

**Farmersville Independent School District**  
**Farmersville High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

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

**Live kind. Growth for all.**

# Vision

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

# Value Statement

**The Farmer Creed:**

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

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

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Recent state data reports that Farmersville High School had an enrollment of 680 students making it a small 4A district in northeast Collin County. Student demographic percentages are based on the recent Texas Academic Performance Report (TAPR).

The primary campus student groups are as follows:

- 48.4% are White
- 41.6% are Hispanic
- 4.3% are African American
- 1.0% are Asian
- 0.1% are American Indian
- 4.6% are Two or More Races

Student enrollment types are as follows:

- 54.7% are economically disadvantaged
- 7.6% are enrolled in special education
- 11.2% are emergent bilingual/English Language Learners

### Demographics Strengths

Farmersville High School has many demographic strengths. FHS recently had 14 students earn 24 combined recognitions by the College Board for excellence on the PSAT in demographic subcategories (small-town, first-generation, Indigenous, and Hispanic classification student performance). All students in Farmersville ISD are considered students in a small town according to the National Center for Education Statistics which means students qualify for special standardized test consideration due to being part of a collegiately underrepresented demographic. FISD is designated as a fast-growth district by TEA and is appropriately planning for increased student enrollment and potentially changing demographic representation. Students at Farmersville High School are generally very accepting of new students regardless of race or ethnicity. Despite a high percentage of low socioeconomic students (54.7%), Farmersville High School still scores well above the state average on all state assessments.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** FHS performance levels in Algebra 1 were at the overall state achievement average for the Approaches rating category but below the state

average for students in 5 of 10 qualifying areas for this rating category and in all areas for the Meets and Masters rating categories. There was an obvious disparity in score performance between demographic groups. **Root Cause:** Honors math students take the Algebra I test in 8th grade. These scores do not count toward the high school campus rating. The Algebra 1 teacher, while historically successful, returned to FHS after a stint in another district teaching a different subject and is still getting acclimated to the new question types. Algebra I students are still in the impacted range of COVID deficits for math skills.

**Problem Statement 2 (Prioritized):** FHS needs to increase the percentage of students reaching the Masters level in Biology. There is an obvious disparity in score performance between demographic groups. **Root Cause:** The FHS Biology approach in recent school years focused only on Freshman Honors students and Sophomore on-level students. While these students were able to achieve at the Approaches and Meets levels they were unmotivated to perform at the highest level.

**Problem Statement 3 (Prioritized):** FHS needs to increase the percentage of students reaching the Masters level in English II. There is an obvious disparity in score performance between demographic groups. **Root Cause:** The required achievement for Masters performance is significantly higher for this tested subject and suffers due to a lack of vertical alignment across grade levels.

**Problem Statement 4 (Prioritized):** Special Education student scores in Algebra I and English are still below the campus average. **Root Cause:** Students with disabilities continue to demonstrate greater learning losses as a result of COVID-19. Student motivation to achieve the highest performance scores have diminished relative to other achievement levels.

# Student Achievement

## Student Achievement Summary

Farmersville High School achieved the following scores on the 2024 EOC tests:

Algebra I scores were **81%** Approaches, **23%** Meets, and **7%** Masters

Biology scores were **94%** Approaches, **72%** Meets, 9% Masters

English I scores were 86% Approaches, 70% Meets, **26%** Masters

English II scores were **92%** Approaches, **78%** Meets, and 6% Masters

U.S. History scores were **97%** Approaches, 77% Meets, 41% Masters

**\*Bold** indicates improvement over the reported achievement percentage from the prior year.

## Student Achievement Strengths

FHS improved relative overall achievement in over half of the reported areas. Our big push this year needs to be maintaining success in these areas while increasing our Meets and Masters level performance.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** FHS needs to increase the number of students performing at the Masters levels on EOC tests. **Root Cause:** Gaps created by COVID and the remote learning option in 2020-2021 created student learning regression that persists. Student motivation to achieve the highest performance scores have diminished relative to other achievement levels.

# District Culture and Climate

## District Culture and Climate Summary

The culture and climate at FHS have been areas of improvement in the recent school year. In addition to improved overall spirit (as evidenced by pep rallies, student spirit groups, theme day participation, and more) there have been meaningful performance indicators that demonstrate positive growth in this area: improved attendance, decreased discipline incidents, improved academic achievement in multiple metrics, facilities upgrades, programming improvements, and new academic opportunities and recognitions. Additionally, this positivity has resulted in synergy with performance in non-academic areas, too, including success in athletics, performing and fine arts, competition groups and teams, and more. The four-day class week continues to be a point of positive emphasis for students and adults (staff and family members).

## District Culture and Climate Strengths

School culture and climate strengths include:

- improved student attendance
- decreased disciplinary infractions
- increased academic performance in multiple metrics
- a growing number of new programs and learning opportunities
- group/team performance success
- four-day class week benefits

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1 (Prioritized):** More direct communication with parents is needed when students start to struggle academically. **Root Cause:** Some teachers rely too much on parent-initiated concerns to communicate grade and performance information with parents. More proactive, personal, and live communication by teachers with individual student families about grades, attendance, and other school concerns (via text, email, phone calls, and in-person meetings) will benefit student performance.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The positive culture and climate of FHS has resulted in minimal staff turnover. The four-day class week has elevated the number and quality of applicants for positions that do come open. FISH college recruitment has become more strategic and built out.

## Staff Quality, Recruitment, and Retention Strengths

Strengths in this area include the following:

- minimal staff turnover
- increased quality (experience and mastery of applicants)
- increased strategic and thoughtful approaches to recruiting students at college and career fairs
- the implementation of new partnerships for staff growth (grow your own, student-teacher partnerships)

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Increased demands (technology, performance, dual roles) have increased teacher stress and have had an impact on staff morale. **Root Cause:** The addition of online learning as a teaching tool due to COVID-19 has added to educators' workload and continues to impact the school environment. The addition of new programs and high-performance expectations have added to teacher responsibilities.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

This is an area under constant analysis and revision. With new programs, learning partnerships, resources, and expectations in place, the curriculum, instruction, and assessment at FHS is under constant review and revision to maximize student success.

## Curriculum, Instruction, and Assessment Strengths

By implementing the role of a Director of Instruction and Curriculum FISD and FHS have the benefit of an organized effort to vertically align academic departments, to adapt to new programs and expectations, and to adjust instruction to fit in a four-day class week context.

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

**Problem Statement 1 (Prioritized):** Teachers have increased curricular demands with the implementation and coordination of new programs, including AP, CTE, and college-prep courses. **Root Cause:** There are many new programs and resources to consider that need provided training and ongoing support.

**Problem Statement 2 (Prioritized):** Teachers may work in isolation due to the phenomenon of a small-school environment where one teacher might be entirely responsible for the grade-level instruction of an entire subject. **Root Cause:** A lack of vertical alignment and co-planning out of necessity, along with complicated time demands, isolate teachers from one another.

# Family and Community Engagement

## Family and Community Engagement Summary

Parents and community members have increased their engagement with FHS through growing social media and online platforms. The community is regularly invited to participate in live events like pep rallies, community gatherings, performances, contests, and more. The community is also increasing partnerships with FHS through dual-credit, 4-year university, and business partnerships.

## Family and Community Engagement Strengths

Engagement strengths include:

- Regular newsletter communication
- Regular text announcement communication
- Growing social media and online platform engagement
- Opportunities for live engagement at events, performances, and contests
- A growing number of dual-credit, 4-year university, and business partnerships

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Students, parents, and the community need to be informed and buy into the increasing academic expectations for students in addition to numerous extracurricular opportunities. College-bound expectations need to be explained clearly as the landscape of educational opportunities is changing. **Root Cause:** The traditional community understanding of how to be successful in school is changing with the increasing demands of new opportunities.

# District Organization

## District Organization Summary

The campus is undergoing major growth in enrollment and correlating facilities construction to manage such growth.

## District Organization Strengths

The flexibility of teachers, staff, and administrators, to tolerate the inconveniences of construction and growth while still maintaining the high standards and expectations of new and rigorous studies is a strength of FHS.

## Problem Statements Identifying District Organization Needs

**Problem Statement 1 (Prioritized):** Challenges related to noise, physical changes, and communication exist and are further developing. **Root Cause:** Major campus construction is underway.

# Technology

## Technology Summary

New campus and classroom technology bring with it the need for training and the assignment of management for communication technology.

## Technology Strengths

The willingness and eagerness to learn how to meaningfully implement new technology is a strength of FHS.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** The need to manage personal student technology (preventing distraction while leveraging academic benefits) is a challenge. **Root Cause:** The ability to learn from the same device that can be the greatest distraction is a challenge to overcome.

# Demographics

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**Problem Statement 1:** FHS performance levels in Algebra 1 were at the overall state achievement average for the Approaches rating category but below the state average for students in 5 of 10 qualifying areas for this rating category and in all areas for the Meets and Masters rating categories. There was an obvious disparity in score performance between demographic groups. **Root Cause:** Honors math students take the Algebra I test in 8th grade. These scores do not count toward the high school campus rating. The Algebra 1 teacher, while historically successful, returned to FHS after a stint in another district teaching a different subject and is still getting acclimated to the new question types. Algebra I students are still in the impacted range of COVID deficits for math skills

**Problem Statement 2:** FHS needs to increase the percentage of students reaching the Masters level in Biology. There is an obvious disparity in score performance between demographic groups. **Root Cause:** The FHS Biology approach in recent school years focused only on Freshman Honors students and Sophomore on-level students. While these students were able to achieve at the Approaches and Meets levels they were unmotivated to perform at the highest level.

**Problem Statement 3:** FHS needs to increase the percentage of students reaching the Masters level in English II. There is an obvious disparity in score performance between demographic groups. **Root Cause:** The required achievement for Masters performance is significantly higher for this tested subject and suffers due to a lack of vertical alignment across grade levels.

**Problem Statement 4:** Special Education student scores in Algebra I and English are still below the campus average. **Root Cause:** Students with disabilities continue to demonstrate greater learning losses as a result of COVID-19. Student motivation to achieve the highest performance scores have diminished relative to other achievement levels.

# Student Learning

## Student Learning Summary

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## Student Learning Strengths

FHS improved relative overall achievement in over half of the reported areas. Our big push this year needs to be maintaining success in these areas while increasing our Meets and Masters level performance.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** FHS needs to increase the number of students performing at the Masters levels on EOC tests. **Root Cause:** Gaps created by COVID and the remote learning option in 2020-2021 created student learning regression that persists. Student motivation to achieve the highest performance scores have diminished relative to other achievement levels.

# School Processes & Programs

## School Processes & Programs Summary

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

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

## School Processes & Programs Strengths

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

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

## Problem Statements Identifying School Processes & Programs Needs

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



# Perceptions

## Perceptions Summary

FHS has numerous programs and areas of academic focus that are new and growing. Last year seven FHS students graduated from high school while also graduating with an Associate's Degree from Collin College, and another student earned her medical assisting certificate. FHS has new and upgraded facilities, including the Engineering Academy, a new Ag facility, new athletics facilities, new performing arts facilities, and numerous other common spaces and upgrades. FHS has numerous and growing CTE offerings. FHS offered 11 AP courses which was an increase of 6 courses from what was offered just two years ago.

