

Farmersville Independent School District



Farmersville High School

Accountability Rating: A

Distinction Designation:

Academic Achievement in Science, Academic
Achievement in Social Studies, Postsecondary Readiness

2025-2026 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

Needs Assessment Overview

Summary

FHS is most in need of maintaining high academic achievement to continue the recent pattern of achieving an "A" state rating. This must be accomplished in the midst of addressing ongoing challenges, like those for helping Emergent Bilingual students close the achievement gap, resetting the Math and English programs after last year's unforeseeable challenges, and adjusting to the ever-changing needs associated with state expectations and rapid growth.

Demographics

Summary

Recent state data reports that Farmersville High School had an enrollment of 765 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:

- 47.7% are White
- 40.3% are Hispanic
- 5.5% are African American
- 1.4% are Asian
- 0.1% are American Indian
- 5.0% are Two or More Races

Student enrollment types are as follows:

- 54.0% are economically disadvantaged
- 10.5% are enrolled in special education
- 13.5% are emergent bilingual/English Language Learners

Strengths

Farmersville High School has many demographic strengths. FHS recently had 10 students earn recognition from the College Board for excellence on the PSAT in demographic subcategories (small-town resident and first-generation college-bound student). 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%), Farmersville High School still scores at or above the state and county averages on most state assessments and ratings categories (19 of 30).

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 FHS performance levels in Algebra 1 were below the overall state achievement average for each rating category. There was an obvious disparity in score performance between demographic groups.</p>	<p>Honors math students take the Algebra I test in 8th grade. These scores do not count toward the high school campus rating. The FHS Algebra 1 program experienced unique difficulties in the month prior to the big exam, and this negatively impacted student performance in a critical period of preparation.</p>
<p>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.</p>	<p>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.</p>
<p>3 FHS needs to increase the percentage of students reaching the Masters level in English I & II. There is an obvious disparity in score performance between demographic groups.</p>	<p>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. There was massive, unexpected upheaval in the FHS English department due to multiple staff members suddenly moving and leaving education. This negatively impacted student performance throughout much of the year.</p>
<p>4 Emergent Bilingual student scores in English, Biology, and U.S. History are still below the campus average.</p>	<p>Students who are learning the English language at the same time as their grade-level curriculum continue to demonstrate greater learning losses as a result of COVID-19.</p>

 = Priority

Student Learning

Summary

Farmersville High School achieved the following scores on the 2025 EOC tests:

Algebra I scores were 76% Approaches, **25%** Meets, and **8%** Masters

Biology scores were **98%** Approaches, 68% Meets, **16%** Masters

English I scores were 77% Approaches, 62% Meets, 10% Masters

English II scores were 83% Approaches, 69% Meets, and **8%** Masters

U.S. History scores were 97% Approaches, 77% Meets, **45%** Masters

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

Strengths

FHS improved relative overall achievement in 5 of the 15 reported areas. While it was disappointing to not score as high as the previous year in several categories, our achievement has been so high historically that our overall rating was unchanged.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	FHS needs to increase the number of students performing at the Masters levels on EOC tests.	Instructional practices and academic supports are not yet consistently maximizing advanced-level performance and student ownership of high achievement.
2	FHS needs to boost Approaches scores, while continuing to improve Meets and Masters scores.	An unexpected tragedy impacted the Algebra I program one month prior to the EOC exam, compromising this critical review period for students.
3	FHS needs to boost English I & II scores, which declined in 5 of 6 overall measured areas.	Unexpected staffing challenges (moving and retiring) resulted in massive faculty disruption in the English department.
4	Emergent Bilingual students continue to struggle in most tested areas relative to native English speakers.	The already limited staff meant to support these students was often reassigned to other areas of campus need.

 = Priority

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.

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

Root Cause

1

FHS must continue to adapt to rapid growth. FISH is designated as a fast-growth district by TEA.

Multiple housing developments are selling homes fast, including the large home community of Lakehaven.

★ = Priority

Perceptions

Summary

FHS has numerous programs and areas of academic focus that are new and growing. Last year, ten FHS students graduated from high school while also graduating with an Associate's Degree from Collin College. 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 three years ago. New dual credit courses are opening up every semester.

FHS strives to excel in all extracurricular activities and competitions. Athletic teams regularly advance in the playoffs, and FHS has enjoyed recent attention for state-level athletes and state-ranked teams. 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.

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


Root Cause

1

Continue to work on increasing the percentage of students who are classified as either college or career ready after graduation.

Campus CCMR rates have recently changed after new accountability rules were implemented.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

FHS needs to increase the number of students performing at the Masters levels on EOC tests.

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.

2
★

FHS performance levels in Algebra 1 were below the overall state achievement average for each rating category. There was an obvious disparity in score performance between demographic groups.

Honors math students take the Algebra I test in 8th grade. These scores do not count toward the high school campus rating. The FHS Algebra 1 program experienced unique difficulties in the month prior to the big exam, and this negatively impacted student performance in a critical period of preparation.

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.

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.

4
★

FHS needs to increase the percentage of students reaching the Masters level in English I & II. There is an obvious disparity in score performance between demographic groups.

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. There was massive, unexpected upheaval in the FHS English department due to multiple staff members suddenly moving and leaving education. This negatively impacted student performance throughout much of the year.

5
★

Emergent Bilingual student scores in English, Biology, and U.S. History are still below the campus average.

Students who are learning the English language at the same time as their grade-level curriculum continue to demonstrate greater learning losses as a result of COVID-19.

6
★

More direct communication with parents is needed when students start to struggle academically.

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.

7
★

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

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.

