

Farmersville Independent School District
Farmersville Intermediate
2022-2023 Campus Improvement Plan



Mission Statement

Farmersville Intermediate is committed to creating an engaging, high quality learning environment where students, teachers, and administrators are motivated to strive for excellence in all aspects of the curriculum.

Vision

Our vision for our campus is to educate every student to set purposeful goals that challenge them to grow as lifelong learners and equip them with 21st Century skills that will ensure their ability to be productive citizens in our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Farmersville Intermediate School consists of 594 students 3rd-6th Grade.

The staff at Farmersville Intermediate School includes 50 teachers, 9 paraprofessionals, 5 professional support members, and 2 administrators. The student population as of Fall 2022 consisted of 47.47% White, 5.56% African American, 42.76% Hispanic, .51% Asian, 3.70% Two or more races. Additionally, the campus serves 61.28% economically disadvantaged students, 19.53% special education students, 13.3% Dyslexia students and 19.36% Emergent Bilingual students. Attendance rates in 2021-2022 include 94.2% for the entire campus. Subpopulation attendance rates stand at 93.63% African American, 94.33% Hispanic, 94.17% White, and 94.1% Economically Disadvantaged students for the 2021-2022 school year.

Demographics Strengths

- 98% Highly Qualified Teachers
- 8% Growth in overall population from 2021-2022 school year to the 2022-2023 school year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates declined in the 2022 school year by over 3%. **Root Cause:** Continuing effects of the pandemic coupled with a lack of remote learning affected attendance rates.

Problem Statement 2 (Prioritized): 95% of Teachers on campus are ESL certified. **Root Cause:** Teachers have not taken ESL certification tests, or have not passed their prior attempt.

Problem Statement 3 (Prioritized): Dyslexia Therapists schedules are completely full. **Root Cause:** Dyslexia population has grown by 5% within one year.

Student Learning

Student Learning Summary

On the 2022 STAAR, students performed as follows:

Reading

3rd Grade: Approaches Standard: 82%, Meets: 61%, Masters: 39%

4th Grade: Approaches Standard: 93%, Meets: 62%, Masters: 30%

5th Grade: Approaches Standard: 79%, Meets: 52%, Masters: 34%

6th Grade: Approaches Standard: 80%, Meets: 54%, Masters: 28%

Math

3rd Grade: Approaches Standard: 70%, Meets: 38%, Masters: 12%

4th Grade: Approaches Standard: 66%, Meets: 37%, Masters: 15%

5th Grade: Approaches Standard: 71%, Meets: 34%, Masters: 9%

6th Grade: Approaches Standard: 58%, Meets: 15%, Masters: 2%

Science

5th Grade: Approaches Standard: 78%, Meets: 43%, Masters: 17%

Analysis of the above scores by grade level and by each student group shows that almost all student groups have large gaps in mathematics rooted in the pandemic. Scores regressed in each grade level in math from 2019 levels. Gains were made in 3rd grade Reading, 4th grade Reading, and 4th grade Math, particularly within the Hispanic and low socio-economic subpopulations.

Intervention strategies have been implemented to accelerate learning and close this gap, including tutoring before, during, and after school. Tutorials are implemented for all students to grow, including for those students who should master concepts, but whose grade reflect higher mastery of skills. Individual students will be targeted for intervention and acceleration based upon formative and summative data. Teachers also understand the purpose of targeted instruction and intervention is to close the performance gaps of all student groups with a special emphasis on the Hispanic and Special Education student groups.

Student Learning Strengths

Farmersville Intermediate has a population of hard working, high achieving students. The campus performs above standard state standard in most subjects in overall, socio-economic,

and Hispanic population groups. Overall passing percentages for 4th grade reading approaches and 5th grade reading masters scores were high water marks in comparison with region and state passing rates.

All targets for closing the gaps in reading were met by the students at Farmersville Intermediate.

School Progress was rated a B, as growth was considerably higher for many students particularly in 5th grade math for the 2021-2022 school year.

In addition to traditionally displaying excellence, the campus utilizes a system of interventions to help target student areas of weakness, and build success within the classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scores in math declined during the 2022-2023 school year. **Root Cause:** The COVID-19 pandemic erased learning gains and created learning gaps particularly in mathematics.

Problem Statement 2 (Prioritized): The campus failed to meet targets in 12 areas in the closing the gaps domain. **Root Cause:** The COVID-19 pandemic erased learning gains and created learning gaps particularly in mathematics.

Problem Statement 3 (Prioritized): TELPAS growth scores are at 16% on campus. **Root Cause:** EB population is growing on campus.

School Processes & Programs

School Processes & Programs Summary

The Curriculum and Instructional focus at Farmersville Intermediate School is guided by the TEKS, content area scope and sequences, along with the results of campus based assessments. The TEKS promote 21st century skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills. Each grading period, the teacher, along with an administrator analyze formative and summative assessments to map out specific skills and interventions needed for the upcoming grading period. During this time, teachers map out their plan for reaching all of their students to show growth through the disaggregation of data, and question-stem vocabulary.

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that hold high expectations for learning. FIS has hired 9 new teachers for the 2022-23 school year, who were provided one additional day of staff development during the teacher training days to specifically target the needs of teachers new to the district. New teachers were also provided with a campus mentor to meet with on a regular basis and give feedback to.

It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for multiple teacher planning and staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development over issues facing the Intermediate School at that time.

Overall the campus organization is positive. Teachers feel that they have input in decision making, and feel that administration is supportive and willing to do whatever it takes to help them accomplish their goals. Tutoring time is a focus and individual subjects are given priority throughout the week for targeting instruction.

School Processes & Programs Strengths

Subject and grade level meetings among teachers in each grade level

RTI process and RTI meetings at least once per six weeks

The ability to interpret and use summative and formative assessments to drive instructional decisions

Technology utilized in the classroom to give real time results and speed up the intervention process

95% of teachers are highly qualified

Frequent assessments to monitor student progress in the classroom

High and low level tutorials designated throughout the day to stimulate growth in all students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 6 out of 8 tested subjects were below Region 10 average at masters level on STAAR. **Root Cause:** Tutorials need continuous refinement to show teachers are addressing critical student weaknesses.

Problem Statement 2 (Prioritized): The campus does not have keyless access around the building near student play areas. **Root Cause:** 2 of the 3 areas that students utilize for outdoor activities are not in close contact to a door with a keyless entry.

Perceptions

Perceptions Summary

Parents voiced the concern of wanting more opportunities to volunteer on campus during the school day. Parents expressed that they feel they can contact administration with concerns, and that parents and teachers work together to make their students successful. Students expressed concern about the lack of respect shown by each other. Students expressed that teachers treat them fairly, and that there are clear rules and consequences for behavior. Students express that other students somewhat treat each other with respect.

Teachers believe that administrators back them up when they need it, and for the most part look forward to coming to work each day. School discipline procedures are clear to school staff members. Teachers have expressed the need to add in time for social-emotional learning within the classroom. Some teachers expressed that they feel somewhat satisfied with the security of the school.

Perceptions Strengths

Collaborative environment between staff and parents.

Parents comfortable contacting school staff.

Students receive additional attention when needed.

School is clean, orderly and rules are consistent for all classrooms.

Teachers have confidence in students and care for them.

Parents wish there were more opportunities to volunteer at the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are not aware of opportunities to volunteer on campus. **Root Cause:** There are a low percentage of parents joining campus PTO.

Problem Statement 2: Students struggle at times with peer-to-peer relationships. **Root Cause:** The campus is in need of a high-quality social-emotional learning curriculum for students.

Priority Problem Statements

Problem Statement 1: 95% of Teachers on campus are ESL certified.

Root Cause 1: Teachers have not taken ESL certification tests, or have not passed their prior attempt.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance rates declined in the 2022 school year by over 3%.

Root Cause 2: Continuing effects of the pandemic coupled with a lack of remote learning affected attendance rates.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Scores in math declined during the 2022-2023 school year.