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

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

The most recent graduating class achieved a 100% graduation rate.

## Perceptions Strengths

Strong academic focus -- scored well on recent EOC exams (significantly above the state average and growing in many areas.)

Extracurricular success in both UIL athletics and academics

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

## Problem Statements Identifying Perceptions Needs

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

# Priority Problem Statements

**Problem Statement 1:** FHS needs to increase the number of students performing at the Masters levels on EOC tests.

**Root Cause 1:** Gaps created by COVID and the remote learning option in 2020-2021 created student learning regression that persists. Student motivation to achieve the highest performance scores have diminished relative to other achievement levels.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** FHS performance levels in Algebra 1 were at the overall state achievement average for the Approaches rating category but below the state average for students in 5 of 10 qualifying areas for this rating category and in all areas for the Meets and Masters rating categories. There was an obvious disparity in score performance between demographic groups.

**Root Cause 2:** Honors math students take the Algebra I test in 8th grade. These scores do not count toward the high school campus rating. The Algebra 1 teacher, while historically successful, returned to FHS after a stint in another district teaching a different subject and is still getting acclimated to the new question types. Algebra I students are still in the impacted range of COVID deficits for math skills.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** FHS needs to increase the percentage of students reaching the Masters level in Biology. There is an obvious disparity in score performance between demographic groups.

**Root Cause 3:** The FHS Biology approach in recent school years focused only on Freshman Honors students and Sophomore on-level students. While these students were able to achieve at the Approaches and Meets levels they were unmotivated to perform at the highest level.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** FHS needs to increase the percentage of students reaching the Masters level in English II. There is an obvious disparity in score performance between demographic groups.

**Root Cause 4:** The required achievement for Masters performance is significantly higher for this tested subject and suffers due to a lack of vertical alignment across grade levels.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Special Education student scores in Algebra I and English are still below the campus average.

**Root Cause 5:** Students with disabilities continue to demonstrate greater learning losses as a result of COVID-19. Student motivation to achieve the highest performance scores have diminished relative to other achievement levels.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** More direct communication with parents is needed when students start to struggle academically.

**Root Cause 6:** Some teachers rely too much on parent-initiated concerns to communicate grade and performance information with parents. More proactive, personal, and live communication by teachers with individual student families about grades, attendance, and other school concerns (via text, email, phone calls, and in-person meetings) will benefit student performance.

**Problem Statement 6 Areas:** District Culture and Climate

**Problem Statement 7:** Increased demands (technology, performance, dual roles) have increased teacher stress and have had an impact on staff morale.

**Root Cause 7:** The addition of online learning as a teaching tool due to COVID-19 has added to educators' workload and continues to impact the school environment. The addition of new programs and high-performance expectations have added to teacher responsibilities.

**Problem Statement 7 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 8:** Teachers have increased curricular demands with the implementation and coordination of new programs, including AP, CTE, and college-prep courses.

**Root Cause 8:** There are many new programs and resources to consider that need provided training and ongoing support.

**Problem Statement 8 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 9:** Teachers may work in isolation due to the phenomenon of a small-school environment where one teacher might be entirely responsible for the grade-level instruction of an entire subject.

**Root Cause 9:** A lack of vertical alignment and co-planning out of necessity, along with complicated time demands, isolate teachers from one another.

**Problem Statement 9 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 10:** Students, parents, and the community need to be informed and buy into the increasing academic expectations for students in addition to numerous extracurricular opportunities. College-bound expectations need to be explained clearly as the landscape of educational opportunities is changing.

**Root Cause 10:** The traditional community understanding of how to be successful in school is changing with the increasing demands of new opportunities.

**Problem Statement 10 Areas:** Family and Community Engagement

**Problem Statement 11:** Challenges related to noise, physical changes, and communication exist and are further developing.

**Root Cause 11:** Major campus construction is underway.

**Problem Statement 11 Areas:** District Organization

**Problem Statement 12:** The need to manage personal student technology (preventing distraction while leveraging academic benefits) is a challenge.

**Root Cause 12:** The ability to learn from the same device that can be the greatest distraction is a challenge to overcome.

**Problem Statement 12 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PSS data

#### **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

# Goals

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





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

**Evaluation Data Sources:** Current/Most Recent TEA Accountability Summary

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement formative assessment plan for all campuses, to be analyzed at the central level as well as the campus / department level. A combination of tools will be used. HS - Eduphoria TEC 11.252(a)(3)(D) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores <b>Staff Responsible for Monitoring:</b> Curriculum Director; Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources. TEC 11.252(a)(3)(D) TEC 11.252(3)(F) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech webpage 2. IMPACT - Increased use of technology in instruction <b>Staff Responsible for Monitoring:</b> Technology Director; Instructional Technology Facilitator; Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia.  TEC 11.252 (a)(3)(B)(iv) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students <b>Staff Responsible for Monitoring:</b> Campus Administrators; Dyslexia Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Differentiation of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing professional development on using data collected from assessments to create lessons that will lead to increased academic success. TEC 11.252(c)(3)(H) TEC 11.252(3)(F) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success. FFT drafting, Vision of Success, Math Lab and other in school lab classes are provided for students. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. TEC 11.252(a)(3)(A) <b>Strategy's Expected Result/Impact:</b> Implementation: Attendance sheets for tutorials and summer school. Data from formative and summative assessments. Impact -- Students will receive effective and timely assistance according to individual needs, leading to increased academic success. <b>Staff Responsible for Monitoring:</b> Campus administrators Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June







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

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

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

**Evaluation Data Sources:** EOC passing rate





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students <b>Staff Responsible for Monitoring:</b> Special Education Director; SpEd Case Managers; SpEd Staff  - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Applied English I and II classes will be taught with an inclusion model -- utilizing both a regular English teacher and a SPED teacher for support. <b>Strategy's Expected Result/Impact:</b> Higher expectations and standards for SPED ELA students should increase the percentage of passing scores on the ELA EOC test. <b>Staff Responsible for Monitoring:</b> SPED teacher Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> SPED and at-risk students who have failed the ELA EOC test previously may be placed in special remediation tutorials leading up to the re-test. <b>Strategy's Expected Result/Impact:</b> Higher ELA scores on the EOC test, <b>Staff Responsible for Monitoring:</b> SPED Teachers Counselor Principal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 3:** 90% of all students will pass the English I & English II EOC at the "Approaches" level. 80% of the students will achieve the "Meets" level and 25% will achieve the "Masters" level.

**Evaluation Data Sources:** EOC passing rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide EOC English I and II Tutorials for students who failed the previous year or performed poorly on the February benchmarks. This include an intervention lab and other tutorial opportunities. <b>Strategy's Expected Result/Impact:</b> EOC English I and II Retest scores EOC English I and II scores for first-time test takers <b>Staff Responsible for Monitoring:</b> Principal English Department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize the Eduphoria Aware computer program to disaggregate data to personalize instruction for at-risk students. <b>Strategy's Expected Result/Impact:</b> EOC English/Language Arts & Reading test scores <b>Staff Responsible for Monitoring:</b> Curriculum Director Technology Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will emphasize writing skills (including spelling) in all subject areas. <b>Strategy's Expected Result/Impact:</b> Daily writing assignments & tests  EOC English/Language Arts & Reading practice test scores <b>Staff Responsible for Monitoring:</b> Teachers	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Summer school will be offered and recommended for any at-risk students in danger of not graduating on time due to lack of credits or poor state test performance. TEC 11.252(a)(3)(A) <b>Strategy's Expected Result/Impact:</b> EOC English/Language Arts & Reading practice test scores & graduation completion rate <b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> English I and II SPED students will be cluster scheduled and taught through a co-teach model by a regular English teacher with a SPED teacher providing inclusion support. <b>Strategy's Expected Result/Impact:</b> SPED student English I and II EOC scores will show improvement from previous years. <b>Staff Responsible for Monitoring:</b> SPED Teachers Counselor Principal English Dept Chair	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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

**Evaluation Data Sources:** EOC passing rate





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Benchmark math EOC tests will be administered to Algebra I students. <b>Strategy's Expected Result/Impact:</b> EOC benchmark/practice test math scores <b>Staff Responsible for Monitoring:</b> Math Dept.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Math lab will be continued at 3 days a week for students in grades 9-12 to provide after-school remediation and intervention support (3 days/week). Course-specific tutorials and basic math facts will be supported. This will now also include Science tutorials. TEC 11.252(a)(3)(A) <b>Strategy's Expected Result/Impact:</b> EOC practice tests/benchmarks Decline in math course failure rates <b>Staff Responsible for Monitoring:</b> Administration Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students who fail the 9th grade Algebra EOC test will be encouraged to attend summer school for remediation. TEC 11.252(a)(3)(A) <b>Strategy's Expected Result/Impact:</b> Algebra I EOC Retest success rate <b>Staff Responsible for Monitoring:</b> Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All Algebra I SPED students assigned to Algebra 1 co-teach will be grouped in one class. This class will be taught by both a regular Algebra I teacher and a SPED teacher providing inclusionary services. <b>Strategy's Expected Result/Impact:</b> SPED student Algebra I EOC scores will show improvement from previous years. <b>Staff Responsible for Monitoring:</b> SPED Teachers Counselor Principal Math Dept Chair	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students who failed the Algebra I EOC test but passed the Algebra course for the year will be assigned to a one semester Algebra Lab elective course to improve skills before the re-test in December. Students are supported by the teacher and through the use of IXL. <b>Strategy's Expected Result/Impact:</b> Improve Algebra I EOC re-test passing rate. <b>Staff Responsible for Monitoring:</b> Algebra teacher Principal  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

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

**Performance Objective 5:** 95% of all students will pass the Biology EOC at the "Approaches" level. 75% of students will achieve the "Meets" level and 25% will achieve "Masters" level.

**Evaluation Data Sources:** EOC passing rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Benchmark Science EOC tests will be administered to Biology students. <b>Strategy's Expected Result/Impact:</b> EOC Science benchmark scores <b>Staff Responsible for Monitoring:</b> Counselor Science Dept.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide new facilities to support increased learning in the science classroom. <b>Strategy's Expected Result/Impact:</b> EOC Science benchmark tests scores <b>Staff Responsible for Monitoring:</b> Teachers Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Strategic Biology 1 scheduling will occur. <b>Strategy's Expected Result/Impact:</b> EOC Science benchmark tests scores <b>Staff Responsible for Monitoring:</b> Principal Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 6:** 95% of all students will pass the US History EOC at the "Approaches" level. In addition, 80% of students will achieve the "Meets" level and 65% will achieve the "Masters" level in History.

**Evaluation Data Sources:** EOC passing rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Benchmark Social Studies tests will be administered to all Juniors <b>Strategy's Expected Result/Impact:</b> EOC benchmark/practice test scores <b>Staff Responsible for Monitoring:</b> Social Studies Dept.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> History and Dual Credit History will be combined for enhanced learning at a higher level. <b>Strategy's Expected Result/Impact:</b> EOC benchmark/practice test scores <b>Staff Responsible for Monitoring:</b> Teachers Principals	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				







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

**Performance Objective 7:** FHS will be able to get 90% or more of graduates to identified as College, Career, or Military Ready.

