Farmersville Independent School District

Farmersville Intermediate

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Farmersville Intermediate School consists of 682 students 3rd-6th Grade.

The staff at Farmersville Intermediate School includes 44 teachers, 12 paraprofessionals, 6 professional support members, 1 resident teacher and 2 administrators. The student population as of Fall 2024 consisted of 43.53% White, 6.47% African American, 43.97% Hispanic, .88% Asian, 4.71% Two or more races. Additionally, the campus serves 55.29% economically disadvantaged students, 24.85% special education students, 15.74% Dyslexia students and 19.12% Emergent Bilingual students. Attendance rates in 2023-2024 include **96.10%** for the entire campus.

Demographics Strengths

- 100% Highly Qualified Teachers
- 14.47% Growth in overall population from 2023-2024 school year to the 2024-2025 school year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 95% of Teachers on campus are ESL certified.   **Root Cause:** Teachers have not taken ESL certification tests or in the process of pursuing their ESL certification.

Problem Statement 2 (Prioritized): Dyslexia Therapists are serving an increased number of students.   **Root Cause:** Dyslexia population has grown by 5.7% within the last year.

Student Learning

Student Learning Summary

On the 2024 STAAR, students performed as follows:

Reading

3rd Grade: Approaches Standard: 73%, Meets: 48%, Masters:, 22%

4th Grade: Approaches Standard: 82%, Meets: 49%. Masters: 22%

5th Grade: Approaches Standard: 81%, Meets: 53%, Masters: 28%.

6th Grade: Approaches Standard: 71%, Meets: 56%, Masters: 23%.

Math

3rd Grade: Approaches Standard: 64%, Meets: 36%, Masters: 15%

4th Grade: Approaches Standard: 53%, Meets: 32%. Masters: 11%

5th Grade: Approaches Standard: 73%, Meets: 36%, Masters: 7%

6th Grade: Approaches Standard: 71%, Meets: 37%, Masters: 13%.

Science

5th Grade: Approaches Standard: 70%, Meets: 31%. Masters: 10%

Analysis of the above scores by grade level and by each student group shows that almost all student groups have large gaps in Math. Scores regressed in all grade levels for math from 2023. Gains were made in 3rd and 4th RLA.

Intervention strategies have been implemented to accelerate learning and close this gap, including tutoring after school and Mondays. A tutorial period was added into the instructional day for targeted intervention for all students to grow, including for those students who should master concepts, but whose grade reflect higher mastery of skills. Individual students will be targeted for intervention and acceleration based upon formative and summative data. Teachers also understand the purpose of targeted instruction and intervention is to close the performance gaps of all student groups.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scores in Math declined during the 2023-2024 school year.   **Root Cause:** Learning new curriculum and learning gaps created by the pandemic impacted student performance.

Problem Statement 2 (Prioritized): The campus failed to meet multiple areas in the closing the gaps domain.   **Root Cause:** On-going curriculum development and learning gaps created by the pandemic continue to exist.

School Processes & Programs

School Processes & Programs Summary

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

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that hold high expectations for learning. FIS has hired 7 new teachers for the 2024-25 school year, who were provided one additional day of staff development during the teacher training days to specifically target the needs of teachers new to the district. New teachers were also provided with a campus mentor to meet with on a regular basis and give feedback to.

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

Overall the campus organization is positive. Teachers feel that they have input in decision making, and feel that administration is supportive and willing to do whatever it takes to help them accomplish their goals.

School Processes & Programs Strengths

Subject and grade level meetings among teachers in each grade level

MTSS process and MTSS meetings at least once per six weeks

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

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

Frequent assessments to monitor student progress in the classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some tested subjects performed below regional averages for masters level performance on STAAR.   **Root Cause:** Intervention needs continue to exist in order to address critical student weaknesses.

Perceptions

Perceptions Summary

Parents expressed that they feel they can contact administration with concerns, and that parents and teachers work together to make their students successful. Students expressed that teachers treat them fairly, and that there are clear rules and consequences for behavior.

Teachers believe that administrators back them up when they need it, and for the most part look forward to coming to work each day. School discipline procedures are clear to school staff members. Some teachers expressed that they feel satisfied with the security of the school. In the past, teachers have expressed the need for social-emotional learning within the classroom, we have a counselor who now provides these services.

Perceptions Strengths

Collaborative environment between staff and parents.

Parents comfortable contacting school staff.

Students receive additional attention when needed.

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

Teachers have confidence in students and and care for them.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: 95% of Teachers on campus are ESL certified.
Root Cause 1: Teachers have not taken ESL certification tests or in the process of pursuing their ESL certification.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Some tested subjects performed below regional averages for masters level performance on STAAR.
Root Cause 2: Intervention needs continue to exist in order to address critical student weaknesses.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Scores in Math declined during the 2023-2024 school year.
Root Cause 3: Learning new curriculum and learning gaps created by the pandemic impacted student performance.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus failed to meet multiple areas in the closing the gaps domain.
Root Cause 4: On-going curriculum development and learning gaps created by the pandemic continue to exist.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Dyslexia Therapists are serving an increased number of students.
Root Cause 5: Dyslexia population has grown by 5.7% within the last year.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Parents are not aware of opportunities to volunteer on campus.
Root Cause 6: There are a low percentage of parents joining campus PTO.
Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- 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
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS 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
- Action research results
- Other additional data

Goals

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

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

Evaluation Data Sources: 2023 TEA Accountability Summary.

Strategy 1 Details	Reviews			
Strategy 1: Implement formative assessment plan for all campuses, to be analyzed at the campus and department level. A combination of tools will be used, including Google Classroom, and Eduphoria.	**Formative**			**Summative**
	Nov	Jan	Mar	June
TEC 39.053(c)(1-3) **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION: Test Data, Scheduled Data Analysis Meetings 2. IMPACT: Formative Assessment Scores **Staff Responsible for Monitoring:** Assistant Superintendent; Campus Administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus- wide, and district-wide professional development opportunities, along with a web-based collection of resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Session sign-in sheets, handouts, Instructional Technology web page IMPACT: Increased use of technology in instruction **Staff Responsible for Monitoring:** Technology Director; Instructional Technology Facilitator; Campus Administrators **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Utilize a 504 committee, as well as Special Education staff on campus to evaluate testing and determine appropriate services for students with Dyslexia.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: 504 committee records IMPACT: Gains in reading skills for identified students **Staff Responsible for Monitoring:** Campus Administrators; Dyslexia Staff **Title I:** 2.4, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: 6th grade teachers will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: Student data sheets and course assignment sheets. IMPACT: Students will receive needed services and instruction from the first day in 7th grade. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: Differentiation and acceleration of instruction will be provided by:	**Formative**			**Summative**
~ Ensuring all teachers are trained for teaching Gifted / Talented	**Nov**	**Jan**	**Mar**	**June**

~ Encouraging all teachers to attain ESL certification
~ Ensure all teachers 3rd Grade teachers complete the Reading Academy by the end of the school year.
~Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success.
- Utilizing Adaptive software programs such as Zearn, IXL, Summit K12, and Amplify to target student needs and build academic success.
 	