Root Cause 3: The COVID-19 pandemic erased learning gains and created learning gaps particularly in mathematics.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 6 out of 8 tested subjects were below Region 10 average at masters level on STAAR.

Root Cause 4: Tutorials need continuous refinement to show teachers are addressing critical student weaknesses.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus failed to meet targets in 12 areas in the closing the gaps domain.

Root Cause 5: The COVID-19 pandemic erased learning gains and created learning gaps particularly in mathematics.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The campus does not have keyless access around the building near student play areas.

Root Cause 6: 2 of the 3 areas that students utilize for outdoor activities are not in close contact to a door with a keyless entry.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Dyslexia Therapists schedules are completely full.

Root Cause 7: Dyslexia population has grown by 5% within one year.

Problem Statement 7 Areas: Demographics

Problem Statement 8: TELPAS growth scores are at 16% on campus.

Root Cause 8: EB population is growing on campus.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Parents are not aware of opportunities to volunteer on campus.

Root Cause 9: There are a low percentage of parents joining campus PTO.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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 released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Action research results
- Other additional data

Goals

Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELA, Mathematics, Science, Social Studies)





Performance Objective 1: Farmersville Intermediate School will reach 90% "Approaches," 60% "Meets," and 30% "Masters," in Math, ELAR, Science, and Social Studies.

Evaluation Data Sources: 2023 TEA Accountability Summary.

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Implement formative assessment plan for all campuses, to be analyzed at the campus and department level. A combination of tools will be used, including Google Classroom, and Eduphoria.</p> <p>TEC 39.053(c)(1-3)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Test Data, Scheduled Data Analysis Meetings</p> <p>2. IMPACT: Formative Assessment Scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>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.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Session sign-in sheets, handouts, Instructional Technology web page</p> <p>IMPACT: Increased use of technology in instruction</p> <p>Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Utilize a 504 committee, as well as Special Education staff on campus to evaluate testing and determine appropriate services for students with Dyslexia.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: 504 committee records</p> <p>IMPACT: Gains in reading skills for identified students</p> <p>Staff Responsible for Monitoring: Campus Administrators; Dyslexia Staff</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: 6th grade teachers will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Student data sheets and course assignment sheets.</p> <p>IMPACT: Students will receive needed services and instruction from the first day in 7th grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
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| <p>Strategy 5: Differentiation and acceleration of instruction will be provided by:</p> <ul style="list-style-type: none"> ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Ensure all teachers 3rd Grade teachers complete the Reading Academy by the end of the school year. ~ Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success. - Utilizing Adaptive software programs such as Istation, IXL and Education Galaxy to target student needs and build academic success. <p>TEC 11.253 and TEC 29.081</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of teacher training / certification, and available resources IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Students in "transition grades" will participate in campus visits and orientation for the new grade, to become familiar with the teachers and logistics of the new school and schedule.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Scheduled campus visits and documentation.</p> <p>IMPACT: Students will have information and confidence needed to be successful from the first day in the new grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Provide before school, in school, and after school tutorials and summer school for students who are failing, at risk of failing, or not meeting growth expectations on formative assessments.</p> <p>HB5, TEC 28.0217 and TEC 29.081</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance sheets for tutorials and summer school. Data from formative and summative assessments. Data from IXL adaptive software program.</p> <p>IMPACT: Students will receive effective and timely assistance according to individual needs, leading to increased academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers</p> | Formative | | | Summative |
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



| Strategy 8 Details | Reviews | | | |
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| <p>Strategy 8: Track student reading levels throughout year to show improvement in reading fluency.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Reading passages through Reading A-Z will be utilized to track student fluency each six weeks for improvement.</p> <p>IMPACT: Student reading levels increase, helping to increase reading comprehension.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Campus Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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Goal 1: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/ELA, Mathematics, Science, Social Studies)

Performance Objective 2: Farmersville Intermediate School will increase the English Language Proficiency Status score from 16% to 36%

Evaluation Data Sources: TELPAS





| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Ensure the campus has Spanish-speaking personnel to work with students. Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing data, schedules IMPACT: ELL student progress reports and STAAR scores Staff Responsible for Monitoring: Superintendent; Campus Administrators</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Utilize Frontline system to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the Frontline system. Strategy's Expected Result/Impact: IMPLEMENTATION: Student data is entered into the system, and accessed / updated by teachers IMPACT: Student accommodations allow for student success in classwork and assessments Staff Responsible for Monitoring: ESL Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Newcomer students will have Chromebook issued to them, with Google Translate and beginning English apps such as Duolingo. Strategy's Expected Result/Impact: IMPLEMENTATION: Chromebooks checked out to students IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. Staff Responsible for Monitoring: ESL Teacher</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: EB students will utilize Summit K-12 for developing language skills and preparing for TELPAS. Strategy's Expected Result/Impact: IMPLEMENTATION : Accounts set up and used IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. Staff Responsible for Monitoring: ESL Teacher</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
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| <p>Strategy 5: Differentiation and acceleration of instruction will be provided by:</p> <ul style="list-style-type: none"> ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus" <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of teacher training / certification, and available resources IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
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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 | | | |
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| <p>Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Communication and flyers regarding TExES administration dates IMPACT: Teachers will have certifications required for their position Staff Responsible for Monitoring: Assistant Superintendent</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of job fair attendance and applications acquired IMPACT: Percent of certified teachers hired Staff Responsible for Monitoring: Assistant Superintendent</p> | Formative | | | Summative |
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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 | | | |
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| <p>Strategy 1: Provide staff development for new teachers at the campus level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: PD Sign-in sheets, training handouts IMPACT: Increased retention rate among first year teachers</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
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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 | | | |
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| <p>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</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Locks and security cameras installed, and documentation</p> <p>2. IMPACT: Eliminate number of strangers in hallways</p> <p>Staff Responsible for Monitoring: Front Office Staff; Police Chief</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse, sex trafficking, and maltreatment of children, and bullying prevention.</p> <p>TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252(c)(9)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses</p> <p>IMPACT: Immediate and appropriate intervention for students in crisis.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code AaAASS89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports.</p> <p>TEC 11.252(3)(B)(ii)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses</p> <p>IMPACT: Immediate and appropriate intervention for students in crisis.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
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| <p>Strategy 4: Integrate Social-Emotional Learning within the school day to aid students in developing social skills, mutual respect, and kindness to all.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Teachers will work with students daily to help build a culture of respect and improve social skills. IMPACT: Reduction of bullying behavior between students.</p> | Formative | | | Summative |
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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

Evaluation Data Sources: Discipline report
School Police report





| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: The district's freedom from bullying policy and procedures are attached to the district improvement plan, per [TEC 11.252].</p> <p>All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses IMPACT: Immediate and appropriate intervention for students in crisis. Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: 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)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses IMPACT: Immediate and appropriate intervention for students in crisis Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: 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 11.253(3)(B)(ii)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Counselor logs, training logs each year for all district staff IMPACT: Reduced number of incidents Staff Responsible for Monitoring: Campus Administrators; Counselors</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 4: 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 ISS/AEP to help them stop the problematic behavior without missing class time.</p> <p>TEX 11.252 (3)(E) TEC 37.083(a)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Ascender discipline logs IMPACT: Reduced number of incidents on Ascender</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: All campus counselors and administrators will be trained on harassment and dating violence each year.</p> <p>TEC 37.0831</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Region 10 certificates or sign in logs from each campus IMPACT: Appropriate response to incidents; reduced number of incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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

Performance Objective 1: Maintain an attendance rate over 96%.





Evaluation Data Sources: Attendance Data
PEIMS

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 1: District truancy plan will be followed for any students with three unexcused absences in a four-week period. The plan includes working with families to lessen the number of absences and to ensure students make up time/instruction missed.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Utilize the following programs for credit recovery: ~ Saturday school ~ Evening school</p> <p>TEC 11.253(d)(10)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Student participation in attendance recovery programs</p> <p>IMPACT : reduced number of students lacking the required days attended, and missing instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators; Counselors</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 1: 60% of students will score at Meets Grade Level on STAAR, a key indicator in success on SAT/ACT in later grades.





