%	0%	0%	0%	1%	0%	0%	*	1%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	99%	98%	73%	62%	77%	70%	67%	92%	*	72%	75%	73%	100%	68%	68%	76%
Included in Accountability	93%	93%	71%	62%	75%	69%	67%	92%	*	72%	75%	73%	99%	66%	67%	73%
Not Included in Accountability: Mobile	4%	5%	1%	0%	2%	1%	0%	0%	*	0%	0%	0%	1%	1%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	2%	27%	38%	23%	30%	33%	8%	*	28%	25%	27%	0%	32%	32%	24%
Absent	1%	2%	27%	38%	23%	30%	33%	8%	*	28%	25%	27%	0%	32%	32%	24%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	98%	74%	62%	78%	74%	67%	60%	*	72%	76%	72%	100%	69%	70%	67%
Included in Accountability	94%	93%	73%	62%	77%	73%	67%	60%	*	72%	76%	72%	98%	68%	68%	67%
Not Included in Accountability: Mobile	4%	4%	1%	0%	2%	1%	0%	0%	*	0%	0%	0%	2%	1%	2%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	26%	38%	22%	26%	33%	40%	*	28%	24%	28%	0%	31%	30%	33%
Absent	1%	2%	26%	38%	22%	26%	33%	40%	*	28%	24%	28%	0%	31%	30%	33%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	73%	-	72%	78%	-	-	-	*	*	-	89%	30%	86%	-

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

Texas Education Agency
2023-24 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
Attendance Rate													
2022-23	93.3%	92.3%	95.3%	95.2%	95.0%	95.8%	96.3%	97.5%	93.1%	96.3%	94.6%	94.9%	96.2%
2021-22	92.2%	90.9%	91.0%	88.9%	90.6%	92.4%	*	*	-	91.7%	89.8%	90.7%	91.0%
Chronic Absenteeism													
2022-23	20.3%	24.9%	23.8%	28.3%	23.4%	21.8%	18.2%	16.1%	55.6%	21.9%	24.9%	23.1%	14.3%
2021-22	25.7%	30.9%	30.9%	52.4%	32.7%	22.8%	*	*	-	22.2%	36.9%	33.3%	28.2%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.8%	6.2%	5.5%	4.6%	8.4%	*	6.7%	*	11.4%	4.1%	6.2%	3.5%
2021-22	0.7%	0.7%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	2.7%	10.8%	12.5%	10.6%	10.4%	6.7%	16.7%	*	9.5%	10.2%	13.7%	8.9%
2021-22	2.2%	2.8%	0.8%	0.0%	1.2%	0.0%	*	-	-	*	0.0%	0.5%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	88.7%	60.6%	33.3%	72.9%	52.8%	-	*	-	*	56.0%	41.0%	40.0%
Received TxCHSE	0.3%	0.3%	1.0%	0.0%	0.0%	1.1%	-	*	-	*	0.0%	1.0%	0.0%
Continued HS	3.1%	3.0%	0.5%	0.0%	1.0%	0.0%	-	*	-	*	4.0%	0.0%	0.0%
Dropped Out	6.3%	7.9%	37.9%	66.7%	26.0%	46.1%	-	*	-	*	40.0%	58.0%	60.0%
Graduates and TxCHSE	90.6%	89.0%	61.6%	33.3%	72.9%	53.9%	-	*	-	*	56.0%	42.0%	40.0%
Graduates, TxCHSE, and Continuers	93.7%	92.1%	62.1%	33.3%	74.0%	53.9%	-	*	-	*	60.0%	42.0%	40.0%
Class of 2022													
Graduated	89.7%	87.8%	58.6%	*	79.7%	36.4%	-	-	-	*	58.3%	53.4%	*
Received TxCHSE	0.3%	0.3%	5.2%	*	0.0%	11.4%	-	-	-	*	0.0%	4.1%	*
Continued HS	3.5%	3.5%	5.2%	*	6.3%	2.3%	-	-	-	*	16.7%	5.5%	*
Dropped Out	6.4%	8.4%	31.0%	*	14.1%	50.0%	-	-	-	*	25.0%	37.0%	*
Graduates and TxCHSE	90.0%	88.1%	63.8%	*	79.7%	47.7%	-	-	-	*	58.3%	57.5%	*
Graduates, TxCHSE, and Continuers	93.6%	91.6%	69.0%	*	85.9%	50.0%	-	-	-	*	75.0%	63.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	89.8%	60.9%	*	82.8%	36.4%	-	-	-	*	61.5%	57.7%	*
Received TxCHSE	0.4%	0.5%	8.7%	*	0.0%	18.2%	-	-	-	*	0.0%	9.9%	*
Continued HS	1.0%	1.0%	1.7%	*	1.6%	2.3%	-	-	-	*	15.4%	0.0%	*
Dropped Out	6.8%	8.7%	28.7%	*	15.6%	43.2%	-	-	-	*	23.1%	32.4%	*
Graduates and TxCHSE	92.2%	90.3%	69.6%	*	82.8%	54.5%	-	-	-	*	61.5%	67.6%	*

Texas Education Agency
2023-24 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	93.2%	91.3%	71.3%	*	84.4%	56.8%	-	-	-	*	76.9%	67.6%	*
Class of 2021													
Graduated	92.2%	90.2%	79.0%	71.4%	85.9%	71.2%	-	-	-	*	83.3%	79.2%	*
Received TxCHSE	0.4%	0.4%	2.4%	0.0%	0.0%	5.8%	-	-	-	*	0.0%	2.6%	*
Continued HS	1.0%	0.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	8.4%	18.5%	28.6%	14.1%	23.1%	-	-	-	*	16.7%	18.2%	*
Graduates and TxCHSE	92.7%	90.6%	81.5%	71.4%	85.9%	76.9%	-	-	-	*	83.3%	81.8%	*
Graduates, TxCHSE, and Continuers	93.7%	91.6%	81.5%	71.4%	85.9%	76.9%	-	-	-	*	83.3%	81.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	90.6%	79.7%	83.3%	85.9%	71.2%	-	-	-	*	83.3%	80.3%	*
Received TxCHSE	0.5%	0.6%	4.9%	0.0%	3.1%	7.7%	-	-	-	*	0.0%	3.9%	*
Continued HS	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	8.4%	15.4%	16.7%	10.9%	21.2%	-	-	-	*	16.7%	15.8%	*
Graduates and TxCHSE	93.2%	91.2%	84.6%	83.3%	89.1%	78.8%	-	-	-	*	83.3%	84.2%	*
Graduates, TxCHSE, and Continuers	93.7%	91.6%	84.6%	83.3%	89.1%	78.8%	-	-	-	*	83.3%	84.2%	*
Class of 2020													
Graduated	92.7%	91.0%	91.9%	*	92.6%	93.5%	-	-	-	-	77.8%	87.3%	*
Received TxCHSE	0.5%	0.6%	1.2%	*	1.9%	0.0%	-	-	-	-	0.0%	1.8%	*
Continued HS	0.5%	0.5%	1.2%	*	1.9%	0.0%	-	-	-	-	11.1%	1.8%	*
Dropped Out	6.2%	7.9%	5.8%	*	3.7%	6.5%	-	-	-	-	11.1%	9.1%	*
Graduates and TxCHSE	93.2%	91.6%	93.0%	*	94.4%	93.5%	-	-	-	-	77.8%	89.1%	*
Graduates, TxCHSE, and Continuers	93.8%	92.1%	94.2%	*	96.3%	93.5%	-	-	-	-	88.9%	90.9%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	88.7%	59.2%	31.3%	71.0%	52.2%	-	*	-	*	57.7%	40.0%	28.6%
Class of 2022	89.7%	87.8%	58.6%	*	79.7%	36.4%	-	-	-	*	58.3%	53.4%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	95.1%	100.0%	*	100.0%	100.0%	-	-	-	*	*	*	-
Class of 2022	59.5%	63.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.8%	16.5%	*	16.7%	17.1%	-	-	-	-	83.3%	21.1%	*
Class of 2022	3.7%	2.7%	25.0%	-	31.4%	6.3%	-	-	-	*	100.0%	23.1%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	84.4%	68.0%	*	73.3%	62.9%	-	-	-	-	0.0%	65.8%	*
Class of 2022	84.3%	83.6%	73.5%	-	66.7%	93.8%	-	-	-	*	0.0%	74.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.2%	87.8%	60.0%	91.4%	85.1%	-	-	-	*	85.7%	87.8%	*
Class of 2022	88.0%	86.3%	98.5%	-	98.0%	100.0%	-	-	-	*	100.0%	97.4%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	85.7%	100.0%	*	100.0%	100.0%	-	-	-	*	*	*	-
2021-22	23.6%	40.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	3.0%	17.6%	*	17.9%	18.4%	-	-	-	-	78.6%	20.0%	*
2021-22	3.9%	2.7%	25.8%	-	32.0%	6.7%	-	-	-	*	87.5%	25.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	82.4%	62.0%	*	67.2%	57.9%	-	-	-	-	0.0%	57.8%	*
2021-22	82.3%	81.5%	72.7%	-	68.0%	86.7%	-	-	-	*	0.0%	75.0%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	85.5%	84.3%	50.0%	87.3%	83.0%	-	-	-	*	81.3%	79.2%	*
2021-22	86.0%	84.2%	98.5%	-	100.0%	93.3%	-	-	-	*	87.5%	100.0%	*

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 KARNES CITY ISD (128901) - KARNES COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2022-23 Annual Graduates)				
Total Graduates	140	100.0%	377,367	100.0%
By Ethnicity:				
African American	6	4.3%	46,822	12.4%
Hispanic	79	56.4%	197,333	52.3%
White	53	37.9%	103,009	27.3%
American Indian	0	0.0%	1,181	0.3%
Asian	0	0.0%	19,151	5.1%
Pacific Islander	0	0.0%	574	0.2%
Two or More Races	2	1.4%	9,297	2.5%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	32	22.9%	270	0.1%
Foundation H.S. Program (No Endorsement)	22	15.7%	49,278	13.1%
Foundation H.S. Program (Endorsement)	19	13.6%	16,475	4.4%
Foundation H.S. Program (DLA)	67	47.9%	310,689	82.3%
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	222	0.1%
Special Education Graduates	16	11.4%	34,589	9.2%
Economically Disadvantaged Graduates	48	34.3%	206,367	54.7%
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	1.4%	50,229	13.3%
At-Risk Graduates	33	23.6%	168,430	44.6%
CTE Completers	15	10.7%	116,959	31.0%

Texas Education Agency
2023-24 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
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	67.1%	67.9%	33.3%	73.4%	64.2%	-	-	-	*	87.5%	75.0%	*
2021-22	70.0%	62.8%	86.4%	-	82.0%	100.0%	-	-	-	*	100.0%	83.3%	*
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	54.9%	51.4%	16.7%	51.9%	54.7%	-	-	-	*	81.3%	52.1%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	54.4%	37.9%	0.0%	30.4%	54.7%	-	-	-	*	18.8%	33.3%	*
2021-22	57.1%	53.2%	68.2%	-	66.0%	73.3%	-	-	-	*	50.0%	66.7%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	46.5%	17.1%	0.0%	13.9%	24.5%	-	-	-	*	12.5%	10.4%	*
2021-22	48.2%	42.8%	33.3%	-	30.0%	46.7%	-	-	-	*	25.0%	33.3%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	38.8%	16.4%	0.0%	12.7%	24.5%	-	-	-	*	12.5%	10.4%	*
2021-22	42.2%	36.9%	31.8%	-	28.0%	46.7%	-	-	-	*	25.0%	30.6%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	19.5%	0.7%	0.0%	0.0%	1.9%	-	-	-	*	0.0%	0.0%	*
2021-22	20.5%	19.2%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	2.0%	9.3%	0.0%	11.4%	7.5%	-	-	-	*	0.0%	4.2%	*
2021-22	2.4%	1.8%	15.2%	-	14.0%	20.0%	-	-	-	*	0.0%	16.7%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	22.6%	33.6%	0.0%	36.7%	32.1%	-	-	-	*	12.5%	35.4%	*
2021-22	24.0%	24.0%	60.6%	-	56.0%	73.3%	-	-	-	*	37.5%	55.6%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	9.6%	0.7%	0.0%	0.0%	1.9%	-	-	-	*	0.0%	0.0%	*
2021-22	4.4%	9.6%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.2%	9.3%	16.7%	12.7%	3.8%	-	-	-	*	81.3%	14.6%	*
2021-22	5.0%	5.3%	10.6%	-	14.0%	0.0%	-	-	-	*	87.5%	13.9%	*
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													

Texas Education Agency
2023-24 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
2022-23	36.4%	28.7%	44.3%	16.7%	55.7%	32.1%	-	-	-	*	43.8%	60.4%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	25.7%	43.6%	16.7%	54.4%	32.1%	-	-	-	*	37.5%	58.3%	*
2021-22	28.0%	20.8%	28.8%	-	28.0%	33.3%	-	-	-	*	25.0%	33.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.6%	2.9%	0.0%	3.8%	1.9%	-	-	-	*	0.0%	0.0%	*
2021-22	0.7%	0.6%	4.5%	-	4.0%	6.7%	-	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	2.1%	0.7%	0.0%	1.3%	0.0%	-	-	-	*	6.3%	2.1%	*
2021-22	2.5%	2.3%	1.5%	-	0.0%	6.7%	-	-	-	*	12.5%	0.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 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
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	18.5%	33.6%	0.0%	26.6%	49.1%	-	-	-	*	6.3%	31.3%	*
	2021-22	22.8%	21.3%	51.5%	-	46.0%	66.7%	-	-	-	*	0.0%	44.4%	*
Mathematics	2022-23	19.9%	17.5%	10.0%	0.0%	7.6%	15.1%	-	-	-	*	0.0%	8.3%	*
	2021-22	18.7%	17.6%	18.2%	-	14.0%	33.3%	-	-	-	*	0.0%	13.9%	*
Both Subjects	2022-23	12.5%	10.5%	9.3%	0.0%	6.3%	15.1%	-	-	-	*	0.0%	8.3%	*
	2021-22	12.6%	12.1%	18.2%	-	14.0%	33.3%	-	-	-	*	0.0%	13.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	8.5%	1.4%	0.0%	1.3%	1.9%	-	-	-	*	12.5%	0.0%	*
	2021-22	11.7%	6.4%	19.7%	-	24.0%	6.7%	-	-	-	*	50.0%	22.2%	*
Mathematics	2022-23	20.2%	15.7%	2.1%	0.0%	1.3%	3.8%	-	-	-	*	12.5%	0.0%	*
	2021-22	14.0%	11.2%	12.1%	-	16.0%	0.0%	-	-	-	*	25.0%	13.9%	*
Both Subjects	2022-23	12.5%	5.8%	1.4%	0.0%	1.3%	1.9%	-	-	-	*	12.5%	0.0%	*
	2021-22	7.5%	3.8%	9.1%	-	12.0%	0.0%	-	-	-	*	25.0%	8.3%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	22.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	23.0%	22.4%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
English Language Arts	2023	13.8%	13.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	13.2%	13.8%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2023	7.0%	5.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	6.9%	5.5%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Science	2023	10.3%	8.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	9.6%	7.9%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Social Studies	2023	13.1%	12.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	12.5%	12.9%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	53.3%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.3%	52.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	53.2%	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	54.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	47.2%	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	45.7%	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	46.1%	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	49.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	2023	42.0%	41.4%	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	38.3%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	83.7%	39.3%	0.0%	48.1%	32.1%	-	-	-	*	25.0%	39.6%	*
	2021-22	71.5%	77.3%	40.9%	-	38.0%	46.7%	-	-	-	*	0.0%	38.9%	*
At/Above Criterion for All Examinees	2022-23	28.9%	25.1%	12.7%	-	10.5%	17.6%	-	-	-	-	*	5.3%	-
	2021-22	32.1%	28.5%	22.2%	-	10.5%	57.1%	-	-	-	*	-	21.4%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	952	924	-	891	998	-	-	-	-	*	890	-
	2021-22	1001	978	948	-	908	1075	-	-	-	-	-	944	730
English Language Arts and Writing	2022-23	497	486	477	-	457	524	-	-	-	-	*	461	-
	2021-22	506	497	480	-	461	540	-	-	-	-	-	476	330
Mathematics	2022-23	482	466	447	-	434	475	-	-	-	-	*	429	-
	2021-22	496	481	468	-	447	535	-	-	-	-	-	468	400
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	17.6	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.5	19.4	22.0	-	-	25.0	-	-	-	19.0	-	-	-
English Language Arts	2022-23	18.8	17.2	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.2	19.2	22.0	-	-	25.5	-	-	-	18.5	-	-	-
Mathematics	2022-23	18.9	17.5	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.3	19.1	21.0	-	-	24.0	-	-	-	18.0	-	-	-
Science	2022-23	19.5	18.0	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.8	19.7	22.5	-	-	25.0	-	-	-	20.0	-	-	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	43.8%	13.3%	7.3%	13.9%	16.5%	8.3%	12.5%	*	5.9%	9.5%	9.6%	4.0%
	2021-22	44.2%	42.6%	50.8%	*	48.6%	57.4%	-	-	-	*	33.3%	44.4%	11.1%
English Language Arts	2022-23	17.4%	15.8%	4.1%	4.6%	3.2%	5.8%	8.3%	0.0%	*	0.0%	1.4%	2.7%	1.1%
	2021-22	16.6%	15.0%	19.0%	*	13.2%	38.1%	-	-	-	*	7.4%	13.9%	0.0%
Mathematics	2022-23	19.5%	17.3%	8.9%	2.6%	9.6%	11.1%	0.0%	18.2%	-	5.4%	7.9%	6.2%	3.4%
	2021-22	19.9%	18.8%	40.5%	*	36.4%	53.8%	-	-	-	*	24.0%	35.9%	16.7%
Science	2022-23	21.5%	21.1%	7.3%	0.5%	8.6%	9.7%	0.0%	0.0%	-	0.0%	5.7%	5.6%	2.4%
	2021-22	21.1%	20.2%	18.6%	*	19.8%	11.8%	-	-	-	*	4.2%	15.0%	16.7%
Social Studies	2022-23	24.0%	23.2%	2.9%	0.5%	2.6%	5.3%	0.0%	0.0%	-	0.0%	0.0%	1.3%	0.0%
	2021-22	22.8%	22.4%	25.3%	*	19.9%	42.0%	-	-	-	*	0.0%	18.8%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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Texas Education Agency
2023-24 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	1,027	100.0%	5,517,464	100.0%	1,031	100.0%	5,531,236	100.0%
Students by Grade								
Early Childhood Education	1	0.1%	18,968	0.3%	5	0.5%	26,847	0.5%
Pre-Kindergarten	46	4.5%	247,979	4.5%	46	4.5%	248,576	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	42,448	0.8%	0	0.0%	42,669	0.8%
Pre-Kindergarten: 4-year Old	46	4.5%	205,531	3.7%	46	4.5%	205,907	3.7%
Kindergarten	73	7.1%	361,329	6.5%	73	7.1%	361,799	6.5%
Grade 1	72	7.0%	385,096	7.0%	72	7.0%	385,471	7.0%
Grade 2	87	8.5%	402,233	7.3%	87	8.4%	402,576	7.3%
Grade 3	60	5.8%	399,869	7.2%	60	5.8%	400,181	7.2%
Grade 4	77	7.5%	399,137	7.2%	77	7.5%	399,422	7.2%
Grade 5	65	6.3%	399,200	7.2%	65	6.3%	399,419	7.2%
Grade 6	83	8.1%	400,347	7.3%	83	8.1%	400,511	7.2%
Grade 7	89	8.7%	405,118	7.3%	89	8.6%	405,298	7.3%
Grade 8	59	5.7%	414,033	7.5%	59	5.7%	414,195	7.5%
Grade 9	74	7.2%	472,595	8.6%	74	7.2%	472,783	8.5%
Grade 10	79	7.7%	439,091	8.0%	79	7.7%	439,298	7.9%
Grade 11	87	8.5%	406,681	7.4%	87	8.4%	406,966	7.4%
Grade 12	75	7.3%	365,788	6.6%	75	7.3%	367,894	6.7%
Ethnic Distribution								
African American	27	2.6%	706,235	12.8%	27	2.6%	707,609	12.8%
Hispanic	793	77.2%	2,936,051	53.2%	796	77.2%	2,942,144	53.2%
White	189	18.4%	1,379,090	25.0%	190	18.4%	1,384,437	25.0%
American Indian	2	0.2%	17,886	0.3%	2	0.2%	17,939	0.3%
Asian	4	0.4%	295,946	5.4%	4	0.4%	296,367	5.4%
Pacific Islander	1	0.1%	8,831	0.2%	1	0.1%	8,844	0.2%
Two or More Races	11	1.1%	173,425	3.1%	11	1.1%	173,896	3.1%
Sex								
Female	515	50.1%	2,695,318	48.9%	516	50.0%	2,700,356	48.8%
Male	512	49.9%	2,822,146	51.1%	515	50.0%	2,830,880	51.2%
Other Student Cohorts								
Economically Disadvantaged	629	61.2%	3,434,955	62.3%	631	61.2%	3,439,856	62.2%
Non-Educationally Disadvantaged	398	38.8%	2,082,509	37.7%	400	38.8%	2,091,380	37.8%
Section 504 Students	69	6.7%	399,808	7.2%	69	6.7%	400,078	7.2%
EB Students/EL	76	7.4%	1,344,804	24.4%	76	7.4%	1,345,917	24.3%
Students w/ Disciplinary Placements (2022-23)	25	0.4%	105,976	1.9%				
Students w/ Dyslexia	70	6.8%	329,004	6.0%	70	6.8%	329,228	6.0%

Texas Education Agency
2023-24 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
Foster Care	0	0.0%	12,418	0.2%	0	0.0%	12,469	0.2%
Homeless	3	0.3%	77,809	1.4%	3	0.3%	77,942	1.4%
Immigrant	0	0.0%	158,717	2.9%	0	0.0%	158,832	2.9%
Migrant	0	0.0%	13,481	0.2%	0	0.0%	13,528	0.2%
Title I	711	69.2%	3,624,288	65.7%	715	69.4%	3,632,539	65.7%
Military Connected	18	1.8%	212,919	3.9%	18	1.7%	213,035	3.9%
At-Risk	485	47.2%	2,937,834	53.2%	485	47.0%	2,941,204	53.2%
Students by Instructional Program								
Bilingual/ESL Education	72	7.0%	1,350,113	24.5%	72	7.0%	1,350,920	24.4%
Career and Technical Education	329	32.0%	1,485,646	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	276	87.6%	1,234,615	73.3%	-	-	-	-
Gifted and Talented Education	76	7.4%	469,054	8.5%	76	7.4%	469,170	8.5%
Special Education	161	15.7%	764,858	13.9%	165	16.0%	774,489	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	161		764,858					
Students with Intellectual Disabilities	86	53.4%	349,307	45.7%				
Students with Physical Disabilities	30	18.6%	144,191	18.9%				
Students with Autism	24	14.9%	124,254	16.2%				
Students with Behavioral Disabilities	**	**	134,373	17.6%				
Students with Non-Categorical Early Childhood	*	*	12,733	1.7%				
Mobility (2022-23)								
Total Mobile Students	3,008	54.6%	864,058	16.1%				
African American	693	12.6%	181,855	3.4%				
Hispanic	1,307	23.7%	455,070	8.5%				
White	825	15.0%	165,204	3.1%				
American Indian	20	0.4%	3,184	0.1%				
Asian	44	0.8%	27,631	0.5%				
Pacific Islander	7	0.1%	1,840	0.0%				
Two or More Races	112	2.0%	29,274	0.5%				
Special Ed Students who are Mobile	372	58.5%	137,466	17.6%				
Count and Percent of EB Students/EL who are Mobile	128	46.0%	196,918	16.3%				
Count and Percent of Econ Dis Students who are Mobile	1,611	52.2%	622,582	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	78	10.5%	767,390	18.1%				

Texas Education Agency
2023-24 Student Information (TAPR)
 KARNES CITY ISD (128901) - KARNES COUNTY

Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade				
Kindergarten	6.2%	1.3%	15.4%	3.9%
Grade 1	5.8%	2.1%	4.2%	3.3%
Grade 2	5.4%	1.3%	5.9%	1.6%
Grade 3	5.4%	0.7%	0.0%	0.7%
Grade 4	4.8%	0.4%	4.5%	0.5%
Grade 5	14.0%	0.2%	8.3%	0.3%
Grade 6	22.0%	0.3%	7.0%	0.3%
Grade 7	24.5%	0.5%	21.1%	0.4%
Grade 8	31.1%	0.4%	30.6%	0.5%
Grade 9	42.5%	7.9%	40.4%	11.9%

	District		State	
	Count	Percent	Count	Percent
Data Quality				
Underreported Students	116	3.3%	5,974	0.2%

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

Class Size Information	District	State
Elementary		
Kindergarten	18.3	18.4
Grade 1	17.5	18.8
Grade 2	21.9	19.1
Grade 3	14.8	19.4
Grade 4	19.0	19.4
Grade 5	16.0	20.9
Grade 6	16.8	19.2
Secondary		
English/Language Arts	13.1	16.3
Foreign Languages	8.7	18.8
Mathematics	12.1	17.5
Science	13.2	18.5
Social Studies	16.5	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
KARNES CITY ISD (128901) - KARNES COUNTY

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	230.2	100.0%	775,882.5	100.0%
Professional Staff	131.8	57.3%	496,151.0	63.9%
Teachers	90.8	39.5%	374,799.9	48.3%
Professional Support	29.5	12.8%	86,026.7	11.1%
Campus Administration (School Leadership)	7.0	3.0%	25,836.1	3.3%
Central Administration	4.4	1.9%	9,488.3	1.2%
Educational Aides	35.6	15.5%	88,200.6	11.4%
Auxiliary Staff	62.8	27.3%	191,530.9	24.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4,187.0	n/a
Part-time Librarians	0.0	n/a	651.0	n/a
Full-time Counselors	3.0	n/a	13,870.0	n/a
Part-time Counselors	1.0	n/a	1,172.0	n/a
Total Minority Staff	137.2	59.6%	421,896.4	54.4%
Teachers by Ethnicity				
African American	3.0	3.3%	47,341.1	12.6%
Hispanic	33.3	36.6%	112,921.8	30.1%
White	53.5	58.9%	200,118.0	53.4%
American Indian	0.0	0.0%	1,286.9	0.3%
Asian	0.0	0.0%	7,914.7	2.1%
Pacific Islander	0.0	0.0%	490.9	0.1%
Two or More Races	1.0	1.1%	4,726.6	1.3%
Teachers by Sex				
Males	22.6	24.9%	91,815.2	24.5%
Females	68.2	75.1%	282,984.6	75.5%
Teachers by Highest Degree Held				
No Degree	3.1	3.4%	9,453.8	2.5%
Bachelors	76.2	83.9%	268,886.4	71.7%
Masters	11.5	12.7%	93,414.7	24.9%
Doctorate	0.0	0.0%	3,044.9	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.1	5.6%	32,507.6	8.7%
1-5 Years Experience	27.2	30.0%	102,619.4	27.4%
6-10 Years Experience	15.0	16.5%	75,585.4	20.2%
11-20 Years Experience	27.5	30.3%	101,415.3	27.1%
21-30 Years Experience	13.0	14.3%	51,471.9	13.7%
Over 30 Years Experience	3.0	3.3%	11,200.2	3.0%
Number of Students per Teacher	11.3	n/a	14.7	n/a

Texas Education Agency
2023-24 Staff Information (TAPR)
 KARNES CITY ISD (128901) - KARNES COUNTY