TEC 11.253 and TEC 29.081
    Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of teacher training / certification, and available resources
    IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success
    Staff Responsible for Monitoring: Campus Administrators
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Students in "transition grades" will participate in campus visits and orientation for the new grade, to become familiar with the teachers and logistics of the new school and schedule.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: IMPLEMENTATION: Scheduled campus visits and documentation.
 	
    IMPACT: Students will have information and confidence needed to be successful from the first day in the new grade.
    Staff Responsible for Monitoring: Campus Administrators				

Strategy 7 Details	Reviews			
Strategy 7: Provide before school, in school, and after school tutorials and summer school for students who are failing, at risk of failing, or not meeting growth expectations on formative assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

HB5, TEC 28.0217 and TEC 29.081
    Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance sheets for tutorials and summer school. Data from formative and summative assessments. Data from IXL adaptive software program.
 	
    IMPACT: Students will receive effective and timely assistance according to individual needs, leading to increased academic success.
    Staff Responsible for Monitoring: Campus Administrators, Teachers				

Strategy 8 Details	Reviews			
Strategy 8: Track student reading levels throughout year to show improvement in reading fluency.	Formative			Summative
Strategy's Expected Result/Impact: IMPLEMENTATION: Reading passages through Reading A-Z will be utilized to track student fluency each six weeks for improvement. IMPACT: Student reading levels increase, helping to increase reading comprehension. **Staff Responsible for Monitoring:** Campus Administrators; Campus Teachers **Title I:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**

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

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

Performance Objective 2: Farmersville Intermediate School will increase the English Language Proficiency Status score from 32% to meet the district at 41%

 Evaluation Data Sources: TELPAS

Strategy 1 Details		Reviews			
Strategy 1: Ensure the campus has Spanish-speaking personnel to work with students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing data, schedules IMPACT: ELL student progress reports and STAAR scores **Staff Responsible for Monitoring:** Superintendent; Campus Administrators		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Utilize Frontline system to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the Frontline system.		**Formative**			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Student data is entered into the system, and accessed / updated by teachers IMPACT: Student accommodations allow for student success in classwork and assessments **Staff Responsible for Monitoring:** ESL Coordinator **Title I:** 2.4, 2.5, 2.6		**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Newcomer students will have Chromebook issued to them, with Google Translate and beginning English apps such as Duolingo.		**Formative**			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Chromebooks checked out to students IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. **Staff Responsible for Monitoring:** ESL Teacher		**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
Strategy 4: EB students will utilize Summit K-12 for developing language skills and preparing for TELPAS.		**Formative**			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION : Accounts set up and used IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. **Staff Responsible for Monitoring:** ESL Teacher		**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus **Strategy's Expected Result/Impact:** IMPLEMENTATION: Documentation of teacher training / certification, and available resources IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success **Staff Responsible for Monitoring:** Campus Administrators	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

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

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

    Evaluation Data Sources: Personnel documentation
Teacher certificates

Strategy 1 Details		Reviews			
Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: Communication and flyers regarding TExES administration dates IMPACT: Teachers will have certifications required for their position **Staff Responsible for Monitoring:** Assistant Superintendent					

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

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

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

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

Evaluation Data Sources: Exit interviews
HR data

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

Strategy's Expected Result/Impact: IMPLEMENTATION: PD Sign-in sheets, training handouts
    IMPACT: Increased retention rate among first year teachers
    Staff Responsible for Monitoring: Campus Administrators				

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

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

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

    Evaluation Data Sources: Campus drill reports

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

Strategy 2 Details	Reviews			
Strategy 2: All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse, sex trafficking, and maltreatment of children, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252(c)(9)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from
    Region 10 online courses
    IMPACT: Immediate and appropriate intervention for students in crisis.
Staff Responsible for Monitoring: Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code AaAASS89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252(3)(B)(ii)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from
    Region 10 online courses
    IMPACT: Immediate and appropriate intervention for students in crisis.
Staff Responsible for Monitoring: Campus Administrators				

Strategy 4 Details	Reviews			
Strategy 4: Integrate Social-Emotional Learning within the school day to aid students in developing social skills, mutual respect, and kindness to all.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: Teachers will work with students daily to help build a culture of respect and improve social skills. IMPACT: Reduction of bullying behavior between students.				

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

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

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

    Evaluation Data Sources: Discipline report
School Police report

Strategy 1 Details	Reviews			
Strategy 1: The district's freedom from bullying policy and procedures are attached to the district improvement plan, per [TEC 11.252].	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.
    Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses
   IMPACT: Immediate and appropriate intervention for students in crisis.
    Staff Responsible for Monitoring: Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.	**Formative**			**Summative**
TEC 11.252(3)(B)(i)	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses
   IMPACT: Immediate and appropriate intervention for students in crisis
    Staff Responsible for Monitoring: Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

TEC 11.253(3)(B)(ii)
    Strategy's Expected Result/Impact: IMPLEMENTATION: Counselor logs, training logs each year for all district staff
   IMPACT: Reduced number of incidents
    Staff Responsible for Monitoring: Campus Administrators;
Counselors				

Strategy 4 Details				Reviews			

Strategy 4: District-wide discipline management system will be utilized, where administrators will log all discipline into Ascender system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to ISS/AEP to help them stop the problematic behavior without missing class time.
 	
TEX 11.252 (3)(E)
TEC 37.083(a)
   Strategy's Expected Result/Impact: IMPLEMENTATION: Ascender discipline logs
   IMPACT: Reduced number of incidents on Ascender
   Staff Responsible for Monitoring: Campus Administrators;
   Counselor
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 5 Details				Reviews			

Strategy 5: All campus counselors and administrators will be trained on harassment and dating violence each year.
TEC 37.0831
   Strategy's Expected Result/Impact: IMPLEMENTATION: Region 10 certificates or sign in logs from each campus
   IMPACT: Appropriate response to incidents; reduced number of incidents
   Staff Responsible for Monitoring: Campus Administrators;
   Counselors
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

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

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

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

    Evaluation Data Sources: Attendance Data
PEIMS

Strategy 1 Details	Reviews			
Strategy 1: District truancy plan will be followed for any students with three unexcused absences in a four-week period. The plan includes working with families to lessen the number of absences and to ensure students make up time/instruction missed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate				

Strategy 2 Details	Reviews			
Strategy 2: Utilize the following programs for credit recovery: ~ Saturday school ~ Evening school TEC 11.253(d)(10)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: Student participation in attendance recovery programs IMPACT : reduced number of students lacking the required days attended, and missing instruction. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation **Staff Responsible for Monitoring:** Assistant Superintendent; Campus Administrators; Counselors				

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

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

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

Evaluation Data Sources: TAPR
SAT/ACT Results

Strategy 1 Details	Reviews			
Strategy 1: Implementation of student tutorials with a special focus of moving students from "approaches" to "meets," and "meets" to "masters."	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation--Assessment Scores. Tutorial Sessions, Campus Staff, Reading and Math Interventionists 2. Impact--Increase on state assessment scores and improved growth percentages in testing subjects. **Staff Responsible for Monitoring:** Campus Administrators; Classroom Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Increase Gifted/Talented minutes throughout the day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: GT Minutes increased from 30 to 50 minutes per day. IMPACT: More time for students to be challenged with specially designed instruction to meet their needs. **Staff Responsible for Monitoring:** Campus Administrators; GT Coordinator				

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

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

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

    Evaluation Data Sources: TAPR

Strategy 1 Details				Reviews			

Strategy 1: District truancy plan will be followed for any students with three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed.
 	
