Farmersville Independent School District

Farmersville High School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth

Mission Statement

Farmersville ISD will provide a well-rounded, quality education in a safe and orderly learning environment for all students. Each student, teacher, and administrator shall be expected to strive for excellence in all aspects of the curriculum. For Farmersville High School this is summarized with the following statement:

Live kind. Growth for all.

Vision

Realizing that each student is unique, Farmersville ISD will strive to guide and educate every student in our school system to be a lifelong learner and a productive citizen in a constantly changing world. At Farmersville High School this is summarized with the FISD Graduate Profile, which accounts for the following characteristics: College and Career Ready, Character Strong, Leadership Oriented, Effective Communicator, and Community Minded.

Value Statement

The Farmer Creed:

I believe in education which trains my mind to absorb knowledge and my hands to work skillfully.

I believe in the value of honest work and that hard work will always be rewarded.

I believe in tradition, pride, and unity so I may follow the footsteps of those before me and lead those who come after.

I believe in respecting my fellow man regardless of the differences we may have.

I believe in serving my community by "doing justly, loving mercy, and walking humbly with God".

And because Fightin' Farmers believe in these things, I'm proud to call myself a Fightin' Farmer.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Recent state data reports that Farmersville High School had an enrollment of 626 students, making it a small 4A district in northeast Collin County. Student demographic percentages are based on the recent TAPR report.

The primary campus student groups are as follows:

- 52.9% are White
- 39.8% are Hispanic
- 3.5% are African American
- 0.8% are Asian
- 0.5% are American Indian
- 3.4% are Two or More Races

Student enrollment types are as follows:

- 42.7% are economically disadvantaged
- 8.9% are enrolled in special education
- 7.5% are emergent bilingual/English Language Learners

Demographics Strengths

Despite a high percentage of low socioeconomic students (42.7%), Farmersville High School still scores well above the state average on all state assessments.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education student scores in Algebra I and English are still below the campus average. **Root Cause:** Student with disabilities continue to demonstrate greater learning losses as a result of COVID-19.

Student Learning

Student Learning Summary

Farmersville High School achieved the following scores on the 2022 EOC tests:

Algebra I scores were **80%** Approaches, **52%** Meets, and **31%** Masters

Biology scores were **87%** Approaches, **64%** Meets, 14% Masters

English I scores were **79%** Approaches, **62%** Meets, **12%** Masters

English II scores were **75%** Approaches, **64%** Meets, and 6% Masters

U.S. History scores were **94%** Approaches, **84%** Meets, **51%** Masters

Bold indicates FISD data outpaced regional and state data in this area.

Student Learning Strengths

FHS beat the state average for Approaches and Meets in every tested category. Our big push this year needs to be maintaining success in these areas while increasing our Masters level performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: FHS needs to increase the number of students performing at the Masters levels on EOC tests. **Root Cause:** Gaps created by COVID and the remote learning option in 2020-2021 created student learning regression that persists.

School Processes & Programs

School Processes & Programs Summary

Farmersville High School is a small 4A high school. FHS awards the Foundation diploma with endorsements in all five areas and distinguished performance. Students may earn over 60 dual credit hours with the Associates Degree Program. Career and technology courses are provided in a variety of programs with professional certifications available in business, advanced welding, culinary arts, and floral design. Students are able to participate in 11 UIL athletic sports, UIL Band, Choir, Cheerleading, Academics, One Act Play, FFA livestock and judging competitions, FCCLA competitions, art contests, drill team, and UIL Robotics.

Farmersville High School's administrative and counseling staff consists of a principal, an assistant principal, three high school counselors, and a part-time college and career readiness counselor employed by Collin College.

School Processes & Programs Strengths

Over 60% of the FHS student body are involved in some form of extracurricular activity and will undergo mandatory drug testing. This number will increase as the year goes on and more activities (UIL Academics, OAP, FFA) require testing. Approximately 2/3 of the FHS students are involved in some form of school activity -- which promotes better grades and citizenship.

FHS has a strong dual-credit partnership with nearby Collin College. FHS offers five AP courses. FHS has numerous professional certification offerings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: FHS must continue to adapt to rapid growth. FISD is designated as a fast-growth district by TEA. **Root Cause:** Multiple housing developments are selling homes fast, including the large home community of Lakehaven.

Perceptions

Perceptions Summary

FHS has numerous programs and areas of academic focus that are new and growing. Last year saw the first FHS student graduate from high school while also graduating with an Associate's Degree from Collin College. FHS recently completed the construction of its Engineering Academy. FHS has numerous and growing CTE offerings. FHS offers 5 AP courses. FHS was less than a percentage point from being an "A" rated school and outperforms the state and region in all Approaches and Meets testing categories.

FHS strives to excel in all extracurricular activities and competitions. Athletic teams in volleyball, cross country, baseball, softball, and track have had recent success with teams advancing multiple rounds into the playoffs. UIL Academic contestants have also advanced beyond the district round in the last three years. With this being said, the primary goal of Farmersville High School is to build a strong academic foundation for our students so they can be well-prepared for life after high school.

FHS operates on a four-day class week, which has received community support for its ability to attract quality teachers to Farmersville, and for the enhanced possibility of volunteering and community activity that it offers students and families.

Perceptions Strengths

Strong academic focus -- scored well on recent EOC exams (significantly above the state average.)

Extracurricular success in both UIL athletics and academics

Community perception of the high school is generally high as measured on recent parent, student, and staff surveys.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continue to work on increasing the percentage of students who are classified as either college or career ready after graduation. **Root Cause:** Campus CCMR rates have recently changed after new accountability rules were implemented.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Achieve a campus TEA rating of "A" through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 1: FHS will strive for 90% "Approaches," 60% "Meets," and 30% Masters as the average score for all combined high school End of Course tests.

Evaluation Data Sources: 2023 TEA Accountability Summary

Strategy 1 Details	Reviews			
Strategy 1: Implement formative assessment plan for all campuses, to be analyzed at the central level as well as the campus / department level. A combination of tools will be used. HS - Eduphoria TEC 11.252(a)(3)(D)	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores **Staff Responsible for Monitoring:** Curriculum Director; Campus Administrators	40%			

Strategy 2 Details	Reviews			
Strategy 2: Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources. TEC 11.252(a)(3)(D) TEC 11.252(3)(F)	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech webpage 2. IMPACT - Increased use of technology in instruction **Staff Responsible for Monitoring:** Technology Director; Instructional Technology Facilitator; Campus Administrators	40%			

Strategy 3 Details	Reviews			
Strategy 3: Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia.	Formative			Summative
	Nov	Jan	Mar	June
TEC 11.252 (a)(3)(B)(iv) **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students **Staff Responsible for Monitoring:** Campus Administrators; Dyslexia Staff	40%			

Strategy 4 Details	Reviews			
Strategy 4: Differentiation of instruction will be provided by:	Formative			Summative
~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification	Nov	Jan	Mar	June
~ Providing professional development on using data collected from assessments to create leassons that will lead to increased academic success. TEC 11.252(c)(3)(H) TEC 11.252(3)(F) **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success **Staff Responsible for Monitoring:** Campus Administrators	40%			

Strategy 5 Details	Reviews			
Strategy 5: Provide before school, in school, and after school tutorials and summer school for students who are failing, at	Formative			Summative
risk of failing, or not meeting growth expectations on formative assessments. TEC 11.252(a)(3)(A)	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Implementation: Attendance sheets for tutorials and summer school. Data from formative and summative assessments. Impact -- Students will recieve effective and timely assistance according to individual needs, leading to increased academic success. **Staff Responsible for Monitoring:** Campus administrators Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	40%			

Strategy 6 Details	Reviews			
Strategy 6: Meet the requirements of HB 4545 by enacting a tutorial intervention plan for all students who failed an 8th grade STAAR test or EOC test in the recent administration. Students may also be assigned individualized tutorial assignments through the IXL program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase passing rates on this year's EOC tests. **Staff Responsible for Monitoring:** Teachers Counselor Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	40%			
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✕ **Discontinue**				

Goal 1: Achieve a campus TEA rating of "A" through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 2: Increase SpEd passing rate for EOC English Language Arts to 60%

    Evaluation Data Sources: EOC passing rate

Strategy 1 Details	Reviews			
Strategy 1: Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students **Staff Responsible for Monitoring:** Special Education Director; SpEd Case Managers; SpEd Staff **- Additional Targeted Support Strategy**	40%			

Strategy 2 Details	Reviews			
Strategy 2: Applied English I and II classes will be taught with an inclusion model -- utilizing both a regular English teacher and a SPED teacher for support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher expectations and standards for SPED ELA students should increase the percentage of passing scores on the ELA EOC test. **Staff Responsible for Monitoring:** SPED teacher Principal	40%			

Strategy 3 Details	Reviews			
Strategy 3: Applied English teacher will use Texas Coach End of Course Jumpstart workbook as a teaching tool.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher ELA scores on the EOC test. **Staff Responsible for Monitoring:** SPED teacher Principal Special Ed Director	40%			

Strategy 4 Details	Reviews			

Strategy 4: SPED and at-risk students who have failed the ELA EOC test previously may be placed in special remediation tutorials leading up to the re-test.
    Strategy's Expected Result/Impact: Higher ELA scores on the EOC test,
    Staff Responsible for Monitoring: SPED Teachers
Counselor
Principal
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**
	40%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: Achieve a campus TEA rating of "A" through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 3: 85% of all students will pass the English I & English II EOC at the "Approaches" level. 70% of the students will achieve the "Meets" level and 20% will achieve the "Masters" level.