Staff Information	District	State
Experience of Campus Leadership		
Average Years Experience of Principals	4.2	6.0
Average Years Experience of Principals with District	2.6	5.1
Average Years Experience of Assistant Principals	1.0	5.1
Average Years Experience of Assistant Principals with District	1.0	4.3
Average Years Experience of Teachers	11.1	11.1
Average Years Experience of Teachers with District	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)		
Beginning Teachers	\$58,830	\$54,272
1-5 Years Experience	\$55,864	\$58,185
6-10 Years Experience	\$58,516	\$61,494
11-20 Years Experience	\$63,985	\$65,219
21-30 Years Experience	\$72,438	\$69,723
Over 30 Years Experience	\$73,990	\$74,014
Average Actual Salaries (regular duties only)		
Teachers	\$61,901	\$62,474
Professional Support	\$65,837	\$73,783
Campus Administration (School Leadership)	\$85,129	\$86,738
Central Administration	\$134,168	\$116,028
Instructional Staff Percent	57.8%	65.0%
Turnover Rate for Teachers	12.8%	19.1%
Staff Exclusions		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,284.6
Educational Aides	0.0	181.6
Auxiliary Staff	3.0	373.8
Contracted Instructional Staff	0.0	1,970.1

Designation	District		State	
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment				
Recognized	-	-	9,429	\$5,848
Exemplary	-	-	10,279	\$11,434
Master	-	-	5,255	\$21,235

Texas Education Agency
2023-24 Staff Information (TAPR)
 KARNES CITY ISD (128901) - KARNES COUNTY

Program Information	District		State	
	Count	Percent	Count	Percent
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	22,656.0	6.0%
Career and Technical Education	9.8	10.8%	20,454.1	5.5%
Compensatory Education	4.0	4.4%	11,626.3	3.1%
Gifted and Talented Education	0.0	0.0%	6,181.4	1.6%
Regular Education	67.5	74.3%	261,452.4	69.8%
Special Education	6.3	7.0%	38,736.9	10.3%
Other	3.2	3.6%	13,749.8	3.7%

- 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 2022-23 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: KARNES CITY ISD

Campus Name: KARNES CITY PRI

Campus Number: 128901107

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY

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

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

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

Texas Education Agency
2023-24 STAAR Participation (TAPR)
KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY

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

Texas Education Agency
2023-24 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
Attendance Rate													
2022-23	93.3%	95.3%	92.8%	*	92.6%	94.5%	-	*	-	-	92.6%	91.9%	*
2021-22	92.2%	91.0%	92.3%	*	92.5%	92.6%	-	-	-	*	93.9%	91.8%	*
Chronic Absenteeism													
2022-23	20.3%	23.8%	20.4%	*	20.5%	10.0%	-	*	-	-	21.1%	26.6%	*
2021-22	25.7%	30.9%	25.4%	*	26.4%	14.3%	-	-	-	*	9.1%	27.1%	*
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	60.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	37.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	61.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	62.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	58.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	31.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	63.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	69.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	60.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	8.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	69.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	93.2%	71.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	79.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	18.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	81.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	79.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	84.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	84.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	59.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	58.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	16.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	25.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	68.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	73.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	17.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	25.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	62.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	140	377,367
By Ethnicity:				
African American	-	-	6	46,822
Hispanic	-	-	79	197,333
White	-	-	53	103,009
American Indian	-	-	0	1,181
Asian	-	-	0	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	32	270
Foundation H.S. Program (No Endorsement)	-	-	22	49,278
Foundation H.S. Program (Endorsement)	-	-	19	16,475
Foundation H.S. Program (DLA)	-	-	67	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	16	34,589
Economically Disadvantaged Graduates	-	-	48	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	50,229
At-Risk Graduates	-	-	33	168,430
CTE Completers	-	-	15	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 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	192	100.0%	1,027	5,517,464	196	100.0%	1,031	5,531,236
Students by Grade								
Early Childhood Education	1	0.5%	0.1%	0.3%	5	2.6%	0.5%	0.5%
Pre-Kindergarten	46	24.0%	4.5%	4.5%	46	23.5%	4.5%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	46	24.0%	4.5%	3.7%	46	23.5%	4.5%	3.7%
Kindergarten	73	38.0%	7.1%	6.5%	73	37.2%	7.1%	6.5%
Grade 1	72	37.5%	7.0%	7.0%	72	36.7%	7.0%	7.0%
Ethnic Distribution								
African American	4	2.1%	2.6%	12.8%	4	2.0%	2.6%	12.8%
Hispanic	151	78.6%	77.2%	53.2%	154	78.6%	77.2%	53.2%
White	34	17.7%	18.4%	25.0%	35	17.9%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	1	0.5%	0.4%	5.4%	1	0.5%	0.4%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	1.0%	1.1%	3.1%	2	1.0%	1.1%	3.1%
Sex								
Female	95	49.5%	50.1%	48.9%	96	49.0%	50.0%	48.8%
Male	97	50.5%	49.9%	51.1%	100	51.0%	50.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	146	76.0%	61.2%	62.3%	148	75.5%	61.2%	62.2%
Non-Educationally Disadvantaged	46	24.0%	38.8%	37.7%	48	24.5%	38.8%	37.8%
Section 504 Students	2	1.0%	6.7%	7.2%	2	1.0%	6.7%	7.2%
EB Students/EL	13	6.8%	7.4%	24.4%	13	6.6%	7.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	0.4%	1.9%				
Students w/ Dyslexia	0	0.0%	6.8%	6.0%	0	0.0%	6.8%	6.0%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	1	0.5%	0.3%	1.4%	1	0.5%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	192	100.0%	69.2%	65.7%	196	100.0%	69.4%	65.7%
Military Connected	0	0.0%	1.8%	3.9%	0	0.0%	1.7%	3.9%
At-Risk	99	51.6%	47.2%	53.2%	99	50.5%	47.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	13	6.8%	7.0%	24.5%	13	6.6%	7.0%	24.4%
Career and Technical Education	0	0.0%	32.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	87.6%	73.3%	-	-	-	-

Texas Education Agency
2023-24 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		
Gifted and Talented Education	2	1.0%	7.4%	8.5%	2	1.0%	7.4%	8.5%
Special Education	26	13.5%	15.7%	13.9%	30	15.3%	16.0%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	26							
Students with Intellectual Disabilities	*	*	53.4%	45.7%				
Students with Physical Disabilities	16	61.5%	18.6%	18.9%				
Students with Autism	*	*	14.9%	16.2%				
Students with Behavioral Disabilities	0	0.0%	**	17.6%				
Students with Non-Categorical Early Childhood	*	*	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	10	10.6%	54.6%	16.1%				
African American	1	1.1%	12.6%	3.4%				
Hispanic	7	7.4%	23.7%	8.5%				
White	2	2.1%	15.0%	3.1%				
American Indian	0	0.0%	0.4%	0.1%				
Asian	0	0.0%	0.8%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	2.0%	0.5%				
Special Ed Students who are Mobile	2	10.5%	58.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	46.0%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	4	6.5%	52.2%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	15	10.6%	10.5%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	6.2%	1.3%	9.1%	15.4%	3.9%
Grade 1	0.0%	5.8%	2.1%	0.0%	4.2%	3.3%

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

Texas Education Agency
2023-24 Student Information (TAPR)
KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY

Class Size Information	Campus	District	State
Elementary			
Kindergarten	18.3	18.3	18.4
Grade 1	17.5	17.5	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
 KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	27.6	100.0%	100.0%	100.0%
Professional Staff	16.6	60.1%	57.3%	63.9%
Teachers	14.3	51.9%	39.5%	48.3%
Professional Support	1.3	4.6%	12.8%	11.1%
Campus Administration (School Leadership)	1.0	3.6%	3.0%	3.3%
Educational Aides	11.0	39.9%	15.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	18.3	66.4%	59.6%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	3.3%	12.6%
Hispanic	6.3	44.2%	36.6%	30.1%
White	8.0	55.8%	58.9%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	1.3%
Teachers by Sex				
Males	0.2	1.6%	24.9%	24.5%
Females	14.1	98.4%	75.1%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	3.4%	2.5%
Bachelors	12.2	85.3%	83.9%	71.7%
Masters	2.1	14.7%	12.7%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	7.0%	5.6%	8.7%
1-5 Years Experience	4.0	27.9%	30.0%	27.4%
6-10 Years Experience	3.0	20.9%	16.5%	20.2%
11-20 Years Experience	5.0	34.9%	30.3%	27.1%
21-30 Years Experience	1.3	9.3%	14.3%	13.7%
Over 30 Years Experience	0.0	0.0%	3.3%	3.0%
Number of Students per Teacher	13.4	n/a	11.3	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.2	6.0
Average Years Experience of Principals with District	1.0	2.6	5.1
Average Years Experience of Assistant Principals	0.0	1.0	5.1
Average Years Experience of Assistant Principals with District	0.0	1.0	4.3
Average Years Experience of Teachers	11.6	11.1	11.1
Average Years Experience of Teachers with District	8.1	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$54,590	\$58,830	\$54,272
1-5 Years Experience	\$55,234	\$55,864	\$58,185
6-10 Years Experience	\$58,333	\$58,516	\$61,494
11-20 Years Experience	\$63,386	\$63,985	\$65,219
21-30 Years Experience	\$68,848	\$72,438	\$69,723
Over 30 Years Experience	-	\$73,990	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$59,946	\$61,901	\$62,474
Professional Support	\$80,079	\$65,837	\$73,783
Campus Administration (School Leadership)	\$84,476	\$85,129	\$86,738
Instructional Staff Percent	n/a	57.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	0.0	0.0%	10.8%	5.5%
Compensatory Education	4.0	27.9%	4.4%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	8.3	58.1%	74.3%	69.8%
Special Education	2.0	14.0%	7.0%	10.3%
Other	0.0	0.0%	3.6%	3.7%

- 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
KARNES CITY PRI (128901107) - KARNES CITY ISD - KARNES COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: KARNES CITY ISD

Campus Name: ROGER E SIDES EL

Campus Number: 128901105

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Texas Education Agency
2023-24 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	67%	67%	*	61%	91%	-	-	*	*	25%	*	69%	58%	58%	*
	2023	76%	73%	84%	*	82%	93%	-	*	-	*	43%	86%	85%	79%	85%	100%
At Meets Grade Level or Above	2024	48%	23%	23%	*	22%	36%	-	-	*	*	8%	*	27%	8%	22%	*
	2023	50%	40%	50%	*	47%	67%	-	*	-	*	29%	29%	48%	57%	44%	80%
At Masters Grade Level	2024	21%	5%	5%	*	7%	0%	-	-	*	*	0%	*	4%	8%	6%	*
	2023	20%	4%	5%	*	5%	7%	-	*	-	*	0%	14%	6%	0%	4%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	53%	53%	*	50%	73%	-	-	*	*	17%	*	56%	42%	42%	*
	2023	73%	57%	77%	*	74%	80%	-	*	-	*	29%	71%	79%	67%	72%	80%
At Meets Grade Level or Above	2024	42%	25%	25%	*	26%	27%	-	-	*	*	8%	*	29%	8%	19%	*
	2023	45%	30%	45%	*	47%	47%	-	*	-	*	0%	43%	50%	27%	42%	40%
At Masters Grade Level	2024	15%	5%	5%	*	4%	9%	-	-	*	*	8%	*	6%	0%	3%	*
	2023	19%	10%	16%	*	14%	20%	-	*	-	*	0%	14%	16%	13%	19%	20%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	81%	81%	*	83%	77%	-	*	-	*	50%	67%	83%	75%	74%	100%
	2023	77%	62%	70%	*	65%	82%	-	-	-	*	44%	20%	76%	42%	67%	*
At Meets Grade Level or Above	2024	51%	32%	32%	*	29%	38%	-	*	-	*	0%	50%	32%	31%	26%	40%
	2023	48%	34%	47%	*	46%	45%	-	-	-	*	33%	20%	50%	33%	42%	*
At Masters Grade Level	2024	23%	1%	1%	*	2%	0%	-	*	-	*	0%	0%	0%	6%	0%	20%
	2023	22%	12%	20%	*	17%	27%	-	-	-	*	22%	20%	24%	0%	17%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	45%	45%	*	40%	50%	-	*	-	*	10%	50%	48%	31%	38%	60%
	2023	71%	42%	65%	*	60%	82%	-	-	-	*	33%	40%	69%	50%	60%	*
At Meets Grade Level or Above	2024	46%	23%	23%	*	21%	33%	-	*	-	*	0%	0%	26%	13%	20%	20%
	2023	48%	18%	33%	*	27%	64%	-	-	-	*	22%	40%	37%	17%	23%	*
At Masters Grade Level	2024	21%	5%	5%	*	3%	8%	-	*	-	*	0%	0%	5%	6%	7%	0%
	2023	22%	7%	12%	*	8%	36%	-	-	-	*	22%	20%	15%	0%	8%	*
Grade 5 Reading																	

Texas Education Agency
2023-24 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	2024	79%	73%	73%	*	72%	75%	-	-	-	*	42%	*	78%	57%	71%	*
	2023	81%	68%	74%	-	67%	91%	-	-	-	*	69%	*	76%	68%	65%	50%
At Meets Grade Level or Above	2024	55%	48%	48%	*	45%	63%	-	-	-	*	25%	*	54%	29%	44%	*
	2023	57%	29%	33%	-	26%	50%	-	-	-	*	25%	*	31%	36%	23%	17%
At Masters Grade Level	2024	29%	13%	13%	*	8%	50%	-	-	-	*	17%	*	14%	7%	10%	*
	2023	28%	9%	14%	-	9%	27%	-	-	-	*	25%	*	14%	14%	10%	17%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	67%	67%	*	62%	88%	-	-	-	*	50%	*	72%	50%	63%	*
	2023	80%	49%	78%	-	70%	95%	-	-	-	*	88%	*	76%	82%	67%	83%
At Meets Grade Level or Above	2024	50%	36%	36%	*	34%	50%	-	-	-	*	17%	*	40%	21%	31%	*
	2023	51%	21%	36%	-	26%	59%	-	-	-	*	44%	*	38%	32%	27%	33%
At Masters Grade Level	2024	19%	9%	9%	*	8%	25%	-	-	-	*	8%	*	12%	0%	8%	*
	2023	21%	7%	13%	-	7%	27%	-	-	-	*	25%	*	14%	9%	8%	17%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	56%	56%	*	53%	75%	-	-	-	*	33%	*	62%	36%	56%	*
	2023	65%	32%	53%	-	44%	73%	-	-	-	*	31%	*	52%	55%	42%	50%
At Meets Grade Level or Above	2024	28%	22%	22%	*	21%	25%	-	-	-	*	17%	*	26%	7%	21%	*
	2023	36%	14%	23%	-	14%	41%	-	-	-	*	31%	*	24%	18%	13%	17%
At Masters Grade Level	2024	11%	6%	6%	*	2%	25%	-	-	-	*	17%	*	6%	7%	2%	*
	2023	16%	6%	11%	-	9%	18%	-	-	-	*	25%	*	10%	14%	8%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	67%	63%	92%	60%	75%	-	*	*	71%	33%	59%	67%	50%	58%	77%
	2023	76%	60%	71%	100%	66%	86%	-	*	-	89%	53%	58%	73%	65%	65%	72%
At Meets Grade Level or Above	2024	48%	33%	30%	50%	28%	38%	-	*	*	0%	11%	37%	33%	17%	27%	36%
	2023	49%	29%	38%	67%	33%	53%	-	*	-	33%	29%	30%	40%	31%	31%	38%
At Masters Grade Level	2024	20%	7%	6%	17%	5%	14%	-	*	*	0%	8%	4%	7%	5%	5%	9%
	2023	20%	7%	13%	33%	10%	23%	-	*	-	0%	20%	12%	14%	8%	10%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	72%	74%	80%	73%	81%	-	*	*	*	38%	67%	77%	64%	68%	90%
	2023	77%	70%	76%	*	72%	90%	-	*	-	*	56%	60%	79%	65%	72%	77%

Texas Education Agency
2023-24 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	2024	54%	39%	35%	60%	32%	44%	-	*	*	*	12%	50%	38%	24%	32%	30%
	2023	53%	39%	43%	*	40%	54%	-	*	-	*	28%	27%	43%	42%	37%	46%
At Masters Grade Level	2024	22%	6%	6%	0%	5%	13%	-	*	*	*	6%	8%	6%	7%	5%	10%
	2023	20%	8%	13%	*	10%	21%	-	*	-	*	19%	13%	14%	6%	10%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	56%	55%	100%	50%	68%	-	*	*	*	26%	58%	58%	40%	48%	70%
	2023	75%	49%	74%	*	68%	88%	-	*	-	*	59%	60%	75%	69%	66%	77%
At Meets Grade Level or Above	2024	43%	22%	28%	40%	27%	35%	-	*	*	*	9%	25%	31%	14%	24%	40%
	2023	45%	18%	39%	*	34%	56%	-	*	-	*	28%	40%	42%	27%	31%	38%
At Masters Grade Level	2024	17%	6%	7%	20%	5%	13%	-	*	*	*	6%	0%	8%	2%	6%	10%
	2023	19%	5%	13%	*	10%	27%	-	*	-	*	19%	13%	15%	8%	11%	15%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	72%	56%	*	53%	75%	-	-	-	*	33%	*	62%	36%	56%	*
	2023	77%	55%	53%	-	44%	73%	-	-	-	*	31%	*	52%	55%	42%	50%
At Meets Grade Level or Above	2024	43%	29%	22%	*	21%	25%	-	-	-	*	17%	*	26%	7%	21%	*
	2023	47%	21%	23%	-	14%	41%	-	-	-	*	31%	*	24%	18%	13%	17%
At Masters Grade Level	2024	16%	6%	6%	*	2%	25%	-	-	-	*	17%	*	6%	7%	2%	*
	2023	18%	4%	11%	-	9%	18%	-	-	-	*	25%	*	10%	14%	8%	17%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	12%	12%	*	11%	18%	-	-	*	*	8%	*	13%	8%	11%	*
	2023	37%	23%	32%	*	30%	40%	-	*	-	*	0%	29%	32%	29%	27%	40%
Reading and Mathematics Including EOC	2024	35%	12%	12%	*	11%	18%	-	-	*	*	8%	*	13%	8%	11%	*
	2023	37%	23%	32%	*	30%	40%	-	*	-	*	0%	29%	32%	29%	27%	40%
Reading Including EOC	2024	48%	23%	23%	*	22%	36%	-	-	*	*	8%	*	27%	8%	22%	*
	2023	50%	40%	50%	*	47%	67%	-	*	-	*	29%	29%	48%	57%	44%	80%
Math Including EOC	2024	42%	25%	25%	*	26%	27%	-	-	*	*	8%	*	29%	8%	19%	*
	2023	45%	30%	45%	*	47%	47%	-	*	-	*	0%	43%	50%	27%	42%	40%
4th Graders																	
Reading and Mathematics	2024	38%	14%	14%	*	12%	17%	-	*	-	*	0%	0%	14%	13%	9%	20%
	2023	38%	15%	26%	*	21%	45%	-	-	-	*	22%	20%	30%	8%	17%	*

Texas Education Agency
2023-24 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	2024	38%	14%	14%	*	12%	17%	-	*	-	*	0%	0%	14%	13%	9%	20%
	2023	38%	15%	26%	*	21%	45%	-	-	-	*	22%	20%	30%	8%	17%	*
Reading Including EOC	2024	51%	32%	32%	*	29%	38%	-	*	-	*	0%	50%	32%	31%	26%	40%
	2023	48%	34%	47%	*	46%	45%	-	-	-	*	33%	20%	50%	33%	42%	*
Math Including EOC	2024	46%	23%	23%	*	21%	33%	-	*	-	*	0%	0%	26%	13%	20%	20%
	2023	48%	18%	33%	*	27%	64%	-	-	-	*	22%	40%	37%	17%	23%	*
5th Graders																	
Reading and Mathematics	2024	42%	31%	31%	*	28%	50%	-	-	-	*	17%	*	36%	14%	25%	*
	2023	43%	12%	20%	-	14%	36%	-	-	-	*	25%	*	21%	18%	12%	17%
Reading and Mathematics Including EOC	2024	42%	31%	31%	*	28%	50%	-	-	-	*	17%	*	36%	14%	25%	*
	2023	43%	12%	20%	-	14%	36%	-	-	-	*	25%	*	21%	18%	12%	17%
Reading Including EOC	2024	55%	48%	48%	*	45%	63%	-	-	-	*	25%	*	54%	29%	44%	*
	2023	57%	29%	33%	-	26%	50%	-	-	-	*	25%	*	31%	36%	23%	17%
Math Including EOC	2024	51%	36%	36%	*	34%	50%	-	-	-	*	17%	*	40%	21%	31%	*
	2023	51%	21%	36%	-	26%	59%	-	-	-	*	44%	*	38%	32%	27%	33%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	16%	19%	40%	17%	26%	-	*	*	*	9%	17%	21%	12%	16%	20%
	2023	37%	14%	26%	*	22%	40%	-	*	-	*	19%	27%	28%	19%	19%	31%
Reading and Mathematics Including EOC	2024	38%	18%	19%	40%	17%	26%	-	*	*	*	9%	17%	21%	12%	16%	20%
	2023	39%	16%	26%	*	22%	40%	-	*	-	*	19%	27%	28%	19%	19%	31%
Reading Including EOC	2024	54%	37%	35%	60%	32%	44%	-	*	*	*	12%	50%	38%	24%	32%	30%
	2023	53%	37%	43%	*	40%	54%	-	*	-	*	28%	27%	43%	42%	37%	46%
Math Including EOC	2024	45%	24%	28%	40%	27%	35%	-	*	*	*	9%	25%	31%	14%	24%	40%
	2023	47%	21%	39%	*	34%	56%	-	*	-	*	28%	40%	42%	27%	31%	38%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	41%	41%	*	37%	46%	-	*	-	*	10%	42%	40%	43%	39%	50%
	2023	55%	44%	51%	*	51%	45%	-	-	-	*	39%	*	55%	32%	50%	*
Grade 4 Mathematics	2024	60%	34%	34%	*	34%	29%	-	*	-	*	25%	25%	37%	25%	32%	40%
	2023	63%	44%	59%	*	53%	77%	-	-	-	*	72%	*	58%	59%	52%	*
Grade 5 ELA/Reading	2024	70%	56%	56%	*	51%	88%	-	-	-	*	46%	*	61%	35%	46%	*
	2023	65%	50%	61%	-	59%	69%	-	-	-	*	60%	*	62%	58%	55%	42%
Grade 5 Mathematics	2024	65%	57%	57%	*	60%	44%	-	-	-	*	54%	*	62%	38%	54%	*
	2023	71%	51%	68%	-	66%	71%	-	-	-	*	93%	*	66%	73%	64%	92%
All Grades Both Subjects	2024	64%	50%	46%	33%	45%	49%	-	*	-	*	35%	33%	49%	35%	43%	46%
	2023	64%	52%	60%	*	58%	67%	-	-	-	58%	69%	64%	61%	58%	55%	63%
All Grades ELA/Reading	2024	67%	54%	47%	*	44%	62%	-	*	-	*	30%	50%	50%	39%	42%	36%
	2023	63%	53%	56%	*	55%	61%	-	-	-	*	52%	50%	59%	48%	52%	56%
All Grades Mathematics	2024	60%	45%	45%	*	46%	35%	-	*	-	*	41%	17%	49%	31%	43%	57%
	2023	66%	50%	64%	*	60%	73%	-	-	-	*	85%	79%	63%	68%	58%	69%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	45%	45%	-	33%	*	-	-	-	*	*	*	44%	*	29%	-
	2023	33%	17%	9%	-	11%	*	-	-	-	-	*	*	17%	0%	10%	*
Grade 4 Mathematics	2024	26%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	*
	2023	27%	23%	29%	*	22%	*	-	-	-	*	17%	*	33%	17%	30%	-
Grade 5 ELA/Reading	2024	35%	33%	33%	-	31%	*	-	-	-	-	14%	*	42%	17%	31%	-
	2023	37%	31%	40%	-	32%	80%	-	-	-	-	56%	*	43%	33%	35%	*
Grade 5 Mathematics	2024	41%	27%	27%	-	29%	*	-	-	-	-	33%	*	33%	14%	18%	*
	2023	48%	39%	53%	-	50%	*	-	-	-	-	80%	*	50%	60%	41%	80%
All Grades Both Subjects	2024	32%	31%	25%	-	23%	40%	-	-	-	*	15%	33%	29%	15%	18%	*
	2023	38%	33%	39%	*	34%	58%	-	-	-	*	48%	33%	41%	33%	33%	67%
All Grades ELA/Reading	2024	30%	36%	38%	-	32%	*	-	-	-	*	9%	*	43%	25%	30%	-
	2023	35%	34%	32%	-	26%	57%	-	-	-	-	38%	*	37%	21%	27%	*
All Grades Mathematics	2024	35%	25%	15%	-	16%	*	-	-	-	-	20%	*	19%	8%	10%	*
	2023	40%	32%	44%	*	40%	60%	-	-	-	*	56%	40%	44%	44%	36%	80%

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	67%	63%	-	-	-	-	-	-	71%	*	62%	-	*	63%	74%	*
	2023	76%	60%	71%	-	-	-	-	-	-	67%	83%	-	53%	-	71%	67%	100%
At Meets Grade Level or Above	2024	48%	33%	30%	-	-	-	-	-	-	18%	*	15%	-	*	30%	26%	*
	2023	49%	29%	38%	-	-	-	-	-	-	26%	50%	-	7%	-	38%	26%	100%
At Masters Grade Level	2024	20%	7%	6%	-	-	-	-	-	-	0%	*	0%	-	*	6%	5%	*
	2023	20%	7%	13%	-	-	-	-	-	-	4%	8%	-	0%	-	13%	4%	80%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	72%	74%	-	-	-	-	-	-	88%	*	83%	-	*	74%	89%	*
	2023	77%	70%	76%	-	-	-	-	-	-	73%	100%	-	40%	-	76%	73%	*
At Meets Grade Level or Above	2024	54%	39%	35%	-	-	-	-	-	-	13%	*	17%	-	*	35%	22%	*
	2023	53%	39%	43%	-	-	-	-	-	-	36%	67%	-	0%	-	43%	36%	*
At Masters Grade Level	2024	22%	6%	6%	-	-	-	-	-	-	0%	*	0%	-	*	6%	11%	*
	2023	20%	8%	13%	-	-	-	-	-	-	0%	0%	-	0%	-	12%	0%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	56%	55%	-	-	-	-	-	-	63%	*	50%	-	*	54%	67%	*
	2023	75%	49%	74%	-	-	-	-	-	-	73%	67%	-	80%	-	73%	73%	*
At Meets Grade Level or Above	2024	43%	22%	28%	-	-	-	-	-	-	25%	*	17%	-	*	27%	33%	*
	2023	45%	18%	39%	-	-	-	-	-	-	27%	33%	-	20%	-	39%	27%	*
At Masters Grade Level	2024	17%	6%	7%	-	-	-	-	-	-	0%	*	0%	-	*	6%	0%	*
	2023	19%	5%	13%	-	-	-	-	-	-	9%	17%	-	0%	-	13%	9%	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	72%	56%	-	-	-	-	-	-	*	-	*	-	-	56%	*	*
	2023	77%	55%	53%	-	-	-	-	-	-	40%	-	-	40%	-	53%	40%	*
At Meets Grade Level or Above	2024	43%	29%	22%	-	-	-	-	-	-	*	-	*	-	-	21%	*	*
	2023	47%	21%	23%	-	-	-	-	-	-	0%	-	-	0%	-	23%	0%	*
At Masters Grade Level	2024	16%	6%	6%	-	-	-	-	-	-	*	-	*	-	-	6%	*	*
	2023	18%	4%	11%	-	-	-	-	-	-	0%	-	-	0%	-	11%	0%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	50%	46%	-	-	-	-	-	-	35%	-	35%	-	*	46%	46%	*
	2023	64%	52%	60%	-	-	-	-	-	-	58%	*	-	60%	-	60%	58%	*
All Grades ELA/Reading	2024	67%	54%	47%	-	-	-	-	-	-	30%	-	30%	-	*	48%	42%	*
	2023	63%	53%	56%	-	-	-	-	-	-	42%	*	-	30%	-	56%	42%	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	45%	45%	-	-	-	-	-	-	40%	-	40%	-	*	44%	50%	*
	2023	66%	50%	64%	-	-	-	-	-	-	75%	*	-	90%	-	63%	75%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	31%	25%	-	-	-	-	-	-	*	-	*	-	-	26%	*	-
	2023	38%	33%	39%	-	-	-	-	-	-	67%	*	-	63%	-	36%	67%	-
All Grades ELA/Reading	2024	30%	36%	38%	-	-	-	-	-	-	-	-	-	-	-	38%	-	-
	2023	35%	34%	32%	-	-	-	-	-	-	*	*	-	*	-	30%	*	-
All Grades Mathematics	2024	35%	25%	15%	-	-	-	-	-	-	*	-	*	-	-	16%	*	-
	2023	40%	32%	44%	-	-	-	-	-	-	80%	-	-	80%	-	40%	80%	-