TEC 11.253.(d)(10)(c)
  Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance records, truancy plan documentation
  IMPACT: Increased attendance rate
  Staff Responsible for Monitoring: Campus Administrators
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			

Strategy 2: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school related fees, as needed.
  Strategy's Expected Result/Impact: IMPLEMENTATION: PEIMS documentation for homeless, food service records
  IMPACT: Increased attendance rate and participation
  Staff Responsible for Monitoring: Assistant Superintendent;
Campus Administrators;
Counselors
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			

Strategy 3: Incentive program developed for students achieving perfect attendance, and classes with highest attendance.
  Strategy's Expected Result/Impact: Implementation--Prizes for students achieving perfect attendance, Attendance Data
  Impact--Higher Attendance Rates
  Staff Responsible for Monitoring: Campus Administrators
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

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

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

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

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

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

Strategy 3 Details	Reviews			
Strategy 3: Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home.	Formative			Summative
	Nov	Jan	Mar	June
TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B) **Strategy's Expected Result/Impact:** IMPLEMENTATION: Meeting attendance and minutes/handouts IMPACT: Increased parent involvement of LEP students **Staff Responsible for Monitoring:** ESL Coordinators				

Strategy 4 Details	Reviews			
Strategy 4: All school to home communication translated in non-English speakers home language.	Formative			Summative
Strategy's Expected Result/Impact: Implementation--Staff members for translation services, e-mail and text communication in parents' home language. Impact--Increased parental involvement in school activities. **Staff Responsible for Monitoring:** Campus Administrators; Classroom Teachers; Campus Staff	Nov	Jan	Mar	June

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

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

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: Host Title 1 Parent Night meeting at K-5 campuses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B) **Strategy's Expected Result/Impact:** IMPLEMENTATION: Sign-in sheets, agendas IMPACT: Parents knowledgeable of Title 1 program and its purpose to accelerate learning **Staff Responsible for Monitoring:** Title 1 Coordinator; Title 1 Teachers; Principals				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development on positive parent communication and teacher-parent conferences	**Formative**			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Sign-in sheets for staff development IMPACT: Teachers will feel confident in communicating with parents and in conducting one-on-one parent conferences **Staff Responsible for Monitoring:** Campus principal; Teachers	**Nov**	**Jan**	**Mar**	**June**

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

State Compensatory

Budget for Farmersville Intermediate

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
Classroom Teacher	Desiree Kelly	4th Grade Math
Classroom Teacher	Reagan VanAlstine	3rd Grade Math
Community Representative	Brandi Wiggins	Community Member
Business Representative	Celia Atchison	Business Representative
Parent	Lynn Hoeppner	Parent
Classroom Teacher	Dawn Barham	6th Grade Math
Classroom Teacher	Bayleigh Manning	6th Grade RLA
Classroom Teacher	Vicki Turner	5th Grade RLA
Classroom Teacher	Amy White	5th Grade Math
Classroom Teacher	Kirsten Vaughan	4th Grade Science/Social Studies
Parent	Jessica Ream	Parent
Classroom Teacher	Sarah Odom	ESL Coordinator
Classroom Teacher	Jesse DeHusson	4th Math
Classroom Teacher	Tracey Huffman	3rd Grade RLA
Classroom Teacher	Brooke Blue	3rd Grade Math
Non-classroom Professional	Erin Christenson	Counselor
Administrator	Jamie Virgel	Principal
Administrator	Duston Brown	Assistant Principal
Classroom Teacher	Ashley Holland	Special Education Teacher