    Evaluation Data Sources: EOC passing rate

Strategy 1 Details	Reviews			
Strategy 1: Provide EOC English I and II Tutorials for students who failed the previous year or performed poorly on the February benchmarks. This include an intervention lab and other tutorial opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: EOC English I and II Retest scores EOC English I and II scores for first-time test takers **Staff Responsible for Monitoring:** Principal English Department	40%			

Strategy 2 Details	Reviews			
Strategy 2: turnitin.com Grading Program will be used to help with essay scoring per EOC standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Scores on EOC English exams	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Textbook Coordinator	40%			

Strategy 3 Details	Reviews			
Strategy 3: Utilize the Eduphoria Aware computer program to disaggregate data to personalize instruction for at-risk students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: EOC English/Language Arts & Reading test scores **Staff Responsible for Monitoring:** Curriculum Director Technology Director	40%			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will emphasize writing skills in all subject areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Daily writing assignments & tests	**Nov**	**Jan**	**Mar**	**June**
EOC English/Language Arts & Reading practice test scores **Staff Responsible for Monitoring:** Teachers	40%			

Strategy 5 Details	Reviews			
Strategy 5: Summer school will be offered and recommended for any at-risk students in danger of not graduating on time due to lack of credits or poor state test performance. TEC 11.252(a)(3)(A)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: EOC English/Language Arts & Reading practice test scores & graduation completion rate **Staff Responsible for Monitoring:** Administration Counselor Teachers	40%			

Strategy 6 Details	Reviews			
Strategy 6: English I and II SPED students will be cluster scheduled and taught through a co-teach model by a regular English teacher with a SPED teacher providing inclusion support.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: SPED student English I and II EOC scores will show improvement from previous years. **Staff Responsible for Monitoring:** SPED Teachers Counselor Principal English Dept Chair	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Achieve a campus TEA rating of "A" through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 4: 85% of all students will pass the Algebra 1 EOC at the "Approaches" level. 50% of students will achieve the "Meets" level and 15% will achieve the "Masters" level.

    Evaluation Data Sources: EOC passing rate

Strategy 1 Details		Reviews		
Strategy 1: Benchmark math EOC tests will be administered to Algebra I students.		**Formative**		**Summative**
Strategy's Expected Result/Impact: EOC benchmark/practice test math scores **Staff Responsible for Monitoring:** Math Dept.		**Nov**	**Jan**	**Mar**	**June**
		40%			

Strategy 2 Details		Reviews		
Strategy 2: Math lab will be expanded to 3 days a week for students in grades 9-12 to provide after-school remediation and intervention support (3 days/week). Math lab will be separate from detention. TEC 11.252(a)(3)(A)		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: EOC practice tests/benchmarks Decline in math course failure rates **Staff Responsible for Monitoring:** Administration Principal		40%			

Strategy 3 Details		Reviews		
Strategy 3: Students who fail the 9th grade Algebra EOC test will be encouraged to attend summer school for remediation. TEC 11.252(a)(3)(A)		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Algebra I EOC Retest success rate **Staff Responsible for Monitoring:** Principal Counselor		40%			

Strategy 4 Details	Reviews			
Strategy 4: All Algebra I SPED students assigned to Applied Math will be grouped in one class. This class will be taught by both a regular Algebra I teacher and a SPED teacher providing inclusionary services. **Strategy's Expected Result/Impact:** SPED student Algebra I EOC scores will show improvement from previous years. **Staff Responsible for Monitoring:** SPED Teachers Counselor Principal Math Dept Chair	Formative			Summative
	Nov	Jan	Mar	June
	40%			

Strategy 5 Details	Reviews			
Strategy 5: Students who failed the Algebra I EOC test but passed the Algebra course for the year will be assigned to a one semester Algebra Lab elective course to improve skills before the re-test in December. **Strategy's Expected Result/Impact:** Improve Algebra I EOC re-test passing rate. **Staff Responsible for Monitoring:** Algebra teacher Principal **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	Formative			Summative
	Nov	Jan	Mar	June
	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Achieve a campus TEA rating of "A" through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 5: 93% of all students will pass the Biology EOC at the "Approaches" level. 75% of students will achieve the "Meets" level and 35% will achieve "Masters" level.

    Evaluation Data Sources: EOC passing rate

Strategy 1 Details		Reviews			
Strategy 1: Benchmark Science EOC tests will be administered to Biology students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: EOC Science benchmark scores		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Science Dept.		40%			
Strategy 2 Details		**Reviews**			
Strategy 2: EOC objectives will be taught in Science classes using TEKS		**Formative**			**Summative**
Strategy's Expected Result/Impact: EOC Science benchmark tests scores		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Principals		40%			
Strategy 3 Details		**Reviews**			
Strategy 3: Strategic Biology 1 scheduling will occur.		**Formative**			**Summative**
Strategy's Expected Result/Impact: EOC Science benchmark tests scores		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Counselors		40%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 1: Achieve a campus TEA rating of "A" through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 6: 98% of all students will pass the US History EOC at the "Approaches" level. In addition, 90% of students will achieve the "Meets" level and 70% will achieve the "Masters" level in History.

   Evaluation Data Sources: EOC passing rate

Strategy 1 Details		Reviews			
Strategy 1: Benchmark Social Studies tests will be administered to all Juniors		**Formative**			**Summative**
Strategy's Expected Result/Impact: EOC benchmark/practice test scores		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Social Studies Dept.		40%			
Strategy 2 Details		Reviews			
Strategy 2: EOC objectives will be taught in Social Studies classes using TEKS		**Formative**			**Summative**
Strategy's Expected Result/Impact: EOC benchmark/practice test scores		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers Principals		40%			
Strategy 3 Details		Reviews			
Strategy 3: Students will be tracked into correct Social Studies classes during 9-10th grade yrs. so they will be aligned to take U.S. History the 11th grade year for EOC success.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Credits on transcripts EOC Social Studies practice test scores		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals Counselor Teachers		40%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 1: Achieve a campus TEA rating of "A" through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 7: FHS will be able to get 88% or more of graduates to identified as College, Career, or Military Ready.

    Evaluation Data Sources: 2023 TEA Accountability Summary

Strategy 1 Details	Reviews			
Strategy 1: FISD will pay for the tuition, fees, and books of all students taking dual credit courses toward an Associates degree as long as they successfully complete the classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Moving from quartile 4 on number of students taking dual credit courses academic distinction to quartile 2
    Staff Responsible for Monitoring: Principal
    Counselor
	40%			

Strategy 2 Details	Reviews			
Strategy 2: Students can get credit for CCMR the following ways: 1. Dual Credit (9 hours of any subject or 3 hours of English or Math) 2. AP (passing any Collegeboard AP Exam with a 3 or higher) 3. ACT/SAT (scoring at the "college readiness" level on both English & Math) 4. Military (enlisting in the armed services) 5. Career (earning an industry certification) 6. TSI (passing both the Math & Reading portion) Any student not qualifying in one of these areas is placed in the TSI course to give them remediation to pass the TSI test. Several of the above are currently under review as a part of TEA's accountability reset. The District is monitoring these updates and will modify student expectations and supports as necessary. TEC 11.255 TEC 11.252(3)(G)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%			

Strategy's Expected Result/Impact: Increase the percentage of students that are identified as College, Career, or Military Ready (CCMR)
    Staff Responsible for Monitoring: Principal
    Counselor
    CTE Director				

Strategy 3 Details	Reviews			
Strategy 3: Seniors will be given the TSI test in Reading and Math to determine College Readiness. Students who fail will be given the TSI a second time after undergoing remediation classes.	Formative			Summative
	Nov	Jan	Mar	June
TEA Priorities: Connect high school to career and college	40%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Achieve a campus TEA rating of "A" through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 8: FISD will increase the English Language Proficiency Status score from 29% to 36%.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students. Employ a Spanish speaking paraprofessional to serve as an ESL aide at the high school. **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores **Staff Responsible for Monitoring:** Superintendent; Campus Administrators	**Formative**			**Summative**
	Nov	Jan	Mar	June
	40%			
Strategy 2 Details	**Reviews**			
Strategy 2: Differentiation and acceleration of instruction will be provided by: - Ensuring all teachers are trained in Gifted/Talented strategies. -Encouraging all teachers to attain ESL certification or be trained in SIOP (Sheltered Instruction Observation Protocal) **Strategy's Expected Result/Impact:** IMPLEMENTATION - teacher training/certification IMPACT- Students will recieve needed services and instruction according to individual needs, leading to increased academic success. **Staff Responsible for Monitoring:** ESL Coordinator Principal	**Formative**			**Summative**
	Nov	Jan	Mar	June
	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 1: Maintain that all core academic subject area classes are taught by highly qualified teachers on each campus.

Evaluation Data Sources: Personnel documentation
Teacher certificates

Strategy 1 Details	Reviews			
Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position **Staff Responsible for Monitoring:** Curriculum Director	**Nov**	**Jan**	**Mar**	**June**
	40%			

Strategy 2 Details	Reviews			
Strategy 2: District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired **Staff Responsible for Monitoring:** Curriculum Director	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide recruitment and retention stipends for teachers in hard-to-fill positions, including Special Education, CTE, and Bilingual/Spanish teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Stipend paid to Special Education, CTE, and Bilingual/Spanish teachers. 2. IMPACT - Number of new teachers retained by district **Staff Responsible for Monitoring:** Superintendent; Director of Finance **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Jan**	**Mar**	**June**
	40%			

Strategy 4 Details	Reviews			
Strategy 4: High School teachers will be encouraged to stay up-to-date in G/T training and strategies. G/T students will be primarily served via the dual credit/honors program.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: G/T students will have higher-level learning opportunities through dual credit/ honors classes. **Staff Responsible for Monitoring:** Principal Counselor **TEA Priorities:** Connect high school to career and college	40%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 2: Continue to work on initiatives to increase teacher retention.

    Evaluation Data Sources: Exit interviews
    HR data

Strategy 1 Details		Reviews			
Strategy 1: Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts
    2. IMPACT - increased retention rate among first year teachers
    Staff Responsible for Monitoring: Curriculum Director;
    Campus Administrators
		40%			

Strategy 2 Details		Reviews			
Strategy 2: Campus-level incentive programs that acknowledge teacher and paraprofessional excellence.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher morale and retention rate, **Staff Responsible for Monitoring:** Principal		**Nov**	**Jan**	**Mar**	**June**
		40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 3: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Practice procedures in place for emergencies to ensure staff and student safety.

   Evaluation Data Sources: Campus drill reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - locks and security cameras installed, and documentation of visitors 2. IMPACT - eliminate number of strangers in hallways **Staff Responsible for Monitoring:** Front Office Staff; Police Chief	40%			

Strategy 2 Details	Reviews			
Strategy 2: All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252 (c)(9)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis **Staff Responsible for Monitoring:** Campus Administrators	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252 (3)(B)(ii)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis **Staff Responsible for Monitoring:** Campus Administrators	100%	100%	100%	

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

Goal 3: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Implement drug and violence prevention programs to help reduce incidences to zero.