* 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
2023-24 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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	99%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	97%	100%	99%	99%	-	*	*	78%	100%	100%	99%	90%	98%	81%
Not Included in Accountability: Mobile	4%	6%	3%	0%	1%	0%	-	*	*	22%	0%	0%	1%	10%	2%	19%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	1%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	1%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	97%	100%	99%	100%	-	*	*	*	100%	100%	99%	89%	98%	83%
Not Included in Accountability: Mobile	4%	6%	3%	0%	1%	0%	-	*	*	*	0%	0%	1%	11%	2%	17%
Not Included in Accountability: Other Exclusions	4%	1%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	100%	100%	97%	-	*	*	*	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	92%	97%	100%	99%	97%	-	*	*	*	100%	100%	99%	89%	97%	83%
Not Included in Accountability: Mobile	5%	6%	3%	0%	1%	0%	-	*	*	*	0%	0%	1%	11%	2%	17%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	0%	0%	0%	3%	-	*	*	*	0%	0%	1%	0%	1%	0%
Absent	1%	2%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	3%	-	*	*	*	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	97%	100%	*	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	92%	98%	*	100%	100%	-	-	-	*	100%	*	100%	93%	100%	*
Not Included in Accountability: Mobile	4%	5%	2%	*	0%	0%	-	-	-	*	0%	*	0%	7%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	3%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

Texas Education Agency
2023-24 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%	3%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	74%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	73%	97%	100%	96%	98%	-	*	-	100%	98%	100%	100%	87%	97%	91%
Not Included in Accountability: Mobile	4%	1%	3%	0%	3%	2%	-	*	-	0%	2%	0%	0%	11%	3%	0%
Not Included in Accountability: Other Exclusions	2%	0%	1%	0%	1%	0%	-	*	-	0%	0%	0%	0%	2%	0%	9%
Not Tested	1%	26%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	25%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	75%	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	72%	97%	*	97%	98%	-	*	-	*	97%	100%	100%	87%	97%	93%
Not Included in Accountability: Mobile	4%	1%	3%	*	3%	2%	-	*	-	*	3%	0%	0%	11%	3%	0%
Not Included in Accountability: Other Exclusions	3%	1%	0%	*	1%	0%	-	*	-	*	0%	0%	0%	2%	0%	7%
Not Tested	1%	25%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	25%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	75%	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	73%	97%	*	97%	98%	-	*	-	*	97%	100%	100%	88%	97%	93%
Not Included in Accountability: Mobile	5%	1%	3%	*	3%	2%	-	*	-	*	3%	0%	0%	11%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	1%	0%	-	*	-	*	0%	0%	0%	2%	0%	7%
Not Tested	1%	25%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	25%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	73%	100%	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	71%	95%	-	93%	100%	-	-	-	*	100%	*	100%	85%	95%	86%
Not Included in Accountability: Mobile	4%	1%	4%	-	5%	0%	-	-	-	*	0%	*	0%	12%	5%	0%

Texas Education Agency
2023-24 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	1%	0%	1%	-	2%	0%	-	-	-	*	0%	*	0%	4%	0%	14%
Not Tested	1%	27%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	27%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 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
Attendance Rate													
2022-23	93.3%	95.3%	93.9%	*	93.8%	94.3%	-	*	*	*	93.5%	93.6%	94.4%
2021-22	92.2%	91.0%	93.0%	92.1%	92.6%	94.2%	-	*	-	*	92.0%	92.6%	91.8%
Chronic Absenteeism													
2022-23	20.3%	23.8%	17.4%	20.0%	16.9%	19.6%	-	*	*	20.0%	15.8%	19.5%	17.6%
2021-22	25.7%	30.9%	21.4%	33.3%	23.5%	14.7%	-	*	-	0.0%	30.0%	23.5%	24.1%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	60.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	37.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	61.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	62.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	58.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	31.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	63.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	69.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	60.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	8.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	69.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	93.2%	71.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	79.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	18.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	81.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	79.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	84.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	84.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	59.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	58.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	16.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	25.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	68.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	73.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	17.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	25.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	62.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	140	377,367
By Ethnicity:				
African American	-	-	6	46,822
Hispanic	-	-	79	197,333
White	-	-	53	103,009
American Indian	-	-	0	1,181
Asian	-	-	0	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	32	270
Foundation H.S. Program (No Endorsement)	-	-	22	49,278
Foundation H.S. Program (Endorsement)	-	-	19	16,475
Foundation H.S. Program (DLA)	-	-	67	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	16	34,589
Economically Disadvantaged Graduates	-	-	48	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	50,229
At-Risk Graduates	-	-	33	168,430
CTE Completers	-	-	15	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 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	289	100.0%	1,027	5,517,464	289	100.0%	1,031	5,531,236
Students by Grade								
Grade 2	87	30.1%	8.5%	7.3%	87	30.1%	8.4%	7.3%
Grade 3	60	20.8%	5.8%	7.2%	60	20.8%	5.8%	7.2%
Grade 4	77	26.6%	7.5%	7.2%	77	26.6%	7.5%	7.2%
Grade 5	65	22.5%	6.3%	7.2%	65	22.5%	6.3%	7.2%
Ethnic Distribution								
African American	8	2.8%	2.6%	12.8%	8	2.8%	2.6%	12.8%
Hispanic	234	81.0%	77.2%	53.2%	234	81.0%	77.2%	53.2%
White	39	13.5%	18.4%	25.0%	39	13.5%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	3	1.0%	0.4%	5.4%	3	1.0%	0.4%	5.4%
Pacific Islander	1	0.3%	0.1%	0.2%	1	0.3%	0.1%	0.2%
Two or More Races	4	1.4%	1.1%	3.1%	4	1.4%	1.1%	3.1%
Sex								
Female	145	50.2%	50.1%	48.9%	145	50.2%	50.0%	48.8%
Male	144	49.8%	49.9%	51.1%	144	49.8%	50.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	187	64.7%	61.2%	62.3%	187	64.7%	61.2%	62.2%
Non-Educationally Disadvantaged	102	35.3%	38.8%	37.7%	102	35.3%	38.8%	37.8%
Section 504 Students	25	8.7%	6.7%	7.2%	25	8.7%	6.7%	7.2%
EB Students/EL	14	4.8%	7.4%	24.4%	14	4.8%	7.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	0.4%	1.9%				
Students w/ Dyslexia	36	12.5%	6.8%	6.0%	36	12.5%	6.8%	6.0%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	1	0.3%	0.3%	1.4%	1	0.3%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	289	100.0%	69.2%	65.7%	289	100.0%	69.4%	65.7%
Military Connected	6	2.1%	1.8%	3.9%	6	2.1%	1.7%	3.9%
At-Risk	135	46.7%	47.2%	53.2%	135	46.7%	47.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	14	4.8%	7.0%	24.5%	14	4.8%	7.0%	24.4%
Career and Technical Education	0	0.0%	32.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	87.6%	73.3%	-	-	-	-
Gifted and Talented Education	25	8.7%	7.4%	8.5%	25	8.7%	7.4%	8.5%
Special Education	48	16.6%	15.7%	13.9%	48	16.6%	16.0%	14.0%

Texas Education Agency
2023-24 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 with Disabilities by Type of Primary Disability								
Total Students with Disabilities	48							
Students with Intellectual Disabilities	25	52.1%	53.4%	45.7%				
Students with Physical Disabilities	10	20.8%	18.6%	18.9%				
Students with Autism	7	14.6%	14.9%	16.2%				
Students with Behavioral Disabilities	6	12.5%	**	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	24	7.9%	54.6%	16.1%				
African American	0	0.0%	12.6%	3.4%				
Hispanic	20	6.6%	23.7%	8.5%				
White	3	1.0%	15.0%	3.1%				
American Indian	0	0.0%	0.4%	0.1%				
Asian	0	0.0%	0.8%	0.5%				
Pacific Islander	1	0.3%	0.1%	0.0%				
Two or More Races	0	0.0%	2.0%	0.5%				
Special Ed Students who are Mobile	4	7.0%	58.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	2	11.8%	46.0%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	16	7.5%	52.2%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	24	11.5%	10.5%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 2	0.0%	5.4%	1.3%	0.0%	5.9%	1.6%
Grade 3	0.0%	5.4%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	4.8%	0.4%	0.0%	4.5%	0.5%
Grade 5	1.6%	14.0%	0.2%	0.0%	8.3%	0.3%

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

Texas Education Agency
2023-24 Student Information (TAPR)
ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 2	21.9	21.9	19.1
Grade 3	14.8	14.8	19.4
Grade 4	19.0	19.0	19.4
Grade 5	16.0	16.0	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
 ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	39.6	100.0%	100.0%	100.0%
Professional Staff	28.6	72.1%	57.3%	63.9%
Teachers	24.3	61.3%	39.5%	48.3%
Professional Support	1.3	3.2%	12.8%	11.1%
Campus Administration (School Leadership)	3.0	7.6%	3.0%	3.3%
Educational Aides	11.1	27.9%	15.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	21.9	55.2%	59.6%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	3.3%	12.6%
Hispanic	10.3	42.4%	36.6%	30.1%
White	14.0	57.6%	58.9%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	1.3%
Teachers by Sex				
Males	0.8	3.2%	24.9%	24.5%
Females	23.6	96.8%	75.1%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	3.4%	2.5%
Bachelors	21.4	88.1%	83.9%	71.7%
Masters	2.9	11.9%	12.7%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.4	1.8%	5.6%	8.7%
1-5 Years Experience	6.2	25.5%	30.0%	27.4%
6-10 Years Experience	3.0	12.3%	16.5%	20.2%
11-20 Years Experience	10.0	41.1%	30.3%	27.1%
21-30 Years Experience	4.7	19.2%	14.3%	13.7%
Over 30 Years Experience	0.0	0.0%	3.3%	3.0%
Number of Students per Teacher	11.9	n/a	11.3	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	7.0	4.2	6.0
Average Years Experience of Principals with District	7.0	2.6	5.1
Average Years Experience of Assistant Principals	0.0	1.0	5.1
Average Years Experience of Assistant Principals with District	0.0	1.0	4.3
Average Years Experience of Teachers	11.5	11.1	11.1
Average Years Experience of Teachers with District	4.4	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$54,075	\$58,830	\$54,272
1-5 Years Experience	\$55,105	\$55,864	\$58,185
6-10 Years Experience	\$57,749	\$58,516	\$61,494
11-20 Years Experience	\$62,160	\$63,985	\$65,219
21-30 Years Experience	\$68,593	\$72,438	\$69,723
Over 30 Years Experience	-	\$73,990	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$60,904	\$61,901	\$62,474
Professional Support	\$81,936	\$65,837	\$73,783
Campus Administration (School Leadership)	\$74,823	\$85,129	\$86,738
Instructional Staff Percent	n/a	57.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	0.0	0.0%	10.8%	5.5%
Compensatory Education	0.0	0.0%	4.4%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	23.6	97.1%	74.3%	69.8%
Special Education	0.7	2.9%	7.0%	10.3%
Other	0.0	0.0%	3.6%	3.7%

- 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
ROGER E SIDES EL (128901105) - KARNES CITY ISD - KARNES COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: KARNES CITY ISD

Campus Name: KARNES CITY J H

Campus Number: 128901041

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Texas Education Agency
2023-24 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)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																		
Grade 6 Reading																		
At Approaches Grade Level or Above	2024	77%	68%	68%	-	67%	70%	-	-	-	*	35%	*	68%	68%	64%	71%	
	2023	77%	68%	57%	*	55%	76%	-	-	-	*	62%	*	57%	57%	58%	67%	
At Meets Grade Level or Above	2024	57%	32%	32%	-	23%	55%	-	-	-	*	15%	*	32%	32%	23%	14%	
	2023	52%	33%	23%	*	23%	29%	-	-	-	*	38%	*	22%	29%	22%	25%	
At Masters Grade Level	2024	26%	6%	6%	-	2%	20%	-	-	-	*	5%	*	5%	8%	0%	0%	
	2023	22%	9%	6%	*	5%	12%	-	-	-	*	15%	*	3%	14%	5%	17%	
Grade 6 Mathematics																		
At Approaches Grade Level or Above	2024	72%	52%	52%	-	46%	68%	-	-	-	*	15%	*	53%	50%	45%	57%	
	2023	75%	54%	65%	*	65%	71%	-	-	-	*	77%	*	66%	62%	58%	75%	
At Meets Grade Level or Above	2024	39%	20%	20%	-	10%	47%	-	-	-	*	10%	*	21%	17%	11%	0%	
	2023	40%	18%	30%	*	27%	47%	-	-	-	*	46%	*	29%	33%	25%	25%	
At Masters Grade Level	2024	14%	2%	2%	-	0%	11%	-	-	-	*	5%	*	4%	0%	0%	0%	
	2023	16%	4%	9%	*	8%	18%	-	-	-	*	15%	*	6%	19%	11%	17%	
Grade 7 Reading																		
At Approaches Grade Level or Above	2024	74%	72%	73%	*	71%	94%	-	-	-	*	50%	*	71%	83%	65%	64%	
	2023	78%	71%	72%	*	63%	100%	-	-	-	*	33%	*	69%	78%	65%	20%	
At Meets Grade Level or Above	2024	54%	44%	44%	*	43%	53%	-	-	-	*	29%	*	46%	39%	37%	36%	
	2023	55%	41%	42%	*	32%	88%	-	-	-	*	17%	*	37%	50%	38%	20%	
At Masters Grade Level	2024	29%	8%	8%	*	8%	12%	-	-	-	*	0%	*	9%	6%	8%	9%	
	2023	27%	13%	13%	*	5%	50%	-	-	-	*	0%	*	6%	28%	11%	0%	
Grade 7 Mathematics																		
At Approaches Grade Level or Above	2024	56%	43%	43%	*	43%	47%	-	-	-	*	29%	*	41%	50%	33%	27%	
	2023	63%	41%	55%	*	46%	88%	-	-	-	*	50%	*	49%	67%	54%	40%	
At Meets Grade Level or Above	2024	34%	18%	19%	*	18%	24%	-	-	-	*	29%	*	16%	28%	17%	18%	
	2023	37%	15%	25%	*	15%	75%	-	-	-	*	33%	*	23%	28%	27%	0%	
At Masters Grade Level	2024	11%	2%	2%	*	3%	0%	-	-	-	*	14%	*	1%	6%	0%	0%	
	2023	11%	2%	6%	*	0%	25%	-	-	-	*	17%	*	6%	6%	5%	0%	
Grade 8 Reading																		

Texas Education Agency
2023-24 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	2024	81%	80%	80%	80%	77%	100%	-	-	-	*	33%	-	75%	90%	79%	50%
	2023	83%	76%	71%	-	66%	92%	-	-	-	*	50%	*	74%	61%	58%	*
At Meets Grade Level or Above	2024	56%	39%	39%	20%	33%	86%	-	-	-	*	0%	-	36%	45%	29%	33%
	2023	58%	41%	38%	-	35%	42%	-	-	-	*	30%	*	40%	33%	29%	*
At Masters Grade Level	2024	29%	11%	11%	0%	2%	71%	-	-	-	*	0%	-	8%	15%	9%	0%
	2023	28%	15%	18%	-	16%	25%	-	-	-	*	30%	*	19%	17%	16%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2024	72%	54%	54%	*	51%	*	-	-	-	*	33%	-	39%	85%	50%	33%
	2023	76%	52%	73%	-	72%	83%	-	-	-	-	60%	*	76%	67%	66%	*
At Meets Grade Level or Above	2024	43%	10%	10%	*	9%	*	-	-	-	*	0%	-	7%	15%	4%	0%
	2023	46%	16%	32%	-	36%	0%	-	-	-	-	30%	*	37%	20%	25%	*
At Masters Grade Level	2024	16%	0%	0%	*	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
	2023	17%	3%	7%	-	8%	0%	-	-	-	-	30%	*	7%	7%	9%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2024	70%	55%	55%	40%	51%	86%	-	-	-	*	33%	-	44%	75%	50%	17%
	2023	74%	43%	62%	-	56%	83%	-	-	-	*	50%	*	66%	50%	45%	*
At Meets Grade Level or Above	2024	44%	29%	29%	40%	19%	86%	-	-	-	*	17%	-	19%	45%	21%	0%
	2023	47%	18%	38%	-	32%	58%	-	-	-	*	30%	*	43%	22%	26%	*
At Masters Grade Level	2024	17%	4%	4%	0%	0%	29%	-	-	-	*	0%	-	6%	0%	3%	0%
	2023	17%	2%	4%	-	5%	0%	-	-	-	*	20%	*	5%	0%	8%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2024	60%	38%	38%	40%	28%	86%	-	-	-	*	0%	-	31%	50%	24%	17%
	2023	62%	40%	47%	-	45%	50%	-	-	-	*	30%	*	53%	28%	29%	*
At Meets Grade Level or Above	2024	33%	11%	11%	20%	2%	57%	-	-	-	*	0%	-	8%	15%	9%	0%
	2023	33%	12%	21%	-	21%	8%	-	-	-	*	30%	*	22%	17%	16%	*
At Masters Grade Level	2024	17%	2%	2%	0%	0%	14%	-	-	-	*	0%	-	3%	0%	0%	0%
	2023	16%	4%	4%	-	3%	0%	-	-	-	*	20%	*	5%	0%	8%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	66%	100%	*	100%	100%	-	-	-	-	-	-	100%	100%	100%	-
	2023	79%	47%	100%	-	100%	100%	-	-	-	*	-	-	100%	*	100%	-

Texas Education Agency
2023-24 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	2024	43%	20%	67%	*	63%	60%	-	-	-	-	-	-	63%	71%	50%	-
	2023	43%	14%	95%	-	92%	100%	-	-	-	*	-	-	94%	*	100%	-
At Masters Grade Level	2024	24%	9%	47%	*	25%	60%	-	-	-	-	-	-	50%	43%	25%	-
	2023	23%	6%	65%	-	58%	67%	-	-	-	*	-	-	65%	*	83%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	67%	59%	50%	56%	76%	-	-	-	75%	29%	40%	55%	69%	52%	43%
	2023	76%	60%	64%	50%	60%	80%	-	-	-	92%	54%	22%	65%	59%	55%	48%
At Meets Grade Level or Above	2024	48%	33%	28%	27%	21%	52%	-	-	-	38%	15%	10%	26%	32%	21%	15%
	2023	49%	29%	33%	20%	29%	46%	-	-	-	75%	33%	0%	34%	31%	27%	16%
At Masters Grade Level	2024	20%	7%	6%	8%	3%	19%	-	-	-	0%	4%	0%	6%	6%	3%	2%
	2023	20%	7%	10%	10%	8%	18%	-	-	-	42%	19%	0%	9%	13%	10%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	72%	73%	63%	71%	84%	-	-	-	*	40%	40%	71%	79%	68%	63%
	2023	77%	70%	66%	60%	61%	86%	-	-	-	*	52%	33%	66%	65%	60%	52%
At Meets Grade Level or Above	2024	54%	39%	38%	25%	33%	59%	-	-	-	*	18%	20%	39%	38%	30%	29%
	2023	53%	39%	33%	20%	30%	46%	-	-	-	*	31%	0%	32%	37%	28%	19%
At Masters Grade Level	2024	22%	6%	8%	0%	4%	25%	-	-	-	*	3%	0%	7%	10%	5%	4%
	2023	20%	8%	12%	0%	9%	24%	-	-	-	*	17%	0%	9%	19%	10%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	56%	52%	50%	49%	65%	-	-	-	*	23%	40%	48%	63%	44%	38%
	2023	75%	49%	68%	40%	65%	81%	-	-	-	*	66%	33%	68%	67%	61%	62%
At Meets Grade Level or Above	2024	43%	22%	21%	25%	15%	40%	-	-	-	*	15%	0%	19%	26%	14%	8%
	2023	45%	18%	35%	20%	31%	54%	-	-	-	*	38%	0%	37%	32%	29%	19%
At Masters Grade Level	2024	17%	6%	5%	25%	2%	12%	-	-	-	*	8%	0%	4%	6%	2%	0%
	2023	19%	5%	13%	20%	9%	24%	-	-	-	*	21%	0%	13%	14%	12%	10%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	72%	55%	40%	51%	86%	-	-	-	*	33%	-	44%	75%	50%	17%
	2023	77%	55%	62%	-	56%	83%	-	-	-	*	50%	*	66%	50%	45%	*
At Meets Grade Level or Above	2024	43%	29%	29%	40%	19%	86%	-	-	-	*	17%	-	19%	45%	21%	0%
	2023	47%	21%	38%	-	32%	58%	-	-	-	*	30%	*	43%	22%	26%	*

Texas Education Agency
2023-24 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	2024	16%	6%	4%	0%	0%	29%	-	-	-	*	0%	-	6%	0%	3%	0%
	2023	18%	4%	4%	-	5%	0%	-	-	-	*	20%	*	5%	0%	8%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	75%	38%	40%	28%	86%	-	-	-	*	0%	-	31%	50%	24%	17%
	2023	78%	65%	47%	-	45%	50%	-	-	-	*	30%	*	53%	28%	29%	*
At Meets Grade Level or Above	2024	51%	48%	11%	20%	2%	57%	-	-	-	*	0%	-	8%	15%	9%	0%
	2023	52%	36%	21%	-	21%	8%	-	-	-	*	30%	*	22%	17%	16%	*
At Masters Grade Level	2024	27%	18%	2%	0%	0%	14%	-	-	-	*	0%	-	3%	0%	0%	0%
	2023	27%	12%	4%	-	3%	0%	-	-	-	*	20%	*	5%	0%	8%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2024	36%	16%	16%	-	7%	42%	-	-	-	*	10%	*	18%	13%	9%	0%
	2023	35%	13%	19%	*	17%	29%	-	-	-	*	31%	*	17%	24%	18%	17%
Reading and Mathematics Including EOC	2024	36%	16%	16%	-	7%	42%	-	-	-	*	10%	*	18%	13%	9%	0%
	2023	35%	13%	19%	*	17%	29%	-	-	-	*	31%	*	17%	24%	18%	17%
Reading Including EOC	2024	57%	32%	32%	-	23%	55%	-	-	-	*	15%	*	32%	32%	23%	14%
	2023	52%	33%	23%	*	23%	29%	-	-	-	*	38%	*	22%	29%	22%	25%
Math Including EOC	2024	40%	20%	20%	-	10%	47%	-	-	-	*	10%	*	21%	17%	11%	0%
	2023	40%	18%	30%	*	27%	47%	-	-	-	*	46%	*	29%	33%	25%	25%
7th Graders																	
Reading and Mathematics	2024	35%	16%	16%	*	17%	18%	-	-	-	*	21%	*	16%	17%	15%	9%
	2023	37%	14%	23%	*	12%	75%	-	-	-	*	17%	*	20%	28%	24%	0%
Reading and Mathematics Including EOC	2024	36%	16%	16%	*	17%	18%	-	-	-	*	21%	*	16%	17%	15%	9%
	2023	38%	14%	23%	*	12%	75%	-	-	-	*	17%	*	20%	28%	24%	0%
Reading Including EOC	2024	54%	44%	44%	*	43%	53%	-	-	-	*	29%	*	46%	39%	37%	36%
	2023	55%	41%	42%	*	32%	88%	-	-	-	*	17%	*	37%	50%	38%	20%
Math Including EOC	2024	40%	18%	19%	*	18%	24%	-	-	-	*	29%	*	16%	28%	17%	18%
	2023	43%	15%	25%	*	15%	75%	-	-	-	*	33%	*	23%	28%	27%	0%
8th Graders																	
Reading and Mathematics	2024	28%	7%	7%	*	6%	*	-	-	-	*	0%	-	7%	8%	4%	0%
	2023	31%	12%	14%	-	16%	0%	-	-	-	-	30%	*	17%	7%	13%	*

Texas Education Agency
2023-24 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	2024	41%	20%	20%	20%	14%	57%	-	-	-	*	0%	-	19%	20%	12%	0%
	2023	44%	18%	33%	-	29%	42%	-	-	-	*	30%	*	36%	22%	26%	*
Reading Including EOC	2024	57%	39%	39%	20%	33%	86%	-	-	-	*	0%	-	36%	45%	29%	33%
	2023	58%	41%	38%	-	35%	42%	-	-	-	*	30%	*	40%	33%	29%	*
Math Including EOC	2024	49%	25%	25%	40%	19%	57%	-	-	-	*	0%	-	19%	35%	15%	0%
	2023	51%	22%	49%	-	47%	50%	-	-	-	*	30%	*	53%	33%	37%	*
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	16%	14%	0%	11%	32%	-	-	-	*	13%	0%	15%	13%	10%	4%
	2023	37%	14%	18%	20%	15%	35%	-	-	-	*	28%	0%	18%	20%	19%	10%
Reading and Mathematics Including EOC	2024	38%	18%	17%	13%	12%	35%	-	-	-	*	13%	0%	17%	16%	12%	4%
	2023	39%	16%	25%	20%	20%	43%	-	-	-	*	28%	0%	25%	25%	22%	10%
Reading Including EOC	2024	54%	37%	38%	25%	33%	59%	-	-	-	*	18%	20%	39%	38%	30%	29%
	2023	53%	37%	33%	20%	30%	46%	-	-	-	*	31%	0%	32%	37%	28%	19%
Math Including EOC	2024	45%	24%	21%	25%	15%	40%	-	-	-	*	15%	0%	19%	26%	14%	8%
	2023	47%	21%	35%	20%	31%	54%	-	-	-	*	38%	0%	37%	32%	29%	19%