Addendums

2023-24 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: FARMERSVILLE INT

Campus Number: 043904102

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
					STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	74%	**74%**	70%	67%	82%	-	-	*	75%	41%	89%	74%	74%	64%	58%
	2023	76%	70%	**70%**	*	66%	84%	-	*	-	33%	42%	*	72%	66%	55%	53%
At Meets Grade Level or Above	2024	48%	49%	**49%**	50%	41%	56%	-	-	*	75%	18%	33%	49%	51%	35%	35%
	2023	50%	48%	**48%**	*	43%	63%	-	*	-	17%	26%	*	53%	34%	32%	27%
At Masters Grade Level	2024	21%	23%	**23%**	30%	17%	22%	-	-	*	63%	0%	11%	25%	16%	11%	12%
	2023	20%	17%	**17%**	*	15%	24%	-	*	-	0%	3%	*	18%	14%	8%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	64%	**64%**	60%	57%	71%	-	-	*	88%	32%	56%	63%	67%	53%	65%
	2023	73%	70%	**70%**	60%	70%	77%	-	*	-	33%	47%	*	72%	65%	57%	58%
At Meets Grade Level or Above	2024	42%	37%	**37%**	20%	26%	47%	-	-	*	63%	15%	33%	37%	37%	27%	19%
	2023	45%	39%	**39%**	0%	41%	44%	-	*	-	17%	28%	*	41%	32%	30%	32%
At Masters Grade Level	2024	15%	14%	**14%**	10%	6%	22%	-	-	*	25%	0%	11%	15%	14%	7%	4%
	2023	19%	9%	**9%**	0%	6%	15%	-	*	-	0%	3%	*	12%	3%	3%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	85%	**85%**	83%	85%	91%	-	*	*	67%	62%	75%	86%	84%	80%	82%
	2023	77%	80%	**80%**	78%	71%	86%	-	-	-	*	70%	60%	82%	77%	83%	66%
At Meets Grade Level or Above	2024	51%	50%	**50%**	17%	48%	61%	-	*	*	17%	17%	50%	52%	48%	37%	36%
	2023	48%	51%	**51%**	44%	41%	59%	-	-	-	*	52%	40%	54%	48%	49%	29%
At Masters Grade Level	2024	23%	23%	**23%**	17%	17%	32%	-	*	*	0%	3%	38%	24%	21%	14%	12%
	2023	22%	26%	**26%**	22%	20%	32%	-	-	-	*	11%	20%	27%	25%	26%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	56%	**56%**	17%	54%	70%	-	*	*	0%	31%	63%	53%	61%	45%	48%
	2023	71%	70%	**70%**	44%	64%	78%	-	-	-	*	59%	60%	70%	70%	68%	60%
At Meets Grade Level or Above	2024	46%	36%	**36%**	0%	30%	50%	-	*	*	0%	17%	50%	37%	34%	24%	27%
	2023	48%	43%	**43%**	33%	31%	54%	-	-	-	*	44%	20%	40%	45%	43%	20%
At Masters Grade Level	2024	21%	12%	**12%**	0%	7%	20%	-	*	*	0%	3%	25%	14%	9%	5%	6%
	2023	22%	13%	**13%**	0%	8%	17%	-	-	-	*	4%	20%	10%	17%	11%	3%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	81%	**81%**	67%	73%	90%	-	*	-	71%	58%	71%	83%	76%	76%	68%
	2023	81%	85%	**85%**	83%	79%	90%	-	*	-	100%	53%	63%	85%	84%	86%	76%
At Meets Grade Level or Above	2024	55%	55%	**55%**	33%	51%	59%	-	*	-	71%	38%	29%	57%	53%	47%	37%
	2023	57%	62%	**62%**	67%	49%	72%	-	*	-	83%	21%	50%	63%	60%	54%	35%
At Masters Grade Level	2024	29%	27%	**27%**	33%	21%	30%	-	*	-	29%	4%	29%	29%	24%	21%	11%
	2023	28%	29%	**29%**	0%	19%	41%	-	*	-	33%	5%	25%	32%	25%	20%	12%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	74%	**74%**	40%	75%	76%	-	*	-	86%	54%	57%	75%	72%	69%	71%
	2023	80%	81%	**81%**	43%	78%	90%	-	*	-	83%	56%	38%	83%	79%	78%	79%
At Meets Grade Level or Above	2024	50%	40%	**40%**	40%	30%	49%	-	*	-	43%	38%	29%	38%	41%	32%	21%
	2023	51%	42%	**42%**	14%	24%	60%	-	*	-	67%	17%	13%	41%	42%	33%	24%
At Masters Grade Level	2024	19%	9%	**9%**	0%	10%	9%	-	*	-	29%	13%	14%	10%	9%	8%	8%
	2023	21%	15%	**15%**	14%	5%	24%	-	*	-	17%	11%	13%	16%	13%	8%	3%
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	72%	**72%**	40%	65%	81%	-	*	-	86%	52%	57%	75%	68%	63%	53%
	2023	65%	77%	**77%**	57%	63%	91%	-	*	-	83%	53%	50%	72%	83%	64%	56%
At Meets Grade Level or Above	2024	28%	34%	**34%**	20%	21%	46%	-	*	-	43%	32%	29%	34%	34%	25%	13%
	2023	36%	43%	**43%**	29%	24%	63%	-	*	-	33%	32%	13%	43%	43%	29%	21%
At Masters Grade Level	2024	11%	11%	**11%**	0%	6%	14%	-	*	-	29%	4%	0%	13%	7%	5%	0%
	2023	16%	23%	**23%**	0%	16%	34%	-	*	-	17%	5%	13%	22%	25%	14%	18%
Grade 6 Reading																	
At Approaches Grade Level or Above	2024	77%	74%	**74%**	57%	64%	82%	*	*	-	86%	40%	55%	74%	73%	67%	60%
	2023	77%	78%	**78%**	75%	78%	77%	-	-	-	*	52%	100%	80%	76%	75%	75%
At Meets Grade Level or Above	2024	57%	58%	**58%**	29%	45%	71%	*	*	-	71%	33%	45%	63%	52%	49%	46%
	2023	52%	49%	**49%**	50%	45%	52%	-	-	-	*	31%	57%	58%	39%	49%	36%
At Masters Grade Level	2024	26%	23%	**23%**	29%	14%	29%	*	*	-	29%	0%	9%	27%	17%	15%	11%
	2023	22%	17%	**17%**	25%	17%	15%	-	-	-	*	10%	0%	14%	19%	14%	17%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2024	72%	74%	**74%**	57%	66%	85%	*	*	-	57%	27%	45%	75%	73%	72%	69%
	2023	75%	85%	**85%**	63%	82%	89%	-	-	-	*	76%	100%	88%	81%	82%	81%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	39%	38%	**38%**	29%	17%	56%	*	*	-	43%	0%	27%	40%	35%	27%	17%
	2023	40%	45%	**45%**	50%	45%	45%	-	-	-	*	38%	57%	47%	44%	42%	36%
At Masters Grade Level	2024	14%	13%	**13%**	14%	2%	24%	*	*	-	0%	0%	0%	15%	11%	7%	0%
	2023	16%	12%	**12%**	38%	13%	9%	-	-	-	*	10%	0%	13%	11%	11%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	78%	**73%**	55%	67%	81%	*	69%	*	70%	45%	62%	73%	72%	66%	64%
	2023	76%	82%	**77%**	60%	72%	85%	-	29%	-	76%	56%	71%	78%	77%	72%	68%
At Meets Grade Level or Above	2024	48%	51%	**44%**	28%	34%	55%	*	46%	*	49%	23%	36%	45%	43%	34%	28%
	2023	49%	55%	**47%**	35%	38%	57%	-	0%	-	48%	33%	38%	49%	44%	40%	29%