    Evaluation Data Sources: Discipline report
School Police report

Strategy 1 Details				Reviews			
Strategy 1: Conduct unscheduled drug-dog searches of campus buildings and premises.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - dog search documentation 2. IMPACT - reduce incidences of drug use on campus **Staff Responsible for Monitoring:** Superintendent; District Police Chief				**Nov**	**Jan**	**Mar**	**June**
				40%			

Strategy 2 Details				Reviews			
Strategy 2: The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252].				**Formative**			**Summative**
All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.				**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis **Staff Responsible for Monitoring:** Campus Administrators				100%	100%	100%	

Strategy 3 Details				Reviews			
Strategy 3: All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention. TEC 11.252(3)(B)(i)				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis **Staff Responsible for Monitoring:** Campus Administrators				100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. TEC 11.252(3)(B)(ii)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents **Staff Responsible for Monitoring:** Campus Administrators; Counselors	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: District-wide discipline management system will be utilized, where administrators will log all discipline into Ascender system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to AEP to help them stop the problematic behavior without missing class time. TEC 11.252(3)(E) TEC 37.083(a)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Ascender discipline logs 2. IMPACT - reduced number of incidents on Ascender **Staff Responsible for Monitoring:** Campus Administrators; Counselors	40%			

Strategy 6 Details	Reviews			
Strategy 6: All campus counselors and administrators will be trained on harassment and dating violence each year. TEC 37.0831	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents **Staff Responsible for Monitoring:** Campus Administrators; Counselors	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Maintain a graduation rate above 95%.

Evaluation Data Sources: 2023 graduation rate

Strategy 1 Details	Reviews			
Strategy 1: Utilize the following programs for credit recovery:	**Formative**			**Summative**
~ Odyssey online courses	**Nov**	**Jan**	**Mar**	**June**
~ Saturday school				
~ Monday school	40%			
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - student participation in programs				
2. IMPACT - reduced number of students lacking the required credit hours				
Staff Responsible for Monitoring: Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Use technology and other resources to provide materials for absent students to make up work ("flipped classroom" materials, etc.).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - videos, web resources, and other materials provided for students	40%			
2. IMPACT - decrease in number of students with incomplete work				
Staff Responsible for Monitoring: Campus Administration;				
Technology Department;				
Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Provide homebound services to ensure students in need maintain grades and credits for graduation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Homebound Program documentation	**Nov**	**Jan**	**Mar**	**June**
2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy	40%			
Staff Responsible for Monitoring: Campus Administrators;				
Counselors				

Strategy 4 Details				Reviews			
Strategy 4: Provide summer school at FHS for credit recovery TEC 11.252(a)(3)(A)				Formative			Summative
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Number of students completing courses **Staff Responsible for Monitoring:** FHS administrators; Teachers							

Strategy 5 Details				Reviews			
Strategy 5: Provide Career and Technology Education classes in Agricultural Education, AV Production, Business, Marketing, and Engineering.				Formative			Summative
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Graduation rate Number of students earning CTE credits Number of students earning industry certifications **Staff Responsible for Monitoring:** Principal Counselor				40%			

Strategy 6 Details				Reviews			
Strategy 6: All students will be provided with a Chromebook for school and home use. Instruction will be provided using Google Classroom in case students move to remote learning.				Formative			Summative
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Instruction and student learning will continue even with a school-wide shutdown due to Covid-19. **Staff Responsible for Monitoring:** Technology Director Librarian Principal				100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Increase CTE student performance.

    Evaluation Data Sources: Perkins Accountability Report

Strategy 1 Details			Reviews			
Strategy 1: Use ELA benchmarking data to develop lessons that build student CTE and ELA skill sets			Formative			Summative
Strategy's Expected Result/Impact: Benchmark results			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Teachers			40%			

Strategy 2 Details			Reviews			
Strategy 2: Provide ELA and CTE teachers with multiple opportunities throughout the school year to train and plan together			Formative			Summative
Strategy's Expected Result/Impact: CTE performance			Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal			40%			

Strategy 3 Details			Reviews			
Strategy 3: Students will be encouraged to either pass the ELA and math portions of the TSI test or pass a state exam to earn an approved state career certificate-- all strategies designed to show college or career readiness. TEC 11.255 TEC 11.252(3)(G)			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Passing rate on TSI test Numberof students passing state certificate exams, Higher score on Index 4 **Staff Responsible for Monitoring:** Counselor			40%			

Strategy 4 Details	Reviews			
Strategy 4: Farmersville High School serves as a TSI testing center in order to allow students multiple opportunities to pass both the reading and writing portion of the exam. All seniors will be tested in the fall and all juniors in the spring. TEC 11.255 TEC 11.252(3)(G)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students who successfully pass the TSI test and are certified as college ready. **Staff Responsible for Monitoring:** Counselor Collin College counselor Principal **TEA Priorities:** Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Farmersville ISD will increase the number of students graduating college, career, and/or military ready.

Performance Objective 1: 88% of graduating seniors will meet the state standards for college and/or career readiness.

    Evaluation Data Sources: Domain 3 A-F Accountability Report

Strategy 1 Details		Reviews			
Strategy 1: Identify students not likely to meet readiness standards on ACT/SAT and ensure they take the TSI test prior to graduation.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Successful passage of the ELA and Math portions of the TSI test. **Staff Responsible for Monitoring:** Counselor		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Ensure that students take courses toward a coherent CTE sequence in order to achieve the career readiness standard.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Degree Plans demonstrate a coherent CTE sequence.
     Staff Responsible for Monitoring: Counselor
     CTE coordinator
		Nov	**Jan**	**Mar**	**June**

		40%			

Strategy 3 Details		Reviews			
Strategy 3: Additional CTE course sequences will be created and incorporated into the course catalog to ensure all students have access to a coherent sequence of CTE courses.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Degree plans demonstrate a coherent CTE sequence.
     Staff Responsible for Monitoring: Counselor
     CTE Coordinator
     Principal
		Nov	**Jan**	**Mar**	**June**

		100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Seniors who fail to pass the TSI Math or Reading test will be moved into a College Prep Math or College Prep English course if their schedule permits. This exempts them from the TSI requirement for two years if they pass these courses and qualifies them as college ready. TEC 11.255 TEC 11.252(3)(G) **Strategy's Expected Result/Impact:** More students will successfully complete the TSI Math and TSI Reading tests and will qualify as college ready. **Staff Responsible for Monitoring:** Counselor Principal **TEA Priorities:** Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 5: Farmersville ISD will increase the number of students graduating college, career, and/or military ready.

Performance Objective 2: Students will begin taking dual credit courses as freshmen with FISD paying for all tuition, fees, and books as long as students successfully pass the courses. Students that stay in the program will be able to earn an Associates degree by the time they graduate from high school.

Evaluation Data Sources: Semester report cards

Strategy 1 Details			Reviews			
Strategy 1: Incoming freshmen students and their parents will be informed of the Associates degree program offered by Farmersville High School.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 30-40% of incoming freshmen will take dual credit courses -- Learning Pathways, BCIS, and Speech. **Staff Responsible for Monitoring:** Deputy Superintendent Counselors Principal Dual credit teachers/proctors **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum			**Nov**	**Jan**	**Mar**	**June**
			100%	100%	100%	

Strategy 2 Details			Reviews			
Strategy 2: Additional dual credit classes will continue to be offered to students.			**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will take dual credit classes, thus increasing CCMR scores and preparing students for college. **Staff Responsible for Monitoring:** Deputy Superintendent Counselors Principal **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum			**Nov**	**Jan**	**Mar**	**June**
			100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Farmersville ISD will increase the number of students graduating college, career, and/or military ready.

Performance Objective 3: Farmersville High School will continue an 8 period class day in order to increase students' opportunities to take additional academic courses and CTE electives.

    Evaluation Data Sources: Number of additional high school credits students earn as a result.

Strategy 1 Details		Reviews			
Strategy 1: All freshmen students will be required to take BIM as an elective, thus encouraging more students to achieve the Microsoft Word or Excel certification before graduating		**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased number of Microsoft Word and Microsoft Excel certifications
    Staff Responsible for Monitoring: Business teacher
Lead counselor
Principal
 	
    TEA Priorities:
Connect high school to career and college
		Nov	**Jan**	**Mar**	**June**

		100%	100%	100%	

Strategy 2 Details		Reviews			
Strategy 2: Students will be given the opportunity to take robotics courses as part of an engineering/computer pathway.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase number of students graduating high school and enrolling in an engineering program in college.
    Staff Responsible for Monitoring: Robotics/engineering teacher
Deputy Superintendent
Principal
 	
    TEA Priorities:
Connect high school to career and college
		Nov	**Jan**	**Mar**	**June**

		100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Farmersville ISD will increase the number of students graduating college, career, and/or military ready.

Performance Objective 4: Farmersville High School will offer opportunities for students and parents to learn more about various colleges and ways to pay for college expenses.

    Evaluation Data Sources: Number of students who enroll in a college or university

Strategy 1 Details		Reviews			
Strategy 1: Farmersville High School will sponsor at least 2-3 college or university visits/tours each year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students enrolling at a college or university		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Lead Counselor **TEA Priorities:** Connect high school to career and college		50%			
Strategy 2 Details		Reviews			
Strategy 2: Farmersville High School will host a Parent Information Night giving details about the college enrollment process, FAFSA applications, etc. FHS will also coordinate with Collin College a College Fair event in January.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of students enrolling in colleges or universities **Staff Responsible for Monitoring:** Principal Lead Counselor Deputy Superintendent **TEA Priorities:** Connect high school to career and college		50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 6: Farmersville High School will meet or exceed the recommended attendance rate of 96%.

Performance Objective 1: The attendance rate will meet or exceed the recommended attendance rate of 96% through systematic tracking and interventions, including the use of an attendance committee.