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

Texas Education Agency
2023-24 STAAR Progress (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)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2024	61%	46%	46%	-	45%	47%	-	-	-	*	42%	*	43%	54%	38%	57%
	2023	51%	40%	44%	*	41%	63%	-	-	-	*	62%	*	42%	53%	46%	77%
Grade 6 Mathematics	2024	48%	36%	36%	-	29%	56%	-	-	-	*	28%	*	38%	33%	33%	29%
	2023	54%	48%	60%	*	58%	69%	-	-	-	*	77%	*	58%	67%	58%	45%
Grade 7 ELA/Reading	2024	66%	68%	69%	*	68%	75%	-	-	-	*	50%	*	68%	72%	58%	60%
	2023	71%	58%	62%	*	59%	86%	-	-	-	*	30%	*	60%	67%	63%	50%
Grade 7 Mathematics	2024	49%	31%	31%	*	34%	25%	-	-	-	*	50%	*	28%	44%	28%	20%
	2023	56%	43%	43%	*	36%	71%	-	-	-	*	50%	*	41%	47%	50%	30%
Grade 8 ELA/Reading	2024	69%	58%	58%	*	56%	79%	-	-	-	*	30%	-	63%	50%	58%	50%
	2023	63%	41%	43%	-	41%	54%	-	-	-	*	50%	*	44%	40%	39%	*
Grade 8 Mathematics	2024	66%	53%	53%	*	53%	*	-	-	-	*	40%	-	48%	62%	52%	42%
	2023	74%	49%	86%	-	85%	92%	-	-	-	-	75%	*	87%	83%	85%	*
End of Course Algebra I	2024	72%	68%	75%	*	81%	60%	-	-	-	-	-	-	69%	83%	69%	-
	2023	76%	60%	90%	-	92%	83%	-	-	-	*	-	-	88%	*	100%	-
All Grades Both Subjects	2024	64%	50%	49%	46%	48%	54%	-	-	-	58%	40%	30%	47%	53%	44%	42%
	2023	64%	52%	57%	40%	54%	70%	-	-	-	69%	62%	29%	56%	60%	57%	54%
All Grades ELA/Reading	2024	67%	54%	58%	50%	57%	63%	-	-	-	*	43%	30%	58%	58%	51%	57%
	2023	63%	53%	48%	20%	45%	64%	-	-	-	*	52%	8%	47%	53%	49%	58%
All Grades Mathematics	2024	60%	45%	40%	42%	39%	44%	-	-	-	*	37%	30%	37%	47%	37%	28%
	2023	66%	50%	66%	60%	63%	76%	-	-	-	*	71%	50%	65%	67%	65%	50%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2024	24%	33%	33%	-	35%	*	-	-	-	-	22%	*	36%	29%	29%	*
	2023	26%	26%	29%	*	29%	40%	-	-	-	*	20%	-	30%	25%	37%	*
Grade 6 Mathematics	2024	27%	12%	12%	-	13%	*	-	-	-	-	*	*	7%	*	7%	*
	2023	35%	29%	42%	*	44%	*	-	-	-	*	60%	-	46%	29%	42%	*
Grade 7 ELA/Reading	2024	23%	50%	51%	*	50%	*	-	-	-	*	33%	-	50%	60%	48%	*
	2023	39%	37%	40%	*	33%	*	-	-	-	-	*	*	38%	*	38%	*
Grade 7 Mathematics	2024	14%	14%	14%	*	18%	0%	-	-	-	-	*	*	13%	17%	10%	*
	2023	22%	16%	25%	-	27%	*	-	-	-	-	*	-	14%	40%	20%	*
Grade 8 ELA/Reading	2024	34%	38%	38%	-	38%	-	-	-	-	-	*	-	30%	*	45%	*
	2023	39%	28%	29%	-	31%	*	-	-	-	-	*	*	29%	*	25%	*
Grade 8 Mathematics	2024	44%	43%	43%	*	38%	*	-	-	-	-	*	-	33%	80%	36%	*
	2023	49%	30%	55%	-	50%	80%	-	-	-	-	43%	*	55%	56%	55%	*
End of Course Algebra I	2024	55%	62%	*	*	*	-	-	-	-	-	-	-	-	*	*	-
	2023	58%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	31%	34%	33%	34%	38%	-	-	-	*	17%	*	30%	48%	29%	28%
	2023	38%	33%	39%	*	38%	50%	-	-	-	*	32%	17%	39%	39%	39%	32%

Texas Education Agency
2023-24 STAAR Progress (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)
All Grades ELA/Reading	2024	30%	36%	43%	*	43%	80%	-	-	-	*	26%	*	43%	47%	41%	40%
	2023	35%	34%	32%	*	31%	43%	-	-	-	*	17%	*	32%	33%	34%	20%
All Grades Mathematics	2024	35%	25%	25%	*	25%	13%	-	-	-	-	0%	*	18%	50%	18%	13%
	2023	40%	32%	45%	*	44%	56%	-	-	-	*	46%	*	45%	43%	43%	44%

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	67%	59%	-	-	-	-	-	-	42%	-	42%	-	50%	61%	43%	-
	2023	76%	60%	64%	-	-	-	-	-	-	46%	69%	33%	-	*	65%	48%	-
At Meets Grade Level or Above	2024	48%	33%	28%	-	-	-	-	-	-	13%	-	13%	-	25%	29%	15%	-
	2023	49%	29%	33%	-	-	-	-	-	-	17%	25%	13%	-	*	35%	16%	-
At Masters Grade Level	2024	20%	7%	6%	-	-	-	-	-	-	2%	-	2%	-	0%	6%	2%	-
	2023	20%	7%	10%	-	-	-	-	-	-	9%	13%	7%	-	*	11%	8%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	72%	73%	-	-	-	-	-	-	57%	-	57%	-	*	75%	63%	-
	2023	77%	70%	66%	-	-	-	-	-	-	53%	75%	36%	-	*	67%	52%	-
At Meets Grade Level or Above	2024	54%	39%	38%	-	-	-	-	-	-	24%	-	24%	-	*	40%	29%	-
	2023	53%	39%	33%	-	-	-	-	-	-	21%	25%	18%	-	*	35%	19%	-
At Masters Grade Level	2024	22%	6%	8%	-	-	-	-	-	-	5%	-	5%	-	*	9%	4%	-
	2023	20%	8%	12%	-	-	-	-	-	-	11%	13%	9%	-	*	12%	10%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	56%	52%	-	-	-	-	-	-	38%	-	38%	-	*	54%	38%	-
	2023	75%	49%	68%	-	-	-	-	-	-	58%	63%	55%	-	*	69%	62%	-
At Meets Grade Level or Above	2024	43%	22%	21%	-	-	-	-	-	-	10%	-	10%	-	*	22%	8%	-
	2023	45%	18%	35%	-	-	-	-	-	-	21%	25%	18%	-	*	37%	19%	-
At Masters Grade Level	2024	17%	6%	5%	-	-	-	-	-	-	0%	-	0%	-	*	6%	0%	-
	2023	19%	5%	13%	-	-	-	-	-	-	11%	13%	9%	-	*	13%	10%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	72%	55%	-	-	-	-	-	-	20%	-	20%	-	*	60%	17%	-
	2023	77%	55%	62%	-	-	-	-	-	-	*	-	*	-	-	65%	*	-
At Meets Grade Level or Above	2024	43%	29%	29%	-	-	-	-	-	-	0%	-	0%	-	*	32%	0%	-
	2023	47%	21%	38%	-	-	-	-	-	-	*	-	*	-	-	40%	*	-
At Masters Grade Level	2024	16%	6%	4%	-	-	-	-	-	-	0%	-	0%	-	*	4%	0%	-
	2023	18%	4%	4%	-	-	-	-	-	-	*	-	*	-	-	4%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	75%	38%	-	-	-	-	-	-	20%	-	20%	-	*	40%	17%	-
	2023	78%	65%	47%	-	-	-	-	-	-	*	-	*	-	-	50%	*	-
At Meets Grade Level or Above	2024	51%	48%	11%	-	-	-	-	-	-	0%	-	0%	-	*	12%	0%	-
	2023	52%	36%	21%	-	-	-	-	-	-	*	-	*	-	-	22%	*	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	18%	2%	-	-	-	-	-	-	0%	-	0%	-	*	2%	0%	-
	2023	27%	12%	4%	-	-	-	-	-	-	*	-	*	-	-	4%	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	50%	49%	-	-	-	-	-	-	44%	-	44%	-	33%	50%	42%	-
	2023	64%	52%	57%	-	-	-	-	-	-	54%	59%	50%	-	*	57%	54%	-
All Grades ELA/Reading	2024	67%	54%	58%	-	-	-	-	-	-	55%	-	55%	-	*	58%	57%	-
	2023	63%	53%	48%	-	-	-	-	-	-	62%	88%	39%	-	*	47%	58%	-
All Grades Mathematics	2024	60%	45%	40%	-	-	-	-	-	-	33%	-	33%	-	*	41%	28%	-
	2023	66%	50%	66%	-	-	-	-	-	-	47%	31%	61%	-	*	67%	50%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	31%	34%	-	-	-	-	-	-	29%	-	29%	-	*	35%	28%	-
	2023	38%	33%	39%	-	-	-	-	-	-	28%	50%	17%	-	*	40%	32%	-
All Grades ELA/Reading	2024	30%	36%	43%	-	-	-	-	-	-	40%	-	40%	-	-	44%	40%	-
	2023	35%	34%	32%	-	-	-	-	-	-	20%	*	0%	-	-	35%	20%	-
All Grades Mathematics	2024	35%	25%	25%	-	-	-	-	-	-	14%	-	14%	-	*	27%	13%	-
	2023	40%	32%	45%	-	-	-	-	-	-	38%	*	33%	-	*	45%	44%	-

* 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
2023-24 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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	100%	99%	-	-	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	92%	94%	100%	93%	99%	-	-	-	100%	98%	83%	97%	89%	98%	79%
Not Included in Accountability: Mobile	4%	6%	5%	0%	7%	0%	-	-	-	0%	2%	17%	3%	10%	2%	18%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	2%	0%	0%	0%	1%	-	-	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	2%	0%	0%	0%	1%	-	-	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	95%	100%	93%	100%	-	-	-	*	98%	83%	97%	89%	98%	80%
Not Included in Accountability: Mobile	4%	6%	5%	0%	7%	0%	-	-	-	*	2%	17%	3%	10%	2%	17%
Not Included in Accountability: Other Exclusions	4%	1%	0%	0%	1%	0%	-	-	-	*	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	100%	100%	100%	98%	-	-	-	*	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	92%	94%	100%	93%	98%	-	-	-	*	98%	83%	97%	87%	98%	80%
Not Included in Accountability: Mobile	5%	6%	5%	0%	7%	0%	-	-	-	*	2%	17%	3%	10%	2%	17%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	-	-	-	*	0%	0%	0%	1%	0%	3%
Not Tested	1%	2%	0%	0%	0%	2%	-	-	-	*	0%	0%	0%	1%	0%	0%
Absent	1%	2%	0%	0%	0%	2%	-	-	-	*	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	100%	100%	100%	100%	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	92%	95%	100%	93%	100%	-	-	-	*	100%	-	97%	91%	100%	75%
Not Included in Accountability: Mobile	4%	5%	5%	0%	7%	0%	-	-	-	*	0%	-	3%	9%	0%	25%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	3%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%

Texas Education Agency
2023-24 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%	3%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	92%	95%	100%	93%	100%	-	-	-	*	100%	-	97%	91%	100%	75%
Not Included in Accountability: Mobile	4%	8%	5%	0%	7%	0%	-	-	-	*	0%	-	3%	9%	0%	25%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	74%	100%	100%	100%	98%	-	-	-	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	93%	73%	97%	100%	97%	92%	-	-	-	100%	95%	100%	98%	92%	95%	94%
Not Included in Accountability: Mobile	4%	1%	3%	0%	3%	6%	-	-	-	0%	5%	0%	1%	7%	5%	4%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	26%	0%	0%	0%	2%	-	-	-	0%	0%	0%	0%	0%	1%	0%
Absent	1%	25%	0%	0%	0%	2%	-	-	-	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	75%	100%	100%	100%	98%	-	-	-	*	100%	100%	99%	100%	99%	100%
Included in Accountability	92%	72%	96%	100%	97%	90%	-	-	-	*	94%	100%	98%	90%	94%	91%
Not Included in Accountability: Mobile	4%	1%	4%	0%	3%	7%	-	-	-	*	6%	0%	2%	8%	5%	4%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	2%	0%	4%
Not Tested	1%	25%	0%	0%	0%	2%	-	-	-	*	0%	0%	1%	0%	1%	0%
Absent	1%	25%	0%	0%	0%	2%	-	-	-	*	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	75%	100%	100%	100%	98%	-	-	-	*	100%	100%	99%	100%	99%	100%
Included in Accountability	94%	73%	96%	100%	97%	90%	-	-	-	*	94%	100%	98%	92%	94%	95%
Not Included in Accountability: Mobile	5%	1%	4%	0%	3%	7%	-	-	-	*	6%	0%	2%	8%	5%	5%

Texas Education Agency
2023-24 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	1%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	25%	0%	0%	0%	2%	-	-	-	*	0%	0%	1%	0%	1%	0%
Absent	1%	25%	0%	0%	0%	2%	-	-	-	*	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	73%	100%	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	93%	71%	99%	-	98%	100%	-	-	-	*	100%	*	100%	95%	97%	*
Not Included in Accountability: Mobile	4%	1%	1%	-	2%	0%	-	-	-	*	0%	*	0%	5%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	27%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	27%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	74%	100%	-	100%	100%	-	-	-	*	100%	*	100%	100%	100%	*
Included in Accountability	94%	73%	99%	-	98%	100%	-	-	-	*	100%	*	100%	95%	97%	*
Not Included in Accountability: Mobile	4%	1%	1%	-	2%	0%	-	-	-	*	0%	*	0%	5%	3%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	26%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Absent	1%	26%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*
Other	0%	0%	0%	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	*

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

Texas Education Agency
2023-24 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
Attendance Rate													
2022-23	93.3%	95.3%	92.7%	97.5%	92.7%	92.2%	-	-	-	*	92.9%	91.5%	94.8%
2021-22	92.2%	91.0%	92.3%	92.6%	91.9%	94.0%	*	-	-	*	90.9%	91.8%	92.8%
Chronic Absenteeism													
2022-23	20.3%	23.8%	25.4%	0.0%	26.9%	23.8%	-	-	-	*	29.4%	31.5%	8.3%
2021-22	25.7%	30.9%	26.5%	33.3%	28.7%	14.3%	*	-	-	*	40.0%	30.9%	25.0%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	6.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	10.8%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	60.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	37.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	61.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	62.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	58.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	31.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	63.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	69.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	60.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	8.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	28.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	69.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	93.2%	71.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	79.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	18.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	81.5%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	79.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	15.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	84.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	84.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	59.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	58.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	16.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	25.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	68.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	73.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	17.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	25.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	62.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	72.7%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	98.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	140	377,367
By Ethnicity:				
African American	-	-	6	46,822
Hispanic	-	-	79	197,333
White	-	-	53	103,009
American Indian	-	-	0	1,181
Asian	-	-	0	19,151
Pacific Islander	-	-	0	574
Two or More Races	-	-	2	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	32	270
Foundation H.S. Program (No Endorsement)	-	-	22	49,278
Foundation H.S. Program (Endorsement)	-	-	19	16,475
Foundation H.S. Program (DLA)	-	-	67	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	16	34,589
Economically Disadvantaged Graduates	-	-	48	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	2	50,229
At-Risk Graduates	-	-	33	168,430
CTE Completers	-	-	15	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 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	230	100.0%	1,027	5,517,464	230	100.0%	1,031	5,531,236
Students by Grade								
Grade 6	83	36.1%	8.1%	7.3%	83	36.1%	8.1%	7.2%
Grade 7	88	38.3%	8.7%	7.3%	88	38.3%	8.6%	7.3%
Grade 8	59	25.7%	5.7%	7.5%	59	25.7%	5.7%	7.5%
Ethnic Distribution								
African American	8	3.5%	2.6%	12.8%	8	3.5%	2.6%	12.8%
Hispanic	174	75.7%	77.2%	53.2%	174	75.7%	77.2%	53.2%
White	45	19.6%	18.4%	25.0%	45	19.6%	18.4%	25.0%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	3	1.3%	1.1%	3.1%	3	1.3%	1.1%	3.1%
Sex								
Female	123	53.5%	50.1%	48.9%	123	53.5%	50.0%	48.8%
Male	107	46.5%	49.9%	51.1%	107	46.5%	50.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	137	59.6%	61.2%	62.3%	137	59.6%	61.2%	62.2%
Non-Educationally Disadvantaged	93	40.4%	38.8%	37.7%	93	40.4%	38.8%	37.8%
Section 504 Students	19	8.3%	6.7%	7.2%	19	8.3%	6.7%	7.2%
EB Students/EL	26	11.3%	7.4%	24.4%	26	11.3%	7.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	5	2.1%	0.4%	1.9%				
Students w/ Dyslexia	16	7.0%	6.8%	6.0%	16	7.0%	6.8%	6.0%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	1	0.4%	0.3%	1.4%	1	0.4%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	230	100.0%	69.2%	65.7%	230	100.0%	69.4%	65.7%
Military Connected	4	1.7%	1.8%	3.9%	4	1.7%	1.7%	3.9%
At-Risk	139	60.4%	47.2%	53.2%	139	60.4%	47.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	23	10.0%	7.0%	24.5%	23	10.0%	7.0%	24.4%
Career and Technical Education	53	23.0%	32.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	87.6%	73.3%	-	-	-	-
Gifted and Talented Education	9	3.9%	7.4%	8.5%	9	3.9%	7.4%	8.5%
Special Education	41	17.8%	15.7%	13.9%	41	17.8%	16.0%	14.0%
Students with Disabilities by Type of Primary Disability								

Texas Education Agency
2023-24 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 with Disabilities	41							
Students with Intellectual Disabilities	28	68.3%	53.4%	45.7%				
Students with Physical Disabilities	*	*	18.6%	18.9%				
Students with Autism	7	17.1%	14.9%	16.2%				
Students with Behavioral Disabilities	**	**	**	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	25	10.5%	54.6%	16.1%				
African American	3	1.3%	12.6%	3.4%				
Hispanic	17	7.1%	23.7%	8.5%				
White	5	2.1%	15.0%	3.1%				
American Indian	0	0.0%	0.4%	0.1%				
Asian	0	0.0%	0.8%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	2.0%	0.5%				
Special Ed Students who are Mobile	3	8.8%	58.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	3	12.5%	46.0%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	9	6.5%	52.2%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	9	6.3%	10.5%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 6	0.0%	22.0%	0.3%	0.0%	7.0%	0.3%
Grade 7	2.0%	24.5%	0.5%	0.0%	21.1%	0.4%
Grade 8	0.0%	31.1%	0.4%	0.0%	30.6%	0.5%

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

Texas Education Agency
2023-24 Student Information (TAPR)
 KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 6	16.8	16.8	19.2
Secondary			
English/Language Arts	16.0	13.1	16.3
Foreign Languages	18.7	8.7	18.8
Mathematics	15.8	12.1	17.5
Science	16.0	13.2	18.5
Social Studies	18.4	16.5	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	30.3	100.0%	100.0%	100.0%
Professional Staff	23.5	77.5%	57.3%	63.9%
Teachers	21.5	70.9%	39.5%	48.3%
Professional Support	1.0	3.3%	12.8%	11.1%
Campus Administration (School Leadership)	1.0	3.3%	3.0%	3.3%
Educational Aides	6.8	22.5%	15.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	1.0	1,172.0
Total Minority Staff	13.0	42.8%	59.6%	54.4%
Teachers by Ethnicity				
African American	2.0	9.3%	3.3%	12.6%
Hispanic	6.2	28.7%	36.6%	30.1%
White	13.1	61.1%	58.9%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.2	0.9%	1.1%	1.3%
Teachers by Sex				
Males	6.3	29.5%	24.9%	24.5%
Females	15.1	70.5%	75.1%	75.5%
Teachers by Highest Degree Held				
No Degree	0.3	1.5%	3.4%	2.5%
Bachelors	18.9	88.0%	83.9%	71.7%
Masters	2.3	10.5%	12.7%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.2	5.7%	5.6%	8.7%
1-5 Years Experience	9.0	42.1%	30.0%	27.4%
6-10 Years Experience	2.1	10.0%	16.5%	20.2%
11-20 Years Experience	7.0	32.5%	30.3%	27.1%
21-30 Years Experience	2.1	9.7%	14.3%	13.7%
Over 30 Years Experience	0.0	0.0%	3.3%	3.0%
Number of Students per Teacher	10.7	n/a	11.3	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	4.2	6.0
Average Years Experience of Principals with District	1.0	2.6	5.1
Average Years Experience of Assistant Principals	0.0	1.0	5.1
Average Years Experience of Assistant Principals with District	0.0	1.0	4.3
Average Years Experience of Teachers	9.1	11.1	11.1
Average Years Experience of Teachers with District	4.7	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$48,225	\$58,830	\$54,272
1-5 Years Experience	\$56,313	\$55,864	\$58,185
6-10 Years Experience	\$58,423	\$58,516	\$61,494
11-20 Years Experience	\$63,528	\$63,985	\$65,219
21-30 Years Experience	\$69,545	\$72,438	\$69,723
Over 30 Years Experience	-	\$73,990	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$59,687	\$61,901	\$62,474
Professional Support	\$77,188	\$65,837	\$73,783
Campus Administration (School Leadership)	\$92,646	\$85,129	\$86,738
Instructional Staff Percent	n/a	57.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	0.5	2.1%	10.8%	5.5%
Compensatory Education	0.0	0.0%	4.4%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	18.7	87.0%	74.3%	69.8%
Special Education	1.5	7.0%	7.0%	10.3%
Other	0.8	3.9%	3.6%	3.7%

- 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
KARNES CITY J H (128901041) - KARNES CITY ISD - KARNES COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2023-24 Texas Academic Performance Report (TAPR)

District Name: KARNES CITY ISD

Campus Name: KARNES CITY H S

Campus Number: 128901001

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Texas Education Agency
2023-24 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2024	70%	65%	62%	*	61%	64%	-	-	-	*	28%	*	61%	67%	51%	56%
	2023	72%	66%	77%	*	76%	82%	*	-	-	-	40%	*	78%	71%	71%	67%
At Meets Grade Level or Above	2024	52%	37%	39%	*	35%	45%	-	-	-	*	6%	*	39%	38%	24%	11%
	2023	52%	39%	48%	*	43%	76%	*	-	-	-	16%	*	51%	38%	38%	33%
At Masters Grade Level	2024	16%	7%	9%	*	7%	18%	-	-	-	*	0%	*	9%	10%	9%	11%
	2023	13%	7%	12%	*	7%	35%	*	-	-	-	0%	*	10%	19%	8%	0%
End of Course English II																	
At Approaches Grade Level or Above	2024	75%	75%	78%	*	78%	78%	*	-	-	-	21%	*	81%	68%	70%	67%
	2023	74%	73%	81%	*	81%	83%	*	-	-	-	45%	-	83%	76%	75%	67%
At Meets Grade Level or Above	2024	58%	51%	53%	*	51%	72%	*	-	-	-	0%	*	60%	32%	46%	11%
	2023	54%	48%	54%	*	49%	71%	*	-	-	-	9%	-	55%	52%	49%	56%
At Masters Grade Level	2024	9%	2%	1%	*	2%	0%	*	-	-	-	0%	*	1%	0%	0%	0%
	2023	9%	3%	6%	*	5%	8%	*	-	-	-	0%	-	6%	5%	1%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2024	81%	66%	72%	*	72%	*	-	-	-	-	36%	*	73%	69%	59%	80%
	2023	79%	47%	76%	*	78%	78%	*	-	-	-	47%	*	80%	63%	73%	75%
At Meets Grade Level or Above	2024	43%	20%	30%	*	30%	*	-	-	-	-	7%	*	32%	25%	19%	20%
	2023	43%	14%	34%	*	34%	33%	*	-	-	-	0%	*	31%	44%	31%	25%
At Masters Grade Level	2024	24%	9%	9%	*	8%	*	-	-	-	-	7%	*	7%	13%	9%	0%
	2023	23%	6%	6%	*	5%	11%	*	-	-	-	0%	*	5%	6%	6%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2024	91%	87%	86%	*	87%	89%	-	-	-	*	57%	*	85%	93%	79%	83%
	2023	88%	74%	78%	*	77%	88%	*	-	-	-	33%	*	81%	67%	73%	75%
At Meets Grade Level or Above	2024	56%	34%	46%	*	43%	56%	-	-	-	*	14%	*	47%	43%	28%	33%
	2023	56%	27%	44%	*	38%	75%	*	-	-	-	0%	*	43%	48%	38%	25%
At Masters Grade Level	2024	19%	7%	12%	*	7%	33%	-	-	-	*	7%	*	12%	14%	10%	0%
	2023	21%	4%	8%	*	1%	44%	*	-	-	-	0%	*	6%	14%	3%	0%
End of Course U.S. History																	

Texas Education Agency
2023-24 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	2024	96%	97%	97%	*	96%	100%	*	-	-	-	92%	*	97%	100%	97%	100%
	2023	94%	94%	93%	*	92%	96%	-	-	-	-	64%	-	90%	100%	90%	*
At Meets Grade Level or Above	2024	69%	69%	72%	*	64%	100%	*	-	-	-	25%	*	72%	75%	75%	100%
	2023	70%	62%	70%	*	62%	89%	-	-	-	-	27%	-	70%	72%	56%	*
At Masters Grade Level	2024	37%	28%	32%	*	27%	47%	*	-	-	-	17%	*	32%	25%	25%	50%
	2023	38%	20%	23%	*	15%	41%	-	-	-	-	0%	-	21%	33%	15%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2024	88%	*	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2023	90%	85%	84%	-	85%	83%	-	-	-	-	-	-	83%	*	83%	-
At Meets Grade Level or Above	2024	59%	*	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2023	61%	30%	28%	-	31%	25%	-	-	-	-	-	-	25%	*	17%	-
At Masters Grade Level	2024	12%	*	*	-	-	*	-	-	-	-	-	-	*	-	-	-
	2023	12%	0%	0%	-	0%	0%	-	-	-	-	-	-	0%	*	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	67%	79%	69%	78%	84%	*	-	-	*	44%	80%	80%	76%	71%	74%
	2023	76%	60%	81%	33%	80%	87%	*	-	-	-	43%	100%	82%	76%	76%	70%
At Meets Grade Level or Above	2024	48%	33%	49%	38%	44%	69%	*	-	-	*	10%	40%	51%	38%	39%	31%
	2023	49%	29%	49%	33%	44%	69%	*	-	-	-	9%	73%	49%	51%	42%	36%
At Masters Grade Level	2024	20%	7%	13%	15%	10%	23%	*	-	-	*	6%	0%	13%	10%	10%	11%
	2023	20%	7%	10%	0%	6%	26%	*	-	-	-	0%	0%	9%	15%	6%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	72%	70%	71%	69%	72%	*	-	-	*	25%	83%	71%	68%	61%	61%
	2023	77%	70%	79%	*	79%	83%	*	-	-	-	43%	*	80%	74%	73%	67%
At Meets Grade Level or Above	2024	54%	39%	46%	43%	42%	62%	*	-	-	*	3%	67%	50%	35%	36%	11%
	2023	53%	39%	51%	*	46%	73%	*	-	-	-	13%	*	53%	45%	44%	43%
At Masters Grade Level	2024	22%	6%	5%	0%	5%	7%	*	-	-	*	0%	0%	5%	5%	4%	6%
	2023	20%	8%	9%	*	6%	20%	*	-	-	-	0%	*	8%	12%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	56%	73%	*	72%	86%	-	-	-	-	36%	*	75%	69%	59%	80%
	2023	75%	49%	78%	*	79%	81%	*	-	-	-	47%	*	81%	65%	74%	75%