At Masters Grade Level	2024	20%	17%	**17%**	15%	11%	23%	*	31%	*	24%	3%	14%	19%	14%	10%	7%
	2023	20%	20%	**18%**	13%	13%	24%	-	0%	-	15%	7%	16%	18%	18%	13%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	82%	**78%**	69%	72%	86%	*	67%	*	75%	51%	71%	79%	77%	71%	67%
	2023	77%	83%	**79%**	70%	74%	84%	-	*	-	80%	54%	79%	80%	77%	75%	68%
At Meets Grade Level or Above	2024	54%	61%	**53%**	34%	46%	62%	*	50%	*	61%	25%	40%	55%	51%	42%	39%
	2023	53%	63%	**53%**	44%	45%	61%	-	*	-	60%	33%	50%	57%	47%	46%	32%
At Masters Grade Level	2024	22%	24%	**24%**	28%	17%	28%	*	50%	*	32%	2%	20%	26%	20%	15%	11%
	2023	20%	21%	**23%**	15%	18%	28%	-	*	-	20%	8%	21%	23%	22%	17%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	72%	**67%**	45%	62%	76%	*	67%	*	61%	36%	54%	66%	69%	60%	64%
	2023	75%	79%	**77%**	52%	73%	83%	-	*	-	70%	59%	71%	78%	75%	72%	70%
At Meets Grade Level or Above	2024	43%	38%	**37%**	24%	26%	51%	*	33%	*	39%	19%	34%	38%	37%	28%	21%
	2023	45%	43%	**42%**	28%	35%	51%	-	*	-	40%	33%	33%	42%	42%	37%	28%
At Masters Grade Level	2024	17%	11%	**12%**	6%	6%	19%	*	17%	*	14%	4%	11%	13%	10%	7%	5%
	2023	19%	13%	**12%**	14%	8%	17%	-	*	-	10%	7%	13%	13%	12%	9%	5%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	81%	**72%**	40%	65%	81%	-	*	-	86%	52%	57%	75%	68%	63%	53%
	2023	77%	82%	**77%**	57%	63%	91%	-	*	-	83%	53%	50%	72%	83%	64%	56%
At Meets Grade Level or Above	2024	43%	52%	**34%**	20%	21%	46%	-	*	-	43%	32%	29%	34%	34%	25%	13%
	2023	47%	51%	**43%**	29%	24%	63%	-	*	-	33%	32%	13%	43%	43%	29%	21%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2024	16%	10%	**11%**	0%	6%	14%	-	*	-	29%	4%	0%	13%	7%	5%	0%
	2023	18%	21%	**23%**	0%	16%	34%	-	*	-	17%	5%	13%	22%	25%	14%	18%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	33%	**33%**	20%	22%	43%	-	-	*	63%	6%	33%	33%	33%	21%	15%
	2023	37%	31%	**31%**	*	29%	39%	-	*	-	17%	23%	*	37%	17%	20%	17%
Reading and Mathematics Including EOC	2024	35%	33%	**33%**	20%	22%	43%	-	-	*	63%	6%	33%	33%	33%	21%	15%
	2023	37%	31%	**31%**	*	29%	39%	-	*	-	17%	23%	*	37%	17%	20%	17%
Reading Including EOC	2024	48%	49%	**49%**	50%	41%	56%	-	-	*	75%	18%	33%	49%	51%	35%	35%
	2023	50%	48%	**48%**	*	43%	63%	-	*	-	17%	26%	*	53%	34%	32%	27%
Math Including EOC	2024	42%	37%	**37%**	20%	26%	47%	-	-	*	63%	15%	33%	37%	37%	27%	19%
	2023	45%	39%	**39%**	0%	41%	44%	-	*	-	17%	28%	*	41%	32%	30%	32%
4th Graders																	
Reading and Mathematics	2024	38%	30%	**30%**	0%	25%	41%	-	*	*	0%	10%	38%	31%	29%	19%	21%
	2023	38%	39%	**39%**	33%	31%	46%	-	-	-	*	44%	20%	37%	41%	38%	20%
Reading and Mathematics Including EOC	2024	38%	30%	**30%**	0%	25%	41%	-	*	*	0%	10%	38%	31%	29%	19%	21%
	2023	38%	39%	**39%**	33%	31%	46%	-	-	-	*	44%	20%	37%	41%	38%	20%
Reading Including EOC	2024	51%	50%	**50%**	17%	48%	61%	-	*	*	17%	17%	50%	52%	48%	37%	36%
	2023	48%	51%	**51%**	44%	41%	59%	-	-	-	*	52%	40%	54%	48%	49%	29%
Math Including EOC	2024	46%	36%	**36%**	0%	30%	50%	-	*	*	0%	17%	50%	37%	34%	24%	27%
	2023	48%	43%	**43%**	33%	31%	54%	-	-	-	*	44%	20%	40%	45%	43%	20%
5th Graders																	
Reading and Mathematics	2024	42%	32%	**32%**	33%	25%	40%	-	*	-	29%	30%	29%	33%	31%	25%	16%
	2023	43%	39%	**39%**	17%	21%	57%	-	*	-	67%	17%	13%	40%	38%	28%	18%
Reading and Mathematics Including EOC	2024	42%	32%	**32%**	33%	25%	40%	-	*	-	29%	30%	29%	33%	31%	25%	16%
	2023	43%	39%	**39%**	17%	21%	57%	-	*	-	67%	17%	13%	40%	38%	28%	18%
Reading Including EOC	2024	55%	55%	**55%**	33%	51%	59%	-	*	-	71%	38%	29%	57%	53%	47%	37%
	2023	57%	62%	**62%**	67%	49%	72%	-	*	-	83%	21%	50%	63%	60%	54%	35%
Math Including EOC	2024	51%	40%	**40%**	40%	30%	49%	-	*	-	43%	38%	29%	38%	41%	32%	21%
	2023	51%	42%	**42%**	14%	24%	60%	-	*	-	67%	17%	13%	41%	42%	33%	24%
6th Graders																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2024	36%	35%	**35%**	29%	16%	51%	*	*	-	43%	0%	18%	40%	27%	23%	14%
	2023	35%	33%	**33%**	38%	32%	32%	-	-	-	*	28%	29%	35%	31%	34%	22%
Reading and Mathematics Including EOC	2024	36%	35%	**35%**	29%	16%	51%	*	*	-	43%	0%	18%	40%	27%	23%	14%
	2023	35%	33%	**33%**	38%	32%	32%	-	-	-	*	28%	29%	35%	31%	34%	22%
Reading Including EOC	2024	57%	58%	**58%**	29%	45%	71%	*	*	-	71%	33%	45%	63%	52%	49%	46%
	2023	52%	49%	**49%**	50%	45%	52%	-	-	-	*	31%	57%	58%	39%	49%	36%
Math Including EOC	2024	40%	38%	**38%**	29%	17%	56%	*	*	-	43%	0%	27%	40%	35%	27%	17%
	2023	40%	45%	**45%**	50%	45%	45%	-	-	-	*	38%	57%	47%	44%	42%	36%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	31%	**33%**	22%	22%	44%	*	33%	*	36%	12%	29%	34%	30%	22%	17%
	2023	37%	36%	**36%**	26%	28%	44%	-	*	-	40%	29%	25%	37%	33%	30%	19%
Reading and Mathematics Including EOC	2024	38%	34%	**33%**	22%	22%	44%	*	33%	*	36%	12%	29%	34%	30%	22%	17%
	2023	39%	40%	**36%**	26%	28%	44%	-	*	-	40%	29%	25%	37%	33%	30%	19%
Reading Including EOC	2024	54%	56%	**53%**	34%	46%	62%	*	50%	*	61%	25%	40%	55%	51%	42%	39%
	2023	53%	59%	**53%**	44%	45%	61%	-	*	-	60%	33%	50%	57%	47%	46%	32%
Math Including EOC	2024	45%	39%	**37%**	24%	26%	51%	*	33%	*	39%	19%	34%	38%	37%	28%	21%
	2023	47%	45%	**42%**	28%	35%	51%	-	*	-	40%	33%	33%	42%	42%	37%	28%