**Evaluation Data Sources:** Current/Most Recent TEA Accountability Summary

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> FISD will pay for the tuition, fees, and books of all students taking dual credit courses toward an Associates degree as long as they successfully complete the classes. <b>Strategy's Expected Result/Impact:</b> 500+ hours of earned hours of college credit for grades 9-12  10 or more students earn their Associate's degree prior to their High School diploma <b>Staff Responsible for Monitoring:</b> Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students can get credit for CCMR the following ways: 1. Dual Credit (9 hours of any subject or 3 hours of English or Math) 2. AP (passing any College Board AP Exam with a 3 or higher) 3. ACT/SAT (scoring at the "college readiness" level on both English & Math) 4. Military (enlisting in the armed services) 5. Career (earning an industry certification) 6. TSI (passing both the Math & Reading portion) Any student not qualifying in one of these areas is placed in the TSI course to give them remediation to pass the TSI test.  Several of the above are currently under review as a part of TEA's accountability reset. The District is monitoring these updates and will modify student expectations and supports as necessary.  TEC 11.255 TEC 11.252(3)(G) <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students that are identified as College, Career, or Military Ready (CCMR) <b>Staff Responsible for Monitoring:</b> Principal Counselor CTE Director	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Seniors will be given the TSI test in Reading and Math to determine College Readiness. Students who fail will be given the TSI continuously after undergoing remediation classes until they pass.  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>            No Progress         </div> <div>            Accomplished         </div> <div>            Continue/Modify         </div> <div>            Discontinue         </div> </div>				

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

**Performance Objective 8:** The English Language Proficiency Status score will reach 36%.

**Evaluation Data Sources:** TELPAS





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure each campus has Spanish-speaking personnel to work with students. Employ a Spanish speaking paraprofessional to serve as an ESL aide at the high school. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores <b>Staff Responsible for Monitoring:</b> Superintendent; Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Differentiation and acceleration of instruction will be provided by: - Ensuring all teachers are trained in Gifted/Talented strategies. - Encouraging all teachers to attain ESL certification and requiring English teachers to attain an ESL certification - Encouraging all English teacher to be trained in SIOP (Sheltered Instruction Observation Protocol) <b>Strategy's Expected Result/Impact:</b> IMPLEMENTATION - teacher training/certification IMPACT- Students will receive needed services and instruction according to individual needs, leading to increased academic success. <b>Staff Responsible for Monitoring:</b> ESL Coordinator Principal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**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			
<b>Strategy 1:</b> Teachers in need of additional certification will receive information about TExES administration dates and registration requirements. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position <b>Staff Responsible for Monitoring:</b> Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired <b>Staff Responsible for Monitoring:</b> Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> High School teachers will be encouraged to stay up-to-date in G/T training and strategies. G/T students will be primarily served via the dual credit/honors program. <b>Strategy's Expected Result/Impact:</b> G/T students will have higher-level learning opportunities through dual credit/honors classes. <b>Staff Responsible for Monitoring:</b> Principal Counselor  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Promote the Farmersville Teacher Incentive Allotment Program <b>Strategy's Expected Result/Impact:</b> High-performing teachers will be motivated to work at FHS and remain here due in part to the financial incentive of TIA. <b>Staff Responsible for Monitoring:</b> Principal, Assitant Superintendent of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue supporting and promoting the four-day class week as a desirable scheduling alternative to traditional school calendars. <b>Strategy's Expected Result/Impact:</b> Highly qualified teachers will be incentivized to work at FHS and remain here due in part to the four-day work week. <b>Staff Responsible for Monitoring:</b> Principal, HR Director, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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			
<b>Strategy 1:</b> Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers <b>Staff Responsible for Monitoring:</b> Curriculum Director; Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus-level incentive programs that acknowledge teacher and paraprofessional excellence. <b>Strategy's Expected Result/Impact:</b> Increased teacher morale and retention rate, <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**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			
<b>Strategy 1:</b> 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 . <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - locks and security cameras installed, and documentation of visitors 2. IMPACT - eliminate number of strangers in hallways <b>Staff Responsible for Monitoring:</b> Front Office Staff; Police Chief	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252 (c)(9) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252 (3)(B)(ii) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue







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

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

**Evaluation Data Sources:** Discipline report  
School Police report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct unscheduled drug-dog searches of campus buildings and premises. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - dog search documentation 2. IMPACT - reduce incidences of drug use on campus <b>Staff Responsible for Monitoring:</b> Superintendent; District Police Chief	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252].  All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. TEC 11.252(3)(B)(ii) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents <b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> District-wide discipline management system will be utilized, where administrators will log all discipline into Ascender system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to AEP to help them stop the problematic behavior without missing class time. TEC 11.252(3)(E) TEC 37.083(a) <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Ascender discipline logs 2. IMPACT - reduced number of incidents on Ascender <b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> All campus counselors and administrators will be trained on harassment and dating violence each year. TEC 37.0831 <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents  <b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  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 a graduation rate above 95%.

**Evaluation Data Sources:** 2024 graduation rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize the following programs for credit recovery: ~ Edgenuity online courses ~ Saturday school ~ Monday school  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - student participation in programs 2. IMPACT - reduced number of students lacking the required credit hours <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use technology and other resources to provide materials for absent students to make up work ("flipped classroom" materials, etc.).  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - videos, web resources, and other materials provided for students 2. IMPACT - decrease in number of students with incomplete work <b>Staff Responsible for Monitoring:</b> Campus Administration; Technology Department; Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide homebound services to ensure students in need maintain grades and credits for graduation.  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Homebound Program documentation 2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy <b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide summer school at FHS for credit recovery TEC 11.252(a)(3)(A) <b>Strategy's Expected Result/Impact:</b> Number of students completing courses <b>Staff Responsible for Monitoring:</b> FHS administrators; Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide Career and Technology Education classes in Agricultural Education, AV Production, Business, Marketing, and Engineering, and continue to look for new offerings and certifications. <b>Strategy's Expected Result/Impact:</b> Graduation rate Number of students earning CTE credits Number of students earning industry certifications <b>Staff Responsible for Monitoring:</b> Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> All students will be provided with a Chromebook for school and home use. Instruction will be provided using Google Classroom in case students move to remote learning. <b>Strategy's Expected Result/Impact:</b> Instruction and student learning will continue even with a school-wide shutdown due to Covid-19. <b>Staff Responsible for Monitoring:</b> Technology Director Librarian Principal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  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 2:** Increase CTE student performance.

**Evaluation Data Sources:** Perkins Accountability Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use ELA benchmarking data to develop lessons that build student CTE and ELA skill sets <b>Strategy's Expected Result/Impact:</b> Benchmark results <b>Staff Responsible for Monitoring:</b> Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ELA and CTE teachers with multiple opportunities throughout the school year to train and plan together <b>Strategy's Expected Result/Impact:</b> CTE performance <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will be encouraged to either pass the ELA and math portions of the TSI test or pass a state exam to earn an approved state career certificate-- all strategies designed to show college or career readiness. TEC 11.255 TEC 11.252(3)(G) <b>Strategy's Expected Result/Impact:</b> Passing rate on TSI test Number of students passing state certificate exams, Higher score on Index 4 <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Nov	Jan	Mar	June





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

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

**Performance Objective 1:** 90% of graduating seniors will meet the state standards for college and/or career readiness.

**Evaluation Data Sources:** Domain 3 A-F Accountability Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify students not likely to meet readiness standards on ACT/SAT and ensure they take the TSI test prior to graduation. <b>Strategy's Expected Result/Impact:</b> Successful passage of the ELA and Math portions of the TSI test. <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure that students take courses toward a coherent CTE sequence in order to achieve the career readiness standard. <b>Strategy's Expected Result/Impact:</b> Degree Plans demonstrate a coherent CTE sequence. <b>Staff Responsible for Monitoring:</b> Counselor CTE coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Additional CTE course sequences will be created and incorporated into the course catalog to ensure all students have access to a coherent sequence of CTE courses. <b>Strategy's Expected Result/Impact:</b> Degree plans demonstrate a coherent CTE sequence. <b>Staff Responsible for Monitoring:</b> Counselor CTE Coordinator Principal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Seniors who fail to pass the TSI Math or Reading test will be moved into a College Prep Math or College Prep English course if their schedule permits. This exempts them from the TSI requirement for two years if they pass these courses and qualifies them as college ready. TEC 11.255 TEC 11.252(3)(G) <b>Strategy's Expected Result/Impact:</b> More students will successfully complete the TSI Math and TSI Reading tests and will qualify as college ready. <b>Staff Responsible for Monitoring:</b> Counselor Principal  <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>					



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

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

**Evaluation Data Sources:** Semester report cards

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incoming freshmen students and their parents will be informed of the Associate's degree program offered by Farmersville High School. <b>Strategy's Expected Result/Impact:</b> 30-40% of incoming freshmen will take dual credit courses -- Learning Pathways, BCIS, and Speech. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent Counselors Principal Dual credit teachers/proctors  <b>TEA Priorities:</b> Connect high school to career and college -	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Additional dual credit classes will continue to be offered to students. <b>Strategy's Expected Result/Impact:</b> More students will take dual credit classes, thus increasing CCMR scores and preparing students for college. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent Counselors Principal  <b>TEA Priorities:</b> Connect high school to career and college -	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All freshmen students will be required to take BIM as an elective, thus encouraging more students to achieve the Microsoft Word or Excel certification before graduating <b>Strategy's Expected Result/Impact:</b> Increased number of Microsoft Word and Microsoft Excel certifications <b>Staff Responsible for Monitoring:</b> Business teacher Lead counselor Principal  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will be given the opportunity to take robotics courses as part of an engineering/computer pathway. <b>Strategy's Expected Result/Impact:</b> Increase number of students graduating high school and enrolling in an engineering program in college. <b>Staff Responsible for Monitoring:</b> Robotics/engineering teacher Deputy Superintendent Principal  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

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

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





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

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

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

**Evaluation Data Sources:** TAPR  
PEIMS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> District truancy plan will be followed for any students with more than three unexcused absences in a four-week period or 10 or more absences in a six month period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation <b>Staff Responsible for Monitoring:</b> Curriculum Director; Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Contact the parents of absent students daily. <b>Strategy's Expected Result/Impact:</b> Attendance Rate <b>Staff Responsible for Monitoring:</b> Attendance Clerk	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue semester exam exemption plan <b>Strategy's Expected Result/Impact:</b> Attendance rate <b>Staff Responsible for Monitoring:</b> Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Begin legal proceedings against habitual absentees <b>Strategy's Expected Result/Impact:</b> Attendance Rate <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students with attendance problems will be required to attend detentions after school and/or Saturday school <b>Strategy's Expected Result/Impact:</b> Attendance rate <b>Staff Responsible for Monitoring:</b> Principals Saturday school facilitator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will use computerized attendance system to increase accuracy of attendance reporting <b>Strategy's Expected Result/Impact:</b> Attendance Rate <b>Staff Responsible for Monitoring:</b> Teachers Attendance clerk	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 2:** Student incentive program to be implemented.