Evaluation Data Sources: TAPR
SAT/ACT Results

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 1: Implementation of student tutorials with a special focus of moving students from "approaches" to "meets," and "meets" to "masters."</p> <p>Strategy's Expected Result/Impact: 1. Implementation--Assessment Scores. Tutorial Sessions, Campus Staff, Reading and Math Interventionists 2. Impact--Increase on state assessment scores and improved growth percentages in testing subjects.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Classroom Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Increase Gifted/Talented minutes throughout the day.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: GT Minutes increased from 30 to 50 minutes per day. IMPACT: More time for students to be challenged with specially designed instruction to meet their needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators; GT Coordinator</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 6: The district will meet or exceed the recommended attendance rate of 96%.

Performance Objective 1: The campus will meet or exceed the recommended attendance rate of 96%.

Evaluation Data Sources: TAPR





| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 1: District truancy plan will be followed for any students with three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed.</p> <p>TEC 11.253.(d)(10)(c)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance records, truancy plan documentation IMPACT: Increased attendance rate Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>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.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: PEIMS documentation for homeless, food service records IMPACT: Increased attendance rate and participation Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators; Counselors</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Incentive program developed for students achieving perfect attendance, and classes with highest attendance.</p> <p>Strategy's Expected Result/Impact: Implementation--Prizes for students achieving perfect attendance, Attendance Data Impact--Higher Attendance Rates Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 7: The District 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 | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide translation services on website.</p> <p>TEC 11.253(d)(9)</p> <p>ESSA Section 1112(b)(7)</p> <p>ESSA Section 1116(a)(2)(B)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Website activated; site statistics IMPACT: Increased parent involvement of LEP students</p> <p>Staff Responsible for Monitoring: Instructional Technology Director</p> <p>Title I: 4.2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents.</p> <p>TEC 11.253(d)(9)</p> <p>ESSA Section 1112(b)(7)</p> <p>ESSA Section 1116(a)(2)(B)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing IMPACT: Increased parent involvement of LEP students</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |





| Strategy 3 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 3: Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home.</p> <p>TEC 11.253(d)(9)</p> <p>ESSA Section 1112(b)(7)</p> <p>ESSA Section 1116(a)(2)(B)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Meeting attendance and minutes/handouts IMPACT: Increased parent involvement of LEP students</p> <p>Staff Responsible for Monitoring: ESL Coordinators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: All school to home communication translated in non-English speakers home language.</p> <p>Strategy's Expected Result/Impact: Implementation--Staff members for translation services, e-mail and text communication in parents' home language. Impact--Increased parental involvement in school activities.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Classroom Teachers; Campus Staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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

Performance Objective 2: 100% of Title 1 students will have home-school compacts and family communication.

Evaluation Data Sources: Documentation of home-school communication; signed home-school compacts

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Provide "The Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5.</p> <p>TEC 11.253(d)(9)</p> <p>ESSA Section 1112(b)(7)</p> <p>ESSA Section 1116(a)(2)(B)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Newsletters sent home IMPACT: Parents knowledgeable of strategies / activities to be used at home to impact academic success</p> <p>Staff Responsible for Monitoring: Principals; Title 1 Teachers</p> <p>Title I: 4.1, 4.2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Host Title 1 Parent Night meeting at K-5 campuses.</p> <p>TEC 11.253(d)(9)</p> <p>ESSA Section 1112(b)(7)</p> <p>ESSA Section 1116(a)(2)(B)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Sign-in sheets, agendas IMPACT: Parents knowledgeable of Title 1 program and its purpose to accelerate learning</p> <p>Staff Responsible for Monitoring: Title 1 Coordinator; Title 1 Teachers; Principals</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 3: Provide professional development on positive parent communication and teacher-parent conferences Strategy's Expected Result/Impact: IMPLEMENTATION: Sign-in sheets for staff development IMPACT: Teachers will feel confident in communicating with parents and in conducting one-on-one parent conferences Staff Responsible for Monitoring: Campus principal; Teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

State Compensatory

Budget for Farmersville Intermediate

Total SCE Funds: \$214,504.90

Total FTEs Funded by SCE: 3.934

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Farmersville Intermediate

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------|-----------------|------------|
| 3rd Grade Teacher | Teacher | 0.069 |
| 3rd Grade Teacher | Teacher | 0.07 |
| 3rd Grade Teacher | Teacher | 0.068 |
| 3rd Grade Teacher | Teacher | 0.059 |
| 4th Grade Teacher | Teacher | 0.06 |
| 4th Grade Teacher | Teacher | 0.058 |
| 4th Grade Teacher | Teacher | 0.059 |
| 5th Grade Teacher | Teacher | 0.066 |
| 5th Grade Teacher | Teacher | 0.06 |
| 5th Grade Teacher | Teacher | 0.068 |
| 5th Grade Teacher | Teacher | 0.07 |
| 5th Grade Teacher | Teacher | 0.059 |
| 5th Grade Teacher | Teacher | 0.069 |
| 6th Grade Teacher | Teacher | 0.041 |
| 6th Grade Teacher | Teacher | 0.058 |
| Classroom Aide | Aide | 1 |
| Interventionist | Teacher | 1 |
| Interventionist | Teacher | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------------|-----------------|----------------|------------|
| Reading Interventionist | Teacher | 24 | 1 |

2022-2023 Campus Improvement Team

| Committee Role | Name | Position |
|----------------------------|--------------------|---------------------------|
| Classroom Teacher | Ashley Holland | Special Education Teacher |
| Administrator | Tad Myers | Principal |
| Administrator | Jamie Virgel | Assistant Principal |
| Non-classroom Professional | Laura Roberts | Counselor |
| Classroom Teacher | Ashley Phillips | Special Education Teacher |
| Classroom Teacher | Karen Lombard | ESL Teacher |
| Classroom Teacher | Britt Pollard | Science Teacher |
| Classroom Teacher | Lacy Phillips | 4th Math Teacher |
| Classroom Teacher | Stephanie Scherer | 3rd Reading Teacher |
| Classroom Teacher | Trista Williams | 3rd Reading Teacher |
| Classroom Teacher | Kelsie Winniford | 5th Science Teacher |
| Classroom Teacher | Jon Marie Russmann | Math Specialist |
| Classroom Teacher | Reagan VanAlstine | 3rd Math Teacher |
| Classroom Teacher | Sarah Odom | ESL Coordinator |
| Classroom Teacher | Ashleigh Hoelscher | 2nd Grade Teacher |
| Parent | Shannon Spaulding | Parent |
| Community Representative | Laura Lokey | Community Member |