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

\- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	73%	**73%**	83%	73%	75%	-	*	*	58%	68%	86%	76%	69%	70%	70%
	2023	55%	54%	**54%**	67%	45%	58%	-	-	-	*	60%	50%	55%	52%	49%	36%
Grade 4 Mathematics	2024	60%	49%	**49%**	0%	43%	64%	-	*	*	25%	39%	57%	47%	54%	41%	45%
	2023	63%	55%	**55%**	50%	45%	61%	-	-	-	*	50%	60%	54%	55%	57%	33%
Grade 5 ELA/Reading	2024	70%	68%	**68%**	64%	63%	72%	-	*	-	83%	54%	67%	66%	72%	66%	61%
	2023	65%	64%	**64%**	83%	59%	65%	-	*	-	100%	42%	50%	60%	69%	56%	47%
Grade 5 Mathematics	2024	65%	64%	**64%**	79%	62%	63%	-	*	-	83%	60%	50%	66%	62%	60%	58%
	2023	71%	69%	**69%**	57%	72%	69%	-	*	-	67%	81%	31%	71%	67%	69%	80%
Grade 6 ELA/Reading	2024	61%	56%	**56%**	20%	50%	61%	*	*	-	83%	43%	40%	56%	54%	51%	49%
	2023	51%	49%	**49%**	56%	50%	46%	-	-	-	*	41%	57%	49%	48%	47%	53%
Grade 6 Mathematics	2024	48%	53%	**53%**	67%	45%	63%	*	*	-	50%	29%	55%	54%	53%	46%	39%
	2023	54%	63%	**63%**	69%	61%	64%	-	-	-	*	63%	79%	59%	68%	61%	56%
All Grades Both Subjects	2024	64%	64%	**61%**	54%	56%	66%	*	50%	*	64%	51%	58%	61%	60%	56%	54%
	2023	64%	67%	**59%**	63%	56%	61%	-	*	-	69%	55%	54%	58%	60%	57%	51%
All Grades ELA/Reading	2024	67%	70%	**65%**	58%	62%	69%	*	50%	*	75%	58%	61%	66%	65%	62%	60%
	2023	63%	65%	**56%**	67%	52%	57%	-	*	-	77%	48%	53%	55%	56%	51%	46%
All Grades Mathematics	2024	60%	58%	**56%**	50%	50%	63%	*	50%	*	53%	44%	54%	55%	56%	49%	48%
	2023	66%	69%	**62%**	58%	60%	65%	-	*	-	62%	63%	55%	61%	63%	62%	56%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	51%	**51%**	*	56%	33%	-	*	*	*	44%	*	54%	47%	57%	57%
	2023	33%	38%	**38%**	*	29%	50%	-	-	-	-	25%	*	42%	33%	42%	30%
Grade 4 Mathematics	2024	26%	16%	**16%**	*	14%	33%	-	*	*	*	13%	*	17%	13%	10%	8%
	2023	27%	14%	**14%**	0%	19%	15%	-	-	-	*	8%	*	14%	14%	16%	10%
Grade 5 ELA/Reading	2024	35%	39%	**39%**	*	29%	60%	-	-	-	-	25%	*	43%	36%	38%	38%
	2023	37%	43%	**43%**	*	56%	*	-	*	-	*	14%	*	20%	56%	67%	*
Grade 5 Mathematics	2024	41%	35%	**35%**	*	36%	31%	-	-	-	*	13%	*	38%	29%	34%	29%
	2023	48%	53%	**53%**	20%	62%	50%	-	*	-	*	43%	*	57%	47%	53%	63%
Grade 6 ELA/Reading	2024	24%	16%	**16%**	*	19%	14%	-	*	-	-	13%	*	13%	20%	18%	13%
	2023	26%	38%	**38%**	*	57%	20%	-	-	-	-	38%	-	40%	38%	35%	50%
Grade 6 Mathematics	2024	27%	14%	**14%**	*	13%	14%	-	*	-	*	0%	20%	13%	15%	16%	13%
	2023	35%	43%	**43%**	*	44%	50%	-	-	-	-	60%	-	42%	44%	39%	45%
All Grades Both Subjects	2024	32%	34%	**30%**	27%	30%	33%	-	*	*	36%	22%	20%	31%	28%	31%	29%
	2023	38%	46%	**39%**	16%	46%	34%	-	*	-	*	33%	11%	39%	38%	40%	41%
All Grades ELA/Reading	2024	30%	39%	**38%**	50%	38%	39%	-	*	*	*	32%	29%	40%	37%	43%	40%
	2023	35%	44%	**39%**	29%	46%	28%	-	*	-	*	29%	*	37%	41%	43%	38%
All Grades Mathematics	2024	35%	30%	**22%**	11%	22%	28%	-	*	*	29%	10%	13%	25%	19%	20%	18%
	2023	40%	48%	**38%**	8%	46%	37%	-	*	-	*	36%	17%	40%	37%	39%	43%

* 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 INT (043904102) - 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																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	78%	**73%**	-	-	-	-	-	-	59%	66%	59%	58%	72%	75%	61%	88%
	2023	76%	82%	**77%**	-	-	-	-	-	-	62%	62%	67%	55%	69%	81%	64%	97%
At Meets Grade Level or Above	2024	48%	51%	**44%**	-	-	-	-	-	-	24%	34%	25%	21%	28%	49%	25%	53%
	2023	49%	55%	**47%**	-	-	-	-	-	-	24%	24%	17%	25%	25%	53%	24%	68%
At Masters Grade Level	2024	20%	17%	**17%**	-	-	-	-	-	-	4%	13%	5%	2%	9%	20%	5%	24%
	2023	20%	20%	**18%**	-	-	-	-	-	-	7%	9%	4%	9%	6%	21%	6%	35%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	82%	**78%**	-	-	-	-	-	-	64%	75%	69%	59%	79%	81%	66%	81%
	2023	77%	83%	**79%**	-	-	-	-	-	-	62%	63%	58%	56%	72%	82%	64%	100%
At Meets Grade Level or Above	2024	54%	61%	**53%**	-	-	-	-	-	-	33%	42%	34%	31%	43%	57%	34%	69%
	2023	53%	63%	**53%**	-	-	-	-	-	-	25%	24%	25%	25%	31%	59%	26%	79%
At Masters Grade Level	2024	22%	24%	**24%**	-	-	-	-	-	-	5%	17%	6%	2%	21%	27%	7%	44%
	2023	20%	21%	**23%**	-	-	-	-	-	-	10%	12%	8%	13%	6%	26%	7%	43%
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	72%	**67%**	-	-	-	-	-	-	59%	58%	63%	57%	64%	68%	59%	94%
	2023	75%	79%	**77%**	-	-	-	-	-	-	65%	65%	75%	55%	72%	79%	66%	100%
At Meets Grade Level or Above	2024	43%	38%	**37%**	-	-	-	-	-	-	18%	33%	25%	10%	21%	42%	18%	44%
	2023	45%	43%	**42%**	-	-	-	-	-	-	24%	26%	8%	24%	25%	47%	24%	64%
At Masters Grade Level	2024	17%	11%	**12%**	-	-	-	-	-	-	5%	17%	6%	2%	0%	14%	4%	6%
	2023	19%	13%	**12%**	-	-	-	-	-	-	3%	4%	0%	6%	3%	15%	2%	29%
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	81%	**72%**	-	-	-	-	-	-	47%	63%	42%	-	*	79%	50%	*
	2023	77%	82%	**77%**	-	-	-	-	-	-	42%	42%	-	-	56%	83%	50%	83%
At Meets Grade Level or Above	2024	43%	52%	**34%**	-	-	-	-	-	-	16%	25%	13%	-	*	41%	14%	*
	2023	47%	51%	**43%**	-	-	-	-	-	-	17%	17%	-	-	13%	50%	14%	50%
At Masters Grade Level	2024	16%	10%	**11%**	-	-	-	-	-	-	0%	0%	0%	-	*	14%	0%	*
	2023	18%	21%	**23%**	-	-	-	-	-	-	17%	17%	-	-	13%	25%	14%	33%
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	64%	**61%**	-	-	-	-	-	-	51%	64%	62%	41%	60%	63%	52%	72%
	2023	64%	67%	**59%**	-	-	-	-	-	-	45%	44%	50%	38%	56%	61%	48%	70%
All Grades ELA/Reading	2024	67%	70%	**65%**	-	-	-	-	-	-	57%	56%	68%	49%	68%	67%	58%	78%
	2023	63%	65%	**56%**	-	-	-	-	-	-	42%	38%	58%	42%	47%	59%	43%	64%