**Evaluation Data Sources:** Campus budget and calendar documentation

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

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

**Performance Objective 1:** 100% of families of LEP students will have communication provided in the home language.

**Evaluation Data Sources:** Documentation of home-school communication; website statistics

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





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

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

**Evaluation Data Sources:** Documentation of communication

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Progress reports will be sent home each 3 weeks for all students <b>Strategy's Expected Result/Impact:</b> Parent/Student/Staff surveys <b>Staff Responsible for Monitoring:</b> Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will be encouraged to utilize email, or call/write notes to parents to inform them about their child's progress. The SchoolStatus program will be used to help document parent contacts. <b>Strategy's Expected Result/Impact:</b> Parent surveys <b>Staff Responsible for Monitoring:</b> Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The school will send letters and calendars to parents regarding school events/issues to encourage parental involvement <b>Strategy's Expected Result/Impact:</b> Parent Surveys <b>Staff Responsible for Monitoring:</b> Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The school will develop and operate social media accounts in order to keep parents and community members informed of upcoming events. <b>Strategy's Expected Result/Impact:</b> Number of likes and contacts on the respective pages <b>Staff Responsible for Monitoring:</b> Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Parents & teachers will be included in planning each year's upcoming school calendar. <b>Strategy's Expected Result/Impact:</b> Campus Plan <b>Staff Responsible for Monitoring:</b> Site-based Committee	Formative			Summative
	Nov	Jan	Mar	June



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Sponsor an open house at the high school each year <b>Strategy's Expected Result/Impact:</b> Parent Surveys <b>Staff Responsible for Monitoring:</b> Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Information regarding school events, student accomplishments, etc. will be reported in the calendar, school/ local newspaper, web page, and social media. <b>Strategy's Expected Result/Impact:</b> Parent Surveys <b>Staff Responsible for Monitoring:</b> Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> TxConnect provided for parents to have access to grades 9-12 assignments/homework, etc. <b>Strategy's Expected Result/Impact:</b> Number of "hits" to Parent Portal <b>Staff Responsible for Monitoring:</b> Administration Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

# State Compensatory

## Budget for Farmersville High School

**Total SCE Funds:** \$1,323,534.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

Detailed SCE breakdown available on Farmersville ISD District Improvement Plan. Funding amount listed on Campus Improvement Plans is the District total for SCE funds.

# 2024-2025 Campus Improvement Team

Committee Role	Name	Position
Community Representative	Late Cancellation	Community Representative
Community Representative	Late Cancellation	Community Representative
Business Representative	Roy Homefeld	Business Representative
Parent	Monica Johnson	Parent
Parent	Allison Conn	Parent
Classroom Teacher	Arian May	CP Math and Financial Math Teacher
Classroom Teacher	Robert Webb	Special Education Teacher
Classroom Teacher	Katherine Urban	Art Teacher
Classroom Teacher	Christopher Anderson	Social Studies Teacher
Classroom Teacher	Josh Youree	PreCalculus & Geometry Teacher
Classroom Teacher	Meredith McAllister	English Teacher
Non-classroom Professional	Jill Cooper	Non-classroom Professional
Administrator	Cole Ferrell	Assistant Principal
Administrator	David Warren	Principal

# Addendums

# **2023-24 Texas Academic Performance Report (TAPR)**

**District Name: FARMERSVILLE ISD**

**Campus Name: FARMERSVILLE H S**

**Campus Number: 043904001**

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Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 FARMERSVILLE H S (043904001) - 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																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2024	70%	86%	<b>86%</b>	64%	83%	91%	-	*	-	80%	46%	57%	88%	81%	81%	72%
	2023	72%	86%	<b>86%</b>	63%	84%	91%	-	*	-	75%	46%	60%	91%	78%	84%	74%
At Meets Grade Level or Above	2024	52%	70%	<b>70%</b>	36%	61%	84%	-	*	-	60%	38%	43%	74%	64%	62%	47%
	2023	52%	73%	<b>74%</b>	50%	72%	78%	-	*	-	63%	31%	40%	81%	61%	70%	58%
At Masters Grade Level	2024	16%	26%	<b>26%</b>	9%	11%	39%	-	*	-	20%	8%	14%	26%	25%	14%	14%
	2023	13%	17%	<b>17%</b>	25%	16%	15%	-	*	-	38%	0%	10%	18%	16%	12%	3%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2024	75%	92%	<b>92%</b>	*	93%	91%	-	*	-	75%	36%	67%	94%	85%	90%	85%
	2023	74%	83%	<b>83%</b>	63%	75%	92%	-	*	-	80%	47%	*	86%	77%	77%	53%
At Meets Grade Level or Above	2024	58%	78%	<b>78%</b>	*	76%	81%	-	*	-	63%	36%	50%	83%	67%	74%	61%
	2023	54%	71%	<b>71%</b>	38%	65%	79%	-	*	-	70%	33%	*	75%	62%	63%	34%
At Masters Grade Level	2024	9%	6%	<b>6%</b>	*	4%	5%	-	*	-	25%	0%	0%	8%	0%	4%	0%
	2023	9%	7%	<b>7%</b>	0%	5%	10%	-	*	-	0%	0%	*	8%	3%	4%	0%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2024	81%	89%	<b>81%</b>	70%	77%	88%	-	-	-	83%	64%	83%	72%	89%	75%	81%
	2023	79%	84%	<b>76%</b>	40%	81%	75%	-	-	-	*	55%	60%	78%	73%	75%	73%
At Meets Grade Level or Above	2024	43%	42%	<b>23%</b>	0%	21%	30%	-	-	-	33%	14%	17%	14%	31%	12%	29%
	2023	43%	48%	<b>20%</b>	40%	13%	27%	-	-	-	*	9%	0%	24%	17%	16%	19%
At Masters Grade Level	2024	24%	18%	<b>7%</b>	0%	4%	13%	-	-	-	0%	0%	0%	0%	13%	3%	10%
	2023	23%	24%	<b>5%</b>	0%	4%	7%	-	-	-	*	0%	0%	6%	4%	3%	8%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2024	91%	94%	<b>94%</b>	100%	92%	95%	-	*	-	83%	56%	*	97%	85%	91%	85%
	2023	88%	91%	<b>91%</b>	*	84%	95%	-	*	-	*	*	80%	94%	86%	83%	64%
At Meets Grade Level or Above	2024	56%	72%	<b>72%</b>	57%	64%	77%	-	*	-	83%	44%	*	73%	69%	61%	59%
	2023	56%	73%	<b>74%</b>	*	78%	69%	-	*	-	*	*	60%	77%	69%	66%	55%
At Masters Grade Level	2024	19%	9%	<b>9%</b>	0%	6%	11%	-	*	-	17%	0%	*	8%	11%	5%	3%
	2023	21%	29%	<b>30%</b>	*	28%	31%	-	*	-	*	*	20%	29%	31%	22%	18%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 FARMERSVILLE H S (043904001) - 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	2024	96%	97%	<b>97%</b>	100%	96%	97%	-	*	-	100%	80%	*	98%	93%	96%	85%
	2023	94%	96%	<b>96%</b>	100%	95%	96%	*	-	-	100%	79%	100%	96%	96%	95%	86%
At Meets Grade Level or Above	2024	69%	77%	<b>77%</b>	67%	79%	78%	-	*	-	50%	50%	*	78%	77%	73%	55%
	2023	70%	84%	<b>84%</b>	80%	74%	92%	*	-	-	80%	21%	86%	85%	82%	78%	43%
At Masters Grade Level	2024	37%	41%	<b>41%</b>	17%	38%	44%	-	*	-	38%	20%	*	42%	40%	32%	25%
	2023	38%	47%	<b>47%</b>	60%	32%	54%	*	-	-	80%	7%	14%	46%	49%	38%	0%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2024	88%	88%	<b>88%</b>	*	80%	94%	-	-	-	*	-	-	86%	100%	71%	*
	2023	90%	89%	<b>89%</b>	*	75%	97%	-	*	-	*	-	-	88%	*	80%	*
At Meets Grade Level or Above	2024	59%	53%	<b>53%</b>	*	35%	65%	-	-	-	*	-	-	50%	71%	29%	*
	2023	61%	56%	<b>56%</b>	*	63%	50%	-	*	-	*	-	-	55%	*	45%	*
At Masters Grade Level	2024	12%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	-	-	0%	0%	0%	*
	2023	12%	6%	<b>6%</b>	*	0%	9%	-	*	-	*	-	-	6%	*	0%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2024	75%	78%	<b>90%</b>	80%	89%	93%	-	100%	-	85%	56%	69%	92%	87%	87%	80%
	2023	76%	82%	<b>87%</b>	70%	83%	92%	*	83%	-	84%	58%	71%	90%	81%	83%	70%
At Meets Grade Level or Above	2024	48%	51%	<b>67%</b>	38%	62%	74%	-	100%	-	59%	35%	35%	69%	61%	59%	49%
	2023	49%	55%	<b>67%</b>	53%	62%	72%	*	83%	-	68%	26%	43%	72%	57%	60%	41%
At Masters Grade Level	2024	20%	17%	<b>17%</b>	5%	12%	21%	-	63%	-	20%	5%	4%	17%	17%	10%	9%
	2023	20%	20%	<b>19%</b>	17%	15%	23%	*	17%	-	29%	2%	11%	20%	18%	14%	4%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2024	76%	82%	<b>89%</b>	71%	89%	91%	-	*	-	78%	42%	62%	92%	83%	86%	78%
	2023	77%	83%	<b>85%</b>	63%	80%	92%	-	*	-	78%	46%	62%	89%	77%	81%	64%
At Meets Grade Level or Above	2024	54%	61%	<b>74%</b>	43%	70%	82%	-	*	-	61%	38%	46%	79%	65%	69%	53%
	2023	53%	63%	<b>72%</b>	44%	69%	78%	-	*	-	67%	32%	46%	78%	61%	67%	47%
At Masters Grade Level	2024	22%	24%	<b>15%</b>	7%	7%	22%	-	*	-	22%	4%	8%	16%	14%	8%	8%
	2023	20%	21%	<b>12%</b>	13%	11%	12%	-	*	-	17%	0%	15%	13%	10%	8%	1%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2024	72%	72%	<b>83%</b>	69%	78%	90%	-	-	-	89%	64%	83%	79%	90%	74%	79%
	2023	75%	79%	<b>80%</b>	57%	79%	84%	-	*	-	*	55%	60%	83%	75%	76%	74%



Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 FARMERSVILLE H S (043904001) - 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	2024	43%	38%	<b>34%</b>	8%	25%	45%	-	-	-	44%	14%	17%	32%	36%	16%	27%
	2023	45%	43%	<b>32%</b>	57%	25%	37%	-	*	-	*	9%	0%	39%	20%	23%	19%
At Masters Grade Level	2024	17%	11%	<b>4%</b>	0%	3%	7%	-	-	-	0%	0%	0%	0%	11%	3%	9%
	2023	19%	13%	<b>5%</b>	0%	3%	8%	-	*	-	*	0%	0%	6%	4%	2%	7%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2024	75%	81%	<b>94%</b>	100%	92%	95%	-	*	-	83%	56%	*	97%	85%	91%	85%
	2023	77%	82%	<b>91%</b>	*	84%	95%	-	*	-	*	*	80%	94%	86%	83%	64%
At Meets Grade Level or Above	2024	43%	52%	<b>72%</b>	57%	64%	77%	-	*	-	83%	44%	*	73%	69%	61%	59%
	2023	47%	51%	<b>74%</b>	*	78%	69%	-	*	-	*	*	60%	77%	69%	66%	55%
At Masters Grade Level	2024	16%	10%	<b>9%</b>	0%	6%	11%	-	*	-	17%	0%	*	8%	11%	5%	3%
	2023	18%	21%	<b>30%</b>	*	28%	31%	-	*	-	*	*	20%	29%	31%	22%	18%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2024	78%	79%	<b>97%</b>	100%	96%	97%	-	*	-	100%	80%	*	98%	93%	96%	85%
	2023	78%	88%	<b>96%</b>	100%	95%	96%	*	-	-	100%	79%	100%	96%	96%	95%	86%
At Meets Grade Level or Above	2024	51%	53%	<b>77%</b>	67%	79%	78%	-	*	-	50%	50%	*	78%	77%	73%	55%
	2023	52%	69%	<b>84%</b>	80%	74%	92%	*	-	-	80%	21%	86%	85%	82%	78%	43%
At Masters Grade Level	2024	27%	27%	<b>41%</b>	17%	38%	44%	-	*	-	38%	20%	*	42%	40%	32%	25%
	2023	27%	37%	<b>47%</b>	60%	32%	54%	*	-	-	80%	7%	14%	46%	49%	38%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2023-24 STAAR Progress (TAPR)**  
 FARMERSVILLE H S (043904001) - 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)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
End of Course English I	2024	64%	68%	<b>68%</b>	50%	56%	76%	-	*	-	100%	29%	*	68%	68%	60%	46%
	2023	57%	60%	<b>60%</b>	40%	62%	58%	-	*	-	80%	50%	56%	59%	63%	57%	74%
End of Course English II	2024	69%	73%	<b>73%</b>	*	68%	80%	-	*	-	64%	55%	50%	79%	59%	75%	70%
	2023	74%	77%	<b>77%</b>	64%	71%	84%	-	*	-	69%	61%	*	79%	71%	72%	57%
End of Course Algebra I	2024	72%	63%	<b>54%</b>	25%	56%	60%	-	-	-	*	42%	*	51%	58%	49%	65%
	2023	76%	69%	<b>51%</b>	*	52%	48%	-	-	-	*	61%	25%	53%	49%	51%	63%
All Grades Both Subjects	2024	64%	64%	<b>67%</b>	39%	62%	75%	-	*	-	75%	41%	69%	70%	62%	65%	59%
	2023	64%	67%	<b>65%</b>	56%	63%	67%	-	*	-	71%	57%	50%	66%	63%	61%	66%
All Grades ELA/Reading	2024	67%	70%	<b>71%</b>	50%	63%	78%	-	*	-	82%	41%	65%	74%	64%	69%	56%
	2023	63%	65%	<b>68%</b>	54%	66%	71%	-	*	-	73%	56%	65%	69%	67%	64%	67%
All Grades Mathematics	2024	60%	58%	<b>54%</b>	25%	56%	60%	-	-	-	*	42%	*	51%	58%	49%	65%
	2023	66%	69%	<b>51%</b>	*	52%	48%	-	-	-	*	61%	25%	53%	49%	51%	63%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
End of Course English I	2024	20%	14%	<b>14%</b>	*	*	*	-	-	-	*	*	-	*	20%	0%	*
	2023	26%	33%	<b>25%</b>	-	20%	*	-	-	-	-	*	*	17%	*	20%	*
End of Course English II	2024	29%	33%	<b>33%</b>	-	40%	33%	-	-	-	*	*	*	43%	20%	33%	*
	2023	41%	48%	<b>48%</b>	*	33%	75%	-	-	-	*	*	-	58%	33%	40%	25%
End of Course Algebra I	2024	55%	61%	<b>59%</b>	*	63%	67%	-	-	-	*	40%	*	67%	50%	55%	67%
	2023	58%	47%	<b>47%</b>	*	57%	50%	-	-	-	*	57%	*	56%	38%	54%	*
All Grades Both Subjects	2024	32%	34%	<b>42%</b>	*	44%	54%	-	-	-	*	18%	*	50%	33%	36%	38%
	2023	38%	46%	<b>43%</b>	*	38%	58%	-	-	-	*	40%	*	48%	37%	42%	23%
All Grades ELA/Reading	2024	30%	39%	<b>26%</b>	*	25%	43%	-	-	-	*	0%	*	33%	20%	21%	14%
	2023	35%	44%	<b>41%</b>	*	29%	64%	-	-	-	*	25%	*	44%	36%	35%	18%
All Grades Mathematics	2024	35%	30%	<b>59%</b>	*	63%	67%	-	-	-	*	40%	*	67%	50%	55%	67%
	2023	40%	48%	<b>47%</b>	*	57%	50%	-	-	-	*	57%	*	56%	38%	54%	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2024	75%	78%	<b>90%</b>	-	-	-	-	-	-	71%	-	71%	-	81%	92%	76%	99%
	2023	76%	82%	<b>87%</b>	-	-	-	-	-	-	64%	*	66%	67%	50%	89%	63%	95%
At Meets Grade Level or Above	2024	48%	51%	<b>67%</b>	-	-	-	-	-	-	40%	-	40%	-	43%	70%	41%	80%
	2023	49%	55%	<b>67%</b>	-	-	-	-	-	-	33%	*	36%	17%	17%	70%	31%	85%
At Masters Grade Level	2024	20%	17%	<b>17%</b>	-	-	-	-	-	-	5%	-	5%	-	17%	18%	10%	16%
	2023	20%	20%	<b>19%</b>	-	-	-	-	-	-	4%	*	4%	0%	0%	22%	3%	21%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2024	76%	82%	<b>89%</b>	-	-	-	-	-	-	67%	-	67%	-	78%	91%	72%	100%
	2023	77%	83%	<b>85%</b>	-	-	-	-	-	-	61%	*	63%	*	33%	88%	58%	93%
At Meets Grade Level or Above	2024	54%	61%	<b>74%</b>	-	-	-	-	-	-	45%	-	45%	-	37%	79%	42%	92%
	2023	53%	63%	<b>72%</b>	-	-	-	-	-	-	41%	*	42%	*	17%	76%	38%	89%
At Masters Grade Level	2024	22%	24%	<b>15%</b>	-	-	-	-	-	-	0%	-	0%	-	15%	17%	7%	17%
	2023	20%	21%	<b>12%</b>	-	-	-	-	-	-	2%	*	2%	*	0%	13%	2%	18%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2024	72%	72%	<b>83%</b>	-	-	-	-	-	-	56%	-	56%	-	84%	84%	75%	92%
	2023	75%	79%	<b>80%</b>	-	-	-	-	-	-	68%	-	65%	*	*	81%	67%	93%
At Meets Grade Level or Above	2024	43%	38%	<b>34%</b>	-	-	-	-	-	-	0%	-	0%	-	37%	36%	25%	31%
	2023	45%	43%	<b>32%</b>	-	-	-	-	-	-	11%	-	12%	*	*	34%	10%	57%
At Masters Grade Level	2024	17%	11%	<b>4%</b>	-	-	-	-	-	-	0%	-	0%	-	16%	3%	11%	0%
	2023	19%	13%	<b>5%</b>	-	-	-	-	-	-	5%	-	6%	*	*	5%	5%	7%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2024	75%	81%	<b>94%</b>	-	-	-	-	-	-	76%	-	76%	-	100%	95%	81%	100%
	2023	77%	82%	<b>91%</b>	-	-	-	-	-	-	50%	-	50%	-	*	95%	43%	100%
At Meets Grade Level or Above	2024	43%	52%	<b>72%</b>	-	-	-	-	-	-	38%	-	38%	-	80%	73%	46%	95%
	2023	47%	51%	<b>74%</b>	-	-	-	-	-	-	33%	-	33%	-	*	76%	29%	100%
At Masters Grade Level	2024	16%	10%	<b>9%</b>	-	-	-	-	-	-	0%	-	0%	-	20%	10%	4%	10%
	2023	18%	21%	<b>30%</b>	-	-	-	-	-	-	17%	-	17%	-	*	30%	14%	38%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2024	78%	79%	<b>97%</b>	-	-	-	-	-	-	86%	-	86%	-	*	98%	82%	100%
	2023	78%	88%	<b>96%</b>	-	-	-	-	-	-	77%	*	90%	*	*	98%	81%	100%
At Meets Grade Level or Above	2024	51%	53%	<b>77%</b>	-	-	-	-	-	-	57%	-	57%	-	*	80%	59%	78%
	2023	52%	69%	<b>84%</b>	-	-	-	-	-	-	38%	*	50%	*	*	89%	38%	90%

Texas Education Agency  
**2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2024	27%	27%	<b>41%</b>	-	-	-	-	-	-	29%	-	29%	-	*	44%	29%	33%
	2023	27%	37%	<b>47%</b>	-	-	-	-	-	-	0%	*	0%	*	*	56%	0%	30%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	64%	<b>67%</b>	-	-	-	-	-	-	58%	-	58%	-	52%	70%	54%	67%
	2023	64%	67%	<b>65%</b>	-	-	-	-	-	-	70%	-	71%	*	*	64%	69%	65%
All Grades ELA/Reading	2024	67%	70%	<b>71%</b>	-	-	-	-	-	-	59%	-	59%	-	42%	75%	50%	67%
	2023	63%	65%	<b>68%</b>	-	-	-	-	-	-	70%	-	69%	*	*	69%	69%	65%
All Grades Mathematics	2024	60%	58%	<b>54%</b>	-	-	-	-	-	-	*	-	*	-	68%	49%	65%	67%
	2023	66%	69%	<b>51%</b>	-	-	-	-	-	-	69%	-	75%	*	-	46%	69%	63%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	34%	<b>42%</b>	-	-	-	-	-	-	*	-	*	-	56%	43%	38%	-
	2023	38%	46%	<b>43%</b>	-	-	-	-	-	-	20%	-	20%	-	*	52%	18%	*
All Grades ELA/Reading	2024	30%	39%	<b>26%</b>	-	-	-	-	-	-	*	-	*	-	*	33%	14%	-
	2023	35%	44%	<b>41%</b>	-	-	-	-	-	-	13%	-	13%	-	*	56%	11%	*
All Grades Mathematics	2024	35%	30%	<b>59%</b>	-	-	-	-	-	-	*	-	*	-	80%	55%	67%	-
	2023	40%	48%	<b>47%</b>	-	-	-	-	-	-	*	-	*	-	-	47%	*	-