    Evaluation Data Sources: TAPR
    PEIMS

Strategy 1 Details		Reviews			
Strategy 1: District truancy plan will be followed for any students with more than three unexcused absences in a four-week period or 10 or more absences in a six month period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed.		**Formative**			**Summative**
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation
    2. IMPACT - increased attendance rate
    Staff Responsible for Monitoring: Campus Administrators
		40%			

Strategy 2 Details		Reviews			
Strategy 2: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.		**Formative**			**Summative**
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records
    2. IMPACT - increased attendance rate and participation
    Staff Responsible for Monitoring: Curriculum Director;
Campus Administrators;
Counselors
		40%			

Strategy 3 Details		Reviews			
Strategy 3: Call the parents of absentees daily.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance Rate		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Attendance Clerk		40%			

Strategy 4 Details	Reviews			
Strategy 4: Continue semester exam exemption plan	Formative			Summative

Strategy's Expected Result/Impact: Attendance rate
    Staff Responsible for Monitoring: Principal
    Teachers
	Nov	Jan	Mar	June

	40%			

Strategy 5 Details	Reviews			
Strategy 5: Begin legal proceedings against habitual absentees	Formative			Summative
Strategy's Expected Result/Impact: Attendance Rate **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June
	40%			

Strategy 6 Details	Reviews			
Strategy 6: Students with attendance problems will be required to attend detentions after school and/or Saturday school	Formative			Summative

Strategy's Expected Result/Impact: Attendance rate
    Staff Responsible for Monitoring: Principals
    Saturday school facilitator
	Nov	Jan	Mar	June

	40%			

Strategy 7 Details	Reviews			
Strategy 7: Teachers will use computerized attendance system to increase accuracy of attendance reporting	Formative			Summative

Strategy's Expected Result/Impact: Attendance Rate
    Staff Responsible for Monitoring: Teachers
    Attendance clerk
	Nov	Jan	Mar	June

	40%			

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 6: Farmersville High School will meet or exceed the recommended attendance rate of 96%.

Performance Objective 2: Student incentive program to be implemented.

    Evaluation Data Sources: Campus budget and calendar documentaion

Strategy 1 Details	Reviews			
Strategy 1: Use the budget to purchase incentive items and promote attendance.	**Formative**			**Summative**
	Nov	Jan	Mar	June
	40%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 7: FHS will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 1: 100% of families of LEP students will have communication provided in the home language.
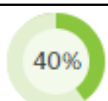
Evaluation Data Sources: Documentation of home-school communication; website statistics

Strategy 1 Details	Reviews			
Strategy 1: Provide translation services on website.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - website activated; site statistics 2. IMPACT - increased parent involvement of LEP students **Staff Responsible for Monitoring:** Instructional Technology Director	Nov	Jan	Mar	June
	40%			
Strategy 2 Details	Reviews			
Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students **Staff Responsible for Monitoring:** Superintendent; Campus Administrators	Nov	Jan	Mar	June
	40%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 7: FHS will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 2: Parents will receive campus communication at least once a six weeks grading period to enhance parent involvement and support.

    Evaluation Data Sources: Documentation of communication

Strategy 1 Details				Reviews			
Strategy 1: Progress reports will be sent home each 3 weeks for all students				**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent/Student/Staff surveys **Staff Responsible for Monitoring:** Teachers				**Nov**	**Jan**	**Mar**	**June**
				40%			

Strategy 2 Details				Reviews			
Strategy 2: Teachers will be encouraged to utilize email, or call/write notes to parents to inform them about their child's progress. The SchoolStatus program will be used to help document parent contacts.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent surveys **Staff Responsible for Monitoring:** Teachers				**Nov**	**Jan**	**Mar**	**June**
				40%			

Strategy 3 Details				Reviews			
Strategy 3: The school will send letters and calendars to parents regarding school events/issues to encourage parental involvement				**Formative**			**Summative**

Strategy's Expected Result/Impact: Parent Surveys
    Staff Responsible for Monitoring: Principal
    Counselor
				Nov	**Jan**	**Mar**	**June**

				40%			

Strategy 4 Details				Reviews			
Strategy 4: The school will develop and operate a Facebook page in order to keep parents and community members informed of upcoming events.				**Formative**			**Summative**

Strategy's Expected Result/Impact: Number of Likes and contacts on Facebook page
    Staff Responsible for Monitoring: Principal
    Counselor
				Nov	**Jan**	**Mar**	**June**

				40%			

Strategy 5 Details		**Reviews**			
Strategy 5: Parents & teachers will be included in planning each year's upcoming school calendar.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus Plan **Staff Responsible for Monitoring:** Site-based Committee		**Nov**	**Jan**	**Mar**	**June**
		40%			

Strategy 6 Details		**Reviews**			
Strategy 6: Sponsor an open house at the high school each year		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent Surveys **Staff Responsible for Monitoring:** Principal Teachers		**Nov**	**Jan**	**Mar**	**June**
		40%			

Strategy 7 Details		**Reviews**			
Strategy 7: Information regarding school events, student accomplishments, etc. will be reported in the calendar, school/ local newspaper, web page, and Facebook		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent Surveys **Staff Responsible for Monitoring:** Principal Counselor		**Nov**	**Jan**	**Mar**	**June**
		40%			

Strategy 8 Details		**Reviews**			
Strategy 8: TxConnect provided for parents to have access to grades 9-12 assignments/homework, etc.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of "hits" to Parent Portal **Staff Responsible for Monitoring:** Administration Principal Teachers		**Nov**	**Jan**	**Mar**	**June**
		40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Budget for Farmersville High School

Total SCE Funds: $126,619.77
Total FTEs Funded by SCE: 2.417
Brief Description of SCE Services and/or Programs

Personnel for Farmersville High School

Name	Position	FTE
Classroom Aide	Aide	1
HS Counselor	Counselor	0.01
HS Electives Teacher	Teacher	0.203
HS Electives Teacher	Teacher	0.164
HS English Teacher	Teacher	0.039
HS English Teacher	Teacher	0.05
HS English Teacher	Teacher	0.05
HS Math Teacher	Teacher	0.045
HS Math Teacher	Teacher	0.04
HS Math Teacher	Teacher	0.043
HS Math Teacher	Teacher	0.04
HS Science Teacher	Teacher	0.04
HS Science Teacher	Teacher	0.04
HS Science Teacher	Teacher	0.04
HS Science Teacher	Teacher	0.039
HS Social Studies Teacher	Teacher	0.04
HS Social Studies Teacher	Teacher	0.042
HS Social Studies Teacher	Teacher	0.04
HS Social Studies Teacher	Teacher	0.371

Name	Position	FTE
HS Spanish Teacher	Teacher	0.046
HS Spanish Teacher	Teacher	0.035

2022-2023 Campus Improvement Team

Committee Role	Name	Position
Administrator	David Warren	Principal
Administrator	Cole Ferrell	Assistant Principal
Non-classroom Professional	Jill Cooper	Non-classroom Professional
Classroom Teacher	Julie Talley	English I Teacher
Classroom Teacher	Steven Nappo	Calculus & Physics Teacher
Classroom Teacher	Candy Delorantis	Speech, MM, Work Coop Teacher and DC Proctor
Classroom Teacher	Sandy Jacobs	Biology & Forensics Teacher
Classroom Teacher	Brock Stull	Anatomy & Chemistry Teacher
Business Representative	Roy Homefeld	Business Representative
Parent	Jeff Payne	Parent
Parent	Monica Johnson	Parent