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	58%	**56%**	-	-	-	-	-	-	45%	72%	55%	33%	50%	58%	46%	67%
	2023	66%	69%	**62%**	-	-	-	-	-	-	48%	50%	42%	35%	66%	64%	53%	75%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	34%	**30%**	-	-	-	-	-	-	29%	29%	39%	22%	29%	30%	29%	-
	2023	38%	46%	**39%**	-	-	-	-	-	-	34%	32%	40%	*	50%	37%	40%	*
All Grades ELA/Reading	2024	30%	39%	**38%**	-	-	-	-	-	-	39%	*	45%	33%	*	37%	40%	-
	2023	35%	44%	**39%**	-	-	-	-	-	-	38%	40%	33%	*	38%	40%	38%	-
All Grades Mathematics	2024	35%	30%	**22%**	-	-	-	-	-	-	19%	20%	33%	7%	*	25%	18%	-
	2023	40%	48%	**38%**	-	-	-	-	-	-	32%	28%	*	*	57%	36%	42%	*

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	93%	100%	98%	*	100%	*	100%	98%	97%	99%	98%	99%	100%
Included in Accountability	92%	93%	**93%**	86%	94%	93%	*	100%	*	88%	94%	90%	96%	88%	94%	91%
Not Included in Accountability: Mobile	4%	5%	**5%**	7%	4%	5%	*	0%	*	13%	3%	7%	3%	8%	4%	5%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	2%	0%	*	0%	*	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**1%**	7%	0%	2%	*	0%	*	0%	2%	3%	1%	2%	1%	0%
Absent	1%	0%	**0%**	3%	0%	0%	*	0%	*	0%	1%	2%	0%	1%	0%	0%
Other	0%	0%	**1%**	3%	0%	1%	*	0%	*	0%	1%	1%	1%	2%	1%	0%
Reading																
Assessment Participant	99%	99%	**98%**	90%	99%	97%	*	100%	*	100%	97%	95%	99%	97%	98%	100%
Included in Accountability	91%	91%	**92%**	82%	93%	92%	*	100%	*	88%	93%	88%	96%	86%	93%	90%
Not Included in Accountability: Mobile	4%	5%	**5%**	8%	4%	5%	*	0%	*	13%	4%	8%	3%	8%	4%	5%
Not Included in Accountability: Other Exclusions	4%	3%	**1%**	0%	2%	0%	*	0%	*	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**2%**	10%	1%	3%	*	0%	*	0%	3%	5%	1%	3%	2%	0%
Absent	1%	0%	**0%**	5%	0%	0%	*	0%	*	0%	1%	3%	0%	0%	1%	0%
Other	0%	1%	**2%**	5%	1%	2%	*	0%	*	0%	2%	3%	1%	3%	2%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	97%	100%	99%	*	100%	*	100%	99%	97%	100%	99%	100%	100%
Included in Accountability	93%	93%	**93%**	89%	94%	94%	*	100%	*	88%	94%	90%	97%	88%	95%	90%
Not Included in Accountability: Mobile	5%	5%	**5%**	8%	4%	5%	*	0%	*	13%	4%	8%	3%	9%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	0%	*	0%	1%	0%	0%	2%	1%	4%
Not Tested	1%	1%	**0%**	3%	0%	1%	*	0%	*	0%	1%	3%	0%	1%	0%	0%
Absent	1%	0%	**0%**	3%	0%	0%	*	0%	*	0%	1%	3%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	91%	100%	99%	-	*	-	100%	96%	100%	99%	98%	99%	100%
Included in Accountability	93%	94%	**96%**	91%	98%	96%	-	*	-	88%	96%	100%	98%	94%	97%	97%
Not Included in Accountability: Mobile	4%	5%	**3%**	0%	2%	3%	-	*	-	13%	0%	0%	1%	5%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	9%	0%	1%	-	*	-	0%	4%	0%	1%	2%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	9%	0%	1%	-	*	-	0%	4%	0%	1%	2%	1%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**95%**	91%	99%	94%	*	70%	-	88%	98%	88%	96%	93%	94%	97%
Not Included in Accountability: Mobile	4%	5%	**5%**	9%	1%	6%	*	30%	-	12%	2%	13%	4%	6%	6%	2%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	**95%**	90%	98%	94%	*	*	-	87%	98%	86%	96%	93%	94%	96%
Not Included in Accountability: Mobile	4%	5%	**5%**	10%	1%	6%	*	*	-	13%	2%	14%	4%	7%	6%	2%
Not Included in Accountability: Other Exclusions	3%	2%	**0%**	0%	1%	0%	*	*	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	99%	*	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	91%	99%	93%	*	*	-	87%	98%	86%	96%	93%	94%	98%
Not Included in Accountability: Mobile	5%	5%	**5%**	9%	1%	6%	*	*	-	13%	2%	14%	4%	6%	6%	1%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	1%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	100%	99%	*	*	-	100%	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	94%	**97%**	100%	100%	96%	*	*	-	100%	100%	100%	98%	95%	97%	100%
Not Included in Accountability: Mobile	4%	5%	**3%**	0%	0%	3%	*	*	-	0%	0%	0%	2%	3%	3%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	0%	1%	*	*	-	0%	0%	0%	0%	2%	0%	0%
Absent	1%	1%	**1%**	0%	0%	1%	*	*	-	0%	0%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	95.3%	**95.3%**	95.1%	95.8%	94.9%	*	*	-	96.1%	94.6%	95.1%	96.0%
2021-22	92.2%	94.0%	**94.2%**	93.5%	94.3%	94.2%	*	*	-	94.7%	93.2%	94.1%	94.8%
Chronic Absenteeism													
2022-23	20.3%	11.0%	**10.1%**	11.1%	7.2%	13.2%	*	*	-	3.8%	12.6%	11.9%	5.3%
2021-22	25.7%	18.4%	**17.6%**	21.2%	17.2%	17.6%	*	*	-	21.7%	22.1%	20.2%	15.6%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	6.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	82.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	84.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	91.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	12.4%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	7.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	79.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	83.5%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	92.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	91.0%	-	-	-	-	-	-	-	-	-	-	-