2021-22 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: FARMERSVILLE INT

Campus Number: 043904102

2022 Accountability Rating: C

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 83% | 83% | 56% | 77% | 89% | - | - | - | * | 57% | * | 82% | 83% | 81% | 73% |
| | 2021 | 67% | 73% | 73% | 50% | 72% | 78% | * | * | - | * | 47% | * | 77% | 66% | 71% | 74% |
| At Meets Grade Level or Above | 2022 | 51% | 64% | 64% | 56% | 58% | 69% | - | - | - | * | 43% | * | 59% | 75% | 63% | 50% |
| | 2021 | 39% | 45% | 45% | 17% | 33% | 57% | * | * | - | * | 24% | * | 46% | 42% | 34% | 30% |
| At Masters Grade Level | 2022 | 30% | 40% | 40% | 11% | 34% | 46% | - | - | - | * | 21% | * | 36% | 48% | 38% | 30% |
| | 2021 | 19% | 22% | 22% | 17% | 13% | 31% | * | * | - | * | 6% | * | 23% | 21% | 17% | 11% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 71% | 74% | 74% | 44% | 72% | 79% | - | - | - | * | 43% | * | 72% | 77% | 71% | 70% |
| | 2021 | 62% | 77% | 77% | 67% | 70% | 83% | * | * | - | * | 47% | * | 80% | 70% | 77% | 68% |
| At Meets Grade Level or Above | 2022 | 43% | 41% | 41% | 44% | 32% | 49% | - | - | - | * | 36% | * | 40% | 44% | 36% | 27% |
| | 2021 | 31% | 35% | 35% | 33% | 19% | 46% | * | * | - | * | 18% | * | 32% | 41% | 25% | 21% |
| At Masters Grade Level | 2022 | 21% | 15% | 15% | 11% | 9% | 20% | - | - | - | * | 14% | * | 12% | 21% | 13% | 13% |
| | 2021 | 14% | 16% | 16% | 17% | 4% | 26% | * | * | - | * | 0% | * | 16% | 16% | 5% | 4% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 93% | 93% | 86% | 90% | 98% | - | * | - | 83% | 65% | 100% | 93% | 92% | 90% | 94% |
| | 2021 | 63% | 79% | 79% | * | 74% | 85% | - | - | - | * | 55% | 67% | 81% | 75% | 73% | 76% |
| At Meets Grade Level or Above | 2022 | 54% | 63% | 63% | 71% | 55% | 69% | - | * | - | 83% | 29% | 50% | 64% | 63% | 56% | 56% |
| | 2021 | 36% | 46% | 46% | * | 42% | 49% | - | - | - | * | 23% | 50% | 43% | 50% | 42% | 45% |
| At Masters Grade Level | 2022 | 28% | 30% | 30% | 14% | 20% | 42% | - | * | - | 17% | 6% | 50% | 32% | 27% | 14% | 13% |
| | 2021 | 17% | 22% | 22% | * | 22% | 20% | - | - | - | * | 9% | 17% | 17% | 30% | 18% | 17% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 70% | 66% | 66% | 43% | 53% | 81% | - | * | - | 67% | 29% | 83% | 68% | 63% | 58% | 50% |
| | 2021 | 59% | 62% | 62% | * | 55% | 67% | - | - | - | * | 52% | 33% | 62% | 62% | 54% | 43% |
| At Meets Grade Level or Above | 2022 | 43% | 37% | 37% | 29% | 27% | 47% | - | * | - | 50% | 12% | 50% | 35% | 40% | 28% | 22% |
| | 2021 | 36% | 36% | 36% | * | 37% | 33% | - | - | - | * | 26% | 0% | 35% | 38% | 31% | 30% |
| At Masters Grade Level | 2022 | 23% | 15% | 15% | 14% | 3% | 24% | - | * | - | 33% | 0% | 17% | 16% | 13% | 4% | 6% |
| | 2021 | 21% | 15% | 15% | * | 14% | 13% | - | - | - | * | 13% | 0% | 13% | 18% | 11% | 13% |
| Grade 5 Reading | | | | | | | | | | | | | | | | | |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Approaches Grade Level or Above | 2022 | 81% | 80% | 80% | 63% | 81% | 82% | - | - | - | * | 54% | * | 85% | 74% | 77% | 79% |
| | 2021 | 73% | 74% | 74% | * | 67% | 81% | - | * | - | * | 44% | * | 75% | 72% | 65% | 59% |
| At Meets Grade Level or Above | 2022 | 58% | 55% | 55% | 38% | 50% | 61% | - | - | - | * | 37% | * | 61% | 47% | 49% | 53% |
| | 2021 | 46% | 44% | 44% | * | 33% | 55% | - | * | - | * | 28% | * | 45% | 42% | 33% | 28% |
| At Masters Grade Level | 2022 | 36% | 36% | 36% | 38% | 33% | 40% | - | - | - | * | 29% | * | 36% | 34% | 32% | 35% |
| | 2021 | 30% | 29% | 29% | * | 14% | 42% | - | * | - | * | 11% | * | 29% | 28% | 18% | 13% |
| Grade 5 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 77% | 77% | 77% | 63% | 74% | 81% | - | - | - | * | 66% | * | 82% | 69% | 76% | 74% |
| | 2021 | 70% | 73% | 73% | * | 67% | 78% | - | * | - | * | 44% | * | 74% | 70% | 63% | 66% |
| At Meets Grade Level or Above | 2022 | 48% | 46% | 46% | 38% | 48% | 45% | - | - | - | * | 43% | * | 51% | 40% | 46% | 41% |
| | 2021 | 44% | 41% | 41% | * | 37% | 44% | - | * | - | * | 39% | * | 40% | 42% | 32% | 31% |
| At Masters Grade Level | 2022 | 25% | 17% | 17% | 25% | 21% | 15% | - | - | - | * | 17% | * | 15% | 21% | 15% | 18% |
| | 2021 | 25% | 15% | 15% | * | 14% | 16% | - | * | - | * | 17% | * | 14% | 16% | 13% | 13% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 66% | 79% | 79% | 63% | 75% | 85% | - | - | - | * | 66% | * | 77% | 81% | 76% | 68% |
| | 2021 | 62% | 71% | 71% | * | 65% | 77% | - | * | - | * | 50% | * | 75% | 63% | 58% | 53% |
| At Meets Grade Level or Above | 2022 | 38% | 47% | 47% | 38% | 46% | 47% | - | - | - | * | 37% | * | 43% | 51% | 40% | 47% |
| | 2021 | 31% | 37% | 37% | * | 19% | 53% | - | * | - | * | 39% | * | 36% | 37% | 20% | 16% |
| At Masters Grade Level | 2022 | 18% | 20% | 20% | 38% | 14% | 24% | - | - | - | * | 26% | * | 23% | 17% | 16% | 12% |
| | 2021 | 13% | 13% | 13% | * | 9% | 17% | - | * | - | * | 17% | * | 13% | 14% | 8% | 6% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 74% | 81% | 79% | 59% | 75% | 85% | - | * | - | 74% | 56% | 85% | 80% | 77% | 76% | 73% |
| | 2021 | 67% | 78% | 70% | 57% | 65% | 76% | * | 71% | - | 79% | 46% | 67% | 73% | 66% | 63% | 60% |
| At Meets Grade Level or Above | 2022 | 48% | 54% | 51% | 45% | 45% | 56% | - | * | - | 52% | 36% | 42% | 50% | 51% | 45% | 42% |
| | 2021 | 41% | 47% | 38% | 27% | 30% | 46% | * | 29% | - | 47% | 27% | 42% | 38% | 40% | 29% | 27% |
| At Masters Grade Level | 2022 | 23% | 24% | 25% | 21% | 19% | 30% | - | * | - | 22% | 18% | 31% | 24% | 25% | 19% | 18% |
| | 2021 | 18% | 19% | 18% | 20% | 12% | 22% | * | 14% | - | 26% | 9% | 12% | 17% | 19% | 12% | 10% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 83% | 85% | 67% | 83% | 90% | - | * | - | 83% | 58% | 92% | 87% | 83% | 83% | 82% |
| | 2021 | 68% | 78% | 75% | 58% | 71% | 81% | * | * | - | 71% | 49% | 75% | 78% | 71% | 69% | 69% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Meets Grade Level or Above | 2022 | 53% | 62% | 61% | 54% | 54% | 67% | - | * | - | 67% | 38% | 58% | 61% | 61% | 56% | 53% |
| | 2021 | 45% | 50% | 45% | 25% | 36% | 54% | * | * | - | 43% | 25% | 50% | 45% | 45% | 36% | 34% |
| At Masters Grade Level | 2022 | 25% | 29% | 35% | 21% | 29% | 43% | - | * | - | 25% | 21% | 50% | 35% | 36% | 29% | 26% |
| | 2021 | 18% | 19% | 25% | 25% | 16% | 32% | * | * | - | 29% | 9% | 25% | 24% | 26% | 18% | 14% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 77% | 72% | 50% | 66% | 80% | - | * | - | 67% | 50% | 83% | 74% | 69% | 68% | 65% |
| | 2021 | 66% | 76% | 71% | 58% | 64% | 76% | * | * | - | 86% | 48% | 58% | 72% | 67% | 64% | 59% |
| At Meets Grade Level or Above | 2022 | 42% | 42% | 42% | 38% | 36% | 47% | - | * | - | 33% | 34% | 33% | 42% | 41% | 37% | 30% |
| | 2021 | 37% | 39% | 37% | 33% | 32% | 41% | * | * | - | 71% | 28% | 25% | 36% | 40% | 29% | 28% |
| At Masters Grade Level | 2022 | 20% | 16% | 16% | 17% | 11% | 19% | - | * | - | 17% | 13% | 17% | 14% | 18% | 11% | 13% |
| | 2021 | 18% | 15% | 15% | 17% | 11% | 18% | * | * | - | 43% | 10% | 8% | 14% | 17% | 10% | 10% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 85% | 79% | 63% | 75% | 85% | - | - | - | * | 66% | * | 77% | 81% | 76% | 68% |
| | 2021 | 71% | 81% | 71% | * | 65% | 77% | - | * | - | * | 50% | * | 75% | 63% | 58% | 53% |
| At Meets Grade Level or Above | 2022 | 47% | 56% | 47% | 38% | 46% | 47% | - | - | - | * | 37% | * | 43% | 51% | 40% | 47% |
| | 2021 | 44% | 53% | 37% | * | 19% | 53% | - | * | - | * | 39% | * | 36% | 37% | 20% | 16% |
| At Masters Grade Level | 2022 | 21% | 20% | 20% | 38% | 14% | 24% | - | - | - | * | 26% | * | 23% | 17% | 16% | 12% |
| | 2021 | 20% | 22% | 13% | * | 9% | 17% | - | * | - | * | 17% | * | 13% | 14% | 8% | 6% |
| STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above | | | | | | | | | | | | | | | | | |
| 3rd Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 38% | 38% | 44% | 30% | 44% | - | - | - | * | 36% | * | 35% | 44% | 35% | 23% |
| | 2021 | 24% | 30% | 30% | 17% | 15% | 43% | * | * | - | * | 12% | * | 26% | 38% | 20% | 15% |
| Reading and Mathematics Including EOC | 2022 | 36% | 38% | 38% | 44% | 30% | 44% | - | - | - | * | 36% | * | 35% | 44% | 35% | 23% |
| | 2021 | 24% | 30% | 30% | 17% | 15% | 43% | * | * | - | * | 12% | * | 26% | 38% | 20% | 15% |
| Reading Including EOC | 2022 | 51% | 64% | 64% | 56% | 58% | 69% | - | - | - | * | 43% | * | 59% | 75% | 63% | 50% |
| | 2021 | 38% | 45% | 45% | 17% | 33% | 57% | * | * | - | * | 24% | * | 46% | 42% | 34% | 30% |
| Math Including EOC | 2022 | 43% | 41% | 41% | 44% | 32% | 49% | - | - | - | * | 36% | * | 40% | 44% | 36% | 27% |
| | 2021 | 31% | 35% | 35% | 33% | 19% | 46% | * | * | - | * | 18% | * | 32% | 41% | 25% | 21% |
| 4th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 36% | 33% | 33% | 29% | 22% | 42% | - | * | - | 50% | 12% | 33% | 31% | 35% | 22% | 19% |
| | 2021 | 26% | 28% | 28% | * | 28% | 27% | - | - | - | * | 18% | 0% | 27% | 30% | 23% | 24% |