2021-22 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: FARMERSVILLE H S

Campus Number: 043904001

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
					STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	77%	**77%**	71%	69%	86%	-	*	-	78%	40%	50%	85%	67%	74%	46%
	2021	67%	78%	**78%**	*	71%	83%	*	-	-	*	31%	71%	81%	71%	72%	42%
At Meets Grade Level or Above	2022	47%	58%	**58%**	43%	54%	62%	-	*	-	67%	25%	33%	62%	52%	48%	31%
	2021	50%	59%	**59%**	*	51%	65%	*	-	-	*	25%	57%	64%	47%	50%	16%
At Masters Grade Level	2022	11%	12%	**12%**	0%	13%	10%	-	*	-	11%	0%	0%	12%	11%	7%	6%
	2021	12%	13%	**13%**	*	10%	13%	*	-	-	*	0%	0%	14%	9%	9%	5%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	76%	**76%**	*	68%	82%	*	-	-	100%	35%	50%	81%	64%	68%	45%
	2021	71%	78%	**78%**	*	73%	81%	*	*	-	*	23%	60%	82%	69%	75%	46%
At Meets Grade Level or Above	2022	55%	61%	**61%**	*	52%	67%	*	-	-	100%	18%	30%	66%	49%	53%	27%
	2021	57%	64%	**64%**	*	53%	70%	*	*	-	*	23%	40%	71%	51%	60%	23%
At Masters Grade Level	2022	9%	7%	**7%**	*	7%	6%	*	-	-	20%	6%	0%	7%	6%	6%	0%
	2021	11%	10%	**10%**	*	9%	9%	*	*	-	*	0%	0%	11%	9%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	91%	**86%**	86%	80%	89%	-	*	-	100%	63%	100%	86%	86%	80%	67%
	2021	73%	85%	**79%**	*	75%	83%	*	-	-	*	64%	80%	84%	70%	79%	71%
At Meets Grade Level or Above	2022	43%	63%	**51%**	29%	44%	57%	-	*	-	60%	50%	20%	54%	48%	48%	42%
	2021	41%	44%	**26%**	*	18%	34%	*	-	-	*	14%	20%	30%	18%	25%	14%
At Masters Grade Level	2022	27%	37%	**28%**	29%	26%	28%	-	*	-	60%	6%	0%	32%	24%	23%	25%
	2021	23%	25%	**12%**	*	9%	15%	*	-	-	*	0%	0%	12%	12%	9%	7%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	87%	**87%**	86%	83%	90%	-	*	-	88%	60%	100%	90%	81%	81%	61%
	2021	82%	86%	**86%**	*	75%	95%	*	-	-	*	55%	60%	87%	84%	81%	56%
At Meets Grade Level or Above	2022	55%	59%	**59%**	14%	55%	66%	-	*	-	63%	27%	44%	68%	47%	58%	39%
	2021	55%	59%	**59%**	*	49%	65%	*	-	-	*	9%	40%	61%	51%	47%	25%
At Masters Grade Level	2022	21%	14%	**14%**	0%	6%	21%	-	*	-	13%	7%	22%	15%	13%	6%	3%
	2021	22%	19%	**19%**	*	14%	22%	*	-	-	*	0%	0%	20%	16%	10%	0%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	93%	**93%**	100%	92%	93%	*	*	-	100%	64%	*	96%	88%	94%	73%
	2021	88%	96%	**96%**	*	96%	96%	*	-	-	*	70%	*	98%	89%	95%	82%
At Meets Grade Level or Above	2022	68%	82%	**82%**	100%	74%	87%	*	*	-	86%	43%	*	84%	78%	78%	36%
	2021	69%	80%	**80%**	*	74%	84%	*	-	-	*	40%	*	85%	61%	74%	36%
At Masters Grade Level	2022	42%	49%	**49%**	33%	38%	59%	*	*	-	57%	14%	*	51%	45%	37%	0%
	2021	43%	53%	**53%**	*	45%	60%	*	-	-	*	10%	*	57%	39%	43%	27%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	96%	**96%**	-	100%	94%	-	-	-	*	-	-	96%	*	93%	*
	2021	95%	95%	**95%**	*	*	93%	-	*	-	-	-	-	94%	*	*	-
At Meets Grade Level or Above	2022	64%	48%	**48%**	-	50%	45%	-	-	-	*	-	-	48%	*	40%	*
	2021	69%	63%	**63%**	*	*	73%	-	*	-	-	-	-	61%	*	*	-
At Masters Grade Level	2022	13%	4%	**4%**	-	5%	3%	-	-	-	*	-	-	2%	*	0%	*
	2021	14%	0%	**0%**	*	*	0%	-	*	-	-	-	-	0%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	81%	**84%**	87%	78%	88%	*	100%	-	91%	51%	74%	88%	76%	79%	56%
	2021	67%	78%	**84%**	100%	78%	88%	83%	*	-	71%	47%	72%	87%	76%	80%	58%
At Meets Grade Level or Above	2022	48%	54%	**61%**	50%	55%	66%	*	100%	-	74%	32%	29%	66%	53%	55%	35%
	2021	41%	47%	**59%**	71%	50%	66%	50%	*	-	71%	22%	40%	64%	46%	51%	22%
At Masters Grade Level	2022	23%	24%	**19%**	13%	15%	21%	*	64%	-	29%	6%	6%	20%	17%	13%	7%
	2021	18%	19%	**21%**	14%	17%	23%	17%	*	-	43%	2%	4%	23%	15%	14%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	83%	**77%**	80%	69%	84%	*	*	-	86%	38%	50%	83%	66%	71%	46%
	2021	68%	78%	**78%**	100%	72%	82%	*	*	-	71%	28%	67%	81%	70%	73%	44%
At Meets Grade Level or Above	2022	53%	62%	**60%**	60%	53%	64%	*	*	-	79%	22%	31%	64%	51%	51%	30%
	2021	45%	50%	**62%**	83%	52%	68%	*	*	-	71%	24%	50%	67%	49%	54%	19%
At Masters Grade Level	2022	25%	29%	**9%**	0%	10%	8%	*	*	-	14%	3%	0%	10%	9%	7%	4%
	2021	18%	19%	**11%**	17%	10%	11%	*	*	-	29%	0%	0%	12%	9%	7%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	77%	**89%**	86%	85%	91%	-	*	-	100%	63%	100%	90%	86%	83%	68%
	2021	66%	76%	**82%**	*	76%	85%	*	*	-	*	64%	80%	86%	71%	80%	71%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	42%	**50%**	29%	46%	53%	-	*	-	67%	50%	20%	51%	48%	46%	40%
	2021	37%	39%	**32%**	*	17%	43%	*	*	-	*	14%	20%	36%	21%	25%	14%
At Masters Grade Level	2022	20%	16%	**22%**	29%	20%	20%	-	*	-	50%	6%	0%	20%	25%	18%	24%
	2021	18%	15%	**10%**	*	9%	12%	*	*	-	*	0%	0%	9%	12%	8%	7%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	85%	**87%**	86%	83%	90%	-	*	-	88%	60%	100%	90%	81%	81%	61%
	2021	71%	81%	**86%**	*	75%	95%	*	-	-	*	55%	60%	87%	84%	81%	56%
At Meets Grade Level or Above	2022	47%	56%	**59%**	14%	55%	66%	-	*	-	63%	27%	44%	68%	47%	58%	39%
	2021	44%	53%	**59%**	*	49%	65%	*	-	-	*	9%	40%	61%	51%	47%	25%
At Masters Grade Level	2022	21%	20%	**14%**	0%	6%	21%	-	*	-	13%	7%	22%	15%	13%	6%	3%
	2021	20%	22%	**19%**	*	14%	22%	*	-	-	*	0%	0%	20%	16%	10%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	81%	**93%**	100%	92%	93%	*	*	-	100%	64%	*	96%	88%	94%	73%
	2021	73%	85%	**96%**	*	96%	96%	*	-	-	*	70%	*	98%	89%	95%	82%
At Meets Grade Level or Above	2022	50%	58%	**82%**	100%	74%	87%	*	*	-	86%	43%	*	84%	78%	78%	36%
	2021	49%	60%	**80%**	*	74%	84%	*	-	-	*	40%	*	85%	61%	74%	36%
At Masters Grade Level	2022	30%	32%	**49%**	33%	38%	59%	*	*	-	57%	14%	*	51%	45%	37%	0%
	2021	29%	38%	**53%**	*	45%	60%	*	-	-	*	10%	*	57%	39%	43%	27%

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

\- Indicates there are no students in the group.

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						School Progress Domain - Academic Growth Score by Grade and Subject											
End of Course English II	2022	71	72	**72**	*	69	74	*	-	-	*	55	64	73	68	67	68
	2019	69	71	**71**	*	77	66	-	*	-	*	68	*	72	70	75	*
End of Course Algebra I	2022	67	79	**75**	67	78	73	-	*	-	*	58	*	80	68	76	82
	2019	75	68	**70**	*	69	69	-	-	-	*	64	*	76	58	69	65
All Grades Both Subjects	2022	74	74	**73**	78	72	74	*	*	-	67	57	67	75	68	71	75
	2019	69	74	**71**	67	74	67	-	*	-	*	67	67	73	66	73	63
All Grades ELA/Reading	2022	78	82	**72**	*	69	74	*	-	-	*	55	64	73	68	67	68
	2019	68	73	**71**	*	77	66	-	*	-	*	68	*	72	70	75	*
All Grades Mathematics	2022	69	65	**75**	67	78	73	-	*	-	*	58	*	80	68	76	82
	2019	70	74	**70**	*	69	69	-	-	-	*	64	*	76	58	69	65

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

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level
All Grades All Subjects
At Approaches Grade Level or Above	2022	74%	81%	**84%**	-	-	-	-	-	-	54%	-	54%	-	-	88%	51%	95%
	2021	67%	78%	**84%**	51%	-	-	-	-	51%	29%	-	29%	-	-	86%	50%	92%
At Meets Grade Level or Above	2022	48%	54%	**61%**	-	-	-	-	-	-	32%	-	32%	-	-	65%	29%	70%
	2021	41%	47%	**59%**	16%	-	-	-	-	16%	14%	-	14%	-	-	63%	16%	60%
At Masters Grade Level	2022	23%	24%	**19%**	-	-	-	-	-	-	4%	-	4%	-	-	21%	4%	21%
	2021	18%	19%	**21%**	7%	-	-	-	-	7%	14%	-	14%	-	-	23%	7%	8%
All Grades ELA/Reading
At Approaches Grade Level or Above	2022	75%	83%	**77%**	-	-	-	-	-	-	44%	-	44%	-	-	82%	41%	90%
	2021	68%	78%	**78%**	41%	-	-	-	-	41%	*	-	*	-	-	81%	39%	95%
At Meets Grade Level or Above	2022	53%	62%	**60%**	-	-	-	-	-	-	27%	-	27%	-	-	64%	24%	72%
	2021	45%	50%	**62%**	15%	-	-	-	-	15%	*	-	*	-	-	65%	14%	80%
At Masters Grade Level	2022	25%	29%	**9%**	-	-	-	-	-	-	0%	-	0%	-	-	10%	0%	17%
	2021	18%	19%	**11%**	4%	-	-	-	-	4%	*	-	*	-	-	13%	4%	5%
All Grades Mathematics
At Approaches Grade Level or Above	2022	72%	77%	**89%**	-	-	-	-	-	-	65%	-	65%	-	-	92%	64%	100%
	2021	66%	76%	**82%**	56%	-	-	-	-	56%	*	-	*	-	-	82%	60%	92%
At Meets Grade Level or Above	2022	42%	42%	**50%**	-	-	-	-	-	-	39%	-	39%	-	-	52%	36%	44%
	2021	37%	39%	**32%**	11%	-	-	-	-	11%	*	-	*	-	-	35%	10%	25%
At Masters Grade Level	2022	20%	16%	**22%**	-	-	-	-	-	-	17%	-	17%	-	-	21%	18%	33%
	2021	18%	15%	**10%**	11%	-	-	-	-	11%	*	-	*	-	-	10%	10%	8%
All Grades Science
At Approaches Grade Level or Above	2022	76%	85%	**87%**	-	-	-	-	-	-	59%	-	59%	-	-	91%	54%	100%
	2021	71%	81%	**86%**	55%	-	-	-	-	55%	*	-	*	-	-	90%	50%	88%
At Meets Grade Level or Above	2022	47%	56%	**59%**	-	-	-	-	-	-	38%	-	38%	-	-	63%	31%	75%
	2021	44%	53%	**59%**	18%	-	-	-	-	18%	*	-	*	-	-	62%	17%	63%
At Masters Grade Level	2022	21%	20%	**14%**	-	-	-	-	-	-	0%	-	0%	-	-	17%	0%	13%
	2021	20%	22%	**19%**	0%	-	-	-	-	0%	*	-	*	-	-	23%	0%	6%
All Grades Social Studies
At Approaches Grade Level or Above	2022	75%	81%	**93%**	-	-	-	-	-	-	70%	-	70%	-	-	95%	70%	100%
	2021	73%	85%	**96%**	75%	-	-	-	-	75%	*	-	*	-	-	97%	75%	*

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	58%	**82%**	-	-	-	-	-	-	30%	-	30%	-	-	87%	30%	86%
	2021	49%	60%	**80%**	25%	-	-	-	-	25%	*	-	*	-	-	85%	25%	*
At Masters Grade Level	2022	30%	32%	**49%**	-	-	-	-	-	-	0%	-	0%	-	-	54%	0%	43%
	2021	29%	38%	**53%**	25%	-	-	-	-	25%	*	-	*	-	-	56%	25%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	74%	**73%**	-	-	-	-	-	-	73%	-	73%	-	-	73%	72%	81%
	2019	69%	74%	**71%**	-	-	-	-	-	-	65%	-	65%		-		65%	
All Grades ELA/Reading	2022	78%	82%	**72%**	-	-	-	-	-	-	64%	-	64%	-	-	73%	64%	79%
	2019	68%	73%	**71%**	-	-	-	-	-	-	*	-	*		-		*	
All Grades Mathematics	2022	69%	65%	**75%**	-	-	-	-	-	-	81%	-	81%	-	-	73%	79%	83%
	2019	70%	74%	**70%**	-	-	-	-	-	-	61%	-	61%		-		61%	

* 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.