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

Texas Education Agency  
**2023-24 STAAR Participation (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2024 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	100%	-	90%	-	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	92%	93%	<b>90%</b>	98%	91%	93%	-	80%	-	79%	84%	96%	93%	85%	90%	81%
Not Included in Accountability: Mobile	4%	5%	<b>6%</b>	2%	0%	7%	-	0%	-	21%	9%	0%	4%	11%	4%	3%
Not Included in Accountability: Other Exclusions	2%	1%	<b>3%</b>	0%	7%	0%	-	10%	-	0%	6%	4%	3%	4%	5%	15%
Not Tested	1%	1%	<b>1%</b>	0%	1%	0%	-	10%	-	0%	1%	0%	1%	1%	1%	1%
Absent	1%	0%	<b>0%</b>	0%	1%	0%	-	0%	-	0%	1%	0%	0%	1%	1%	1%
Other	0%	0%	<b>0%</b>	0%	1%	0%	-	10%	-	0%	0%	0%	0%	0%	0%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>99%</b>	100%	99%	99%	-	80%	-	100%	97%	100%	99%	99%	99%	99%
Included in Accountability	91%	91%	<b>86%</b>	100%	85%	92%	-	60%	-	82%	75%	93%	89%	81%	85%	70%
Not Included in Accountability: Mobile	4%	5%	<b>6%</b>	0%	0%	7%	-	0%	-	18%	9%	0%	3%	11%	4%	3%
Not Included in Accountability: Other Exclusions	4%	3%	<b>7%</b>	0%	15%	0%	-	20%	-	0%	13%	7%	7%	7%	11%	26%
Not Tested	1%	1%	<b>1%</b>	0%	1%	1%	-	20%	-	0%	3%	0%	1%	1%	1%	1%
Absent	1%	0%	<b>0%</b>	0%	1%	1%	-	0%	-	0%	3%	0%	0%	1%	1%	1%
Other	0%	1%	<b>0%</b>	0%	0%	0%	-	20%	-	0%	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>98%</b>	100%	96%	100%	-	-	-	100%	100%	100%	98%	99%	98%	97%
Included in Accountability	93%	93%	<b>89%</b>	100%	94%	91%	-	-	-	75%	88%	100%	93%	85%	91%	89%
Not Included in Accountability: Mobile	5%	5%	<b>8%</b>	0%	0%	9%	-	-	-	25%	13%	0%	6%	13%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	<b>2%</b>	0%	4%	0%	-	-	-	0%	0%	0%	2%	1%	2%	3%
Absent	1%	0%	<b>1%</b>	0%	1%	0%	-	-	-	0%	0%	0%	1%	0%	1%	3%
Other	0%	0%	<b>1%</b>	0%	3%	0%	-	-	-	0%	0%	0%	1%	1%	1%	0%
<b>Science</b>																
Assessment Participant	99%	99%	<b>100%</b>	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	<b>93%</b>	100%	100%	92%	-	*	-	60%	90%	*	95%	87%	96%	100%
Not Included in Accountability: Mobile	4%	5%	<b>8%</b>	0%	0%	8%	-	*	-	40%	10%	*	5%	13%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	<b>0%</b>	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%

Texas Education Agency  
**2023-24 STAAR Participation (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)	
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%	
Social Studies																	
Assessment Participant	99%	99%	99%	100%	99%	100%	-	*	-	100%	100%	*	100%	98%	99%	100%	
Included in Accountability	94%	95%	96%	86%	96%	96%	-	*	-	100%	100%	*	98%	91%	95%	91%	
Not Included in Accountability: Mobile	4%	4%	3%	14%	1%	4%	-	*	-	0%	0%	*	2%	4%	2%	5%	
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	2%	1%	5%	
Not Tested	1%	1%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	2%	1%	0%	
Absent	1%	1%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	2%	1%	0%	
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%	
Accelerated Testers																	
SAT/ACT Participant	93%	97%	97%	*	91%	100%	-	-	-	*	-	-	98%	88%	95%	*	
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	99%	99%	100%	99%	99%	*	100%	-	100%	97%	100%	99%	100%	99%	100%	
Included in Accountability	93%	94%	94%	100%	91%	97%	*	100%	-	100%	88%	95%	95%	91%	92%	84%	
Not Included in Accountability: Mobile	4%	5%	3%	0%	3%	2%	*	0%	-	0%	6%	3%	1%	6%	3%	4%	
Not Included in Accountability: Other Exclusions	2%	1%	2%	0%	5%	0%	*	0%	-	0%	3%	3%	2%	3%	4%	12%	
Not Tested	1%	1%	1%	0%	1%	1%	*	0%	-	0%	3%	0%	1%	0%	1%	0%	
Absent	1%	1%	0%	0%	1%	1%	*	0%	-	0%	2%	0%	1%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	1%	*	0%	-	0%	2%	0%	0%	0%	1%	0%	
Reading																	
Assessment Participant	99%	99%	99%	100%	100%	98%	-	*	-	100%	97%	100%	99%	99%	99%	100%	
Included in Accountability	92%	93%	91%	100%	88%	95%	-	*	-	100%	85%	93%	93%	89%	89%	77%	
Not Included in Accountability: Mobile	4%	5%	3%	0%	2%	3%	-	*	-	0%	6%	0%	1%	6%	3%	3%	
Not Included in Accountability: Other Exclusions	3%	2%	4%	0%	9%	0%	-	*	-	0%	6%	7%	4%	4%	6%	20%	
Not Tested	1%	1%	1%	0%	0%	2%	-	*	-	0%	3%	0%	1%	1%	1%	0%	
Absent	1%	0%	1%	0%	0%	1%	-	*	-	0%	3%	0%	1%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	1%	-	*	-	0%	0%	0%	0%	1%	1%	0%	
Mathematics																	
Assessment Participant	99%	99%	99%	100%	100%	99%	-	*	-	*	93%	100%	99%	100%	99%	100%	
Included in Accountability	94%	94%	96%	100%	94%	99%	-	*	-	*	79%	100%	97%	93%	95%	90%	

Texas Education Agency  
**2023-24 STAAR Participation (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	5%	3%	0%	4%	0%	-	*	-	*	14%	0%	2%	5%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	-	*	-	*	0%	0%	0%	2%	1%	3%
Not Tested	1%	1%	1%	0%	0%	1%	-	*	-	*	7%	0%	1%	0%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	0%	1%	-	*	-	*	7%	0%	1%	0%	1%	0%
<b>Science</b>																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	-	*	*	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	96%	*	91%	100%	-	*	-	*	*	100%	98%	94%	93%	92%
Not Included in Accountability: Mobile	4%	5%	4%	*	9%	0%	-	*	-	*	*	0%	2%	6%	7%	8%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	*	*	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	0%	-	*	-	*	*	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	-	*	*	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	*	*	0%	0%	0%	0%	0%
<b>Social Studies</b>																
Assessment Participant	99%	99%	99%	100%	98%	100%	*	-	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	94%	94%	97%	100%	95%	98%	*	-	-	100%	100%	88%	98%	94%	98%	100%
Not Included in Accountability: Mobile	4%	5%	2%	0%	3%	2%	*	-	-	0%	0%	13%	1%	6%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	2%	0%	*	-	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	1%	0%	2%	0%	*	-	-	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	-	0%	0%	0%	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	100%	100%	*	100%	100%	-	*	-	*	-	-	100%	*	100%	*

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

- Indicates there are no students in the group.

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2022-23	93.3%	95.3%	<b>95.4%</b>	94.3%	95.3%	95.5%	*	*	-	96.6%	94.2%	95.1%	95.3%
2021-22	92.2%	94.0%	<b>93.5%</b>	91.6%	92.2%	94.5%	*	98.3%	-	94.8%	91.5%	92.4%	91.5%
<b>Chronic Absenteeism</b>													
2022-23	20.3%	11.0%	<b>12.3%</b>	19.2%	13.1%	10.8%	*	20.0%	-	16.7%	22.4%	14.3%	8.6%
2021-22	25.7%	18.4%	<b>21.8%</b>	28.6%	27.9%	17.0%	*	0.0%	-	15.0%	25.8%	28.4%	30.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2022-23	2.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2021-22	2.2%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2023</b>													
Graduated	90.3%	98.5%	<b>98.5%</b>	100.0%	100.0%	97.1%	*	*	-	100.0%	100.0%	97.1%	100.0%
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	1.5%	<b>1.5%</b>	0.0%	0.0%	2.9%	*	*	-	0.0%	0.0%	2.9%	0.0%
Dropped Out	6.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.6%	98.5%	<b>98.5%</b>	100.0%	100.0%	97.1%	*	*	-	100.0%	100.0%	97.1%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	100.0%	<b>100.0%</b>	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
<b>Class of 2022</b>													
Graduated	89.7%	96.3%	<b>96.3%</b>	57.1%	100.0%	97.3%	*	-	-	*	91.7%	92.6%	100.0%
Received TxCHSE	0.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	3.5%	0.7%	<b>0.7%</b>	14.3%	0.0%	0.0%	*	-	-	*	0.0%	1.9%	0.0%
Dropped Out	6.4%	2.9%	<b>2.9%</b>	28.6%	0.0%	2.7%	*	-	-	*	8.3%	5.6%	0.0%
Graduates and TxCHSE	90.0%	96.3%	<b>96.3%</b>	57.1%	100.0%	97.3%	*	-	-	*	91.7%	92.6%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	97.1%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	91.8%	97.1%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.8%	2.9%	<b>2.9%</b>	28.6%	0.0%	2.7%	*	-	-	*	8.3%	5.6%	0.0%
Graduates and TxCHSE	92.2%	97.1%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	97.1%	<b>97.1%</b>	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%



Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Class of 2021</b>													
Graduated	92.2%	97.7%	<b>97.7%</b>	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	1.0%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	2.3%	<b>2.3%</b>	*	4.1%	1.4%	-	*	-	*	0.0%	5.9%	*
Graduates and TxCHSE	92.7%	97.7%	<b>97.7%</b>	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
Graduates, TxCHSE, and Continuers	93.7%	97.7%	<b>97.7%</b>	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.7%	97.7%	<b>97.7%</b>	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	2.3%	<b>2.3%</b>	*	4.1%	1.4%	-	*	-	*	0.0%	5.9%	*
Graduates and TxCHSE	93.2%	97.7%	<b>97.7%</b>	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
Graduates, TxCHSE, and Continuers	93.7%	97.7%	<b>97.7%</b>	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
<b>Class of 2020</b>													
Graduated	92.7%	99.1%	<b>99.1%</b>	*	96.7%	100.0%	*	-	-	*	90.0%	100.0%	100.0%
Received TxCHSE	0.5%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.9%	<b>0.9%</b>	*	3.3%	0.0%	*	-	-	*	10.0%	0.0%	0.0%
Dropped Out	6.2%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	99.1%	<b>99.1%</b>	*	96.7%	100.0%	*	-	-	*	90.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	100.0%	<b>100.0%</b>	*	100.0%	100.0%	*	-	-	*	100.0%	100.0%	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2023	90.3%	97.8%	<b>97.8%</b>	85.7%	100.0%	97.1%	*	*	-	100.0%	92.3%	95.7%	100.0%
Class of 2022	89.7%	96.4%	<b>96.4%</b>	57.1%	100.0%	97.3%	*	-	-	*	91.7%	92.7%	100.0%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2023	4.3%	12.8%	<b>12.8%</b>	0.0%	17.3%	11.9%	*	*	-	0.0%	58.3%	13.4%	22.2%
Class of 2022	3.7%	6.9%	<b>6.9%</b>	*	6.0%	8.2%	*	-	-	*	27.3%	8.0%	0.0%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2023	84.3%	82.0%	<b>82.0%</b>	83.3%	76.9%	83.6%	*	*	-	100.0%	16.7%	77.6%	66.7%
Class of 2022	84.3%	84.7%	<b>84.7%</b>	*	86.0%	84.9%	*	-	-	*	27.3%	80.0%	60.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	88.6%	94.7%	<b>94.7%</b>	83.3%	94.2%	95.5%	*	*	-	100.0%	75.0%	91.0%	88.9%
Class of 2022	88.0%	91.6%	<b>91.6%</b>	*	92.0%	93.2%	*	-	-	*	54.5%	88.0%	60.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2022-23	4.4%	12.4%	<b>12.4%</b>	0.0%	16.4%	11.9%	*	*	-	0.0%	46.7%	12.9%	22.2%
2021-22	3.9%	7.5%	<b>7.5%</b>	*	7.7%	8.2%	*	-	-	*	25.0%	10.0%	0.0%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2022-23	82.5%	79.6%	<b>79.6%</b>	71.4%	72.7%	83.6%	*	*	-	100.0%	13.3%	74.3%	66.7%
2021-22	82.3%	83.5%	<b>83.5%</b>	*	82.7%	84.9%	*	-	-	*	25.0%	80.0%	60.0%
<b>Texas First DLA Graduates (Annual Rate)</b>													
2022-23	0.1%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b>													
2022-23	86.8%	92.0%	<b>92.0%</b>	71.4%	89.1%	95.5%	*	*	-	100.0%	60.0%	87.1%	88.9%
2021-22	86.0%	91.0%	<b>91.0%</b>	*	90.4%	93.2%	*	-	-	*	50.0%	90.0%	60.0%