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|---------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Reading and Mathematics Including EOC | 2022 | 36% | 33% | 33% | 29% | 22% | 42% | - | * | - | 50% | 12% | 33% | 31% | 35% | 22% | 19% |
| | 2021 | 26% | 28% | 28% | * | 28% | 27% | - | - | - | * | 18% | 0% | 27% | 30% | 23% | 24% |
| Reading Including EOC | 2022 | 54% | 63% | 63% | 71% | 55% | 69% | - | * | - | 83% | 29% | 50% | 64% | 63% | 56% | 56% |
| | 2021 | 36% | 46% | 46% | * | 42% | 49% | - | - | - | * | 23% | 50% | 43% | 50% | 42% | 45% |
| Math Including EOC | 2022 | 43% | 37% | 37% | 29% | 27% | 47% | - | * | - | 50% | 12% | 50% | 35% | 40% | 28% | 22% |
| | 2021 | 36% | 36% | 36% | * | 37% | 33% | - | - | - | * | 26% | 0% | 35% | 38% | 31% | 30% |
| 5th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 41% | 37% | 37% | 38% | 34% | 40% | - | - | - | * | 31% | * | 43% | 30% | 35% | 29% |
| | 2021 | 34% | 30% | 30% | * | 21% | 39% | - | * | - | * | 28% | * | 29% | 30% | 20% | 19% |
| Reading and Mathematics Including EOC | 2022 | 41% | 37% | 37% | 38% | 34% | 40% | - | - | - | * | 31% | * | 43% | 30% | 35% | 29% |
| | 2021 | 34% | 30% | 30% | * | 21% | 39% | - | * | - | * | 28% | * | 29% | 30% | 20% | 19% |
| Reading Including EOC | 2022 | 58% | 54% | 54% | 38% | 50% | 61% | - | - | - | * | 37% | * | 61% | 46% | 49% | 53% |
| | 2021 | 46% | 44% | 44% | * | 33% | 55% | - | * | - | * | 28% | * | 45% | 42% | 33% | 28% |
| Math Including EOC | 2022 | 48% | 46% | 46% | 38% | 48% | 45% | - | - | - | * | 43% | * | 51% | 39% | 46% | 41% |
| | 2021 | 44% | 41% | 41% | * | 37% | 44% | - | * | - | * | 39% | * | 40% | 42% | 32% | 31% |
| 3rd - 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2022 | 34% | 32% | 36% | 38% | 29% | 42% | - | * | - | 33% | 29% | 25% | 36% | 36% | 31% | 24% |
| | 2021 | 26% | 29% | 29% | 17% | 22% | 36% | * | * | - | 43% | 19% | 17% | 28% | 32% | 21% | 19% |
| Reading and Mathematics Including EOC | 2022 | 36% | 36% | 36% | 38% | 29% | 42% | - | * | - | 33% | 29% | 25% | 36% | 36% | 31% | 24% |
| | 2021 | 28% | 31% | 29% | 17% | 22% | 36% | * | * | - | 43% | 19% | 17% | 28% | 32% | 21% | 19% |
| Reading Including EOC | 2022 | 53% | 63% | 61% | 54% | 54% | 67% | - | * | - | 67% | 38% | 58% | 61% | 61% | 56% | 53% |
| | 2021 | 41% | 46% | 45% | 25% | 36% | 54% | * | * | - | 43% | 25% | 50% | 45% | 45% | 36% | 34% |
| Math Including EOC | 2022 | 43% | 40% | 41% | 38% | 36% | 47% | - | * | - | 33% | 34% | 33% | 42% | 41% | 37% | 30% |
| | 2021 | 37% | 41% | 37% | 33% | 32% | 41% | * | * | - | 71% | 28% | 25% | 36% | 40% | 29% | 28% |