2021-22 STAAR Participation (TAPR)
FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	100%	99%	99%	*	100%	-	100%	100%	100%	99%	99%	100%	99%
Included in Accountability	93%	94%	**94%**	81%	95%	96%	*	100%	-	95%	99%	71%	96%	89%	95%	92%
Not Included in Accountability: Mobile	5%	5%	**5%**	19%	2%	4%	*	0%	-	5%	0%	25%	2%	9%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	0%	-	0%	1%	4%	1%	1%	2%	7%
Not Tested	1%	0%	**1%**	0%	1%	1%	*	0%	-	0%	0%	0%	1%	1%	0%	1%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Other	0%	0%	**1%**	0%	0%	1%	*	0%	-	0%	0%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**91%**	71%	93%	95%	*	*	-	93%	97%	64%	94%	87%	93%	85%
Not Included in Accountability: Mobile	5%	6%	**6%**	29%	3%	5%	*	*	-	7%	0%	28%	3%	11%	2%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**2%**	0%	5%	0%	*	*	-	0%	3%	8%	2%	3%	5%	15%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**97%**	100%	96%	97%	-	*	-	100%	100%	100%	97%	97%	98%	96%
Included in Accountability	93%	94%	**92%**	78%	94%	93%	-	*	-	100%	100%	63%	96%	86%	95%	96%
Not Included in Accountability: Mobile	5%	6%	**5%**	22%	3%	4%	-	*	-	0%	0%	38%	1%	12%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**3%**	0%	4%	3%	-	*	-	0%	0%	0%	3%	3%	3%	4%
Absent	1%	0%	**0%**	0%	1%	0%	-	*	-	0%	0%	0%	0%	1%	0%	4%
Other	0%	0%	**2%**	0%	3%	3%	-	*	-	0%	0%	0%	3%	1%	3%	0%
Science																
Assessment Participant	98%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	**97%**	88%	99%	97%	-	*	-	100%	100%	82%	99%	94%	98%	100%
Not Included in Accountability: Mobile	4%	4%	**3%**	13%	1%	3%	-	*	-	0%	0%	18%	1%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%

2021-22 STAAR Participation (TAPR)
FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	100%	100%	100%	100%	*	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	96%	98%	100%	100%	99%	*	*	-	88%	100%	*	99%	95%	100%	100%
Not Included in Accountability: Mobile	4%	4%	2%	0%	0%	1%	*	*	-	13%	0%	*	1%	5%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	91%	91%	-	91%	91%	-	-	-	*	-	-	93%	*	88%	*
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	95%	95%	100%	94%	97%	100%	*	-	94%	100%	100%	94%	97%	94%	99%
Included in Accountability	83%	89%	90%	88%	88%	93%	100%	*	-	82%	96%	100%	93%	84%	92%	95%
Not Included in Accountability: Mobile	3%	5%	5%	13%	5%	3%	0%	*	-	12%	3%	0%	1%	13%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	0%	*	-	0%	1%	0%	0%	0%	1%	4%
Not Tested	12%	5%	5%	0%	6%	3%	0%	*	-	6%	0%	0%	6%	3%	6%	1%
Absent	2%	1%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	1%
Other	10%	4%	5%	0%	6%	3%	0%	*	-	6%	0%	0%	5%	3%	6%	0%
Reading																
Assessment Participant	89%	95%	98%	100%	99%	98%	*	*	-	100%	100%	100%	99%	97%	97%	100%
Included in Accountability	83%	90%	93%	86%	92%	93%	*	*	-	88%	94%	100%	97%	85%	93%	91%
Not Included in Accountability: Mobile	3%	5%	5%	14%	5%	4%	*	*	-	13%	3%	0%	1%	11%	2%	0%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	2%	0%	*	*	-	0%	3%	0%	1%	1%	2%	9%
Not Tested	11%	5%	2%	0%	1%	2%	*	*	-	0%	0%	0%	1%	3%	3%	0%
Absent	2%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	2%	0%	1%	2%	*	*	-	0%	0%	0%	1%	3%	3%	0%
Mathematics																
Assessment Participant	88%	92%	81%	*	72%	88%	*	*	-	*	100%	100%	76%	93%	78%	93%
Included in Accountability	84%	87%	74%	*	64%	83%	*	*	-	*	93%	100%	74%	76%	76%	93%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	5%	**6%**	*	8%	5%	*	*	-	*	7%	0%	2%	18%	3%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	12%	8%	**19%**	*	28%	12%	*	*	-	*	0%	0%	24%	7%	22%	7%
Absent	2%	1%	**1%**	*	1%	0%	*	*	-	*	0%	0%	1%	0%	1%	7%
Other	10%	7%	**19%**	*	26%	12%	*	*	-	*	0%	0%	23%	7%	21%	0%
Science																
Assessment Participant	87%	98%	**100%**	*	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	84%	93%	**95%**	*	93%	98%	*	-	-	80%	100%	100%	98%	88%	99%	100%
Not Included in Accountability: Mobile	3%	5%	**5%**	*	7%	2%	*	-	-	20%	0%	0%	2%	12%	1%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	2%	**0%**	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Absent	2%	1%	**0%**	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	1%	**0%**	*	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	87%	95%	**100%**	*	100%	100%	*	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	84%	91%	**98%**	*	100%	99%	*	-	-	*	100%	*	100%	90%	100%	100%
Not Included in Accountability: Mobile	3%	4%	**2%**	*	0%	1%	*	-	-	*	0%	*	0%	10%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	5%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Absent	3%	1%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	4%	**0%**	*	0%	0%	*	-	-	*	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	85%	39%	**39%**	*	10%	60%	-	*	-	*	-	-	40%	*	16%	-

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	97.1%	**97.1%**	95.8%	96.6%	97.5%	*	*	-	96.5%	94.9%	96.4%	95.8%
2019-20	98.3%	98.9%	**98.6%**	98.1%	98.5%	98.6%	*	*	-	99.3%	97.8%	98.4%	99.2%
Chronic Absenteeism													
2020-21	15.0%	6.7%	**8.2%**	5.6%	9.8%	6.7%	*	0.0%	-	20.0%	14.1%	9.8%	11.1%
2019-20	6.7%	4.7%	**7.3%**	5.6%	8.8%	6.9%	0.0%	0.0%	-	0.0%	15.1%	6.8%	2.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.8%	**0.8%**	5.6%	0.8%	0.6%	*	0.0%	-	0.0%	1.4%	1.4%	0.0%
2019-20	1.6%	0.3%	**0.3%**	5.6%	0.5%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	96.1%	**96.1%**	*	92.0%	98.6%	-	*	-	*	100.0%	92.3%	*
Received TxCHSE	0.3%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	3.9%	1.6%	**1.6%**	*	4.0%	0.0%	-	*	-	*	0.0%	1.9%	*
Dropped Out	5.8%	2.3%	**2.3%**	*	4.0%	1.4%	-	*	-	*	0.0%	5.8%	*
Graduates and TxCHSE	90.3%	96.1%	**96.1%**	*	92.0%	98.6%	-	*	-	*	100.0%	92.3%	*
Graduates, TxCHSE, and Continuers	94.2%	97.7%	**97.7%**	*	96.0%	98.6%	-	*	-	*	100.0%	94.2%	*
Class of 2020													
Graduated	90.3%	96.6%	**96.6%**	*	96.7%	96.3%	*	-	-	*	80.0%	93.0%	100.0%
Received TxCHSE	0.4%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	**3.4%**	*	3.3%	3.7%	*	-	-	*	20.0%	7.0%	0.0%
Dropped Out	5.4%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.7%	96.6%	**96.6%**	*	96.7%	96.3%	*	-	-	*	80.0%	93.0%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	100.0%	**100.0%**	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	100.0%	**100.0%**	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.7%	100.0%	**100.0%**	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	100.0%	**100.0%**	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%
Class of 2019													
Graduated	92.0%	96.0%	**96.0%**	*	89.7%	98.7%	*	*	-	*	66.7%	92.2%	*
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	1.3%	2.4%	**2.4%**	*	7.7%	0.0%	*	*	-	*	33.3%	5.9%	*
Dropped Out	6.1%	1.6%	**1.6%**	*	2.6%	1.3%	*	*	-	*	0.0%	2.0%	*
Graduates and TxCHSE	92.6%	96.0%	**96.0%**	*	89.7%	98.7%	*	*	-	*	66.7%	92.2%	*
Graduates, TxCHSE, and Continuers	93.9%	98.4%	**98.4%**	*	97.4%	98.7%	*	*	-	*	100.0%	98.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	98.4%	**98.4%**	*	97.3%	98.7%	*	*	-	*	100.0%	98.0%	*
Received TxCHSE	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Dropped Out	6.2%	1.6%	**1.6%**	*	2.7%	1.3%	*	*	-	*	0.0%	2.0%	*
Graduates and TxCHSE	93.2%	98.4%	**98.4%**	*	97.3%	98.7%	*	*	-	*	100.0%	98.0%	*
Graduates, TxCHSE, and Continuers	93.8%	98.4%	**98.4%**	*	97.3%	98.7%	*	*	-	*	100.0%	98.0%	*
Class of 2018													
Graduated	92.6%	96.6%	**96.6%**	100.0%	93.8%	97.3%	*	*	-	*	100.0%	93.8%	*
Received TxCHSE	0.7%	0.8%	**0.8%**	0.0%	0.0%	1.4%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.8%	**0.8%**	0.0%	0.0%	1.4%	*	*	-	*	0.0%	2.1%	*
Dropped Out	6.1%	1.7%	**1.7%**	0.0%	6.3%	0.0%	*	*	-	*	0.0%	4.2%	*
Graduates and TxCHSE	93.3%	97.5%	**97.5%**	100.0%	93.8%	98.6%	*	*	-	*	100.0%	93.8%	*
Graduates, TxCHSE, and Continuers	93.9%	98.3%	**98.3%**	100.0%	93.8%	100.0%	*	*	-	*	100.0%	95.8%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.7%	**94.7%**	*	90.2%	97.1%	-	*	-	*	94.7%	90.6%	*
Class of 2020	90.3%	96.6%	**96.6%**	*	96.7%	96.3%	*	-	-	*	80.0%	93.0%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	9.7%	**9.7%**	*	8.7%	11.8%	-	*	-	*	38.9%	12.5%	*
Class of 2020	4.3%	5.3%	**5.3%**	*	6.9%	3.8%	*	-	-	*	12.5%	10.0%	20.0%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.4%	**73.4%**	*	71.7%	76.5%	-	*	-	*	22.2%	72.9%	*
Class of 2020	83.5%	88.6%	**88.6%**	*	86.2%	89.7%	*	-	-	*	50.0%	77.5%	80.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	83.1%	**83.1%**	*	80.4%	88.2%	-	*	-	*	61.1%	85.4%	*
Class of 2020	87.8%	93.9%	**93.9%**	*	93.1%	93.6%	*	-	-	*	62.5%	87.5%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	9.3%	**9.3%**	*	8.5%	11.1%	-	*	-	*	35.0%	11.5%	*
2019-20	4.4%	5.1%	**5.1%**	*	6.9%	3.7%	*	-	-	*	10.0%	9.1%	20.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	71.3%	**71.3%**	*	70.2%	73.6%	-	*	-	*	20.0%	67.3%	*
2019-20	81.8%	87.3%	**87.3%**	*	86.2%	87.7%	*	-	-	*	40.0%	77.3%	80.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	80.6%	**80.6%**	*	78.7%	84.7%	-	*	-	*	55.0%	78.8%	*
2019-20	85.8%	92.4%	**92.4%**	*	93.1%	91.4%	*	-	-	*	50.0%	86.4%	100.0%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	129	100.0%	129	358,842
By Ethnicity:				
African American	3	2.3%	3	44,018
Hispanic	47	36.4%	47	183,306
White	72	55.8%	72	103,898
American Indian	0	0.0%	0	1,195
Asian	3	2.3%	3	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	4	3.1%	4	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	25	19.4%	25	56,281
Foundation H.S. Program (Endorsement)	12	9.3%	12	13,582
Foundation H.S. Program (DLA)	92	71.3%	92	287,316
Special Education Graduates	20	15.5%	20	31,028
Economically Disadvantaged Graduates	52	40.3%	52	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	1	0.8%	1	32,809
At-Risk Graduates	19	14.7%	19	155,884
CTE Completers	6	4.7%	6	99,076