Texas Education Agency  
**2023-24 Graduation Profile (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2022-23 Annual Graduates)</b>				
Total Graduates	137	100.0%	137	377,367
<b>By Ethnicity:</b>				
African American	7	5.1%	7	46,822
Hispanic	55	40.1%	55	197,333
White	67	48.9%	67	103,009
American Indian	1	0.7%	1	1,181
Asian	2	1.5%	2	19,151
Pacific Islander	0	0.0%	0	574
Two or More Races	5	3.6%	5	9,297
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	270
Foundation H.S. Program (No Endorsement)	11	8.0%	11	49,278
Foundation H.S. Program (Endorsement)	17	12.4%	17	16,475
Foundation H.S. Program (DLA)	109	79.6%	109	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	222
Special Education Graduates	15	10.9%	15	34,589
Economically Disadvantaged Graduates	70	51.1%	70	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	9	6.6%	9	50,229
At-Risk Graduates	51	37.2%	51	168,430
CTE Completers	45	32.8%	45	116,959

Texas Education Agency  
**2023-24 College, Career, and Military Readiness (CCMR) (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)†</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2022-23	76.3%	97.1%	<b>97.1%</b>	100.0%	94.5%	98.5%	*	*	-	100.0%	100.0%	95.7%	88.9%
2021-22	70.0%	90.2%	<b>90.2%</b>	*	90.4%	90.4%	*	-	-	*	83.3%	92.0%	100.0%
<b>College Ready Graduates†</b>													
<b>College Ready (Annual Graduates)†</b>													
2022-23	61.9%	73.0%	<b>73.0%</b>	100.0%	65.5%	73.1%	*	*	-	100.0%	66.7%	71.4%	77.8%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2022-23	62.8%	78.8%	<b>78.8%</b>	100.0%	70.9%	80.6%	*	*	-	100.0%	66.7%	78.6%	66.7%
2021-22	57.1%	82.7%	<b>82.7%</b>	*	80.8%	83.6%	*	-	-	*	66.7%	72.0%	40.0%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2022-23	54.3%	67.2%	<b>67.2%</b>	100.0%	61.8%	65.7%	*	*	-	100.0%	66.7%	70.0%	66.7%
2021-22	48.2%	67.7%	<b>67.7%</b>	*	69.2%	65.8%	*	-	-	*	58.3%	66.0%	40.0%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2022-23	48.4%	65.0%	<b>65.0%</b>	100.0%	60.0%	62.7%	*	*	-	100.0%	66.7%	68.6%	66.7%
2021-22	42.2%	64.7%	<b>64.7%</b>	*	65.4%	63.0%	*	-	-	*	58.3%	62.0%	40.0%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2022-23	20.4%	16.1%	<b>16.1%</b>	14.3%	14.5%	17.9%	*	*	-	20.0%	0.0%	11.4%	11.1%
2021-22	20.5%	15.0%	<b>15.0%</b>	*	26.9%	6.8%	*	-	-	*	0.0%	24.0%	0.0%
<b>Associate Degree (Annual Graduates)</b>													
2022-23	2.5%	6.6%	<b>6.6%</b>	14.3%	3.6%	7.5%	*	*	-	0.0%	0.0%	5.7%	0.0%
2021-22	2.4%	0.8%	<b>0.8%</b>	*	1.9%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2022-23	23.6%	24.8%	<b>24.8%</b>	28.6%	12.7%	32.8%	*	*	-	20.0%	0.0%	12.9%	0.0%
2021-22	24.0%	29.3%	<b>29.3%</b>	*	23.1%	34.2%	*	-	-	*	0.0%	20.0%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2022-23	4.8%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	4.4%	0.8%	<b>0.8%</b>	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2022-23	5.6%	6.6%	<b>6.6%</b>	0.0%	1.8%	10.4%	*	*	-	20.0%	60.0%	2.9%	0.0%
2021-22	5.0%	4.5%	<b>4.5%</b>	*	3.8%	5.5%	*	-	-	*	50.0%	4.0%	0.0%
<b>Career / Military Ready Graduates†</b>													
<b>Career or Military Ready (Annual Graduates)†</b>													

Texas Education Agency  
**2023-24 College, Career, and Military Readiness (CCMR) (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2022-23	36.4%	52.6%	<b>52.6%</b>	28.6%	54.5%	52.2%	*	*	-	80.0%	66.7%	48.6%	22.2%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2022-23	33.4%	48.9%	<b>48.9%</b>	28.6%	49.1%	49.3%	*	*	-	80.0%	33.3%	44.3%	22.2%
2021-22	28.0%	22.6%	<b>22.6%</b>	*	21.2%	23.3%	*	-	-	*	8.3%	32.0%	60.0%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2022-23	0.8%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2022-23	2.7%	3.6%	<b>3.6%</b>	0.0%	5.5%	3.0%	*	*	-	0.0%	33.3%	4.3%	0.0%
2021-22	2.5%	1.5%	<b>1.5%</b>	*	0.0%	1.4%	*	-	-	*	16.7%	0.0%	0.0%
<b>U.S. Armed Forces Enlistment (Annual Graduates)</b>													
2022-23	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

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

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

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

Texas Education Agency  
**2023-24 CCMR-Related Indicators (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2022-23	21.0%	26.3%	<b>26.3%</b>	28.6%	20.0%	28.4%	*	*	-	20.0%	6.7%	20.0%	0.0%
	2021-22	22.8%	28.6%	<b>28.6%</b>	*	26.9%	28.8%	*	-	-	*	8.3%	22.0%	0.0%
Mathematics	2022-23	19.9%	17.5%	<b>17.5%</b>	28.6%	10.9%	20.9%	*	*	-	0.0%	0.0%	15.7%	0.0%
	2021-22	18.7%	19.5%	<b>19.5%</b>	*	19.2%	17.8%	*	-	-	*	0.0%	18.0%	0.0%
Both Subjects	2022-23	12.5%	13.9%	<b>13.9%</b>	28.6%	9.1%	14.9%	*	*	-	0.0%	0.0%	12.9%	0.0%
	2021-22	12.6%	15.8%	<b>15.8%</b>	*	15.4%	13.7%	*	-	-	*	0.0%	14.0%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2022-23	18.2%	42.3%	<b>42.3%</b>	57.1%	50.9%	34.3%	*	*	-	60.0%	60.0%	52.9%	66.7%
	2021-22	11.7%	46.6%	<b>46.6%</b>	*	50.0%	43.8%	*	-	-	*	66.7%	50.0%	40.0%
Mathematics	2022-23	20.2%	41.6%	<b>41.6%</b>	57.1%	47.3%	34.3%	*	*	-	80.0%	66.7%	51.4%	66.7%
	2021-22	14.0%	39.1%	<b>39.1%</b>	*	40.4%	38.4%	*	-	-	*	58.3%	42.0%	40.0%
Both Subjects	2022-23	12.5%	39.4%	<b>39.4%</b>	57.1%	45.5%	32.8%	*	*	-	60.0%	60.0%	48.6%	66.7%
	2021-22	7.5%	35.3%	<b>35.3%</b>	*	36.5%	34.2%	*	-	-	*	58.3%	38.0%	40.0%
<b>AP/IB-Results (Participation) (Grades 11-12)</b>														
All Subjects	2023	24.2%	14.1%	<b>14.1%</b>	15.4%	15.0%	12.5%	*	*	-	22.2%	0.0%	11.6%	8.0%
	2022	23.0%	14.0%	<b>14.0%</b>	9.1%	13.6%	13.8%	*	*	-	25.0%	0.0%	11.4%	6.7%
English Language Arts	2023	13.8%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	13.2%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2023	7.0%	6.2%	<b>6.2%</b>	7.7%	4.2%	6.9%	*	*	-	11.1%	0.0%	3.9%	0.0%
	2022	6.9%	4.9%	<b>4.9%</b>	0.0%	6.4%	3.9%	*	*	-	12.5%	0.0%	4.4%	0.0%
Science	2023	10.3%	4.6%	<b>4.6%</b>	7.7%	5.0%	3.8%	*	*	-	11.1%	0.0%	3.9%	0.0%
	2022	9.6%	6.0%	<b>6.0%</b>	9.1%	1.8%	7.9%	*	*	-	12.5%	0.0%	2.6%	0.0%
Social Studies	2023	13.1%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2022	12.5%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2023	53.3%	62.8%	<b>62.8%</b>	*	50.0%	70.0%	-	*	-	*	-	44.4%	*
	2022	53.3%	65.0%	<b>65.0%</b>	*	66.7%	66.7%	-	*	-	*	-	61.5%	*
English Language Arts	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	53.2%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2023	50.8%	63.2%	<b>63.2%</b>	*	40.0%	72.7%	-	*	-	*	-	33.3%	-
	2022	50.4%	57.1%	<b>57.1%</b>	-	71.4%	50.0%	-	-	-	*	-	60.0%	-
Science	2023	44.8%	50.0%	<b>50.0%</b>	*	33.3%	50.0%	-	-	-	*	-	33.3%	-
	2022	44.7%	64.7%	<b>64.7%</b>	*	*	66.7%	-	*	-	*	-	*	-