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

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

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2022 | 77 | 90 | 90 | 100 | 90 | 87 | - | * | - | * | 97 | * | 89 | 91 | 86 | 85 |
| | 2019 | 61 | 70 | 70 | 42 | 74 | 71 | - | * | - | * | 50 | 100 | 72 | 65 | 67 | 76 |
| Grade 4 Mathematics | 2022 | 74 | 53 | 53 | 29 | 45 | 62 | - | * | - | * | 28 | * | 51 | 55 | 47 | 46 |
| | 2019 | 65 | 71 | 71 | 75 | 65 | 72 | - | * | - | * | 68 | 92 | 70 | 73 | 65 | 58 |
| Grade 5 ELA/Reading | 2022 | 87 | 81 | 81 | * | 75 | 86 | - | - | - | * | 71 | * | 82 | 78 | 76 | 69 |
| | 2019 | 81 | 83 | 83 | * | 79 | 87 | * | * | - | * | 75 | * | 81 | 87 | 80 | 73 |
| Grade 5 Mathematics | 2022 | 79 | 81 | 81 | 80 | 85 | 78 | - | - | - | * | 91 | * | 79 | 86 | 81 | 90 |
| | 2019 | 83 | 82 | 82 | * | 82 | 82 | * | * | - | * | 72 | * | 81 | 83 | 83 | 77 |
| All Grades Both Subjects | 2022 | 74 | 74 | 76 | 70 | 73 | 78 | - | * | - | 88 | 75 | 83 | 75 | 77 | 73 | 73 |
| | 2019 | 69 | 74 | 77 | 64 | 76 | 79 | * | 75 | - | 65 | 65 | 97 | 77 | 78 | 75 | 71 |
| All Grades ELA/Reading | 2022 | 78 | 82 | 85 | 91 | 82 | 87 | - | * | - | 92 | 81 | 67 | 86 | 85 | 81 | 76 |
| | 2019 | 68 | 73 | 77 | 50 | 77 | 80 | * | * | - | 50 | 61 | 100 | 77 | 78 | 75 | 75 |
| All Grades Mathematics | 2022 | 69 | 65 | 67 | 50 | 65 | 70 | - | * | - | 83 | 69 | 100 | 66 | 69 | 65 | 69 |
| | 2019 | 70 | 74 | 77 | 79 | 76 | 78 | * | * | - | 80 | 70 | 94 | 76 | 79 | 75 | 68 |

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FARMERSVILLE INT (043904102) - 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% | 79% | - | - | - | - | - | - | 75% | 72% | - | 83% | * | 80% | 71% | 94% |
| | 2021 | 67% | 78% | 70% | 53% | - | - | - | - | 53% | - | - | - | - | 83% | 74% | 55% | 96% |
| At Meets Grade Level or Above | 2022 | 48% | 54% | 51% | - | - | - | - | - | - | 43% | 41% | - | 50% | * | 53% | 41% | 56% |
| | 2021 | 41% | 47% | 38% | 25% | - | - | - | - | 25% | - | - | - | - | 8% | 42% | 24% | 48% |
| At Masters Grade Level | 2022 | 23% | 24% | 25% | - | - | - | - | - | - | 18% | 19% | - | 17% | * | 27% | 17% | 28% |
| | 2021 | 18% | 19% | 18% | 10% | - | - | - | - | 10% | - | - | - | - | 0% | 20% | 10% | 15% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 75% | 83% | 85% | - | - | - | - | - | - | 85% | 81% | - | 95% | * | 86% | 81% | 100% |
| | 2021 | 68% | 78% | 75% | 64% | - | - | - | - | 64% | - | - | - | - | 100% | 77% | 66% | 100% |
| At Meets Grade Level or Above | 2022 | 53% | 62% | 61% | - | - | - | - | - | - | 53% | 47% | - | 71% | * | 63% | 51% | 75% |
| | 2021 | 45% | 50% | 45% | 31% | - | - | - | - | 31% | - | - | - | - | 0% | 48% | 29% | 78% |
| At Masters Grade Level | 2022 | 25% | 29% | 35% | - | - | - | - | - | - | 27% | 25% | - | 33% | * | 38% | 26% | 25% |
| | 2021 | 18% | 19% | 25% | 14% | - | - | - | - | 14% | - | - | - | - | 0% | 28% | 13% | 22% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 72% | 77% | 72% | - | - | - | - | - | - | 66% | 61% | - | 81% | * | 74% | 63% | 88% |
| | 2021 | 66% | 76% | 71% | 53% | - | - | - | - | 53% | - | - | - | - | 100% | 74% | 56% | 89% |
| At Meets Grade Level or Above | 2022 | 42% | 42% | 42% | - | - | - | - | - | - | 31% | 31% | - | 29% | * | 45% | 30% | 38% |
| | 2021 | 37% | 39% | 37% | 26% | - | - | - | - | 26% | - | - | - | - | 20% | 41% | 26% | 44% |
| At Masters Grade Level | 2022 | 20% | 16% | 16% | - | - | - | - | - | - | 12% | 14% | - | 5% | * | 17% | 11% | 25% |
| | 2021 | 18% | 15% | 15% | 9% | - | - | - | - | 9% | - | - | - | - | 0% | 17% | 9% | 22% |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2022 | 76% | 85% | 79% | - | - | - | - | - | - | 72% | 76% | - | 67% | - | 83% | 66% | * |
| | 2021 | 71% | 81% | 71% | 42% | - | - | - | - | 42% | - | - | - | - | * | 77% | 40% | 100% |
| At Meets Grade Level or Above | 2022 | 47% | 56% | 47% | - | - | - | - | - | - | 52% | 53% | - | 50% | - | 46% | 47% | * |
| | 2021 | 44% | 53% | 37% | 13% | - | - | - | - | 13% | - | - | - | - | * | 44% | 12% | 29% |
| At Masters Grade Level | 2022 | 21% | 20% | 20% | - | - | - | - | - | - | 10% | 12% | - | 8% | - | 23% | 9% | * |
| | 2021 | 20% | 22% | 13% | 8% | - | - | - | - | 8% | - | - | - | - | * | 16% | 8% | 0% |
| School Progress Domain - Academic Growth Score | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2022 | 74% | 74% | 76% | - | - | - | - | - | - | 74% | 74% | - | 76% | - | 77% | 73% | 73% |
| | 2019 | 69% | 74% | 77% | - | - | - | - | - | - | 67% | 63% | 69% | - | - | - | 67% | |

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FARMERSVILLE INT (043904102) - 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 |
|------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| All Grades ELA/Reading | 2022 | 78% | 82% | 85% | - | - | - | - | - | - | 80% | 82% | - | 78% | - | 88% | 76% | 83% |
| | 2019 | 68% | 73% | 77% | - | - | - | - | - | - | 75% | 77% | 74% | - | - | - | 75% | - |
| All Grades Mathematics | 2022 | 69% | 65% | 67% | - | - | - | - | - | - | 69% | 66% | - | 74% | - | 66% | 70% | 64% |
| | 2019 | 70% | 74% | 77% | - | - | - | - | - | - | 59% | 50% | 64% | - | - | - | 59% | - |