Texas Education Agency
2023-24 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	2024	43%	22%	30%	*	30%	29%	-	-	-	-	7%	*	32%	25%	19%	20%
	2023	45%	18%	32%	*	34%	29%	*	-	-	-	0%	*	29%	47%	29%	25%
At Masters Grade Level	2024	17%	6%	10%	*	8%	14%	-	-	-	-	7%	*	9%	13%	9%	0%
	2023	19%	5%	4%	*	4%	5%	*	-	-	-	0%	*	4%	6%	5%	0%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	72%	86%	*	87%	89%	-	-	-	*	57%	*	85%	93%	79%	83%
	2023	77%	55%	78%	*	77%	88%	*	-	-	-	33%	*	81%	67%	73%	75%
At Meets Grade Level or Above	2024	43%	29%	46%	*	43%	56%	-	-	-	*	14%	*	47%	43%	28%	33%
	2023	47%	21%	44%	*	38%	75%	*	-	-	-	0%	*	43%	48%	38%	25%
At Masters Grade Level	2024	16%	6%	12%	*	7%	33%	-	-	-	*	7%	*	12%	14%	10%	0%
	2023	18%	4%	8%	*	1%	44%	*	-	-	-	0%	*	6%	14%	3%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2024	78%	75%	97%	*	96%	100%	*	-	-	-	92%	*	97%	100%	97%	100%
	2023	78%	65%	93%	*	92%	96%	-	-	-	-	64%	-	90%	100%	90%	*
At Meets Grade Level or Above	2024	51%	48%	72%	*	64%	100%	*	-	-	-	25%	*	72%	75%	75%	100%
	2023	52%	36%	70%	*	62%	89%	-	-	-	-	27%	-	70%	72%	56%	*
At Masters Grade Level	2024	27%	18%	32%	*	27%	47%	*	-	-	-	17%	*	32%	25%	25%	50%
	2023	27%	12%	23%	*	15%	41%	-	-	-	-	0%	-	21%	33%	15%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (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)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	54%	53%	*	47%	72%	-	-	-	*	6%	*	54%	50%	44%	*
	2023	57%	54%	57%	*	52%	86%	*	-	-	-	33%	*	57%	57%	54%	31%
End of Course English II	2024	69%	57%	56%	*	60%	47%	*	-	-	-	22%	*	59%	42%	54%	44%
	2023	74%	74%	86%	*	86%	89%	*	-	-	-	65%	-	88%	73%	83%	83%
End of Course Algebra I	2024	72%	68%	67%	*	68%	*	-	-	-	-	50%	*	66%	71%	66%	*
	2023	76%	60%	84%	*	87%	67%	*	-	-	-	63%	*	80%	100%	81%	92%
All Grades Both Subjects	2024	64%	50%	58%	*	58%	55%	*	-	-	*	26%	80%	59%	54%	54%	44%
	2023	64%	52%	75%	20%	75%	84%	*	-	-	-	54%	29%	75%	74%	72%	65%
All Grades ELA/Reading	2024	67%	54%	55%	*	54%	56%	*	-	-	*	15%	*	57%	46%	49%	38%
	2023	63%	53%	72%	*	69%	88%	*	-	-	-	50%	*	73%	65%	69%	54%
All Grades Mathematics	2024	60%	45%	67%	*	68%	*	-	-	-	-	50%	*	66%	71%	66%	*
	2023	66%	50%	84%	*	87%	67%	*	-	-	-	63%	*	80%	100%	81%	92%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2024	20%	18%	18%	-	19%	*	-	-	-	-	0%	*	15%	*	23%	*
	2023	26%	19%	25%	*	30%	*	-	-	-	-	0%	-	22%	*	25%	*
End of Course English II	2024	29%	21%	25%	*	30%	*	-	-	-	-	17%	-	25%	*	11%	*
	2023	41%	53%	77%	-	76%	*	-	-	-	-	64%	-	79%	*	73%	*
End of Course Algebra I	2024	55%	62%	55%	-	50%	*	-	-	-	-	*	-	57%	*	63%	*
	2023	58%	50%	82%	*	85%	-	*	-	-	-	50%	*	78%	*	82%	*
All Grades Both Subjects	2024	32%	31%	30%	*	31%	*	-	-	-	-	13%	*	29%	33%	30%	25%
	2023	38%	33%	68%	*	71%	*	*	-	-	-	44%	*	67%	70%	63%	78%
All Grades ELA/Reading	2024	30%	36%	21%	*	23%	*	-	-	-	-	9%	*	19%	25%	18%	17%
	2023	35%	34%	59%	*	61%	*	-	-	-	-	41%	-	61%	50%	48%	60%
All Grades Mathematics	2024	35%	25%	55%	-	50%	*	-	-	-	-	*	-	57%	*	63%	*
	2023	40%	32%	82%	*	85%	-	*	-	-	-	50%	*	78%	*	82%	*

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

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	67%	79%	-	-	-	-	-	-	74%	-	74%	-	-	80%	74%	-
	2023	76%	60%	81%	-	-	-	-	-	-	71%	-	71%	84%	67%	82%	70%	*
At Meets Grade Level or Above	2024	48%	33%	49%	-	-	-	-	-	-	31%	-	31%	-	-	51%	31%	-
	2023	49%	29%	49%	-	-	-	-	-	-	32%	-	31%	36%	67%	50%	36%	*
At Masters Grade Level	2024	20%	7%	13%	-	-	-	-	-	-	11%	-	11%	-	-	13%	11%	-
	2023	20%	7%	10%	-	-	-	-	-	-	3%	-	3%	0%	0%	11%	2%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	72%	70%	-	-	-	-	-	-	61%	-	61%	-	-	71%	61%	-
	2023	77%	70%	79%	-	-	-	-	-	-	63%	-	64%	70%	80%	81%	67%	-
At Meets Grade Level or Above	2024	54%	39%	46%	-	-	-	-	-	-	11%	-	11%	-	-	50%	11%	-
	2023	53%	39%	51%	-	-	-	-	-	-	31%	-	29%	40%	80%	52%	43%	-
At Masters Grade Level	2024	22%	6%	5%	-	-	-	-	-	-	6%	-	6%	-	-	5%	6%	-
	2023	20%	8%	9%	-	-	-	-	-	-	0%	-	0%	0%	0%	9%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	56%	73%	-	-	-	-	-	-	80%	-	80%	-	-	73%	80%	-
	2023	75%	49%	78%	-	-	-	-	-	-	75%	-	75%	100%	-	78%	75%	-
At Meets Grade Level or Above	2024	43%	22%	30%	-	-	-	-	-	-	20%	-	20%	-	-	31%	20%	-
	2023	45%	18%	32%	-	-	-	-	-	-	25%	-	25%	33%	-	33%	25%	-
At Masters Grade Level	2024	17%	6%	10%	-	-	-	-	-	-	0%	-	0%	-	-	11%	0%	-
	2023	19%	5%	4%	-	-	-	-	-	-	0%	-	0%	0%	-	5%	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	72%	86%	-	-	-	-	-	-	83%	-	83%	-	-	87%	83%	-
	2023	77%	55%	78%	-	-	-	-	-	-	82%	-	80%	89%	*	78%	75%	-
At Meets Grade Level or Above	2024	43%	29%	46%	-	-	-	-	-	-	33%	-	33%	-	-	47%	33%	-
	2023	47%	21%	44%	-	-	-	-	-	-	27%	-	30%	33%	*	47%	25%	-
At Masters Grade Level	2024	16%	6%	12%	-	-	-	-	-	-	0%	-	0%	-	-	13%	0%	-
	2023	18%	4%	8%	-	-	-	-	-	-	0%	-	0%	0%	*	9%	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2024	78%	75%	97%	-	-	-	-	-	-	100%	-	100%	-	-	97%	100%	-
	2023	78%	65%	93%	-	-	-	-	-	-	*	-	*	-	-	94%	*	*
At Meets Grade Level or Above	2024	51%	48%	72%	-	-	-	-	-	-	100%	-	100%	-	-	70%	100%	-
	2023	52%	36%	70%	-	-	-	-	-	-	*	-	*	-	-	70%	*	*

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	18%	32%	-	-	-	-	-	-	50%	-	50%	-	-	30%	50%	-
	2023	27%	12%	23%	-	-	-	-	-	-	*	-	*	-	-	22%	*	*
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	50%	58%	-	-	-	-	-	-	44%	-	44%	-	-	59%	44%	-
	2023	64%	52%	75%	-	-	-	-	-	-	63%	-	60%	60%	*	76%	65%	-
All Grades ELA/Reading	2024	67%	54%	55%	-	-	-	-	-	-	38%	-	38%	-	-	56%	38%	-
	2023	63%	53%	72%	-	-	-	-	-	-	45%	-	39%	39%	*	74%	54%	-
All Grades Mathematics	2024	60%	45%	67%	-	-	-	-	-	-	*	-	*	-	-	68%	*	-
	2023	66%	50%	84%	-	-	-	-	-	-	92%	-	92%	92%	-	83%	92%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	31%	30%	-	-	-	-	-	-	25%	-	25%	-	-	31%	25%	-
	2023	38%	33%	68%	-	-	-	-	-	-	75%	-	71%	75%	*	66%	78%	-
All Grades ELA/Reading	2024	30%	36%	21%	-	-	-	-	-	-	17%	-	17%	-	-	22%	17%	-
	2023	35%	34%	59%	-	-	-	-	-	-	*	-	*	*	*	59%	60%	-
All Grades Mathematics	2024	35%	25%	55%	-	-	-	-	-	-	*	-	*	-	-	56%	*	-
	2023	40%	32%	82%	-	-	-	-	-	-	*	-	*	*	-	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
2023-24 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)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	98%	100%	100%	99%	100%	*	-	-	*	100%	100%	99%	100%	99%	100%
Included in Accountability	92%	92%	89%	76%	89%	94%	*	-	-	*	96%	71%	96%	71%	94%	78%
Not Included in Accountability: Mobile	4%	6%	8%	24%	8%	4%	*	-	-	*	4%	29%	2%	25%	4%	2%
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	2%	1%	*	-	-	*	0%	0%	1%	5%	2%	20%
Not Tested	1%	2%	0%	0%	1%	0%	*	-	-	*	0%	0%	1%	0%	1%	0%
Absent	1%	2%	0%	0%	1%	0%	*	-	-	*	0%	0%	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	91%	92%	88%	78%	87%	94%	*	-	-	*	94%	75%	94%	73%	93%	67%
Not Included in Accountability: Mobile	4%	6%	7%	22%	7%	3%	*	-	-	*	6%	25%	3%	18%	3%	0%
Not Included in Accountability: Other Exclusions	4%	1%	5%	0%	5%	3%	*	-	-	*	0%	0%	3%	9%	4%	33%
Not Tested	1%	1%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	99%	*	98%	100%	-	-	-	-	100%	*	98%	100%	97%	100%
Included in Accountability	93%	92%	87%	*	88%	88%	-	-	-	-	93%	*	94%	73%	91%	100%
Not Included in Accountability: Mobile	5%	6%	12%	*	11%	13%	-	-	-	-	7%	*	4%	27%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	1%	*	2%	0%	-	-	-	-	0%	*	2%	0%	3%	0%
Absent	1%	2%	1%	*	2%	0%	-	-	-	-	0%	*	2%	0%	3%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	97%	99%	*	99%	100%	-	-	-	*	100%	*	98%	100%	98%	100%
Included in Accountability	93%	92%	91%	*	91%	90%	-	-	-	*	100%	*	97%	74%	95%	86%
Not Included in Accountability: Mobile	4%	5%	7%	*	7%	10%	-	-	-	*	0%	*	2%	26%	2%	14%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	3%	1%	*	1%	0%	-	-	-	*	0%	*	2%	0%	2%	0%

Texas Education Agency
2023-24 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%	3%	1%	*	1%	0%	-	-	-	*	0%	*	2%	0%	2%	0%
Other	0%	0%	0%	*	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	100%	*	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	92%	93%	*	92%	100%	*	-	-	-	100%	*	100%	57%	95%	100%
Not Included in Accountability: Mobile	4%	8%	7%	*	8%	0%	*	-	-	-	0%	*	0%	43%	5%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	*	*	-	-	*	-	-	-	-	-	-	*	-	-	-
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	74%	98%	100%	97%	98%	*	-	-	-	96%	100%	99%	93%	98%	96%
Included in Accountability	93%	73%	91%	75%	91%	95%	*	-	-	-	95%	100%	96%	77%	92%	79%
Not Included in Accountability: Mobile	4%	1%	5%	25%	5%	3%	*	-	-	-	0%	0%	3%	13%	5%	9%
Not Included in Accountability: Other Exclusions	2%	0%	1%	0%	1%	1%	*	-	-	-	1%	0%	0%	2%	1%	9%
Not Tested	1%	26%	2%	0%	3%	2%	*	-	-	-	4%	0%	1%	7%	2%	4%
Absent	1%	25%	2%	0%	2%	1%	*	-	-	-	4%	0%	0%	7%	2%	4%
Other	0%	0%	1%	0%	0%	1%	*	-	-	-	0%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	75%	97%	*	96%	98%	*	-	-	-	96%	*	99%	88%	96%	93%
Included in Accountability	92%	72%	90%	*	89%	93%	*	-	-	-	94%	*	95%	72%	90%	70%
Not Included in Accountability: Mobile	4%	1%	5%	*	5%	2%	*	-	-	-	0%	*	3%	10%	3%	7%
Not Included in Accountability: Other Exclusions	3%	1%	2%	*	2%	2%	*	-	-	-	2%	*	1%	5%	2%	17%
Not Tested	1%	25%	3%	*	4%	2%	*	-	-	-	4%	*	1%	12%	4%	7%
Absent	1%	25%	3%	*	4%	2%	*	-	-	-	4%	*	1%	12%	4%	7%
Other	0%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	75%	96%	*	96%	96%	*	-	-	-	94%	*	96%	95%	98%	100%
Included in Accountability	94%	73%	91%	*	91%	91%	*	-	-	-	94%	*	94%	77%	94%	80%

Texas Education Agency
2023-24 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	5%	1%	6%	*	5%	4%	*	-	-	-	0%	*	2%	18%	5%	20%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	25%	4%	*	4%	4%	*	-	-	-	6%	*	4%	5%	2%	0%
Absent	1%	25%	1%	*	1%	0%	*	-	-	-	6%	*	0%	5%	2%	0%
Other	0%	0%	3%	*	3%	4%	*	-	-	-	0%	*	4%	0%	0%	0%
Science																
Assessment Participant	99%	73%	99%	*	99%	100%	*	-	-	-	96%	*	100%	96%	99%	100%
Included in Accountability	93%	71%	93%	*	94%	94%	*	-	-	-	96%	*	98%	81%	93%	92%
Not Included in Accountability: Mobile	4%	1%	6%	*	5%	6%	*	-	-	-	0%	*	2%	15%	6%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	27%	1%	*	1%	0%	*	-	-	-	4%	*	0%	4%	1%	0%
Absent	1%	27%	1%	*	1%	0%	*	-	-	-	4%	*	0%	4%	1%	0%
Other	0%	0%	0%	*	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	74%	100%	*	100%	100%	-	-	-	-	100%	-	100%	100%	100%	*
Included in Accountability	94%	73%	94%	*	91%	100%	-	-	-	-	100%	-	97%	86%	92%	*
Not Included in Accountability: Mobile	4%	1%	6%	*	9%	0%	-	-	-	-	0%	-	3%	14%	8%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Not Tested	1%	26%	0%	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Absent	1%	26%	0%	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Other	0%	0%	0%	*	0%	0%	-	-	-	-	0%	-	0%	0%	0%	*
Accelerated Testers																
SAT/ACT Participant	93%	73%	89%	-	87%	92%	-	-	-	-	-	-	89%	*	100%	-

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

Texas Education Agency
2023-24 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
Attendance Rate													
2022-23	93.3%	95.3%	91.6%	*	91.3%	93.0%	*	-	-	-	90.9%	90.0%	91.6%
2021-22	92.2%	91.0%	88.1%	*	87.5%	90.4%	*	-	-	*	85.4%	87.3%	87.4%
Chronic Absenteeism													
2022-23	20.3%	23.8%	28.0%	40.0%	29.0%	24.2%	*	-	-	-	32.7%	35.7%	20.8%
2021-22	25.7%	30.9%	43.8%	100.0%	46.5%	32.7%	*	-	-	-	47.9%	47.6%	38.9%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	6.2%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	10.8%	0.3%	0.0%	0.0%	1.1%	*	-	-	-	0.0%	0.5%	0.0%
2021-22	2.2%	0.8%	0.8%	0.0%	1.2%	0.0%	*	-	-	*	0.0%	0.5%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	60.6%	63.0%	*	84.4%	44.8%	-	*	-	-	58.8%	50.0%	*
Received TxCHSE	0.3%	1.0%	1.6%	*	0.0%	1.7%	-	*	-	-	0.0%	1.5%	*
Continued HS	3.1%	0.5%	0.8%	*	1.6%	0.0%	-	*	-	-	5.9%	0.0%	*
Dropped Out	6.3%	37.9%	34.6%	*	14.1%	53.4%	-	*	-	-	35.3%	48.5%	*
Graduates and TxCHSE	90.6%	61.6%	64.6%	*	84.4%	46.6%	-	*	-	-	58.8%	51.5%	*
Graduates, TxCHSE, and Continuers	93.7%	62.1%	65.4%	*	85.9%	46.6%	-	*	-	-	64.7%	51.5%	*
Class of 2022													
Graduated	89.7%	58.6%	59.6%	*	81.0%	36.4%	-	-	-	*	58.3%	53.4%	*
Received TxCHSE	0.3%	5.2%	5.3%	*	0.0%	11.4%	-	-	-	*	0.0%	4.1%	*
Continued HS	3.5%	5.2%	3.5%	*	4.8%	2.3%	-	-	-	*	16.7%	5.5%	*
Dropped Out	6.4%	31.0%	31.6%	*	14.3%	50.0%	-	-	-	*	25.0%	37.0%	*
Graduates and TxCHSE	90.0%	63.8%	64.9%	*	81.0%	47.7%	-	-	-	*	58.3%	57.5%	*
Graduates, TxCHSE, and Continuers	93.6%	69.0%	68.4%	*	85.7%	50.0%	-	-	-	*	75.0%	63.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	60.9%	61.4%	*	84.1%	36.4%	-	-	-	*	61.5%	57.7%	*
Received TxCHSE	0.4%	8.7%	8.8%	*	0.0%	18.2%	-	-	-	*	0.0%	9.9%	*
Continued HS	1.0%	1.7%	1.8%	*	1.6%	2.3%	-	-	-	*	15.4%	0.0%	*
Dropped Out	6.8%	28.7%	28.1%	*	14.3%	43.2%	-	-	-	*	23.1%	32.4%	*
Graduates and TxCHSE	92.2%	69.6%	70.2%	*	84.1%	54.5%	-	-	-	*	61.5%	67.6%	*

Texas Education Agency
2023-24 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	93.2%	71.3%	71.9%	*	85.7%	56.8%	-	-	-	*	76.9%	67.6%	*
Class of 2021													
Graduated	92.2%	79.0%	79.0%	71.4%	85.9%	71.2%	-	-	-	*	83.3%	79.2%	*
Received TxCHSE	0.4%	2.4%	2.4%	0.0%	0.0%	5.8%	-	-	-	*	0.0%	2.6%	*
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	18.5%	18.5%	28.6%	14.1%	23.1%	-	-	-	*	16.7%	18.2%	*
Graduates and TxCHSE	92.7%	81.5%	81.5%	71.4%	85.9%	76.9%	-	-	-	*	83.3%	81.8%	*
Graduates, TxCHSE, and Continuers	93.7%	81.5%	81.5%	71.4%	85.9%	76.9%	-	-	-	*	83.3%	81.8%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	79.7%	79.7%	83.3%	85.9%	71.2%	-	-	-	*	83.3%	80.3%	*
Received TxCHSE	0.5%	4.9%	4.9%	0.0%	3.1%	7.7%	-	-	-	*	0.0%	3.9%	*
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	15.4%	15.4%	16.7%	10.9%	21.2%	-	-	-	*	16.7%	15.8%	*
Graduates and TxCHSE	93.2%	84.6%	84.6%	83.3%	89.1%	78.8%	-	-	-	*	83.3%	84.2%	*
Graduates, TxCHSE, and Continuers	93.7%	84.6%	84.6%	83.3%	89.1%	78.8%	-	-	-	*	83.3%	84.2%	*
Class of 2020													
Graduated	92.7%	91.9%	91.9%	*	92.6%	93.5%	-	-	-	-	77.8%	87.3%	*
Received TxCHSE	0.5%	1.2%	1.2%	*	1.9%	0.0%	-	-	-	-	0.0%	1.8%	*
Continued HS	0.5%	1.2%	1.2%	*	1.9%	0.0%	-	-	-	-	11.1%	1.8%	*
Dropped Out	6.2%	5.8%	5.8%	*	3.7%	6.5%	-	-	-	-	11.1%	9.1%	*
Graduates and TxCHSE	93.2%	93.0%	93.0%	*	94.4%	93.5%	-	-	-	-	77.8%	89.1%	*
Graduates, TxCHSE, and Continuers	93.8%	94.2%	94.2%	*	96.3%	93.5%	-	-	-	-	88.9%	90.9%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	59.2%	61.8%	*	82.1%	44.1%	-	*	-	-	61.1%	48.5%	*
Class of 2022	89.7%	58.6%	59.6%	*	81.0%	36.4%	-	-	-	*	58.3%	53.4%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	16.5%	17.5%	-	18.5%	15.4%	-	-	-	-	100.0%	24.2%	*
Class of 2022	3.7%	25.0%	25.0%	-	31.4%	6.3%	-	-	-	*	100.0%	23.1%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 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 2023	84.3%	68.0%	82.5%	-	81.5%	84.6%	-	-	-	-	0.0%	75.8%	*
Class of 2022	84.3%	73.5%	73.5%	-	66.7%	93.8%	-	-	-	*	0.0%	74.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	87.8%	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	*
Class of 2022	88.0%	98.5%	98.5%	-	98.0%	100.0%	-	-	-	*	100.0%	97.4%	*
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	17.6%	19.0%	-	20.7%	15.4%	-	-	-	-	91.7%	25.0%	*
2021-22	3.9%	25.8%	25.8%	-	32.0%	6.7%	-	-	-	*	87.5%	25.0%	*
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	62.0%	79.8%	-	77.6%	84.6%	-	-	-	-	0.0%	72.2%	*
2021-22	82.3%	72.7%	72.7%	-	68.0%	86.7%	-	-	-	*	0.0%	75.0%	*
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	84.3%	98.8%	-	98.3%	100.0%	-	-	-	-	91.7%	97.2%	*
2021-22	86.0%	98.5%	98.5%	-	100.0%	93.3%	-	-	-	*	87.5%	100.0%	*

Texas Education Agency
2023-24 Graduation Profile (TAPR)
 KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	84	100.0%	140	377,367
By Ethnicity:				
African American	0	0.0%	6	46,822
Hispanic	58	69.0%	79	197,333
White	26	31.0%	53	103,009
American Indian	0	0.0%	0	1,181
Asian	0	0.0%	0	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	0	0.0%	2	9,297
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	32	270
Foundation H.S. Program (No Endorsement)	1	1.2%	22	49,278
Foundation H.S. Program (Endorsement)	16	19.0%	19	16,475
Foundation H.S. Program (DLA)	67	79.8%	67	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	12	14.3%	16	34,589
Economically Disadvantaged Graduates	36	42.9%	48	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	2	2.4%	2	50,229
At-Risk Graduates	23	27.4%	33	168,430
CTE Completers	15	17.9%	15	116,959

Texas Education Agency
2023-24 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
College, Career, and Military Ready Graduates (Student Achievement)†‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	67.9%	94.0%	-	91.4%	100.0%	-	-	-	-	100.0%	91.7%	*
2021-22	70.0%	86.4%	86.4%	-	82.0%	100.0%	-	-	-	*	100.0%	83.3%	*
College Ready Graduates†‡													
College Ready (Annual Graduates)†‡													
2022-23	61.9%	51.4%	71.4%	-	65.5%	84.6%	-	-	-	-	91.7%	66.7%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	37.9%	50.0%	-	36.2%	80.8%	-	-	-	-	25.0%	41.7%	*
2021-22	57.1%	68.2%	68.2%	-	66.0%	73.3%	-	-	-	*	50.0%	66.7%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	17.1%	20.2%	-	15.5%	30.8%	-	-	-	-	16.7%	11.1%	*
2021-22	48.2%	33.3%	33.3%	-	30.0%	46.7%	-	-	-	*	25.0%	33.3%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	16.4%	19.0%	-	13.8%	30.8%	-	-	-	-	16.7%	11.1%	*
2021-22	42.2%	31.8%	31.8%	-	28.0%	46.7%	-	-	-	*	25.0%	30.6%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	0.7%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2021-22	20.5%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Associate Degree (Annual Graduates)													
2022-23	2.5%	9.3%	15.5%	-	15.5%	15.4%	-	-	-	-	0.0%	5.6%	*
2021-22	2.4%	15.2%	15.2%	-	14.0%	20.0%	-	-	-	*	0.0%	16.7%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	33.6%	54.8%	-	50.0%	65.4%	-	-	-	-	16.7%	47.2%	*
2021-22	24.0%	60.6%	60.6%	-	56.0%	73.3%	-	-	-	*	37.5%	55.6%	*
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	0.7%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2021-22	4.4%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	9.3%	13.1%	-	15.5%	7.7%	-	-	-	-	91.7%	19.4%	*
2021-22	5.0%	10.6%	10.6%	-	14.0%	0.0%	-	-	-	*	87.5%	13.9%	*
Career / Military Ready Graduates†‡													
Career or Military Ready (Annual Graduates)†‡													

Texas Education Agency
2023-24 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
2022-23	36.4%	44.3%	66.7%	-	72.4%	53.8%	-	-	-	-	58.3%	75.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	43.6%	65.5%	-	70.7%	53.8%	-	-	-	-	50.0%	72.2%	*
2021-22	28.0%	28.8%	28.8%	-	28.0%	33.3%	-	-	-	*	25.0%	33.3%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	2.9%	4.8%	-	5.2%	3.8%	-	-	-	-	0.0%	0.0%	*
2021-22	0.7%	4.5%	4.5%	-	4.0%	6.7%	-	-	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	0.7%	1.2%	-	1.7%	0.0%	-	-	-	-	8.3%	2.8%	*
2021-22	2.5%	1.5%	1.5%	-	0.0%	6.7%	-	-	-	*	12.5%	0.0%	*
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency
2023-24 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
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2022-23	21.0%	33.6%	45.2%	-	31.0%	76.9%	-	-	-	-	8.3%	38.9%	*
	2021-22	22.8%	51.5%	51.5%	-	46.0%	66.7%	-	-	-	*	0.0%	44.4%	*
Mathematics	2022-23	19.9%	10.0%	9.5%	-	6.9%	15.4%	-	-	-	-	0.0%	8.3%	*
	2021-22	18.7%	18.2%	18.2%	-	14.0%	33.3%	-	-	-	*	0.0%	13.9%	*
Both Subjects	2022-23	12.5%	9.3%	8.3%	-	5.2%	15.4%	-	-	-	-	0.0%	8.3%	*
	2021-22	12.6%	18.2%	18.2%	-	14.0%	33.3%	-	-	-	*	0.0%	13.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2022-23	18.2%	1.4%	2.4%	-	1.7%	3.8%	-	-	-	-	16.7%	0.0%	*
	2021-22	11.7%	19.7%	19.7%	-	24.0%	6.7%	-	-	-	*	50.0%	22.2%	*
Mathematics	2022-23	20.2%	2.1%	3.6%	-	1.7%	7.7%	-	-	-	-	16.7%	0.0%	*
	2021-22	14.0%	12.1%	12.1%	-	16.0%	0.0%	-	-	-	*	25.0%	13.9%	*
Both Subjects	2022-23	12.5%	1.4%	2.4%	-	1.7%	3.8%	-	-	-	-	16.7%	0.0%	*
	2021-22	7.5%	9.1%	9.1%	-	12.0%	0.0%	-	-	-	*	25.0%	8.3%	*
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2023	24.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2022	23.0%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
English Language Arts	2023	13.8%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2022	13.2%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Mathematics	2023	7.0%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2022	6.9%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Science	2023	10.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2022	9.6%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Social Studies	2023	13.1%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2022	12.5%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2023	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53.3%	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	50.4%	-	-	-	-	-	-	-	-	-	-	-	-
Science	2023	44.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 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	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2022-23	79.3%	39.3%	63.1%	-	62.1%	65.4%	-	-	-	-	33.3%	52.8%	*
	2021-22	71.5%	40.9%	40.9%	-	38.0%	46.7%	-	-	-	*	0.0%	38.9%	*
At/Above Criterion for All Examinees	2022-23	28.9%	12.7%	13.2%	-	11.1%	17.6%	-	-	-	-	*	5.3%	-
	2021-22	32.1%	22.2%	22.2%	-	10.5%	57.1%	-	-	-	*	-	21.4%	*
Average SAT Score (Annual Graduates)														
All Subjects	2022-23	978	924	920	-	883	998	-	-	-	-	*	890	-
	2021-22	1001	948	948	-	908	1075	-	-	-	-	-	944	730
English Language Arts and Writing	2022-23	497	477	474	-	450	524	-	-	-	-	*	461	-
	2021-22	506	480	480	-	461	540	-	-	-	-	-	476	330
Mathematics	2022-23	482	447	446	-	433	475	-	-	-	-	*	429	-
	2021-22	496	468	468	-	447	535	-	-	-	-	-	468	400
Average ACT Score (Annual Graduates)														
All Subjects	2022-23	19.2	*	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.5	22.0	22.0	-	-	25.0	-	-	-	19.0	-	-	-
English Language Arts	2022-23	18.8	*	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.2	22.0	22.0	-	-	25.5	-	-	-	18.5	-	-	-
Mathematics	2022-23	18.9	*	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.3	21.0	21.0	-	-	24.0	-	-	-	18.0	-	-	-
Science	2022-23	19.5	*	*	-	-	*	-	-	-	-	-	-	-
	2021-22	19.8	22.5	22.5	-	-	25.0	-	-	-	20.0	-	-	-