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

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	649	100.0%	2,234	5,517,464	649	100.0%	2,236	5,531,236
Students by Grade								
Grade 3	171	26.3%	7.7%	7.2%	171	26.3%	7.6%	7.2%
Grade 4	153	23.6%	6.8%	7.2%	153	23.6%	6.8%	7.2%
Grade 5	157	24.2%	7.0%	7.2%	157	24.2%	7.0%	7.2%
Grade 6	168	25.9%	7.5%	7.3%	168	25.9%	7.5%	7.2%
Ethnic Distribution								
African American	37	5.7%	4.4%	12.8%	37	5.7%	4.4%	12.8%
Hispanic	283	43.6%	43.8%	53.2%	283	43.6%	43.7%	53.2%
White	293	45.1%	46.5%	25.0%	293	45.1%	46.6%	25.0%
American Indian	2	0.3%	0.2%	0.3%	2	0.3%	0.2%	0.3%
Asian	6	0.9%	0.7%	5.4%	6	0.9%	0.7%	5.4%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	27	4.2%	4.3%	3.1%	27	4.2%	4.2%	3.1%
Sex								
Female	315	48.5%	48.9%	48.9%	315	48.5%	48.9%	48.8%
Male	334	51.5%	51.1%	51.1%	334	51.5%	51.1%	51.2%
Other Student Cohorts								
Economically Disadvantaged	394	60.7%	60.2%	62.3%	394	60.7%	60.1%	62.2%
Non-Educationally Disadvantaged	255	39.3%	39.8%	37.7%	255	39.3%	39.9%	37.8%
Section 504 Students	72	11.1%	10.5%	7.2%	72	11.1%	10.5%	7.2%
EB Students/EL	121	18.6%	17.3%	24.4%	121	18.6%	17.3%	24.3%
Students w/ Disciplinary Placements (2022-23)	6	0.9%	1.8%	1.9%				
Students w/ Dyslexia	101	15.6%	9.4%	6.0%	101	15.6%	9.4%	6.0%
Foster Care	1	0.2%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Homeless	7	1.1%	0.9%	1.4%	7	1.1%	0.9%	1.4%
Immigrant	9	1.4%	1.0%	2.9%	9	1.4%	1.0%	2.9%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	649	100.0%	53.7%	65.7%	649	100.0%	53.8%	65.7%
Military Connected	4	0.6%	0.7%	3.9%	4	0.6%	0.7%	3.9%
At-Risk	177	27.3%	31.6%	53.2%	177	27.3%	31.5%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	105	16.2%	14.8%	24.5%	105	16.2%	14.8%	24.4%
Career and Technical Education	0	0.0%	40.1%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	81.3%	73.3%	-	-	-	-
Gifted and Talented Education	37	5.7%	5.0%	8.5%	37	5.7%	5.0%	8.5%
Special Education	115	17.7%	14.7%	13.9%	115	17.7%	14.8%	14.0%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**115**							
Students with Intellectual Disabilities	70	60.9%	51.1%	45.7%				
Students with Physical Disabilities	14	12.2%	17.9%	18.9%				
Students with Autism	16	13.9%	14.6%	16.2%				
Students with Behavioral Disabilities	15	13.0%	13.4%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	3.0%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**77**	**12.0%**	**13.1%**	**16.1%**				
African American	9	1.4%	1.1%	3.4%				
Hispanic	19	3.0%	4.6%	8.5%				
White	42	6.5%	6.5%	3.1%				
American Indian	1	0.2%	0.0%	0.1%				
Asian	1	0.2%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	5	0.8%	0.7%	0.5%				
Special Ed Students who are Mobile	16	12.3%	17.5%	17.6%				
Count and Percent of EB Students/EL who are Mobile	9	6.8%	11.3%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	46	11.6%	12.5%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**61**	**13.5%**	**13.1%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 3	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.2%	0.0%	0.0%	0.3%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%

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

Class Size Information	Campus	District	State
Elementary			
Grade 3	21.1	21.1	19.4
Grade 4	22.7	22.7	19.4
Grade 5	19.2	19.2	20.9
Grade 6	23.1	23.1	19.2

Staff Information	Campus Count/Average	Percent	District	State
Total Staff	**57.2**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	47.2	82.5%	62.6%	63.9%
Teachers	40.1	70.2%	46.7%	48.3%
Professional Support	4.1	7.1%	9.4%	11.1%
Campus Administration (School Leadership)	3.0	5.2%	3.3%	3.3%
Educational Aides	10.0	17.5%	11.7%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	1.0	n/a	1.0	651.0
Full-time Counselors	1.0	n/a	3.0	13,870.0
Part-time Counselors	0.0	n/a	3.0	1,172.0
Total Minority Staff	**6.8**	**11.8%**	**22.1%**	**54.4%**
Teachers by Ethnicity				
African American	0.0	0.0%	1.4%	12.6%
Hispanic	2.1	5.3%	8.1%	30.1%
White	37.1	92.3%	89.1%	53.4%
American Indian	0.9	2.3%	0.7%	0.3%
Asian	0.0	0.0%	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%
Teachers by Sex				
Males	6.0	14.9%	27.8%	24.5%
Females	34.1	85.1%	72.2%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.8%	2.5%
Bachelors	27.9	69.5%	67.6%	71.7%
Masters	12.2	30.5%	31.5%	24.9%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.9	4.6%	2.7%	8.7%
1-5 Years Experience	9.3	23.0%	19.5%	27.4%
6-10 Years Experience	5.4	13.5%	20.5%	20.2%
11-20 Years Experience	14.1	35.2%	35.5%	27.1%
21-30 Years Experience	6.5	16.2%	18.4%	13.7%
Over 30 Years Experience	3.0	7.6%	3.4%	3.0%
Number of Students per Teacher	16.2	n/a	16.3	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	3.0	2.8	6.0
Average Years Experience of Principals with District	3.0	2.8	5.1
Average Years Experience of Assistant Principals	3.0	5.0	5.1
Average Years Experience of Assistant Principals with District	3.0	4.0	4.3
Average Years Experience of Teachers	14.2	13.8	11.1
Average Years Experience of Teachers with District	6.0	5.6	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$56,744	$56,744	$54,272
1-5 Years Experience	$58,608	$59,768	$58,185
6-10 Years Experience	$63,642	$63,340	$61,494
11-20 Years Experience	$69,567	$71,529	$65,219
21-30 Years Experience	$79,430	$80,649	$69,723
Over 30 Years Experience	$82,597	$82,609	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$68,231	$69,209	$62,474
Professional Support	$74,822	$84,814	$73,783
Campus Administration (School Leadership)	$99,635	$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
Teachers by Program (population served)				
Bilingual/ESL Education	0.5	1.2%	0.7%	6.0%
Career and Technical Education	0.4	0.9%	9.2%	5.5%
Compensatory Education	4.0	9.9%	6.0%	3.1%
Gifted and Talented Education	0.5	1.3%	0.7%	1.6%
Regular Education	29.0	72.2%	68.7%	69.8%
Special Education	5.3	13.2%	10.2%	10.3%
Other	0.5	1.3%	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.

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.)