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	77.5%	**77.5%**	*	70.2%	81.9%	-	*	-	*	90.0%	76.9%	*
2019-20	63.0%	61.9%	**61.9%**	*	55.2%	63.0%	*	-	-	*	80.0%	56.8%	60.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	64.3%	**64.3%**	*	63.8%	63.9%	-	*	-	*	45.0%	67.3%	*
2019-20	53.4%	44.9%	**44.9%**	*	37.9%	44.4%	*	-	-	*	20.0%	36.4%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	55.8%	**55.8%**	*	53.2%	55.6%	-	*	-	*	55.0%	53.8%	*
2019-20	59.7%	58.5%	**58.5%**	*	44.8%	60.5%	*	-	-	*	20.0%	43.2%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	43.4%	**43.4%**	*	31.9%	50.0%	-	*	-	*	55.0%	44.2%	*
2019-20	47.9%	51.7%	**51.7%**	*	41.4%	51.9%	*	-	-	*	30.0%	43.2%	60.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	37.2%	**37.2%**	*	27.7%	41.7%	-	*	-	*	45.0%	38.5%	*
2019-20	43.2%	36.4%	**36.4%**	*	24.1%	37.0%	*	-	-	*	10.0%	27.3%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	17.8%	**17.8%**	*	34.0%	8.3%	-	*	-	*	0.0%	25.0%	*
2019-20	21.1%	9.3%	**9.3%**	*	10.3%	9.9%	*	-	-	*	0.0%	2.3%	0.0%
Associate Degree (Annual Graduates)													
2020-21	2.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
2019-20	2.1%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	36.4%	**36.4%**	*	29.8%	38.9%	-	*	-	*	0.0%	25.0%	*
2019-20	24.6%	28.8%	**28.8%**	*	10.3%	34.6%	*	-	-	*	10.0%	15.9%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
2019-20	4.0%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	27.9%	**27.9%**	*	21.3%	33.3%	-	*	-	*	80.0%	28.8%	*
2019-20	18.7%	25.4%	**25.4%**	*	24.1%	28.4%	*	-	-	*	80.0%	22.7%	60.0%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	20.2%	**20.2%**	*	14.9%	23.6%	-	*	-	*	30.0%	19.2%	*
2019-20	13.2%	21.2%	**21.2%**	*	20.7%	23.5%	*	-	-	*	30.0%	15.9%	40.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	1.6%	**1.6%**	*	2.1%	1.4%	-	*	-	*	0.0%	3.8%	*
2019-20	0.7%	0.8%	**0.8%**	*	3.4%	0.0%	*	-	-	*	10.0%	2.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.3%	**2.3%**	*	2.1%	2.8%	-	*	-	*	15.0%	3.8%	*
2019-20	2.4%	1.7%	**1.7%**	*	0.0%	2.5%	*	-	-	*	20.0%	2.3%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	8.5%	**8.5%**	*	8.5%	9.7%	-	*	-	*	55.0%	9.6%	*
2019-20	3.7%	4.2%	**4.2%**	*	6.9%	3.7%	*	-	-	*	50.0%	4.5%	20.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	28.7%	**28.7%**	*	31.9%	25.0%	-	*	-	*	0.0%	26.9%	*
	2019-20	30.1%	55.9%	**55.9%**	*	41.4%	59.3%	*	-	-	*	20.0%	40.9%	0.0%
Mathematics	2020-21	19.4%	15.5%	**15.5%**	*	14.9%	15.3%	-	*	-	*	0.0%	17.3%	*
	2019-20	21.2%	33.9%	**33.9%**	*	10.3%	39.5%	*	-	-	*	0.0%	22.7%	0.0%
Both Subjects	2020-21	14.4%	14.0%	**14.0%**	*	14.9%	12.5%	-	*	-	*	0.0%	15.4%	*
	2019-20	16.4%	29.7%	**29.7%**	*	10.3%	33.3%	*	-	-	*	0.0%	20.5%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	17.8%	**17.8%**	*	17.0%	18.1%	-	*	-	*	55.0%	21.2%	*
	2019-20	7.3%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	20.2%	**20.2%**	*	17.0%	22.2%	-	*	-	*	55.0%	25.0%	*
	2019-20	9.7%	15.3%	**15.3%**	*	24.1%	11.1%	*	-	-	*	30.0%	20.5%	60.0%
Both Subjects	2020-21	4.9%	14.7%	**14.7%**	*	12.8%	15.3%	-	*	-	*	45.0%	21.2%	*
	2019-20	4.2%	0.0%	**0.0%**	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	14.0%	**14.0%**	11.1%	19.6%	10.5%	*	*	-	12.5%	0.0%	14.6%	11.1%
	2020	22.0%	17.2%	**17.2%**	16.7%	21.7%	13.8%	*	*	-	14.3%	0.0%	13.5%	16.7%
English Language Arts	2021	12.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2020	12.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2021	6.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2020	6.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Science	2021	8.7%	11.9%	**11.9%**	11.1%	14.3%	10.5%	*	*	-	12.5%	0.0%	10.8%	0.0%
	2020	9.4%	13.4%	**13.4%**	16.7%	9.6%	13.8%	*	*	-	14.3%	0.0%	7.2%	0.0%
Social Studies	2021	11.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2020	12.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	60.0%	**60.0%**	*	63.6%	50.0%	-	-	-	*	-	63.2%	*
	2020	59.0%	57.8%	**57.8%**	*	66.7%	59.1%	*	*	-	*	-	60.0%	*
English Language Arts	2021	42.7%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	-	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	55.9%	**55.9%**	*	56.3%	50.0%	-	-	-	*	-	57.1%	-
	2020	47.6%	48.6%	**48.6%**	*	37.5%	59.1%	*	*	-	*	-	12.5%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	-	**-**	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	22.5%	**22.5%**	*	10.6%	29.2%	-	*	-	*	0.0%	13.5%	*
	2019-20	76.7%	39.8%	**39.8%**	*	24.1%	44.4%	*	-	-	*	10.0%	32.6%	0.0%
At/Above Criterion for All Examinees	2020-21	32.9%	44.8%	**44.8%**	*	20.0%	52.4%	-	*	-	-	-	28.6%	-
	2019-20	35.7%	53.2%	**53.2%**	-	42.9%	52.8%	*	-	-	*	*	21.4%	-
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	1078	**1078**	-	*	1097	-	*	-	-	-	*	-
	2019-20	1019	1069	**1069**	-	1040	1066	1060	-	-	1190	820	1030	-
English Language Arts and Writing	2020-21	504	541	**541**	-	*	540	-	*	-	-	-	*	-
	2019-20	513	552	**552**	-	510	557	550	-	-	590	450	521	-
Mathematics	2020-21	498	537	**537**	-	*	557	-	*	-	-	-	*	-
	2019-20	506	517	**517**	-	530	509	510	-	-	600	370	509	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	22.3	**22.3**	*	*	22.3	-	-	-	-	-	*	-
	2019-20	20.2	22.6	**22.6**	-	18.7	22.8	25.0	-	-	23.5	18.0	20.2	-
English Language Arts	2020-21	19.6	22.1	**22.1**	*	*	22.3	-	-	-	-	-	*	-
	2019-20	19.9	22.8	**22.8**	-	18.5	23.1	23.5	-	-	22.8	20.5	20.1	-
Mathematics	2020-21	19.9	21.9	**21.9**	*	*	21.7	-	-	-	-	-	*	-
	2019-20	20.1	21.9	**21.9**	-	16.3	22.1	25.0	-	-	25.0	15.0	19.9	-
Science	2020-21	20.3	22.9	**22.9**	*	*	22.6	-	-	-	-	-	*	-
	2019-20	20.5	22.7	**22.7**	-	20.7	22.6	28.0	-	-	24.0	16.0	20.4	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	42.3%	**42.3%**	42.9%	37.7%	44.6%	*	100.0%	-	53.8%	24.6%	34.1%	23.5%
	2019-20	46.3%	42.9%	**42.9%**	23.5%	39.9%	45.2%	20.0%	60.0%	-	61.5%	38.5%	38.1%	25.0%
English Language Arts	2020-21	16.3%	17.3%	**17.3%**	30.8%	11.5%	20.1%	*	80.0%	-	15.4%	0.0%	8.1%	0.0%
	2019-20	18.2%	6.9%	**6.9%**	0.0%	1.5%	9.6%	20.0%	0.0%	-	30.8%	0.0%	2.2%	0.0%
Mathematics	2020-21	19.3%	22.1%	**22.1%**	7.7%	19.5%	24.5%	*	40.0%	-	27.3%	6.4%	16.7%	10.0%
	2019-20	20.7%	23.9%	**23.9%**	21.4%	21.9%	24.4%	*	20.0%	-	46.2%	10.6%	20.8%	0.0%
Science	2020-21	20.6%	26.4%	**26.4%**	25.0%	27.4%	24.7%	*	20.0%	-	53.8%	26.8%	25.0%	12.1%
	2019-20	22.4%	28.1%	**28.1%**	15.4%	20.7%	33.3%	20.0%	40.0%	-	27.3%	33.3%	23.9%	15.6%
Social Studies	2020-21	22.8%	21.0%	**21.0%**	28.6%	12.3%	25.9%	*	100.0%	-	18.2%	0.0%	8.5%	0.0%
	2019-20	24.6%	15.7%	**15.7%**	9.1%	8.4%	19.5%	*	40.0%	-	27.3%	0.0%	7.2%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
	2019-20	58.5%	74.6%	**74.6%**	*	89.7%	72.8%	*	-	-	*	70.0%	72.7%	80.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	33.9%	**33.9%**	*	31.0%	34.6%	*	-	-	*	30.0%	18.6%	20.0%
	2018-19	52.6%	36.9%	**36.9%**	*	41.7%	36.3%	*	*	-	*	14.3%	36.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	626	100.0%	2,018	5,402,928	626	100.0%	2,025	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	3.7%	4.1%	0	0.0%	3.7%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.6%	3.5%	0	0.0%	2.6%	3.5%
Kindergarten	0	0.0%	6.7%	6.8%	0	0.0%	6.7%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	0	0.0%	8.4%	7.4%	0	0.0%	8.3%	7.4%
Grade 7	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 8	0	0.0%	8.0%	7.9%	0	0.0%	8.0%	7.8%
Grade 9	175	28.0%	8.7%	8.8%	175	28.0%	8.6%	8.8%
Grade 10	166	26.5%	8.2%	7.6%	166	26.5%	8.2%	7.5%
Grade 11	143	22.8%	7.1%	7.2%	143	22.8%	7.1%	7.2%
Grade 12	142	22.7%	7.0%	6.7%	142	22.7%	7.0%	6.7%
Ethnic Distribution:								
African American	22	3.5%	4.5%	12.8%	22	3.5%	4.5%	12.8%
Hispanic	249	39.8%	42.6%	52.8%	249	39.8%	42.4%	52.7%
White	326	52.1%	48.3%	26.3%	326	52.1%	48.5%	26.3%
American Indian	3	0.5%	0.3%	0.3%	3	0.5%	0.3%	0.3%
Asian	5	0.8%	0.8%	4.8%	5	0.8%	0.8%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	21	3.4%	3.5%	2.9%	21	3.4%	3.5%	2.9%
Sex:								
Female	322	51.4%	50.4%	48.9%	322	51.4%	50.4%	48.8%
Male	304	48.6%	49.6%	51.1%	304	48.6%	49.6%	51.2%
Economically Disadvantaged	267	42.7%	53.4%	60.7%	267	42.7%	53.2%	60.6%
Non-Educationally Disadvantaged	359	57.3%	46.6%	39.3%	359	57.3%	46.8%	39.4%
Section 504 Students	83	13.3%	8.6%	7.4%	83	13.3%	8.5%	7.4%
EB Students/EL	47	7.5%	14.7%	21.7%	47	7.5%	14.7%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	10	1.6%	0.7%	0.6%				
Students w/ Dyslexia	47	7.5%	6.9%	5.0%	47	7.5%	6.9%	5.0%
Foster Care	1	0.2%	0.6%	0.3%	1	0.2%	0.6%	0.3%
Homeless	0	0.0%	0.7%	1.1%	0	0.0%	0.7%	1.1%
Immigrant	3	0.5%	0.7%	2.0%	3	0.5%	0.7%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	45.3%	64.3%	0	0.0%	45.5%	64.3%
Military Connected	4	0.6%	0.5%	3.3%	4	0.6%	0.5%	3.3%
At-Risk	93	14.9%	23.2%	53.5%	93	14.9%	23.1%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	47	7.5%	14.0%	21.9%	47	7.5%	13.9%	21.8%
Career and Technical Education	537	85.8%	41.4%	25.8%				
Career and Technical Education (9-12 grades only)	537	85.8%	85.8%	71.0%				
Gifted and Talented Education	38	6.1%	4.9%	8.0%	38	6.1%	4.9%	8.0%
Special Education	56	8.9%	13.5%	11.6%	56	8.9%	13.8%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	56							
By Type of Primary Disability								
Students with Intellectual Disabilities	37	66.1%	48.5%	43.0%				
Students with Physical Disabilities	*	*	24.3%	20.8%				
Students with Autism	**	**	11.0%	14.7%				
Students with Behavioral Disabilities	13	23.2%	14.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.5%				
Mobility (2020-21):								
Total Mobile Students	68	11.0%	12.3%	13.6%				
By Ethnicity:								
African American	6	1.0%	0.9%	2.5%				
Hispanic	28	4.5%	4.7%	6.6%				
White	31	5.0%	6.2%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	3	0.5%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	11	14.9%	20.0%	15.7%				
Count and Percent of EB Students/EL who are Mobile	4	11.1%	8.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	46	15.6%	13.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	62	13.5%	13.0%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.9%	1.9%	-	9.1%	5.2%
Grade 1	-	3.3%	2.9%	-	0.0%	4.2%
Grade 2	-	2.7%	1.7%	-	0.0%	2.2%
Grade 3	-	0.0%	1.0%	-	0.0%	1.0%
Grade 4	-	1.0%	0.7%	-	0.0%	0.7%
Grade 5	-	0.8%	0.5%	-	0.0%	0.7%
Grade 6	-	0.8%	0.6%	-	0.0%	0.6%
Grade 7	-	0.0%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	0.7%	0.7%	10.5%	14.3%	14.3%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	22.4	18.7
Grade 1	-	22.1	18.7
Grade 2	-	18.6	18.6
Grade 3	-	21.1	18.7
Grade 4	-	20.9	18.8
Grade 5	-	18.7	20.2
Grade 6	-	23.5	19.2
Secondary:			
English/Language Arts	18.5	18.0	16.3
Foreign Languages	18.5	19.8	18.4
Mathematics	19.0	19.6	17.5