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2023-24 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	13.3%	41.6%	*	37.6%	55.3%	*	-	-	-	29.5%	33.3%	15.0%
	2021-22	44.2%	50.8%	50.8%	*	48.6%	57.4%	-	-	-	*	33.3%	44.4%	11.1%
English Language Arts	2022-23	17.4%	4.1%	7.8%	*	5.9%	13.6%	*	-	-	-	0.0%	4.2%	0.0%
	2021-22	16.6%	19.0%	19.0%	*	13.2%	38.1%	-	-	-	*	7.4%	13.9%	0.0%
Mathematics	2022-23	19.5%	8.9%	27.0%	*	25.0%	35.2%	*	-	-	-	25.0%	21.1%	15.0%
	2021-22	19.9%	40.5%	40.5%	*	36.4%	53.8%	-	-	-	*	24.0%	35.9%	16.7%
Science	2022-23	21.5%	7.3%	27.3%	*	24.9%	35.7%	*	-	-	-	13.6%	19.8%	10.0%
	2021-22	21.1%	18.6%	18.6%	*	19.8%	11.8%	-	-	-	*	4.2%	15.0%	16.7%
Social Studies	2022-23	24.0%	2.9%	12.7%	*	8.4%	25.0%	*	-	-	-	0.0%	6.0%	0.0%
	2021-22	22.8%	25.3%	25.3%	*	19.9%	42.0%	-	-	-	*	0.0%	18.8%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 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	310	100.0%	1,027	5,517,464	310	100.0%	1,031	5,531,236
Students by Grade								
Grade 9	73	23.5%	7.2%	8.6%	73	23.5%	7.2%	8.5%
Grade 10	75	24.2%	7.7%	8.0%	75	24.2%	7.7%	7.9%
Grade 11	87	28.1%	8.5%	7.4%	87	28.1%	8.4%	7.4%
Grade 12	75	24.2%	7.3%	6.6%	75	24.2%	7.3%	6.7%
Ethnic Distribution								
African American	6	1.9%	2.6%	12.8%	6	1.9%	2.6%	12.8%
Hispanic	230	74.2%	77.2%	53.2%	230	74.2%	77.2%	53.2%
White	70	22.6%	18.4%	25.0%	70	22.6%	18.4%	25.0%
American Indian	2	0.6%	0.2%	0.3%	2	0.6%	0.2%	0.3%
Asian	0	0.0%	0.4%	5.4%	0	0.0%	0.4%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	2	0.6%	1.1%	3.1%	2	0.6%	1.1%	3.1%
Sex								
Female	148	47.7%	50.1%	48.9%	148	47.7%	50.0%	48.8%
Male	162	52.3%	49.9%	51.1%	162	52.3%	50.0%	51.2%
Other Student Cohorts								
Economically Disadvantaged	156	50.3%	61.2%	62.3%	156	50.3%	61.2%	62.2%
Non-Educationally Disadvantaged	154	49.7%	38.8%	37.7%	154	49.7%	38.8%	37.8%
Section 504 Students	21	6.8%	6.7%	7.2%	21	6.8%	6.7%	7.2%
EB Students/EL	22	7.1%	7.4%	24.4%	22	7.1%	7.4%	24.3%
Students w/ Disciplinary Placements (2022-23)	20	5.7%	0.4%	1.9%				
Students w/ Dyslexia	17	5.5%	6.8%	6.0%	17	5.5%	6.8%	6.0%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.3%	1.4%	0	0.0%	0.3%	1.4%
Immigrant	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	69.2%	65.7%	0	0.0%	69.4%	65.7%
Military Connected	8	2.6%	1.8%	3.9%	8	2.6%	1.7%	3.9%
At-Risk	106	34.2%	47.2%	53.2%	106	34.2%	47.0%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	22	7.1%	7.0%	24.5%	22	7.1%	7.0%	24.4%
Career and Technical Education	276	89.0%	32.0%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	276	89.0%	87.6%	73.3%	-	-	-	-
Gifted and Talented Education	40	12.9%	7.4%	8.5%	40	12.9%	7.4%	8.5%
Special Education	44	14.2%	15.7%	13.9%	44	14.2%	16.0%	14.0%

Texas Education Agency
2023-24 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 with Disabilities by Type of Primary Disability								
Total Students with Disabilities	44							
Students with Intellectual Disabilities	30	68.2%	53.4%	45.7%				
Students with Physical Disabilities	*	*	18.6%	18.9%				
Students with Autism	6	13.6%	14.9%	16.2%				
Students with Behavioral Disabilities	**	**	**	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.7%				
Mobility (2022-23)								
Total Mobile Students	45	12.9%	54.6%	16.1%				
African American	2	0.6%	12.6%	3.4%				
Hispanic	33	9.5%	23.7%	8.5%				
White	10	2.9%	15.0%	3.1%				
American Indian	0	0.0%	0.4%	0.1%				
Asian	0	0.0%	0.8%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	0	0.0%	2.0%	0.5%				
Special Ed Students who are Mobile	8	15.4%	58.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	6	24.0%	46.0%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	32	16.2%	52.2%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	30	11.9%	10.5%	18.1%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	0.0%	42.5%	7.9%	0.0%	40.4%	11.9%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	12.0	13.1	16.3
Foreign Languages	6.7	8.7	18.8
Mathematics	10.9	12.1	17.5

Texas Education Agency
2023-24 Student Information (TAPR)
KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY

Class Size Information	Campus	District	State
Science	12.5	13.2	18.5
Social Studies	15.5	16.5	18.8

Texas Education Agency
2023-24 Staff Information (TAPR)
KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	41.8	100.0%	100.0%	100.0%
Professional Staff	35.1	83.9%	57.3%	63.9%
Teachers	30.7	73.4%	39.5%	48.3%
Professional Support	2.4	5.7%	12.8%	11.1%
Campus Administration (School Leadership)	2.0	4.8%	3.0%	3.3%
Educational Aides	6.8	16.1%	15.5%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	1.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	0.0	n/a	3.0	13,870.0
Part-time Counselors	1.0	n/a	1.0	1,172.0
Total Minority Staff	19.2	46.0%	59.6%	54.4%
Teachers by Ethnicity				
African American	1.0	3.3%	3.3%	12.6%
Hispanic	10.5	34.1%	36.6%	30.1%
White	18.4	60.0%	58.9%	53.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.8	2.6%	1.1%	1.3%
Teachers by Sex				
Males	15.3	49.7%	24.9%	24.5%
Females	15.4	50.3%	75.1%	75.5%
Teachers by Highest Degree Held				
No Degree	2.8	9.1%	3.4%	2.5%
Bachelors	23.7	77.1%	83.9%	71.7%
Masters	4.2	13.8%	12.7%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	2.4	7.9%	5.6%	8.7%
1-5 Years Experience	8.0	25.9%	30.0%	27.4%
6-10 Years Experience	6.8	22.3%	16.5%	20.2%
11-20 Years Experience	5.6	18.1%	30.3%	27.1%
21-30 Years Experience	4.9	16.0%	14.3%	13.7%
Over 30 Years Experience	3.0	9.8%	3.3%	3.0%
Number of Students per Teacher	10.1	n/a	11.3	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	5.0	4.2	6.0
Average Years Experience of Principals with District	1.0	2.6	5.1
Average Years Experience of Assistant Principals	1.0	1.0	5.1
Average Years Experience of Assistant Principals with District	1.0	1.0	4.3
Average Years Experience of Teachers	12.3	11.1	11.1
Average Years Experience of Teachers with District	7.6	6.1	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$66,832	\$58,830	\$54,272
1-5 Years Experience	\$56,262	\$55,864	\$58,185
6-10 Years Experience	\$58,963	\$58,516	\$61,494
11-20 Years Experience	\$68,378	\$63,985	\$65,219
21-30 Years Experience	\$78,271	\$72,438	\$69,723
Over 30 Years Experience	\$73,990	\$73,990	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$65,151	\$61,901	\$62,474
Professional Support	\$75,088	\$65,837	\$73,783
Campus Administration (School Leadership)	\$97,158	\$85,129	\$86,738
Instructional Staff Percent	n/a	57.8%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	9.4	30.5%	10.8%	5.5%
Compensatory Education	0.0	0.0%	4.4%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	16.8	54.9%	74.3%	69.8%
Special Education	2.1	6.9%	7.0%	10.3%
Other	2.4	7.8%	3.6%	3.7%

- 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.

Texas Education Agency
2023-24 Staff Information (TAPR)
KARNES CITY H S (128901001) - KARNES CITY ISD - KARNES COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2022 - 2023 Actual Financial Data
Totals for KARNES CITY ISD (128901)
Total Enrolled Membership: 4,827

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$34,576,238	67.80%	\$7,163	\$34,576,238	63.77%	\$7,163	\$28,691,872,133	40.66%	\$5,214
State Operating Funds	\$14,368,298	28.17%	\$2,977	\$14,371,153	26.50%	\$2,977	\$23,719,158,787	33.61%	\$4,310
Federal Funds	\$474,121	0.93%	\$98	\$3,589,961	6.62%	\$744	\$14,132,922,804	20.03%	\$2,568
Other Local	\$1,582,096	3.10%	\$328	\$1,683,546	3.10%	\$349	\$4,021,402,796	5.70%	\$731
Total Operating Revenue	\$51,000,753	100.00%	\$10,566	\$54,220,898	100.00%	\$11,233	\$70,565,356,520	100.00%	\$12,822
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$7,529,480	99.91%	\$1,560	\$10,181,652,781	86.55%	\$1,850
State Assistance for Debt Service	\$0	0.00%	\$0	\$6,883	0.09%	\$1	\$388,614,109	3.30%	\$71
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$314,731,759	2.68%	\$57
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$879,081,869	7.47%	\$160
Total Other Revenue	\$0	0.00%	\$0	\$7,536,363	100.00%	\$1,561	\$11,764,080,518	100.00%	\$2,138
Subtotal: Operating and Other Revenue	\$51,000,753	100.00%	\$10,566	\$61,757,261	100.00%	\$12,794	\$82,329,437,038	100.00%	\$14,960
Recapture Revenue									
Local Property Tax Recaptured	\$16,226,852	100.00%	\$3,362	\$16,226,852	100.00%	\$3,362	\$4,520,744,064	100.00%	\$821
Total Recaptured Revenue	\$16,226,852	100.00%	\$3,362	\$16,226,852	100.00%	\$3,362	\$4,520,744,064	100.00%	\$821
Subtotal: Operating, Other and Recaptured Revenue	\$67,227,605	100.00%	\$13,927	\$77,984,113	100.00%	\$16,156	\$86,850,181,102	100.00%	\$15,781
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,519,285,839	48.45%	\$458
Estimated State TRS Contributions	\$787,727	100.00%	\$163	\$808,846	100.00%	\$168	\$2,680,158,246	51.55%	\$487
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$787,727	100.00%	\$163	\$808,846	100.00%	\$168	\$5,199,444,085	100.00%	\$945
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$51,788,480	100.00%	\$10,729	\$62,566,107	100.00%	\$12,962	\$87,528,881,123	100.00%	\$15,905
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$12,115,243	25.14%	\$2,510	\$14,540,005	28.21%	\$3,012	\$53,061,122,304	77.83%	\$9,642

2022 - 2023 Actual Financial Data
Totals for KARNES CITY ISD (128901)
Total Enrolled Membership: 4,827

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$34,033,532	70.61%	\$7,051	\$34,156,945	66.26%	\$7,076	\$6,951,471,452	10.20%	\$1,263
Supplies & Materials (Object 63xx)	\$1,531,842	3.18%	\$317	\$2,206,768	4.28%	\$457	\$6,000,809,548	8.80%	\$1,090
Other Operating Expenditures (Object 64xx)	\$517,890	1.07%	\$107	\$643,431	1.25%	\$133	\$2,164,945,111	3.18%	\$393
Total Operating Expenditures by Object	\$48,198,507	100.00%	\$9,985	\$51,547,149	100.00%	\$10,679	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$134	0.00%	\$0	\$134	0.00%	\$0	\$62,503,609	0.26%	\$11
Debt Services (Object 65xx)	\$0	0.00%	\$0	\$7,306,032	28.94%	\$1,514	\$11,163,943,942	46.06%	\$2,029
Capital Outlay (Object 66xx)	\$5,377,609	100.00%	\$1,114	\$17,940,363	71.06%	\$3,717	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Object	\$5,377,743	100.00%	\$1,114	\$25,246,529	100.00%	\$5,230	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Object	\$53,576,250	100.00%	\$11,099	\$76,793,678	100.00%	\$15,909	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$39,947,633	82.88%	\$8,276	\$40,823,207	79.20%	\$8,457	\$37,694,253,296	55.29%	\$6,849
Instructional Resources & Media Services (Function 12)	\$274,391	0.57%	\$57	\$285,245	0.55%	\$59	\$666,798,594	0.98%	\$121
Curriculum & Staff Development (Function 13)	\$203,844	0.42%	\$42	\$298,142	0.58%	\$62	\$1,695,187,680	2.49%	\$308
Instructional Leadership (Function 21)	\$114,528	0.24%	\$24	\$689,940	1.34%	\$143	\$1,229,238,310	1.80%	\$223
School Leadership (Function 23)	\$738,123	1.53%	\$153	\$1,091,197	2.12%	\$226	\$3,907,731,028	5.73%	\$710
Guidance Counseling Services (Function 31)	\$377,992	0.78%	\$78	\$380,697	0.74%	\$79	\$2,737,811,247	4.02%	\$497
Social Work Services (Function 32)	\$0	0.00%	\$0	\$7,283	0.01%	\$2	\$252,643,229	0.37%	\$46
Health Services (Function 33)	\$270,501	0.56%	\$56	\$270,501	0.52%	\$56	\$732,011,214	1.07%	\$133
Transportation (Function 34)	\$893,911	1.85%	\$185	\$989,751	1.92%	\$205	\$2,059,867,566	3.02%	\$374
Food Services (Function 35)	\$0	0.00%	\$0	\$1,147,362	2.23%	\$238	\$3,474,009,318	5.10%	\$631
Extracurricular (Function 36)	\$973,916	2.02%	\$202	\$982,394	1.91%	\$204	\$2,112,169,842	3.10%	\$384
General Administration (Function 41,92)	\$1,026,859	2.13%	\$213	\$1,026,859	1.99%	\$213	\$2,263,873,359	3.32%	\$411
Facilities Maintenance & Operations (Function 51)	\$2,445,194	5.07%	\$507	\$2,481,768	4.81%	\$514	\$6,750,271,702	9.90%	\$1,227
Security & Monitoring Services (Function 52)	\$357,153	0.74%	\$74	\$378,116	0.73%	\$78	\$909,865,518	1.33%	\$165
Data Processing Services (Function 53)	\$570,035	1.18%	\$118	\$593,207	1.15%	\$123	\$1,317,893,172	1.93%	\$239
Community Services (Function 61)	\$4,427	0.01%	\$1	\$101,480	0.20%	\$21	\$352,764,015	0.52%	\$64
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$21,959,325	0.03%	\$4

2022 - 2023 Actual Financial Data
Totals for KARNES CITY ISD (128901)
Total Enrolled Membership: 4,827

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$48,198,507	100.00%	\$9,985	\$51,547,149	100.00%	\$10,679	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$134	0.00%	\$0	\$134	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$0	0.00%	\$0	\$7,306,032	28.94%	\$1,514	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$5,377,609	100.00%	\$1,114	\$17,940,363	71.06%	\$3,717	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Function	\$5,377,743	100.00%	\$1,114	\$25,246,529	100.00%	\$5,230	\$24,235,698,663	100.00%	\$4,404
Grand Total: Operating and Non-Operating Expenditures by Function	\$53,576,250	100.00%	\$11,099	\$76,793,678	100.00%	\$15,909	\$92,414,047,078	100.00%	\$16,792
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$19,250,649	39.94%	\$3,988	\$19,251,828	37.35%	\$3,988	\$27,689,146,835	40.61%	\$5,031
Gifted and Talented (PIC 21)	\$307,985	0.64%	\$64	\$307,985	0.60%	\$64	\$402,862,418	0.59%	\$73
Career and Technical (PIC 22)	\$2,642,696	5.48%	\$547	\$2,642,696	5.13%	\$547	\$2,307,412,199	3.38%	\$419
Students with Disabilities (PICs 23,33,43)	\$10,908,835	22.63%	\$2,260	\$10,910,127	21.17%	\$2,260	\$8,680,955,352	12.73%	\$1,577
State Compensatory Education (PICs 24,26,28,29,30,34)	\$3,669,872	7.61%	\$760	\$5,731,471	11.12%	\$1,187	\$6,677,859,721	9.79%	\$1,213
Bilingual (PICs 25,35)	\$3,896	0.01%	\$1	\$3,896	0.01%	\$1	\$757,673,102	1.11%	\$138
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment (PIC 36)	\$3,480,854	7.22%	\$721	\$3,480,854	6.75%	\$721	\$1,312,642,101	1.93%	\$239
Dyslexia or Related Disorder Services (PIC 37)	\$1,427,142	2.96%	\$296	\$1,427,142	2.77%	\$296	\$400,803,739	0.59%	\$73
College, Career, and Military Readiness (CCMR) (PIC 38)	\$318,806	0.66%	\$66	\$318,806	0.62%	\$66	\$377,840,010	0.55%	\$69
Athletics/Related Activities (PIC 91)	\$699,113	1.45%	\$145	\$699,113	1.36%	\$145	\$1,361,458,192	2.00%	\$247
Un-Allocated (PIC 99)	\$5,488,659	11.39%	\$1,137	\$6,773,231	13.14%	\$1,403	\$18,209,694,746	26.71%	\$3,309
Total Operating Expenditures by Program Intent Code (PIC)	\$48,198,507	100.00%	\$9,985	\$51,547,149	100.00%	\$10,679	\$68,178,348,415	100.00%	\$12,389
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$134	0.00%	\$0	\$134	0.00%	\$0	\$62,503,609	0.26%	\$11
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$0	0.00%	\$0	\$7,306,032	28.94%	\$1,514	\$11,163,943,942	46.06%	\$2,029
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$5,377,609	100.00%	\$1,114	\$17,940,363	71.06%	\$3,717	\$13,009,251,112	53.68%	\$2,364
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$5,377,743	100.00%	\$1,114	\$25,246,529	100.00%	\$5,230	\$24,235,698,663	100.00%	\$4,404

2022 - 2023 Actual Financial Data
Totals for KARNES CITY ISD (128901)
Total Enrolled Membership: 4,827

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$53,576,250	100.00%	\$11,099	\$76,793,678	100.00%	\$15,909	\$92,414,047,078	100.00%	\$16,792
Disbursements									
Total Disbursements									
Operating Expenditures	\$48,198,507	66.59%	\$9,985	\$51,547,149	53.92%	\$10,679	\$68,178,348,415	68.96%	\$12,389
Recapture	\$16,226,852	22.40%	\$3,362	\$16,226,852	17.00%	\$3,362	\$4,520,744,064	4.57%	\$821
Total Other Uses	\$1,622,153	2.24%	\$336	\$1,622,153	1.70%	\$336	\$1,186,632,466	1.20%	\$216
Intergovernmental Charge	\$958,773	1.32%	\$199	\$958,773	1.00%	\$199	\$748,756,781	0.76%	\$136
Capital Outlay (Object 61xx-64xx)	\$134	0.00%	\$0	\$134	0.00%	\$0	\$62,503,609	0.06%	\$11
Debt Service (Object 65xx)	\$0	0.00%	\$0	\$7,306,032	7.64%	\$1,514	\$11,163,943,942	11.29%	\$2,029
Capital Projects (Object 66xx)	\$5,377,609	7.43%	\$1,114	\$17,940,363	18.77%	\$3,717	\$13,009,251,112	13.16%	\$2,364
Total Disbursements	\$72,384,028	100.00%	\$14,996	\$95,601,456	100.00%	\$19,806	\$98,870,180,389	100.00%	\$17,966
Tax Rates									
2022 - 2023 (current tax year) Tax Rates									
Maintenance & Operations Tax Rate				0.8546			0.9123		
Interest & Sinking Tax Rate				0.1268			0.2273		
Total Tax Rate				0.9814			1.1396		
Tax Detail									
Maximum Compressed Tax Rate (MCR)				0.8046			0.8185		
Tier I Tax Rate				0.8046			0.8182		
Tier II Tax Rate (Enrichment Pennies)				0.0500			0.0941		
Fund Balance**									
Fund Balance									
Nonspendable Fund Balance	\$0		\$0	\$0		\$0	\$432,562,929		\$85
Restricted Fund Balance	\$0		\$0	\$12,914,717		\$2,676	\$34,649,934,798		\$6,795
Committed Fund Balance	\$2,600,000		\$539	\$2,600,000		\$539	\$4,558,561,099		\$894
Assigned Fund Balance	\$0		\$0	\$59,379		\$12	\$4,079,140,041		\$800

2022 - 2023 Actual Financial Data
Totals for KARNES CITY ISD (128901)
Total Enrolled Membership: 4,827

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Unassigned Fund Balance	\$44,575,759		\$9,235	\$44,575,759		\$9,235	\$17,788,393,141		\$3,488
Total Fund Balance**	\$47,175,759		\$9,773	\$60,149,855		\$12,461	\$61,508,592,008		\$12,062
Fund Balance Reconciliation									
2021-2022 Total Fund Balance (Previous Year)	\$48,974,240		\$46,731	\$73,914,785		\$70,529	\$50,783,175,728		\$10,106
2022-2023 Excess (Deficiency) Operating Expenditures	\$-862,642		\$-179	\$-12,905,428		\$-2,674	\$-9,216,770,473		\$-1,807
2022-2023 Excess (Deficiency) Non-Operating Expenditures	\$-76,337		\$-16	\$0		\$0	\$19,912,005,526		\$3,905
2022-2023 Uncommon Items	\$-859,502		\$-178	\$-859,502		\$-178	\$30,181,227		\$6
2022-2023 Total Fund Balance	\$47,175,759		\$9,773	\$60,149,855		\$12,461	\$61,508,592,008		\$12,062

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KARNES CITY PRI (128901107)
KARNES CITY ISD**

Total Enrolled Membership: 220

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$9,661,121	100.00%	\$43,914	\$9,715,538	100.00%	\$44,162
Operating-Payroll	\$1,946,275	20.15%	\$8,847	\$1,979,261	20.37%	\$8,997
Other Operating	\$7,714,846	79.85%	\$35,067	\$7,736,277	79.63%	\$35,165
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$9,661,121	100.00%	\$43,914	\$9,715,538	100.00%	\$44,162
Instruction (11,95) *	\$9,304,484	96.31%	\$42,293	\$9,342,820	96.16%	\$42,467
Instructional Res/Media (12) *	\$59,221	0.61%	\$269	\$59,221	0.61%	\$269
Curriculum/Staff Develop (13) *	\$38,478	0.40%	\$175	\$38,478	0.40%	\$175
Instructional Leadership (21) *	\$27,580	0.29%	\$125	\$27,580	0.28%	\$125
School Leadership (23) *	\$78,590	0.81%	\$357	\$93,941	0.97%	\$427
Guidance/Counseling Svcs (31) *	\$92,516	0.96%	\$421	\$92,516	0.95%	\$421
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$55,826	0.58%	\$254	\$55,826	0.57%	\$254
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$0	0.00%	\$0	\$730	0.01%	\$3
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KARNES CITY PRI (128901107)
KARNES CITY ISD**

Total Enrolled Membership: 220

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$4,426	0.05%	\$20	\$4,426	0.05%	\$20
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$9,661,121	100.00%	\$43,914	\$9,715,538	100.00%	\$44,162
Regular	\$3,780,557	39.13%	\$17,184	\$3,780,557	38.91%	\$17,184
Gifted & Talented	\$3,538	0.04%	\$16	\$3,538	0.04%	\$16
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$2,933,267	30.36%	\$13,333	\$2,933,267	30.19%	\$13,333
State Compensatory ED	\$877,595	9.08%	\$3,989	\$915,931	9.43%	\$4,163
Bilingual	\$818	0.01%	\$4	\$818	0.01%	\$4
Early Education Allotment	\$2,060,920	21.33%	\$9,368	\$2,060,920	21.21%	\$9,368
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$4,426	0.05%	\$20	\$20,507	0.21%	\$93

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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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROGER E SIDES EL (128901105)
KARNES CITY ISD**

Total Enrolled Membership: 288

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$10,550,112	100.00%	\$36,632	\$10,592,716	100.00%	\$36,780
Operating-Payroll	\$2,394,388	22.70%	\$8,314	\$2,403,421	22.69%	\$8,345
Other Operating	\$8,155,724	77.30%	\$28,318	\$8,189,295	77.31%	\$28,435
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$10,550,112	100.00%	\$36,632	\$10,592,716	100.00%	\$36,780
Instruction (11,95) *	\$10,024,519	95.02%	\$34,807	\$10,038,369	94.77%	\$34,855
Instructional Res/Media (12) *	\$50,903	0.48%	\$177	\$61,757	0.58%	\$214
Curriculum/Staff Develop (13) *	\$69,356	0.66%	\$241	\$72,142	0.68%	\$250
Instructional Leadership (21) *	\$29,148	0.28%	\$101	\$29,148	0.28%	\$101
School Leadership (23) *	\$181,505	1.72%	\$630	\$196,619	1.86%	\$683
Guidance/Counseling Svcs (31) *	\$76,972	0.73%	\$267	\$76,972	0.73%	\$267
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$97,678	0.93%	\$339	\$97,678	0.92%	\$339
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$20,031	0.19%	\$70	\$20,031	0.19%	\$70
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR ROGER E SIDES EL (128901105)
KARNES CITY ISD**

Total Enrolled Membership: 288

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$10,550,112	100.00%	\$36,632	\$10,592,716	100.00%	\$36,780
Regular	\$4,361,146	41.34%	\$15,143	\$4,361,146	41.17%	\$15,143
Gifted & Talented	\$589	0.01%	\$2	\$589	0.01%	\$2
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$3,327,278	31.54%	\$11,553	\$3,327,278	31.41%	\$11,553
State Compensatory ED	\$694,986	6.59%	\$2,413	\$711,622	6.72%	\$2,471
Bilingual	\$620	0.01%	\$2	\$620	0.01%	\$2
Early Education Allotment	\$1,419,934	13.46%	\$4,930	\$1,419,934	13.40%	\$4,930
Dyslexia or Related Disorder Serv	\$725,528	6.88%	\$2,519	\$725,528	6.85%	\$2,519
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$0	0.00%	\$0	\$0	0.00%	\$0
Un-Allocated	\$20,031	0.19%	\$70	\$45,999	0.43%	\$160

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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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KARNES CITY J H (128901041)
KARNES CITY ISD**

Total Enrolled Membership: 221

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$8,224,170	100.00%	\$37,213	\$8,327,205	100.00%	\$37,680
Operating-Payroll	\$1,983,179	24.11%	\$8,974	\$2,060,734	24.75%	\$9,325
Other Operating	\$6,240,991	75.89%	\$28,240	\$6,266,471	75.25%	\$28,355
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$8,224,170	100.00%	\$37,213	\$8,327,205	100.00%	\$37,680
Instruction (11,95) *	\$7,738,849	94.10%	\$35,017	\$7,830,964	94.04%	\$35,434
Instructional Res/Media (12) *	\$53,945	0.66%	\$244	\$53,945	0.65%	\$244
Curriculum/Staff Develop (13) *	\$36,927	0.45%	\$167	\$36,927	0.44%	\$167
Instructional Leadership (21) *	\$22,223	0.27%	\$101	\$22,223	0.27%	\$101
School Leadership (23) *	\$165,714	2.01%	\$750	\$176,634	2.12%	\$799
Guidance/Counseling Svcs (31) *	\$90,078	1.10%	\$408	\$90,078	1.08%	\$408
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$44,983	0.55%	\$204	\$44,983	0.54%	\$204
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$71,451	0.87%	\$323	\$71,451	0.86%	\$323
Plant Maint/Operation (51) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Security/Monitoring (52) **	\$0	0.00%	\$0	\$0	0.00%	\$0

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KARNES CITY J H (128901041)
KARNES CITY ISD**

Total Enrolled Membership: 221

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$8,224,170	100.00%	\$37,213	\$8,327,205	100.00%	\$37,680
Regular	\$4,353,396	52.93%	\$19,699	\$4,353,396	52.28%	\$19,699
Gifted & Talented	\$109,101	1.33%	\$494	\$109,101	1.31%	\$494
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$2,247,603	27.33%	\$10,170	\$2,247,603	26.99%	\$10,170
State Compensatory ED	\$740,427	9.00%	\$3,350	\$832,542	10.00%	\$3,767
Bilingual	\$578	0.01%	\$3	\$578	0.01%	\$3
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$701,614	8.53%	\$3,175	\$701,614	8.43%	\$3,175
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$49,031	0.60%	\$222	\$49,031	0.59%	\$222
Un-Allocated	\$22,420	0.27%	\$101	\$33,340	0.40%	\$151

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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**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KARNES CITY H S (128901001)
KARNES CITY ISD**

Total Enrolled Membership: 329

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$14,335,119	100.00%	\$43,572	\$14,352,655	100.00%	\$43,625
Operating-Payroll	\$3,757,445	26.21%	\$11,421	\$3,757,445	26.18%	\$11,421
Other Operating	\$10,569,929	73.73%	\$32,127	\$10,587,465	73.77%	\$32,181
Non-Operating(Equipt/Supplies)	\$7,745	0.05%	\$24	\$7,745	0.05%	\$24
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$14,327,374	100.00%	\$43,548	\$14,344,910	100.00%	\$43,602
Instruction (11,95) *	\$12,816,141	89.45%	\$38,955	\$12,819,386	89.37%	\$38,965
Instructional Res/Media (12) *	\$110,322	0.77%	\$335	\$110,322	0.77%	\$335
Curriculum/Staff Develop (13) *	\$57,823	0.40%	\$176	\$57,823	0.40%	\$176
Instructional Leadership (21) *	\$35,577	0.25%	\$108	\$35,577	0.25%	\$108
School Leadership (23) *	\$312,314	2.18%	\$949	\$322,465	2.25%	\$980
Guidance/Counseling Svcs (31) *	\$118,426	0.83%	\$360	\$118,426	0.83%	\$360
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$72,014	0.50%	\$219	\$72,014	0.50%	\$219
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Extracurricular (36) **	\$782,712	5.46%	\$2,379	\$786,852	5.49%	\$2,392
Plant Maint/Operation (51) **	\$2,581	0.02%	\$8	\$2,581	0.02%	\$8
Security/Monitoring (52) **	\$16,631	0.12%	\$51	\$16,631	0.12%	\$51

**2022-2023 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS
TOTALS FOR KARNES CITY H S (128901001)
KARNES CITY ISD**

Total Enrolled Membership: 329

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$14,327,374	100.00%	\$43,548	\$14,344,910	100.00%	\$43,602
Regular	\$6,637,786	46.33%	\$20,176	\$6,638,965	46.28%	\$20,179
Gifted & Talented	\$194,757	1.36%	\$592	\$194,757	1.36%	\$592
Career & Technical	\$2,622,702	18.31%	\$7,972	\$2,622,702	18.28%	\$7,972
Students with Disabilities	\$2,392,082	16.70%	\$7,271	\$2,392,251	16.68%	\$7,271
State Compensatory ED	\$1,356,864	9.47%	\$4,124	\$1,358,930	9.47%	\$4,130
Bilingual	\$620	0.00%	\$2	\$620	0.00%	\$2
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$0	0.00%	\$0	\$0	0.00%	\$0
CCMR	\$318,806	2.23%	\$969	\$318,806	2.22%	\$969
Athletic Programming	\$650,012	4.54%	\$1,976	\$650,012	4.53%	\$1,976
Un-Allocated	\$153,745	1.07%	\$467	\$167,867	1.17%	\$510

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.