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- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
FARMERSVILLE INT (043904102) - 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% | 100% | 100% | 100% | 100% | - | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 94% | 89% | 98% | 97% | - | * | - | 100% | 99% | 84% | 98% | 89% | 97% | 93% |
| Not Included in Accountability: Mobile | 5% | 5% | 6% | 11% | 2% | 3% | - | * | - | 0% | 1% | 16% | 2% | 11% | 3% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | - | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 92% | 93% | 94% | 89% | 98% | 97% | - | * | - | 100% | 99% | 86% | 98% | 89% | 97% | 93% |
| Not Included in Accountability: Mobile | 5% | 6% | 6% | 11% | 2% | 3% | - | * | - | 0% | 1% | 14% | 2% | 11% | 3% | 7% |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 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% | 100% | 100% | 100% | 100% | - | * | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 94% | 89% | 98% | 97% | - | * | - | 100% | 99% | 86% | 98% | 89% | 97% | 93% |
| Not Included in Accountability: Mobile | 5% | 6% | 6% | 11% | 2% | 3% | - | * | - | 0% | 1% | 14% | 2% | 11% | 3% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 100% | 100% | 100% | 100% | 100% | - | - | - | * | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 96% | 96% | 89% | 100% | 97% | - | - | - | * | 100% | * | 100% | 91% | 99% | 94% |
| Not Included in Accountability: Mobile | 4% | 4% | 4% | 11% | 0% | 3% | - | - | - | * | 0% | * | 0% | 9% | 1% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 2% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
FARMERSVILLE INT (043904102) - 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% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 95% | 95% | 85% | 98% | 93% | * | 100% | - | 90% | 95% | 77% | 96% | 93% | 95% | 97% |
| Included in Accountability | 83% | 89% | 89% | 73% | 92% | 89% | * | 100% | - | 90% | 90% | 77% | 92% | 85% | 90% | 90% |
| Not Included in Accountability: Mobile | 3% | 5% | 5% | 12% | 4% | 4% | * | 0% | - | 0% | 5% | 0% | 3% | 8% | 5% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 0% | 1% | 0% | 1% | 0% | * | 0% | - | 0% | 0% | 0% | 1% | 1% | 1% | 2% |
| Not Tested | 12% | 5% | 5% | 15% | 2% | 7% | * | 0% | - | 10% | 5% | 23% | 4% | 7% | 5% | 3% |
| Absent | 2% | 1% | 1% | 0% | 1% | 2% | * | 0% | - | 0% | 1% | 9% | 1% | 1% | 2% | 1% |
| Other | 10% | 4% | 4% | 15% | 2% | 5% | * | 0% | - | 10% | 4% | 14% | 3% | 6% | 3% | 2% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 89% | 95% | 95% | 88% | 98% | 93% | * | * | - | 88% | 94% | 80% | 96% | 94% | 96% | 98% |
| Included in Accountability | 83% | 90% | 89% | 75% | 91% | 89% | * | * | - | 88% | 89% | 80% | 91% | 84% | 89% | 87% |
| Not Included in Accountability: Mobile | 3% | 5% | 5% | 13% | 4% | 4% | * | * | - | 0% | 5% | 0% | 3% | 8% | 5% | 5% |
| Not Included in Accountability: Other Exclusions | 3% | 1% | 2% | 0% | 4% | 0% | * | * | - | 0% | 0% | 0% | 2% | 1% | 2% | 6% |
| Not Tested | 11% | 5% | 5% | 13% | 2% | 7% | * | * | - | 13% | 6% | 20% | 4% | 6% | 4% | 2% |
| Absent | 2% | 1% | 1% | 0% | 0% | 2% | * | * | - | 0% | 2% | 7% | 1% | 1% | 2% | 0% |
| Other | 10% | 4% | 4% | 13% | 2% | 5% | * | * | - | 13% | 5% | 13% | 3% | 5% | 3% | 2% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 92% | 94% | 88% | 97% | 93% | * | * | - | 88% | 95% | 80% | 95% | 93% | 95% | 96% |
| Included in Accountability | 84% | 87% | 89% | 75% | 93% | 89% | * | * | - | 88% | 91% | 80% | 92% | 85% | 90% | 91% |
| Not Included in Accountability: Mobile | 4% | 5% | 5% | 13% | 4% | 4% | * | * | - | 0% | 5% | 0% | 3% | 8% | 5% | 5% |
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | * | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 8% | 6% | 13% | 3% | 7% | * | * | - | 13% | 5% | 20% | 5% | 7% | 5% | 4% |
| Absent | 2% | 1% | 1% | 0% | 1% | 2% | * | * | - | 0% | 0% | 7% | 2% | 1% | 2% | 2% |
| Other | 10% | 7% | 4% | 13% | 2% | 5% | * | * | - | 13% | 5% | 13% | 3% | 6% | 3% | 2% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 87% | 98% | 95% | 83% | 97% | 94% | - | * | - | * | 100% | 80% | 96% | 94% | 92% | 94% |
| Included in Accountability | 84% | 93% | 91% | 67% | 95% | 91% | - | * | - | * | 100% | 80% | 93% | 88% | 89% | 91% |
| Not Included in Accountability: Mobile | 3% | 5% | 4% | 17% | 2% | 3% | - | * | - | * | 0% | 0% | 2% | 6% | 3% | 3% |

Texas Education Agency
2021-22 STAAR Participation (TAPR)
FARMERSVILLE INT (043904102) - 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) |
|--------------------------------------------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Not Included in Accountability: Other Exclusions | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 13% | 2% | 5% | 17% | 3% | 6% | - | * | - | * | 0% | 20% | 4% | 6% | 8% | 6% |
| Absent | 2% | 1% | 2% | 0% | 2% | 3% | - | * | - | * | 0% | 20% | 2% | 2% | 3% | 3% |
| Other | 10% | 1% | 3% | 17% | 2% | 3% | - | * | - | * | 0% | 0% | 2% | 4% | 4% | 3% |

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

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2020-21 | 95.0% | 97.1% | 96.1% | 96.5% | 95.7% | 96.3% | * | * | - | 96.7% | 95.2% | 95.3% | 96.0% |
| 2019-20 | 98.3% | 98.9% | 98.9% | 98.6% | 99.1% | 98.8% | - | * | - | 98.6% | 98.8% | 98.9% | 99.3% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2020-21 | 15.0% | 6.7% | 9.3% | 4.3% | 9.7% | 9.5% | * | * | - | 7.1% | 11.9% | 11.4% | 7.6% |
| 2019-20 | 6.7% | 4.7% | 3.3% | 4.2% | 2.4% | 4.2% | - | * | - | 0.0% | 6.0% | 3.0% | 1.9% |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 1.6% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.8% | 2.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.3% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 97.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 100.0% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 100.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.7% | 100.0% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.8% | 100.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 96.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 2.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 96.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 98.4% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 98.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 1.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 98.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 98.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 97.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 98.3% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | 90.0% | 94.7% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 90.3% | 96.6% | - | - | - | - | - | - | - | - | - | - | - |
| 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% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 4.3% | 5.3% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2021 | 81.9% | 73.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 83.5% | 88.6% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2021 | 85.7% | 83.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | 87.8% | 93.9% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 43.8% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 38.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 3.8% | 9.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 4.4% | 5.1% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 80.4% | 71.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 81.8% | 87.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2020-21 | 84.1% | 80.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2019-20 | 85.8% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2021-22 Graduation Profile (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

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

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|-----------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Total Students | 552 | 100.0% | 2,018 | 5,402,928 | 552 | 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 | 127 | 23.0% | 6.3% | 7.1% | 127 | 23.0% | 6.3% | 7.1% |
| Grade 3 | 150 | 27.2% | 7.4% | 7.1% | 150 | 27.2% | 7.4% | 7.1% |
| Grade 4 | 140 | 25.4% | 6.9% | 7.1% | 140 | 25.4% | 6.9% | 7.1% |
| Grade 5 | 135 | 24.5% | 6.7% | 7.2% | 135 | 24.5% | 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 | 0 | 0.0% | 8.7% | 8.8% | 0 | 0.0% | 8.6% | 8.8% |
| Grade 10 | 0 | 0.0% | 8.2% | 7.6% | 0 | 0.0% | 8.2% | 7.5% |
| Grade 11 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.0% | 6.7% | 0 | 0.0% | 7.0% | 6.7% |
| Ethnic Distribution: | | | | | | | | |
| African American | 30 | 5.4% | 4.5% | 12.8% | 30 | 5.4% | 4.5% | 12.8% |
| Hispanic | 241 | 43.7% | 42.6% | 52.8% | 241 | 43.7% | 42.4% | 52.7% |
| White | 254 | 46.0% | 48.3% | 26.3% | 254 | 46.0% | 48.5% | 26.3% |
| American Indian | 1 | 0.2% | 0.3% | 0.3% | 1 | 0.2% | 0.3% | 0.3% |
| Asian | 4 | 0.7% | 0.8% | 4.8% | 4 | 0.7% | 0.8% | 4.8% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 22 | 4.0% | 3.5% | 2.9% | 22 | 4.0% | 3.5% | 2.9% |
| Sex: | | | | | | | | |
| Female | 275 | 49.8% | 50.4% | 48.9% | 275 | 49.8% | 50.4% | 48.8% |
| Male | 277 | 50.2% | 49.6% | 51.1% | 277 | 50.2% | 49.6% | 51.2% |
| Other Student Information: | | | | | | | | |
| Economically Disadvantaged | 310 | 56.2% | 53.4% | 60.7% | 310 | 56.2% | 53.2% | 60.6% |
| Non-Educationally Disadvantaged | 242 | 43.8% | 46.6% | 39.3% | 242 | 43.8% | 46.8% | 39.4% |
| Section 504 Students | 42 | 7.6% | 8.6% | 7.4% | 42 | 7.6% | 8.5% | 7.4% |
| EB Students/EL | 116 | 21.0% | 14.7% | 21.7% | 116 | 21.0% | 14.7% | 21.7% |