Class Size Information	Campus	District	State
Science	19.8	20.4	18.5
Social Studies	22.1	20.9	19.1

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	48.0	100.0%	100.0%	100.0%
Professional Staff:	41.6	86.6%	62.3%	64.1%
Teachers	36.9	76.8%	48.6%	49.3%
Professional Support	1.6	3.4%	8.2%	10.7%
Campus Administration (School Leadership)	3.1	6.4%	3.2%	2.9%
Educational Aides:	6.4	13.4%	11.9%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	0.0	n/a	2.0	13,550.0
Part-time Counselors	2.0	n/a	2.0	1,176.0
Total Minority Staff:	6.0	12.4%	20.9%	52.1%
Teachers by Ethnicity:				
African American	1.1	3.0%	1.6%	11.2%
Hispanic	2.1	5.7%	4.5%	28.9%
White	32.7	88.8%	91.7%	56.4%
American Indian	0.0	0.0%	1.5%	0.3%
Asian	0.9	2.5%	0.7%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	19.8	53.7%	26.5%	24.1%
Females	17.1	46.3%	73.5%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	28.4	76.9%	76.7%	72.6%
Masters	8.5	23.1%	22.6%	25.2%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.8	2.1%	1.5%	7.9%
1-5 Years Experience	6.6	17.9%	19.6%	26.7%
6-10 Years Experience	6.1	16.5%	26.4%	20.6%
11-20 Years Experience	15.7	42.5%	35.7%	28.6%
21-30 Years Experience	7.7	21.0%	15.2%	13.2%

Staff Information	--------- Campus ---------			
	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.5%	2.9%
Number of Students per Teacher	17.0	n/a	16.3	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	24.0	8.3	6.3
Average Years Experience of Principals with District	24.0	8.3	5.4
Average Years Experience of Assistant Principals	8.0	4.0	5.5
Average Years Experience of Assistant Principals with District	8.0	4.0	4.8
Average Years Experience of Teachers:	13.5	12.4	11.1
Average Years Experience of Teachers with District:	5.5	5.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,115	$53,114	$51,054
1-5 Years Experience	$55,832	$55,595	$54,577
6-10 Years Experience	$60,650	$60,025	$57,746
11-20 Years Experience	$67,688	$66,643	$61,377
21-30 Years Experience	$75,374	$74,768	$65,949
Over 30 Years Experience	-	$75,552	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$65,712	$63,893	$58,887
Professional Support	$67,275	$77,221	$69,505
Campus Administration (School Leadership)	$96,551	$87,400	$84,990
Instructional Staff Percent:	n/a	62.2%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	----- Campus -----			
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.9%	6.2%
Career and Technical Education	7.3	19.7%	8.6%	5.2%
Compensatory Education	0.0	0.0%	7.7%	3.0%
Gifted and Talented Education	0.0	0.0%	0.7%	1.7%
Regular Education	24.1	65.3%	66.1%	70.8%

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	3.4	9.2%	10.7%	9.6%
Other	2.1	5.8%	5.3%	3.5%

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

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