2022-2023 Accreditation Statuses

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

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

Show/Hide columns:

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

Show entries

Search:

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
128901	KARNES CITY ISD	3	A - Superior Achievement	B	ACCREDITED		

Karnes City Independent School District

Karnes City Primary

2023-2024 Formative Review



Mission Statement

Karnes City ISD, maximizing opportunities for by building meaningful connections and an empowered learning community- every moment, every person, everyday.

Vision

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

Karnes City Primary will be a loving and inclusive school that nurtures critical thinking by building a strong academic foundation that empowers students to become innovative, honorable leaders.

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Goals

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

Performance Objective 1: 80% of Pre-Kindergarten, 81% of Kindergarten and 85% of First Grade students will meet or exceed expected reading proficiency levels.

HB3 Goal

Evaluation Data Sources: MAP Growth, CIRCLE, mClass, Amplify Boost Progress, RTI Progress Monitoring, Reading Levels, Administrator Walkthroughs and Observations (TTESS), Instructional Coach Cycles.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily small group reading instruction used in Pre-Kindergarten, Kindergarten and First Grade classrooms.</p> <p>Strategy's Expected Result/Impact: Decreased number of students in need of intervention; one year growth on reading assessment; build strong foundation in independent reading.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Jan	Mar	May	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Continued implementation of Saxon Phonics program to provide foundational phonics reading skills. Saxon Phonics will increase specific instruction in phonics to strengthen basic reading skills and be proactive in addressing possible dyslexia concerns.</p> <p>Strategy's Expected Result/Impact: Prepare teachers to be better equipped in delivering phonics instruction, decreased number of students on dyslexia screener; one year growth on reading assessments; build strong foundational skills in reading.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Saxon Phonics curriculum - 211-Title I, Part A - \$5,000</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of Amplify Texas Reading curriculum to provide foundational reading skills. Amplify Texas is identified as a High Quality Instructional Material designed to provide foundational reading strategies and skills.</p> <p>Strategy's Expected Result/Impact: Prepare teachers to be better equipped to teach high quality engaging lessons, and decrease the number of students in need of intervention.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Jan	Mar	May	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Implementation of Heggerty Phonological Awareness curriculum to provide foundational reading skills. Heggerty Phonological Awareness provides the phonological reading skills foundation in Pre-Kindergarten and Kindergarten.</p> <p>Strategy's Expected Result/Impact: Prepare teachers to be better equipped in delivering phonological instruction, decreased number of students in need of intervention; build strong foundational skills in reading.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Karnes City Primary will participate in at least one professional development session or learning conference focused on innovative instructional strategies and student engagement.</p> <p>Strategy's Expected Result/Impact: Prepare teachers to be better equipped to teach high quality engaging lessons, and decrease the number of students in need of intervention.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Campus Administrator</p>	Formative			Summative
	Jan	Mar	May	May
	N/A	N/A	N/A	
No Progress Accomplished Continue/Modify Discontinue				

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, Capturing Kids' Hearts reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The school counselor will provide bi-weekly guidance lessons while pushing into classrooms.</p> <p>Strategy's Expected Result/Impact: Students will be proactively provided social-emotional skills to enrich the learning environment; fewer classroom disruptions; decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Administrator, school counselor</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The school counselor will provide monthly Social-Emotional strategies using the Kimochis curriculum.</p> <p>Strategy's Expected Result/Impact: Students will be proactively provided social-emotional skills to identify emotions and feelings; fewer classroom disruptions; decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Administrator, school counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Jan	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

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 PBIS framework and Capturing Kids' Hearts program.

Evaluation Data Sources: Data collection of behavior referrals, walkthroughs and observations, social contracts, CKH survey reports.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all teachers and staff are trained in expectations; implement the Boomer's Buddy program on campus.</p> <p>Strategy's Expected Result/Impact: Fair and consistent behavior management techniques will be used to provide a safe, secure and healthy learning environment.</p> <p>Staff Responsible for Monitoring: PBIS Team, Counselor</p>	Formative			Summative
	Jan	Mar	May	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure all teachers and staff are trained in the Capturing Kid's Heart Program to continue implementation.</p> <p>Strategy's Expected Result/Impact: Teachers and staff increase relational capacity with students; students will be actively engaged in learning through a safe, secure environment.</p> <p>Staff Responsible for Monitoring: Central Office staff, Campus Principal, CKH Process Champions.</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will receive incentives for behavior and attendance throughout the year based on class social contracts.</p> <p>Strategy's Expected Result/Impact: Positive behavior will minimize disruptions in the classroom and provide a positive learning environment; student attendance rates will increase.</p> <p>Staff Responsible for Monitoring: Campus Principal, PEIMS, School Counselor, CKH Process Champions.</p>	Formative			Summative
	Jan	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

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 (Seesaw, newspaper, announcements, flyers, notes.), surveys

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents and families will be invited to attend campus activities such as Meet the Teacher, Grandparents Day, Academic Night, Veterans Day program, Thanksgiving Feast, Thanksgiving Float Parade, Christmas program, Field Day, Game Night, Phonics Parade, etc.</p> <p>Strategy's Expected Result/Impact: A welcoming school atmosphere with positive relationship between the school and community to benefit families and students.</p> <p>Staff Responsible for Monitoring: All campus staff.</p>	Formative			Summative
	Jan	Mar	May	May

Strategy 2 Details	Reviews			
<p>Strategy 2: KCP will implement a multi-faceted volunteer program designed to meet the needs of parent/family volunteers.</p> <p>Strategy's Expected Result/Impact: A welcoming school atmosphere with positive relationship between the school and community to benefit families and students.</p> <p>Staff Responsible for Monitoring: All campus staff, Parent Liaison</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 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 as needed. 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>Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will offer "Lunch and Learns" parent events during the school year inviting families to have lunch with their students and participate in an academic activity to take home.</p> <p>Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students and increase parental involvement in the student's academics.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers, district parent liaison</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Karnes City Primary will implement electronic language translators to support multilingual communication for students and families.</p> <p>Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students and increase parental involvement in the student's academics.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers, district parent liaison</p>	Formative			Summative
	Jan	Mar	May	May
	N/A	N/A	N/A	
<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 meet district growth goals through implementation of effective instructional practices and methodologies.

Evaluation Data Sources: Lesson Plans, Walkthroughs and Observations (TTESS), Learning Walks, grade level planning, student learning outcomes and examples, progress monitoring, grades, skills checklist, reading progress.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Grade level, PLC meetings, and 9 Week Planning days will be held to focus on the implementation of selected High-Quality Instructional Materials (HQIM) and research based instructional strategies.</p> <p>Strategy's Expected Result/Impact: Improved tier 1 teaching strategies will improve student achievement. Tier 2 and Tier 3 intervention strategies will help struggling students.</p> <p>Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Targeted instruction will be provided to special populations (Gifted & Talented, Special Education, Dyslexia, ESL, At-Risk, and RTI) during WIN (What I need) Time.</p> <p>Strategy's Expected Result/Impact: Students will receive appropriate support and services as needed per student. Students will perform at or above grade level, or per IEP/504 plan.</p> <p>Staff Responsible for Monitoring: Administrator, counselor, teachers, district admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Jan	Mar	May	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 3) HIT (High-Impact Tutorials), homework assistance, and enrichment provided by the ACE grant and teacher tutorials.</p> <p>Strategy's Expected Result/Impact: Students will make significant progress to reach grade level or above expectations.</p> <p>Staff Responsible for Monitoring: Administration, teachers, ACE Site-Coordinator, ACE staff, HIT Program Manager</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Karnes City Primary will integrate instructional manipulatives into classrooms, with a focus on enhancing hands-on learning experiences in core subjects.</p> <p>Strategy's Expected Result/Impact: Improved tier 1 teaching strategies will improve student achievement. Tier 2 and Tier 3 intervention strategies will help struggling students.</p> <p>Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches</p>	Formative			Summative
	Jan	Mar	May	May
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 2: 82% of Pre-Kindergarten, 68% of Kindergarten and 90% of First Grade students will be "on track" or at or above grade level in Math EOY grade level assessments.

HB3 Goal

Evaluation Data Sources: CLI Engage Circle Assessment, NWEA MAP Growth, Zearn Progress, RTI Progress Monitoring, Reading Levels, Administrator Walkthroughs and Observations (TTESS), Instructional Coach Cycles.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Eureka and Zearn Math curriculum to provide foundational math skills. Eureka and Zearn are identified as a High Quality Instructional Material designed to provide foundational math strategies and skills.</p> <p>Strategy's Expected Result/Impact: Prepare teachers to be better equipped to teach high quality engaging lessons, and decrease the number of students in need of intervention.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 3: KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

Performance Objective 3: Karnes City Primary will increase student attendance to 96% average for the school year.

Evaluation Data Sources: Attendance reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a campus attendance process to track and follow up with students and families with frequent absences, tardies, and leaving early.</p> <p>Strategy's Expected Result/Impact: Student daily attendance will increase, and cause less gaps in students knowledge and skills.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, PEIMS Clerk, Counselor, Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Jan	Mar	May	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of attendance rewards and recognition when students, grade levels, and campus meets the 96% campus goal.</p> <p>Strategy's Expected Result/Impact: Student daily attendance will increase, and cause less gaps in students knowledge and skills.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, PEIMS Clerk, Counselor, Parent Liaison</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Jan	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Karnes City Primary will implement a sensory hallway and room designed to support students' sensory needs and improve focus, behavior, and emotional regulation.

Evaluation Data Sources: Usage logs, behavior incident reports, and teacher surveys.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will design and install a sensory hallway that includes various sensory stations tailored to different sensory needs, such as tactile panels, movement paths, and calming visual stimuli.</p> <p>Strategy's Expected Result/Impact: The implementation of the sensory hallway will result in improved self-regulation, focus, and behavior among students with sensory processing challenge and a decrease in office referrals and classroom disruptions, leading to a more conducive learning environment. The sensory hallway will also provide teachers with a valuable tool to help students manage their sensory needs, resulting in increased student engagement and a positive impact on overall school climate.</p> <p>Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches</p>	Formative			Summative
	Jan	Mar	May	May
	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will receive training on how to guide students through the sensory hallway and integrate its use into daily routines.</p> <p>Strategy's Expected Result/Impact: The implementation of the sensory hallway will result in improved self-regulation, focus, and behavior among students with sensory processing challenge and a decrease in office referrals and classroom disruptions, leading to a more conducive learning environment. The sensory hallway will also provide teachers with a valuable tool to help students manage their sensory needs, resulting in increased student engagement and a positive impact on overall school climate.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, SPED Teachers, Counselor</p>	Formative			Summative
	Jan	Mar	May	May
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Karnes City Primary will enhance instructional delivery through the effective use of interactive whiteboards in 100% of classrooms.

Evaluation Data Sources: Lesson plan reviews, classroom observations, and student surveys.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide comprehensive training for all teachers on the effective use of interactive whiteboards, focusing on integrating this technology into daily lessons to enhance student participation and engagement.</p> <p>Strategy's Expected Result/Impact: The effective integration of interactive whiteboards into classroom instruction will lead to a significant increase in student engagement and foster a more dynamic and interactive learning environment, contributing to overall student achievement and a positive classroom atmosphere.</p> <p>Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches</p>	Formative			Summative
	Jan	Mar	May	May
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Karnes City Independent School District
Karnes City Elementary
2023-2024 Formative Review



Vision

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

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Goals

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

Performance Objective 1: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 24% in 2021 to 60% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Accountability Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: With the assistance of literacy coach, PLC focus will be on reviewing data and instructional practices for RLA teachers.</p> <p>Strategy's Expected Result/Impact: Increase in performance of the Reading STAAR test.</p> <p>Staff Responsible for Monitoring: Administrator, Literacy Coach.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</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 1: KCISD will maximize opportunity through proficiency in literacy and a love of reading.

Performance Objective 2: The percent of 2nd Grade students that score on grade level or above in Reading on the MAP Growth Assessment will increase from 52% at 1st Grade EOY 2022-2023 to 62% on 2nd Grade EOY 2023-2024.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Saxxon Phonics will continue to be used in Second Grade to provide foundational reading skills.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency.</p> <p>Staff Responsible for Monitoring: Administrator, Literacy Coach, Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Jan	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: The percent of 3rd Grade students that score "Projected" Meets or Masters grade level in Reading on the MAP Growth Assessment will increase from 37% at 3rd Grade BOY 2023-2024 to 50% on 3rd Grade MOY 2023-2024. By the end of year, 60% of 3rd Grade students will score meets grade level or above on STAAR Reading.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports, STAAR Accountability Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: With the assistance of literacy coach, PLC focus will be on reviewing data and instructional practices for RLA teachers.</p> <p>Strategy's Expected Result/Impact: Increase in performance of the Reading STAAR test.</p> <p>Staff Responsible for Monitoring: Administrator, Literacy Coach.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</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: All students will continue to receive monthly guidance lessons from the campus counselor.

High Priority

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Guidance lessons are aligned with national or state initiatives, campus needs based on discipline referrals or teachers concerns.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals and positive school culture.</p> <p>Staff Responsible for Monitoring: Administrator, counselor, staff.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Jan	Mar	May	May
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 2: RES Staff will continue to use Capturing Kids Hearts to build relationships on campus and use it for character development of students and as a strategy for behavior management.

Evaluation Data Sources: Meeting sign ins, use of CKH surveys, feedback from strategists, and CKH Process Champions.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: CKH professional development will be provided at district level (Recharge) and through the use of PLCs.</p> <p>Strategy's Expected Result/Impact: decrease in student discipline referrals, increased relationships.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, CKH Process Champions.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Jan	Mar	May	May
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 3: Students will be recognized for behavior and academic growth through recognition as a Student of the Month.

Evaluation Data Sources: Feedback from classroom teachers.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide a student selected by their team or pod as student of the month based on personal, academic or behavior growth.</p> <p>Strategy's Expected Result/Impact: Students feel valued, important and rewarded for their hard work.</p> <p>Staff Responsible for Monitoring: Administrator, counselor.</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

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

Performance Objective 4: Parent involvement activities will be offered at various times and will have an increase of 10% from previous years attendance.

Evaluation Data Sources: Sign in sheets, fliers.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be informed and invited to attend and participate in many campus activities that occur throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased positive relationships with parents and community.</p> <p>Staff Responsible for Monitoring: District parent liaison, special programs coordinator, administrator.</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

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

Performance Objective 1: Students identified as GT will be served in the classroom through differentiation as well as a pull out program.

High Priority

Evaluation Data Sources: Lesson plans, planning / collaboration meeting sign ins.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will use The Texas Performance Standards Project for guidance in GT lessons and projects.</p> <p>Strategy's Expected Result/Impact: Deepening learning that is meaningful and rigorous.</p> <p>Staff Responsible for Monitoring: Administrator, counselor, GT teachers.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Jan	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 24% in 2021 to 56% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Accountability Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaboration with Math Instructional Coach through the collaborative / PLC process. The focus will be on data and increasing student learning.</p> <p>Strategy's Expected Result/Impact: Increase academic performance.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Jan	Mar	May	May
				
<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 3: The percent of 2nd Grade students that score on grade level or above in Math on the MAP Growth Assessment will increase from 63% at 1st Grade EOY 2022-2023 to 73% at 2nd Grade EOY 2023-2024.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaboration with Math Instructional Coach through the collaborative / PLC process. The focus will be on data and increasing student learning.</p> <p>Strategy's Expected Result/Impact: Increase academic performance.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Jan	Mar	May	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Collaboration with Math Instructional Coach through the collaborative / PLC process. The focus will be on data and increasing student learning.</p> <p>Strategy's Expected Result/Impact: Increase academic performance.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Jan	Mar	May	May
<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 4: The percent of 3rd Grade students that score "Projected" Meets or Masters grade level in Math on the MAP Growth Assessment will increase from 20% at 3rd Grade BOY 2023-2024 to 38% on 3rd Grade MOY 2023-2024. By the end of year, 56% of 3rd Grade students will score meets grade level or above on STAAR Math.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth Reports, STAAR Accountability Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaboration with Math Instructional Coach through the collaborative / PLC process. The focus will be on data and increasing student learning.</p> <p>Strategy's Expected Result/Impact: Increase academic performance.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Jan	Mar	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Karnes City Independent School District
Karnes City Junior High
2023-2024 Formative Review



Vision

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

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Goals

Goal 1: Goal 1: Karnes City Junior High (KCJH) will maximize opportunity through proficiency in Reading and Math.

Performance Objective 1: Seventy-Five Percent of all students assessed will demonstrate growth in reading and math proficiency through measurable data sources--to include MAP Testing; Amplify Testing (through Cambium, when it becomes available); Carnegie Testing and STAAR.

(Title I \$ - use for curriculum resources/technology and applications)

Evaluation Data Sources: Unit Tests; On-going Mini-Checkpoint Data; CFAs, BOY MAP Testing, Interim Assessments

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: The Master Schedule will reflect blocks of instruction on an A Day/B Day schedule, which will: give teachers more time to execute fully-developed lessons during instruction; decrease loss of instructional time because of transition; allow students to focus on only 2 core classes of instruction daily; allow the campus to bring back more elective classes during the day in an effort to increase student engagement in school and support the development of more well-rounded scholars.</p> <p>Strategy's Expected Result/Impact: To increase student growth in core content, and improve campus-wide experiences for both students and staff</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff will be reorganized into Content Area Teams (as opposed to grade-level teams) where more than one professional teaches a particular grade-level and subject for the purposes of collaboration in planning for instruction, supporting one another, and growing as content-area experts in their designated field.</p> <p>Strategy's Expected Result/Impact: Overall increase of high-quality instructional experiences for all learners and improvement of meaningful collaboration amongst staff</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Counselor</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teaching staff will be provided a common planning period as a part of the master schedule for the 2023-24 school year, and they will be expected to meet with their Content Team for Professional Learning Communities one time per week (at minimum), and two times per week (at minimum) for common planning.</p> <p>Strategy's Expected Result/Impact: Proficiency in Reading and Math using Data Driven Instruction that is aligned with TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Assistant Superintendent, Special Programs Coordinator</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: KCJH Staff will work with a consultant from ICLE for the purposes of developing meaningful, student-centered PLC practices amongst campus teams; instructional coaching; and the development of instructional practices supporting all students. (Title 1 \$ - utilized for initiatives supporting sound instructional strategies)</p> <p>Strategy's Expected Result/Impact: Improvement in instructional practices across the entire campus, ultimately positively impacting student growth.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Jan	Mar	May	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: On-going Professional Development will be offered in the area of Reading and Math for the new curriculum materials--Amplify and Carnegie.</p> <p>Strategy's Expected Result/Impact: To increase the quality of ELAR (Reading) and Math instruction.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Curriculum Coordinators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 6 Details	Reviews			
<p>Strategy 6: HIT and Academic Support is offered afterschool in conjunction with ACE and TCLAS 11 using HQIM (High Quality Instructional Materials) Amplify and Carnegie.</p> <p>Strategy's Expected Result/Impact: Increase student academic success and growth.</p> <p>Staff Responsible for Monitoring: Principal, HIT tutors, ACE Site Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - TCLAS</p>	Formative			Summative
	Jan	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Goal 1: Karnes City Junior High (KCJH) will maximize opportunity through proficiency in Reading and Math.

Performance Objective 2: Students identified and served through special programs will demonstrate at least ten percent growth on STAAR this school year.

Evaluation Data Sources: STAAR reports, MAP data, Tests made available through the HQIM set forth by the state for Reading and Math (Amplify and Carnegie).

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: Students identified as Emergent Bilingual will be served by an ESL teacher in support of the ELAR TEKS utilizing strategies to support English Language Learners outside the ELAR class through ESOL, as well as targeted instruction through Summit K-12. (Title I \$ - use for curriculum resources/technology and applications)</p> <p>Strategy's Expected Result/Impact: Increase in achievement for students identified as Emergent Bilingual</p> <p>Staff Responsible for Monitoring: Principal, Counselor (LPAC Coordinator), Teachers</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students identified with disabilities through Special Education will be served by two Special Education Teachers (and additional support staff) both in and out of the general education classroom, as appropriate, through both Inclusion and Resource Classes.</p> <p>Strategy's Expected Result/Impact: Increased achievement for students served through special education</p> <p>Staff Responsible for Monitoring: Principal, Case Managers</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students identified with Dyslexia will be served by a Dyslexia teacher through the use of the Reading by Design program, as well as through Response to Intervention (when appropriate).</p> <p>Strategy's Expected Result/Impact: Increased achievement for students identified with Dyslexia</p> <p>Staff Responsible for Monitoring: Principal, Counselor (504 Coordinator), Teachers</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Special programs staff (ESL Teachers; Special Education Teachers; Support Staff; Dyslexia Teacher) will collaborate regularly with general education staff through participation in PLC OR at identified alternate times based on professional schedules one time per week (at minimum).</p> <p>Strategy's Expected Result/Impact: Increased achievement for students in special programs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 1: All KCJH (100%) students will receive consistent instruction in character education and social-emotional learning.

Evaluation Data Sources: Capturing Kids Hearts Calendar, CKH classroom posters, social contracts posted in classrooms, CKH parent newsletters home and website log in, lesson plans, events and meeting sign in sheets

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: KCJH will ensure that all classes are taught by certified teachers (or those with certification in progress) and highly qualified paraprofessionals who work to build and foster consistent, safe relationships with students.</p> <p>Strategy's Expected Result/Impact: Staff certifications will be appropriate to teaching assignments and increase quality of learning for students.</p> <p>Staff Responsible for Monitoring: Principal, Curriculum Coordinator, Special Programs Coordinator and Human Resources staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Capturing Kids Hearts (CKH) Character Lessons will be utilized during Study Skills; Leadership and Excellence Periods.</p> <p>Strategy's Expected Result/Impact: Reduce discipline referrals, maximize instructional time, staff to distinguish between minor and major behaviors and increase staff awareness to social-emotional needs.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Teachers and Staff</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Weekly character education lessons will be provided to all students through Positive Action beginning in September through electives classes.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of appropriate behavior and actions.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Teachers and Staff</p>	Formative			Summative
	Jan	Mar	May	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Systems will be developed so that the individual social and emotional needs of students can be met appropriately through available district resources and community partnerships.

Evaluation Data Sources: Data Logs; Discipline Referrals; Counselor Referrals; Referrals to Grant Staff

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: When support is necessary for students who have immediate struggles, teachers/staff will contact the front office to ensure (1) the most appropriate staff member can respond and (2) we can gather good data on the individual needs of students to program based on those needs appropriately.</p> <p>Strategy's Expected Result/Impact: A continued safe environment for all students, where individual needs for students are met appropriately</p> <p>Staff Responsible for Monitoring: Principal; Counselor; Office Staff (Secretary/Receptionist); Grant Staff</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus/District Threat Assessment Team will be utilized to identify, evaluate and address threats which could pose harm or negatively impact the campus environment; campus safety; or campus security.</p> <p>Strategy's Expected Result/Impact: A safe/secure environment where threats are addressed through the lens of prevention/proactive approaches</p> <p>Staff Responsible for Monitoring: Principal; School Resource Officer; Assistant Principal; Counselor; Threat Assessment Team Members</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Availability and Utilization of GAGGLE and the Stop-It App to monitor student technology usage to or to provide a safe, confidential way to report issues related to the social/emotional needs of students or suspected issues of bullying.</p> <p>Strategy's Expected Result/Impact: Promotion of a school environment where students feel safe and supported-- subsequently positively impacting student learning outcomes.</p> <p>Staff Responsible for Monitoring: Principal; Counselor; Grant Staff; SRO</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: Karnes City Junior High will provide intentional, purposeful-driven instruction that serves the multi-dimensional needs of students.