Texas Education Agency  
**2023-24 CCMR-Related Indicators (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2022-23	79.3%	65.0%	<b>65.0%</b>	71.4%	43.6%	80.6%	*	*	-	60.0%	26.7%	57.1%	33.3%
	2021-22	71.5%	66.2%	<b>66.2%</b>	*	63.5%	68.5%	*	-	-	*	25.0%	54.0%	60.0%
At/Above Criterion for All Examinees	2022-23	28.9%	36.0%	<b>36.0%</b>	60.0%	37.5%	33.3%	*	*	-	*	*	25.0%	*
	2021-22	32.1%	30.7%	<b>30.7%</b>	*	27.3%	30.0%	*	-	-	*	*	22.2%	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2022-23	978	1022	<b>1022</b>	1032	990	1031	*	*	-	*	*	960	*
	2021-22	1001	998	<b>998</b>	1030	998	992	1070	-	-	1070	833	973	757
English Language Arts and Writing	2022-23	497	517	<b>517</b>	514	505	521	*	*	-	*	*	489	*
	2021-22	506	499	<b>499</b>	500	492	500	540	-	-	540	417	480	387
Mathematics	2022-23	482	505	<b>505</b>	518	485	510	*	*	-	*	*	472	*
	2021-22	496	499	<b>499</b>	530	506	492	530	-	-	530	417	493	370
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2022-23	19.2	24.5	<b>24.5</b>	-	*	*	-	-	-	*	-	*	-
	2021-22	19.5	22.5	<b>22.5</b>	-	22.0	22.8	-	-	-	22.0	-	22.3	-
English Language Arts	2022-23	18.8	23.5	<b>23.5</b>	-	*	*	-	-	-	*	-	*	-
	2021-22	19.2	22.3	<b>22.3</b>	-	21.1	23.4	-	-	-	20.0	-	21.0	-
Mathematics	2022-23	18.9	23.5	<b>23.5</b>	-	*	*	-	-	-	*	-	*	-
	2021-22	19.3	22.5	<b>22.5</b>	-	23.3	21.3	-	-	-	26.0	-	24.3	-
Science	2022-23	19.5	26.7	<b>26.7</b>	-	*	*	-	-	-	*	-	*	-
	2021-22	19.8	22.1	<b>22.1</b>	-	22.5	22.0	-	-	-	21.0	-	23.0	-

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

Texas Education Agency  
**2023-24 Other Postsecondary Indicators (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2022-23	45.4%	51.3%	<b>51.4%</b>	42.3%	50.9%	51.9%	*	100.0%	-	47.8%	33.3%	45.4%	38.2%
	2021-22	44.2%	42.0%	<b>42.0%</b>	23.1%	39.4%	45.2%	*	50.0%	-	42.1%	27.1%	36.4%	29.2%
English Language Arts	2022-23	17.4%	14.8%	<b>14.8%</b>	12.5%	10.3%	16.9%	*	80.0%	-	27.3%	0.0%	8.0%	3.2%
	2021-22	16.6%	9.8%	<b>9.8%</b>	7.7%	5.5%	12.8%	*	33.3%	-	5.9%	0.0%	5.4%	0.0%
Mathematics	2022-23	19.5%	21.2%	<b>21.3%</b>	25.0%	17.9%	23.8%	*	20.0%	-	18.2%	13.0%	15.7%	8.1%
	2021-22	19.9%	22.2%	<b>22.2%</b>	16.7%	19.8%	23.8%	*	33.3%	-	22.2%	17.1%	17.9%	13.3%
Science	2022-23	21.5%	32.9%	<b>33.0%</b>	33.3%	34.9%	31.5%	*	60.0%	-	22.7%	35.6%	33.1%	29.0%
	2021-22	21.1%	27.1%	<b>27.1%</b>	13.0%	27.3%	27.9%	*	16.7%	-	35.3%	28.0%	25.3%	21.4%
Social Studies	2022-23	24.0%	13.9%	<b>14.0%</b>	15.0%	10.0%	15.5%	*	*	-	26.3%	0.0%	7.9%	1.9%
	2021-22	22.8%	14.8%	<b>14.8%</b>	12.5%	10.5%	17.6%	*	50.0%	-	13.3%	0.0%	8.2%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2021-22	-	-	-	-	-	-	-	-	-	-	-	-	-
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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Texas Education Agency  
**2023-24 Student Information (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
<b>Total Students</b>	<b>680</b>	<b>100.0%</b>	<b>2,234</b>	<b>5,517,464</b>	<b>680</b>	<b>100.0%</b>	<b>2,236</b>	<b>5,531,236</b>
<b>Students by Grade</b>								
Grade 9	171	25.1%	7.7%	8.6%	171	25.1%	7.6%	8.5%
Grade 10	180	26.5%	8.1%	8.0%	180	26.5%	8.1%	7.9%
Grade 11	172	25.3%	7.7%	7.4%	172	25.3%	7.7%	7.4%
Grade 12	157	23.1%	7.0%	6.6%	157	23.1%	7.0%	6.7%
<b>Ethnic Distribution</b>								
African American	29	4.3%	4.4%	12.8%	29	4.3%	4.4%	12.8%
Hispanic	283	41.6%	43.8%	53.2%	283	41.6%	43.7%	53.2%
White	329	48.4%	46.5%	25.0%	329	48.4%	46.6%	25.0%
American Indian	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Asian	7	1.0%	0.7%	5.4%	7	1.0%	0.7%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	31	4.6%	4.3%	3.1%	31	4.6%	4.2%	3.1%
<b>Sex</b>								
Female	352	51.8%	48.9%	48.9%	352	51.8%	48.9%	48.8%
Male	328	48.2%	51.1%	51.1%	328	48.2%	51.1%	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	372	54.7%	60.2%	62.3%	372	54.7%	60.1%	62.2%
Non-Educationally Disadvantaged	308	45.3%	39.8%	37.7%	308	45.3%	39.9%	37.8%
Section 504 Students	105	15.4%	10.5%	7.2%	105	15.4%	10.5%	7.2%
EB Students/EL	89	13.1%	17.3%	24.4%	89	13.1%	17.3%	24.3%
Students w/ Disciplinary Placements (2022-23)	14	2.0%	1.8%	1.9%				
Students w/ Dyslexia	63	9.3%	9.4%	6.0%	63	9.3%	9.4%	6.0%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	3	0.4%	0.9%	1.4%	3	0.4%	0.9%	1.4%
Immigrant	6	0.9%	1.0%	2.9%	6	0.9%	1.0%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	53.7%	65.7%	0	0.0%	53.8%	65.7%
Military Connected	4	0.6%	0.7%	3.9%	4	0.6%	0.7%	3.9%
At-Risk	238	35.0%	31.6%	53.2%	238	35.0%	31.5%	53.2%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	76	11.2%	14.8%	24.5%	76	11.2%	14.8%	24.4%
Career and Technical Education	553	81.3%	40.1%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	553	81.3%	81.3%	73.3%	-	-	-	-
Gifted and Talented Education	39	5.7%	5.0%	8.5%	39	5.7%	5.0%	8.5%
Special Education	52	7.6%	14.7%	13.9%	52	7.6%	14.8%	14.0%

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
<b>Students with Disabilities by Type of Primary Disability</b>								
<b>Total Students with Disabilities</b>	<b>52</b>							
Students with Intellectual Disabilities	33	63.5%	51.1%	45.7%				
Students with Physical Disabilities	*	*	17.9%	18.9%				
Students with Autism	**	**	14.6%	16.2%				
Students with Behavioral Disabilities	12	23.1%	13.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.0%	1.7%				
<b>Mobility (2022-23)</b>								
<b>Total Mobile Students</b>	<b>79</b>	<b>11.2%</b>	<b>13.1%</b>	<b>16.1%</b>				
African American	3	0.4%	1.1%	3.4%				
Hispanic	39	5.5%	4.6%	8.5%				
White	33	4.7%	6.5%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	0.6%	0.7%	0.5%				
Special Ed Students who are Mobile	13	22.0%	17.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	12	16.7%	11.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	40	10.6%	12.5%	18.6%				
<b>Student Attrition (2022-23)</b>								
<b>Total Student Attrition</b>	<b>64</b>	<b>12.1%</b>	<b>13.1%</b>	<b>18.1%</b>				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade</b>						
Grade 9	0.6%	0.6%	7.9%	0.0%	0.0%	11.9%

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

Class Size Information	Campus	District	State
<b>Secondary</b>			
English/Language Arts	18.2	19.9	16.3
Foreign Languages	17.6	19.2	18.8
Mathematics	18.0	17.2	17.5

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

Class Size Information	Campus	District	State
Science	19.9	21.1	18.5
Social Studies	17.5	18.8	18.8

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
<b>Total Staff</b>	<b>55.8</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Professional Staff	48.9	87.6%	62.6%	63.9%
Teachers	43.1	77.3%	46.7%	48.3%
Professional Support	3.6	6.5%	9.4%	11.1%
Campus Administration (School Leadership)	2.1	3.8%	3.3%	3.3%
Educational Aides	6.9	12.4%	11.7%	11.4%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	2.0	n/a	3.0	1,172.0
<b>Total Minority Staff</b>	<b>7.4</b>	<b>13.2%</b>	<b>22.1%</b>	<b>54.4%</b>
<b>Teachers by Ethnicity</b>				
African American	0.9	2.1%	1.4%	12.6%
Hispanic	2.7	6.3%	8.1%	30.1%
White	38.6	89.5%	89.1%	53.4%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.9	2.1%	0.7%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.3%
<b>Teachers by Sex</b>				
Males	23.3	54.0%	27.8%	24.5%
Females	19.8	46.0%	72.2%	75.5%
<b>Teachers by Highest Degree Held</b>				
No Degree	1.2	2.7%	0.8%	2.5%
Bachelors	25.7	59.6%	67.6%	71.7%
Masters	16.3	37.7%	31.5%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
<b>Teachers by Years of Experience</b>				
Beginning Teachers	0.7	1.7%	2.7%	8.7%
1-5 Years Experience	4.9	11.3%	19.5%	27.4%
6-10 Years Experience	8.2	19.1%	20.5%	20.2%
11-20 Years Experience	15.9	36.9%	35.5%	27.1%
21-30 Years Experience	12.3	28.5%	18.4%	13.7%
Over 30 Years Experience	1.0	2.4%	3.4%	3.0%
Number of Students per Teacher	15.8	n/a	16.3	14.7

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

Staff Information	Campus	District	State
<b>Experience of Campus Leadership</b>			
Average Years Experience of Principals	5.0	2.8	6.0
Average Years Experience of Principals with District	5.0	2.8	5.1
Average Years Experience of Assistant Principals	10.0	5.0	5.1
Average Years Experience of Assistant Principals with District	10.0	4.0	4.3
Average Years Experience of Teachers	15.2	13.8	11.1
Average Years Experience of Teachers with District	5.7	5.6	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only)</b>			
Beginning Teachers	\$56,749	\$56,744	\$54,272
1-5 Years Experience	\$62,482	\$59,768	\$58,185
6-10 Years Experience	\$64,625	\$63,340	\$61,494
11-20 Years Experience	\$74,700	\$71,529	\$65,219
21-30 Years Experience	\$82,296	\$80,649	\$69,723
Over 30 Years Experience	\$82,098	\$82,609	\$74,014
<b>Average Actual Salaries (regular duties only)</b>			
Teachers	\$73,437	\$69,209	\$62,474
Professional Support	\$73,386	\$84,814	\$73,783
Campus Administration (School Leadership)	\$100,647	\$91,334	\$86,738
Instructional Staff Percent	n/a	61.2%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served)</b>				
Bilingual/ESL Education	0.0	0.0%	0.7%	6.0%
Career and Technical Education	9.9	22.9%	9.2%	5.5%
Compensatory Education	0.1	0.2%	6.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.7%	1.6%
Regular Education	26.8	62.2%	68.7%	69.8%
Special Education	3.3	7.8%	10.2%	10.3%
Other	3.0	6.9%	4.6%	3.7%

- Indicates there is no data for the item.

\* Indicates results are masked due to small numbers.

\*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

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

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

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