Texas Education Agency
2021-22 Student Information (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students w/ Disciplinary Placements (2020-21) | 1 | 0.2% | 0.7% | 0.6% | | | | |
| Students w/ Dyslexia | 53 | 9.6% | 6.9% | 5.0% | 53 | 9.6% | 6.9% | 5.0% |
| Foster Care | 3 | 0.5% | 0.6% | 0.3% | 3 | 0.5% | 0.6% | 0.3% |
| Homeless | 0 | 0.0% | 0.7% | 1.1% | 0 | 0.0% | 0.7% | 1.1% |
| Immigrant | 8 | 1.4% | 0.7% | 2.0% | 8 | 1.4% | 0.7% | 2.0% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 551 | 99.8% | 45.3% | 64.3% | 551 | 99.8% | 45.5% | 64.3% |
| Military Connected | 0 | 0.0% | 0.5% | 3.3% | 0 | 0.0% | 0.5% | 3.3% |
| At-Risk | 146 | 26.4% | 23.2% | 53.5% | 146 | 26.4% | 23.1% | 53.5% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 116 | 21.0% | 14.0% | 21.9% | 116 | 21.0% | 13.9% | 21.8% |
| Career and Technical Education | 0 | 0.0% | 41.4% | 25.8% | | | | |
| Career and Technical Education (9-12 grades only) | 0 | 0.0% | 85.8% | 71.0% | | | | |
| Gifted and Talented Education | 23 | 4.2% | 4.9% | 8.0% | 23 | 4.2% | 4.9% | 8.0% |
| Special Education | 107 | 19.4% | 13.5% | 11.6% | 107 | 19.4% | 13.8% | 11.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 107 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 57 | 53.3% | 48.5% | 43.0% | | | | |
| Students with Physical Disabilities | 25 | 23.4% | 24.3% | 20.8% | | | | |
| Students with Autism | 14 | 13.1% | 11.0% | 14.7% | | | | |
| Students with Behavioral Disabilities | 11 | 10.3% | 14.3% | 20.0% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.8% | 1.5% | | | | |
| Mobility (2020-21): | | | | | | | | |
| Total Mobile Students | 79 | 13.7% | 12.3% | 13.6% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 3 | 0.5% | 0.9% | 2.5% | | | | |
| Hispanic | 30 | 5.2% | 4.7% | 6.6% | | | | |
| White | 43 | 7.5% | 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 | 18 | 16.4% | 20.0% | 15.7% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 9 | 7.6% | 8.7% | 12.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 36 | 10.8% | 13.7% | 15.0% | | | | |

Texas Education Agency
2021-22 Student Information (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|-------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Student Attrition (2020-21): | | | | | | | | |
| Total Student Attrition | 59 | 15.3% | 13.0% | 18.9% | | | | |

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | 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% | 2.7% | 1.7% | 0.0% | 0.0% | 2.2% |
| Grade 3 | 0.0% | 0.0% | 1.0% | 0.0% | 0.0% | 1.0% |
| Grade 4 | 1.0% | 1.0% | 0.7% | 0.0% | 0.0% | 0.7% |
| Grade 5 | 0.8% | 0.8% | 0.5% | 0.0% | 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% | 10.5% | - | 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 | 18.6 |
| Grade 3 | 21.1 | 21.1 | 18.7 |
| Grade 4 | 20.9 | 20.9 | 18.8 |
| Grade 5 | 18.7 | 18.7 | 20.2 |
| Grade 6 | - | 23.5 | 19.2 |
| Secondary: | | | |
| English/Language Arts | - | 18.0 | 16.3 |
| Foreign Languages | - | 19.8 | 18.4 |
| Mathematics | - | 19.6 | 17.5 |

Texas Education Agency
2021-22 Student Information (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| Class Size Information | Campus | District | State |
|-------------------------------|---------------|-----------------|--------------|
| Science | - | 20.4 | 18.5 |
| Social Studies | - | 20.9 | 19.1 |

Texas Education Agency
2021-22 Staff Information (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| Staff Information | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| | Count/Average | Percent | District | State |
| Total Staff | 49.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 42.1 | 85.1% | 62.3% | 64.1% |
| Teachers | 35.6 | 72.0% | 48.6% | 49.3% |
| Professional Support | 4.5 | 9.1% | 8.2% | 10.7% |
| Campus Administration (School Leadership) | 2.0 | 4.0% | 3.2% | 2.9% |
| Educational Aides: | 7.3 | 14.9% | 11.9% | 11.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | 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 | 1.0 | n/a | 2.0 | 1,176.0 |
| Total Minority Staff: | 2.8 | 5.6% | 20.9% | 52.1% |
| Teachers by Ethnicity: | | | | |
| African American | 0.0 | 0.0% | 1.6% | 11.2% |
| Hispanic | 0.0 | 0.0% | 4.5% | 28.9% |
| White | 33.7 | 94.8% | 91.7% | 56.4% |
| American Indian | 1.9 | 5.2% | 1.5% | 0.3% |
| Asian | 0.0 | 0.0% | 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 | 0.9 | 2.5% | 26.5% | 24.1% |
| Females | 34.7 | 97.5% | 73.5% | 75.9% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.0% | 1.4% |
| Bachelors | 28.2 | 79.4% | 76.7% | 72.6% |
| Masters | 7.3 | 20.6% | 22.6% | 25.2% |
| Doctorate | 0.0 | 0.0% | 0.7% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.9 | 2.6% | 1.5% | 7.9% |
| 1-5 Years Experience | 6.5 | 18.2% | 19.6% | 26.7% |
| 6-10 Years Experience | 10.8 | 30.3% | 26.4% | 20.6% |
| 11-20 Years Experience | 11.0 | 30.9% | 35.7% | 28.6% |
| 21-30 Years Experience | 4.5 | 12.8% | 15.2% | 13.2% |

Texas Education Agency
2021-22 Staff Information (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Over 30 Years Experience | 1.9 | 5.2% | 1.5% | 2.9% |
| Number of Students per Teacher | 15.5 | n/a | 16.3 | 14.6 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 5.0 | 8.3 | 6.3 |
| Average Years Experience of Principals with District | 5.0 | 8.3 | 5.4 |
| Average Years Experience of Assistant Principals | 1.0 | 4.0 | 5.5 |
| Average Years Experience of Assistant Principals with District | 1.0 | 4.0 | 4.8 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers: | 11.9 | 12.4 | 11.1 |
| Average Years Experience of Teachers with District: | 6.1 | 5.4 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$53,118 | \$53,114 | \$51,054 |
| 1-5 Years Experience | \$55,643 | \$55,595 | \$54,577 |
| 6-10 Years Experience | \$59,715 | \$60,025 | \$57,746 |
| 11-20 Years Experience | \$64,944 | \$66,643 | \$61,377 |
| 21-30 Years Experience | \$73,320 | \$74,768 | \$65,949 |
| Over 30 Years Experience | \$75,552 | \$75,552 | \$71,111 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$62,981 | \$63,893 | \$58,887 |
| Professional Support | \$75,245 | \$77,221 | \$69,505 |
| Campus Administration (School Leadership) | \$82,753 | \$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 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.9 | 2.6% | 0.9% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 8.6% | 5.2% |
| Compensatory Education | 4.1 | 11.5% | 7.7% | 3.0% |
| Gifted and Talented Education | 0.8 | 2.1% | 0.7% | 1.7% |
| Regular Education | 26.4 | 74.4% | 66.1% | 70.8% |

Texas Education Agency
2021-22 Staff Information (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

| Program Information | ----- Campus ----- | | District | State |
|---------------------|--------------------|---------|----------|-------|
| | Count | Percent | | |
| Special Education | 3.3 | 9.4% | 10.7% | 9.6% |
| Other | 0.0 | 0.0% | 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.)