Performance Objective 1: Karnes City Junior High will provide RtI (Response to Intervention) instruction. (Title I \$ - use for staff, curriculum resources/

technology and applications)

Evaluation Data Sources: 9 week grade reports and STAAR scores, RtI committee meeting agendas and sign in sheets.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: STAAR, CFA, MAP, Teacher Created Unit Test data will be disaggregated to determine specific areas of intervention needed for student growth. (Title I \$ - utilized for RTI staff for intervention, as well as intervention provided through targeted Academies)</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Teachers, RtI and Dyslexia teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211-Title I, Part A</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: RtI schedule and changes are based on student need and learning targets. (Title I \$ - use for RTI Staff for purposes of intervention)</p> <p>Strategy's Expected Result/Impact: Increase student growth</p> <p>Staff Responsible for Monitoring: Principal, Teachers, RtI Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211-Title I, Part A</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: Karnes City Junior High will provide intentional, purposeful-driven instruction that serves the multi-dimensional needs of students.

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

Evaluation Data Sources: Presentation schedules

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: All 6th,7th and 8th graders will participate in a district sponsored Career Day. Strategy's Expected Result/Impact: Students will be able to see different opportunities for the future. Staff Responsible for Monitoring: Principal, Counselors, Teachers, Special Programs Coordinator</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Career, college, workforce, and trade school opportunities will be explored through the use of technology and Xelo. Strategy's Expected Result/Impact: Increased use of technology and exploring future opportunities. Staff Responsible for Monitoring: Principal and Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Xelo will be offered to all 8th grade students which will provide career interest information. Strategy's Expected Result/Impact: Exploring future opportunities Staff Responsible for Monitoring: Principal, Counselors, Teachers, Special Programs Coordinator</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Student Survey's will be utilized to identify student interests in post-secondary goals, and opportunities will be provided for students to participate in visits to trade schools; colleges/universities; businesses and military. Strategy's Expected Result/Impact: Exploring future opportunities Staff Responsible for Monitoring: Principal, Counselor, Grant Staff</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: Karnes City Junior High will provide intentional, purposeful-driven instruction that serves the multi-dimensional needs of students.

Performance Objective 3: KCJH will increase the Average Daily Attendance rate for the 2023-24 school year to 96% so that we can maximize the opportunity to provide consistency in both instruction and the ability to meet student social/emotional needs.

Evaluation Data Sources: Weekly attendance report summaries, daily phone calls, teacher contact logs.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: Home Visits will be conducted by campus staff, to include Parent Liason; FSCS Case Manager; Counselor and Principal when students are identified as at-risk due to truancy.</p> <p>Strategy's Expected Result/Impact: Increased attendance, positively impacting student outcomes</p> <p>Staff Responsible for Monitoring: Principal; Counselor; Office Staff (Secretary/Receptionist); Grant Staff</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance incentives will be implemented in an effort to increase student buy-in to the importance of coming to school.</p> <p>Strategy's Expected Result/Impact: Increased attendance, positively impacting student outcomes.</p> <p>Staff Responsible for Monitoring: Principal; Counselor; Office Staff (Secretary/Receptionist); Grant Staff</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: Karnes City Junior High will provide intentional, purposeful-driven instruction that serves the multi-dimensional needs of students.

Performance Objective 4: Students will have the opportunity to participate in multiple electives classes each year to help in the development of well-rounded students.

Evaluation Data Sources: Master Schedule; Course Selections; Extra-curricular participation

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: Each grade-level will be offered multiple electives classes to support their success in school and life. Courses include: Fine Arts; PE/Athletics; Investigating Careers; Leadership; Study Skills; Foreign Language; and Principles or Intro CTE courses.</p> <p>Strategy's Expected Result/Impact: Students will be more engaged in school through their ability to participate in more courses of their individual interest/choosing.</p> <p>Staff Responsible for Monitoring: Principal; Counselor; Assistant Principal; Teachers</p>	Formative			Summative
	Jan	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Karnes City Independent School District

Karnes City High School

2023-2024 Formative Review



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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Goals

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

Performance Objective 1: In-class support will be provided to qualifying students 45 minutes per week and result in increased performance on the English I and II EOC assessments.

Evaluation Data Sources: Lesson plans, EOC, Professional Development Certificates, Sign-in sheets, RtI, Tutorials.

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue to teach bell-to-bell and provide high quality instruction for our students.

Strategy 1 Details	Reviews			
Strategy 1: Scaffold instruction to insure that students master TEKS (Bell to bell instruction). Strategy's Expected Result/Impact: Increase academic growth on English I and II End of Course assessments. Staff Responsible for Monitoring: Teacher, Administration	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
Strategy 2: Differentiate instruction in small group settings to accommodate various learning styles Strategy's Expected Result/Impact: Increase academic growth on English I and II End of Course assessments. Staff Responsible for Monitoring: Teachers, Principals, Assistant Principal.	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 1: KCISD will maximize opportunity through proficiency in literacy and the love of reading.

Performance Objective 2: Close the gap for students served through Special Education in their English I and II EOC scores for the 2023-2024.

Evaluation Data Sources: Walk through data, teacher input, student staffing's, IEP progress reports

Summative Evaluation: Met Objective

Next Year's Recommendation: No excellence period

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate in-class support (in the general education classroom) by Special Education teachers/paras with strengths in the areas of reading/writing for English I & II (utilizing accommodations such as oral admin, rephrasing/rewording, emphasis on major points, previewing text).</p> <p>Strategy's Expected Result/Impact: Increase in scores on English I and II EOC. Increase in History EOC scores.</p> <p>Staff Responsible for Monitoring: English Teachers, Special Education Teachers, Paraprofessionals</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutorials provided during Excellence, pull-outs and before/after school to support student success</p> <p>Strategy's Expected Result/Impact: Increase in scores on English I and English II EOC; Increase in History EOC scores</p> <p>Staff Responsible for Monitoring: Teachers, Paraprofessionals, Administration</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Co-teacher and paraprofessionals are placed by their strengths and abilities to reach the needs of their students.</p> <p>Strategy's Expected Result/Impact: Increase in EOC scores, grades,</p> <p>Staff Responsible for Monitoring: Teachers, sped paraprofessional, Principal, Assistant Principal</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 1: Increase attendance rate for the 2023-2024 school year

Evaluation Data Sources: TAPR, PEIMS, and Truancy data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide incentives (early lunch, perfect attendance awards, Badger Pride program, Student of the Month, rewards, recognition) to students that promote daily attendance.</p> <p>Strategy's Expected Result/Impact: Increased Attendance, Improved Grades</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teachers, Administration, Counselors</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily calls to absent students guardians are made, home visit to frequently absent students are made, meetings with guardians to ensure student's are attending school, and counseling with RAMPED counselors and social workers.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance, increase in EOC scores, and students meeting their required courses to graduate.</p> <p>Staff Responsible for Monitoring: Attendance clerk. community liaison, Assistant Principal, Principal</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Administrative and Staff retention helps here as building stronger relationships is key in this objective.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for flexible school attendance (OFSDP)</p> <p>Strategy's Expected Result/Impact: Decrease Drop-out Rate</p> <p>Staff Responsible for Monitoring: Teacher, Principal, Attendance Clerk</p>	Formative			Summative
	Jan	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Provide credit recovery opportunities during the semester and summer school. Strategy's Expected Result/Impact: Pass Courses Decrease Drop-out Rate Staff Responsible for Monitoring: Teacher, Administration	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Follow up on students that left district, attending home schooling, or virtual schools. Strategy's Expected Result/Impact: Decrease KCHS drop out rate, Increase KCHS graduation rate. Staff Responsible for Monitoring: PIEMS Clerk, Attendance Clerk, Counselor, Assistant Principal, Principal.	Formative			Summative
	Jan	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: Increase graduation rate for campus for the 2023-2024 school year.

Evaluation Data Sources: TAPR and PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Increase course offerings that are of interest to students Strategy's Expected Result/Impact: Increase Graduate Rate Staff Responsible for Monitoring: Teacher, Counselor, Administration	Formative			Summative
	Jan	Mar	May	May
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Provide accelerated instruction to all students who do not meet state standards on End of Course assessments. Strategy's Expected Result/Impact: Increase student growth on End of Course assessments, Increase Graduation Rate Staff Responsible for Monitoring: Teacher, Administration Funding Sources: - 282 ESSER III	Formative			Summative
	Jan	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 4: All (100%) of KCHS students will receive consistent instruction in character education and social-emotional learning.

Evaluation Data Sources: CKH leadworthy lesson, counselor lessons, counseling services

Strategy 1 Details	Reviews			
<p>Strategy 1: Capturing Kids Hearts will be implemented campus wide to promote a positive learning environment</p> <p>Strategy's Expected Result/Impact: Increase the number of positive interaction on campus between staff and students.</p> <p>Staff Responsible for Monitoring: All campus staff</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Shared Vision among stakeholders. Increased parent involvement.</p> <p>Staff Responsible for Monitoring: Principal, AP, counselor, Full service community grant.</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Partner with community role models for presentations on topics based on campus needs.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of skills needed to accomplish goals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, Counselor</p>	Formative			Summative
	Jan	Mar	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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>Strategy 1: Implement programs that promotes skills development for every student (GT, At-Risk, SpEd, etc.) on campus. Strategy's Expected Result/Impact: Increase student growth on End of Course assessments. Staff Responsible for Monitoring: Teacher, Administration Funding Sources: - 282 ESSER III, - TCLAS</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Accelerated instruction will be provided to all students who do not perform successfully on End of Course assessments. Strategy's Expected Result/Impact: Increase student growth on End of Course assessments Staff Responsible for Monitoring: Teachers, Counselor, Administration</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Content experts consultants will be providing support and utilized for enrichment during our EOC blitzes for December EOC test takers and our end of year EOC. Strategy's Expected Result/Impact: Increase our approaches, meets, and master numbers on EOC test. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers Funding Sources: - 282 ESSER III</p>	Formative			Summative
	Jan	Mar	May	May
<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			
Strategy 1: Incorporate accelerated instruction courses into the master schedule for all EOC tested subjects. Strategy's Expected Result/Impact: Increased student performance in EOC tested subjects. Staff Responsible for Monitoring: Core Content Teachers, Administration	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Provide students with equal access to learning via internet hotspot capabilities at home. Strategy's Expected Result/Impact: Improve digital literacy. Provide access to high speed internet at home. Staff Responsible for Monitoring: Media Specialist, Administration	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Parental involvement via frequent contacts regarding school activities that promote learning (i.e. homework, participation, effort, etc.) Strategy's Expected Result/Impact: Increase course credit attainment Staff Responsible for Monitoring: Teacher, Counselor, Administration	Formative			Summative
	Jan	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Implement behavior management techniques to increase positive classroom interactions. Strategy's Expected Result/Impact: Increase course credit attainment Staff Responsible for Monitoring: Teacher, Administration	Formative			Summative
	Jan	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Provide tutorials, extended year services, or summer school programs that focus on development of academic skills Strategy's Expected Result/Impact: Increase course credit attainment Staff Responsible for Monitoring: Teachers, Administration	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 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			
<p>Strategy 1: Highly qualified teachers with state certification or DOI in content area will be hired to fill vacancies on the campus</p> <p>Strategy's Expected Result/Impact: Improved students performance on state and local assessments.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for content and program specific professional development that will grow our teachers.</p> <p>Strategy's Expected Result/Impact: Quality Teacher Instruction, Increase student performance on state assessments</p> <p>Staff Responsible for Monitoring: Teacher, Administration</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide incentives for teachers to improve their craft via professional development, paid master's degree, and stipends for certifications in high need content areas.</p> <p>Strategy's Expected Result/Impact: Highly qualified teachers, Quality Instruction, Increase performance on state assessment</p> <p>Staff Responsible for Monitoring: Teacher, Administration</p>	Formative			Summative
	Jan	Mar	May	May
<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 4: Drop out prevention program (Credit Recovery) will serve 100% of students not meeting graduation requirements.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Enroll at-risk students in Credit Recovery program to recapture or accrue credits toward meeting graduation requirement. Strategy's Expected Result/Impact: Increase course credit attainment to maintain graduation timeline Staff Responsible for Monitoring: Teacher, Administration	Formative			Summative
	Jan	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: KCISD's purpose-driven instruction 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: Staffing's, Teacher input, IEP documentation, data meetings

Strategy 1 Details	Reviews			
Strategy 1: Increase PD opportunities with an emphasis on instructional strategies for special populations -- to include Special Education, ELL and economically disadvantaged students. Strategy's Expected Result/Impact: Teacher utilizing successful strategies to help increase special education, ESL, and economic disadvantage students scores. Staff Responsible for Monitoring: Teachers, Counselors, Central office, Principal, Assistant Principal	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Provide feedback to teachers during walk-throughs which specifically targets assisting teachers to make learning accessible to all students (ways to differentiate if opportunity is observed at the time of the walk-through). Strategy's Expected Result/Impact: Teachers utilizing strategies for differentiation during instruction will positively impact student outcomes. Staff Responsible for Monitoring: Teacher, Central Office, Principal, Assistant Principal	Formative			Summative
	Jan	Mar	May	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support for teachers (by way of professional development and teacher/admin conferences) for the continued increase of knowledge on IEP development and related instructional practices to make more individualized, targeted decisions during the ARD process.</p> <p>Strategy's Expected Result/Impact: Appropriate IEPs are developed for students based on their unique needs, ultimately resulting in students served in the most appropriate settings with individualized levels of support to help positively impact student outcomes.</p> <p>Staff Responsible for Monitoring: Teacher, Central Office, Principal, Assistant Principal</p>	Formative			Summative
	Jan	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 6: 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

Summative Evaluation: Met Objective

Next Year's Recommendation: Our grants do a good job in conjunction with our counselors here.

Strategy 1 Details	Reviews			
<p>Strategy 1: Military recruiters will host a military night and visit during lunches to inform the students of military career opportunities.</p> <p>Strategy's Expected Result/Impact: Provide Knowledge and opportunities for students that might not attend college after they graduated from KCHS.</p> <p>Staff Responsible for Monitoring: Full service community grant counselors, Counselors</p> <p>Funding Sources: - 199 -- Local</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Information nights for our students and their families from Coastal Bend will be conducted to ensure our students are successful and making informed decision about the dual credit program.</p> <p>Strategy's Expected Result/Impact: Increase students success while taking college dual credit courses</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal</p>	Formative			Summative
	Jan	Mar	May	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Career day will be hosted to provide students with opportunities to look at different career paths and connect their learning to the real world.</p> <p>Strategy's Expected Result/Impact: Provide students with knowledge about different career path opportunities and make connections to real world jobs.</p> <p>Staff Responsible for Monitoring: Counselor Full service community grant counselors</p> <p>Funding Sources: - 199 -- Local</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>				

Karnes City ISD

2023-24 School Year Report on Violent or Criminal Incidents - Campuses with 1 or More Reported Incidents Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165) *(To comply with FERPA, data are masked with an asterisk (*) if the number of students involved is less than 5)*

Reason Code	Description	128901107	128901105	128901041	128901001	↑Enter 9-digit campus #
		KARNES CITY PRI	ROGER E SIDES EL	KARNES CITY J H	KARNES CITY H S	
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)	0	0	0	0	
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)	0	0	0	0	
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)	0	0	0	0	
16	Arson – TEC §37.007(a)(2)(B)	0	0	0	0	
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)	0	0	0	0	
18	Indecency With A Child – TEC §37.007(a)(2)(D)	0	0	0	0	
19	Aggravated Kidnapping – TEC §37.007(a)(2)€	0	0	0	0	
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0	
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)	0	0	0	0	
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)	0	0	0	0	
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)	0	0	0	0	
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)	0	0	*	0	
37	Felony Alcohol Violation – TEC §37.007(a)(3)	0	0	0	0	
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)	0	0	0	0	
47	Manslaughter – TEC §37.007(a)(2)(G)	0	0	0	0	
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)	0	0	0	0	
49	Engages in Deadly Conduct - TEC §37.007(b)(3)	0	0	0	0	
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)	0	0	0	0	
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)	0	0	0	0	
Total Incidents		0	0	*	0	
Student Enrollment (Fall 2023 PEIMS Snapshot)		192	289	230	310	
Incident Rate		0.0%	0.0%	*	0.0%	

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

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

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

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

Karnes City ISD School Violence Prevention and Intervention

- All campuses have vestibules in their front entries to further increase security of the facilities. Additional exterior door locking systems are utilized, and employee key cards are issued to those locks to ensure outside doors remain locked.
- The Karnes City Primary School has perimeter fencing on child play areas restricting access during school hours.
- Raptor Visitor Management System and sign-in processes are in place at all campuses. Visitors must present driver's license for screening in national database of sex offenders. The system prints a Visitor Sticker which is used as a temporary badge for campus visitors. The system sends automated alerts to designated campus staff of any positive alerts. Visitors are required to turn in the temporary badge at the conclusion of the visit.
- Karnes City ISD currently has Karnes City Police Department officers assigned as School Resource Officers (SROs) to each campus. SROs are licensed peace officers with the Karnes City Police Department, who are specially trained to work in schools and work full time during the school year.
- Karnes City Police Department provides security for ISD athletic events, campus events, field days and other district events.
- Karnes City Police Department provides traffic control at the start and end of the school day. Their presence at the start and end of the school day is also a deterrent to unwanted visitors.
- Roger E. Sides Elementary and Karnes City Primary provide staff to monitor the morning drop-off and afternoon pick-up of students.
- Criminal history background checks are conducted on all applicants prior to employment. All volunteers and contractors who work inside district buildings must also undergo a Raptor check.
- District and Campus Administrators are required to complete National Incident Management System (NIMS) training as recommended by the Department of Education as well as the Texas School Safety Center.
- Karnes City ISD has an extensive Emergency Operations Plan (EOP) that provides general guidance for emergency management activities and district plans for mitigation/prevention, preparedness, response, and recovery.
- The Karnes City ISD District Safety Committee is comprised of a broad representation to include campus administrators of all levels, various district leadership, and parents, as well as representatives of the operations leadership group.
- All Karnes City ISD employees are trained on the district's emergency standard response protocols.
- Detection canines are utilized throughout the school year at the Jr. High and High School campuses.
- All campuses are equipped with digital IP cameras for improved video surveillance quality and capability.
- District Threat Assessment Program provides a process whereby all reported threats go through a threat assessment process based on best practices. Team members include representatives from the Karnes City Police Department and trained Karnes City ISD employees. The team reviews and conducts a threat assessment on any potential threat to others or possible harm to self. This collaborative approach helps to ensure that those in need of help are identified and provided interventions as well as a timely referral, of appropriate cases, to law enforcement.
- All Karnes City ISD school buses are equipped with security cameras.
- Karnes City ISD uses STOPit, an online and app-based system to empower students, parents, teachers, and others to anonymously report anything of concern to school officials – from cyber-bullying to threats of violence or self-harm.
- Halo Smart Sensor monitoring was installed in the Jr. High and High School campus bathrooms. It detects vaping and also has aggression detection. Alerts are sent by email to notify the Campus Administrator, Safety Coordinator, and the SROs.
- Security cameras are in use within the district.
- District and campus entry doors have updated door access control software in place.
- District and campuses are equipped with access to communication radios.

Report of 2021-2022 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2023

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

Student performance is measured by the Grade Point Average (GPA) earned by 2021-2022 high school graduates who attended public four-year and two-year higher education in FY 2023. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2022, spring 2023, and summer 2023 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2023, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2023 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

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

**Texas High School Graduates from FY2022
Enrolled in Texas Public or Independent Higher Education in FY 2023**

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
KARNES							

KARNES CITY ISD

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Four-Year Public University	13	2	0	2	2	7	0
Two-Year Public Colleges	3						
Independent Colleges & Universities	3						
Not Trackable	0						
Not Found	47						
Total High School Graduates	66						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Karnes City ISD Early Childhood and CCMR Goals

Karnes City ISD Early Childhood Literacy Board Outcome Goal				
<p>The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 24% in 2021 to 60% by June 2025.</p>				
Yearly Actual and Target Goals				
2021 Actual	2022 Actual	2023 Actual	2024 Actual	2025 Target Goal
24%	50%	50%	22%	60%

Early Childhood Math Board Outcome Goal				
<p>The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 24% in 2021 to 60% by June 2025.</p>				
Yearly Actual and Target Goals				
2021 Actual	2022 Actual	2023 Actual	2024 Actual	2025 Target Goal
24%	37%	46%	23%	60%

CCMR Board Outcome Goal				
<p>The percentage of graduates that meet the criteria for CCMR will increase from 71% in 2021 to 100% by August 2025.</p>				
Yearly Actual and Target Goals				
2021 Actual	2022 Actual	2023 Actual	2024 Preliminary	2025 Target Goal
71%	86%	94%	80%	100%

Date Adopted: _____

2023–24 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

Performance

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

Other Important Information:

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

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

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

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

STAAR Performance (2023–24)

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.

2023–24 Texas Academic Performance Report (TAPR) Glossary

STAAR Subjects by Grade:

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

STAAR End-of-Course (EOC) Subjects:

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

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

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

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

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

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

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

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

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

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

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

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

Bilingual Education/ESL

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

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

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

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

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

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

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

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

STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

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for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

Assessment Participants

- STAAR Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
 - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
 - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
 - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
 - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

Included in Accountability:

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

Not Included in Accountability:

- **Mobile:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- **Other Exclusions:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
 - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
 - STAAR Alternate 2 assessments with a score code of "N."
 - 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.
 - Other exclusions specified in the 2024 Accountability Manual — [Appendix G](#).

Not Tested

- Assessments that are not considered in the participation rate include:
 - Absent: Assessments with a score code of "A."
 - Other: Assessments with a score code of "O."
 - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

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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%.

Attendance, Graduation, and Dropout Rates (2023–24)

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:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

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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 who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2022–23 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

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

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2024 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

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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 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

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 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

number of students from the cohort who received a high school diploma by

August 31, 2023

number of students in the 2023 cohort*

- (2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

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number of students in the 2023 cohort*

- (3) *Continued High School*: The percentage of the 2023 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 2023–24 school year

number of students in the 2023 cohort*

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2023 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2023 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023 plus number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2023 cohort*

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

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2022 cohort*

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2023–24 school year

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023

number of students in the 2022 cohort*

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

number of students from the cohort who received a high school diploma by August 31, 2023
plus
number of students from the cohort who received a TxCHSE by August 31, 2023
plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2022 cohort*

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

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6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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plus
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

number of students in the 2021 cohort*

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

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

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

Additional Information about Federal Graduation Rates

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2023 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2022 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

number of students in the 2021 cohort**

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** 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 [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023) 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 2023 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2023 with reported graduation plans

(excludes graduates with FHSP graduation plans)

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

number of graduates in the Class of 2023 who complete a 4-year FHSP-E

number of graduates in the Class of 2023 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 2023 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2023 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-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, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

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number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

number of graduates in the Class of 2023 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP

number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2022–23 who earn an FHSP-E

number of graduates in SY 2022–23 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2022–23) 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 2022–23 who earn an FHSP-DLA

number of graduates in SY 2022–23 with reported FHSP graduation plans

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

number of graduates in SY 2022–23 who earn a Texas First-DLA

number of graduates in SY 2022–23 with reported graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA

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number of graduates in SY 2022–23 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

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

Graduation Profile

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 2022–23 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

(Data source: PEIMS 40203)

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

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

number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2022-23 school year

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

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

number of graduates in the 2022–23 school year considered as at risk

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total number of graduates in the 2022-23 school year

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

College, Career, or Military* Readiness (CCMR) (2023–24)

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

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)
- 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

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Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110*)

Career/Military Readiness

- 7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. (*Data source: PEIMS 40100*)
- 8) **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*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States*).

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, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 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 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 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, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

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

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TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	Before Feb 15, 2023 >=19 on English and >= 23 Composite After Feb 15, 2023 English + Reading Combined score >=40	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	Before Feb 15, 2023 >=19 on Mathematics and >=23 Composite After Feb 15, 2023 Mathematics score >=22	or	Complete and earn credit for mathematics college prep course

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

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	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 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 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 2022-23 annual graduates

Any Subject.

number of 2022-23 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 2022-23 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)*

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number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2022-23 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 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2022-23 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 2022-23 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 2022-23 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 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

number of 2022-23 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 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). *(Data source: PEIMS 48011)*

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number of 2022-23 annual graduates who earned an approved industry-based certification

number of 2022-23 annual graduates

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

number of 2022-23 annual graduates who earned a level I or level II certificate

number of 2022-23 annual graduates

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 40203*)

number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2022-23 annual graduates

U.S. Armed Forces Enlistment (Annual Graduates): The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by December 31 immediately following high school graduation

number of 2022-23 annual graduates

CCMR-related Indicators (2023–24)

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 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics

number of 2022-23 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 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2022-23 annual graduates

Mathematics.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2022-23 annual graduates

Both Subjects.

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2022-23 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 2022-23 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2022-23 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 2022-23 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 2022-23 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies.

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

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

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

All Subjects.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

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

English Language Arts.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA

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

Mathematics.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics

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

Science.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science

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

Social Studies.

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies

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

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

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

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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 2022-23 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

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

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

number of 2022-23 graduates who took either the SAT or the ACT

number of 2022-23 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

number of 2022-23 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of 2022-23 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 2022-23 graduates who took the SAT

number of 2022-23 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 2022-23 graduates who took the SAT

number of 2022-23 graduates who took the SAT

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

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$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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

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

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

Other Postsecondary Indicators (2023–24)

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

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

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

Any Subject.

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 in 2022-23 who took the ACT}}$$

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number of students in grades 9–12 who received credit for at least one course in 2022-23

English Language Arts.

number of students in grades 9–12 in 2022-23 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2022-23

Mathematics.

number of students in grades 9–12 in 2022-23 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 2022-23

Science.

number of students in grades 9–12 in 2022-23 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 2022-23

Social Studies.

number of students in grades 9–12 in 2022-23 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2022-23

(Data source: PEIMS 43415)

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

number of graduates during the 2021-22 school year who attended a public or independent college or university in Texas in the following academic year

number of graduates during the 2021-22 school year

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

(Data source: THECB)

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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 (2023–24)

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 2019–2020, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October.

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

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

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

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

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

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

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

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

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

total number of students

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

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Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

For 2023–24, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

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

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

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

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

(B) includes —

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

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

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

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(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 2023–24 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

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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).

number of mobile students in 2022–23

**number of students who were in membership at any time during the
2022–23 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

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same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2022} - \text{number of students who returned in fall 2023}}{\text{number of students enrolled in fall 2022}}$$

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

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

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

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

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2022-23](#) available from TEA. *(Data source: PEIMS 40110)*

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

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

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public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2022–23 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 (2023–24)

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)*

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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)*

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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 2022–23 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 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. 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)*

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

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 2022–23 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	
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

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Mathematics	
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
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)
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
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
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03102502	INDEP STUDY IN MATH (3RD TIME)

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Career and Technology Applications	
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II
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 HGH LVL

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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
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	IB MUSIC SL
I3250300	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

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Science	
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND 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
I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV

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Social Studies/History	
03310301	ECONOMICS ADV STUDIES, 1ST TME
03380001	SOCIAL STD ADV STDYS (1ST TME)
03380021	SOCIAL STD ADV STDYS (2ND TME)
A3220300	AP INTERNATIONAL ENGL LANGUAGE
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
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
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
N1130026	AP SEMINAR
N1290325	IB BUSINESS & MGT STANDARD LVL

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Foreign Language	
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

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Foreign Language	
03430700	LOTE CLASSIC LNG LVL VII LATIN
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM

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Foreign Language	
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
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN

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Foreign Language	
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
I3110300	IB LANGUAGE AB INITIO STD LEVEL
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

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

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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	LSP/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

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058	Other Campus Professional Personnel
064	Specialist/Consultant
065	Field Service Agent
079	Other ESC Professional Personnel
080	Other Non-Campus Professional Personnel
100	Instructional Materials Coordinator
101	Legal Services
102	Communications Professional
103	Research/Evaluation Professional
104	Internal Auditor
105	Security
106	District/Campus Information Technology Professional
107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary
115	Psychiatric Nurse
116	Licensed Clinical Social Worker
117	Licensed Professional Counselor
118	Licensed Marriage & Family Therapist

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

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.