8
★

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

There are many new programs and resources to consider that need provided training and ongoing support.

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.

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

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.

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

11
★

Challenges related to growth, expansion, and residual construction impact exist and must be regularly considered.

Campus construction continues, and challenges related to these projects and to the residual impact of growth and facilities improvement are a daily consideration..

12

The need to manage personal student technology (preventing distraction while leveraging academic benefits) is a challenge.



The ability to learn from the same device that can be the greatest distraction is a challenge to overcome.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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)
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-P ESS data
- Staff mobility/stability
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough 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



Goals

Goal 1 Advance student learning and academic outcomes through continuous improvement on state STAAR assessments.

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 Source: Current/Most Recent TEA Accountability Summary

Strategy 1

Implement formative assessment plan for all campuses, to be analyzed at the central level as well as the campus / department level. A combination of tools will be used. HS - Eduphoria TEC 11.252(a)(3)(D)

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - test data, scheduled data analysis meetings
2. IMPACT - Formative assessment scores

Staff Responsible for Monitoring: Curriculum Director;
Campus Administrators

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources. TEC 11.252(a)(3)(D) TEC 11.252(3)(F)

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech webpage
2. IMPACT - Increased use of technology in instruction

Staff Responsible for Monitoring: Technology Director;
Instructional Technology Facilitator;
Campus Administrators

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

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)

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - 504 committee records
2. IMPACT - Gains in reading skills for identified students

Staff Responsible for Monitoring: Campus Administrators;
Dyslexia Staff

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 4

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)

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources
2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success. FFT drafting, Vision of Success, Math Lab and other in school lab classes are provided for students.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 5

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)

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Campus administrators
Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 6 Targeted Support Strategy Additional Targeted Support Strategy

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.

Strategy's Expected Result/Impact: Increase passing rates on this year's EOC tests. A lab class is provided during school hours.

Staff Responsible for Monitoring: Teachers
Counselor
Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Performance Objective 2

Increase SpEd passing rate for EOC English Language Arts to 60%

Evaluation Data Source: EOC passing rate

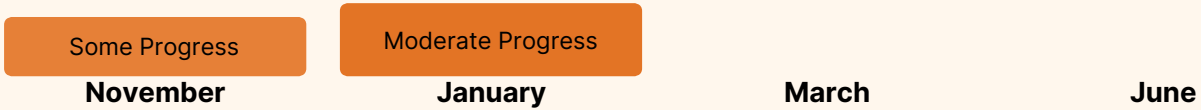
Strategy 1 Additional Targeted Support Strategy

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.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - tracking forms
2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students

Staff Responsible for Monitoring: Special Education Director;
SpEd Case Managers;
SpEd Staff

Formative Reviews



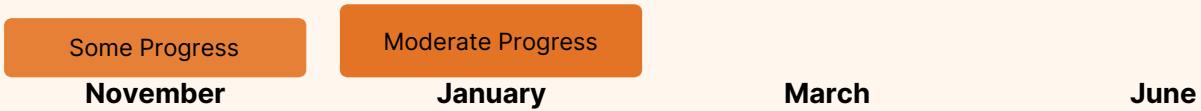
Strategy 2

Applied English I and II classes will be taught with an inclusion model -- utilizing both a regular English teacher and a SPED teacher for support.

Strategy's Expected Result/Impact: Higher expectations and standards for SPED ELA students should increase the percentage of passing scores on the ELA EOC test.

Staff Responsible for Monitoring: SPED teacher
Principal

Formative Reviews



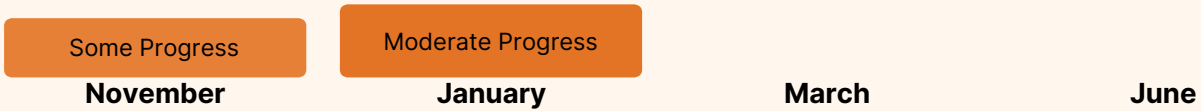
Strategy 3

SPED and at-risk students who have failed the ELA EOC test previously may be placed in special remediation tutorials leading up to the re-test.

Strategy's Expected Result/Impact: Higher ELA scores on the EOC test,

Staff Responsible for Monitoring: SPED Teachers
Counselor
Principal

Formative Reviews



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 Source: EOC passing rate

Strategy 1

Provide EOC English I and II Tutorials for students who failed the previous year or performed poorly on the February benchmarks. This include an intervention lab and other tutorial opportunities.

Strategy's Expected Result/Impact: EOC English I and II Retest scores
EOC English I and II scores for first-time test takers

Staff Responsible for Monitoring: Principal
English Department

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Utilize the Eduphoria Aware computer program to disaggregate data to personalize instruction for at-risk students.

Strategy's Expected Result/Impact: EOC English/Language Arts & Reading test scores

Staff Responsible for Monitoring: Curriculum Director
Technology Director

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

Teachers will emphasize writing skills (including spelling) in all subject areas.

Strategy's Expected Result/Impact: Daily writing assignments & tests

EOC English/Language Arts & Reading practice test scores

Staff Responsible for Monitoring: Teachers

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 4

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)

Strategy's Expected Result/Impact: EOC English/Language Arts & Reading practice test scores & graduation completion rate

Staff Responsible for Monitoring: Administration
Counselor
Teachers

Formative Reviews

No Progress
November

No Progress
January

March

June

Strategy 5

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.

Strategy's Expected Result/Impact: SPED student English I and II EOC scores will show improvement from previous years.

Staff Responsible for Monitoring: SPED Teachers
Counselor
Principal
English Dept Chair

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

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 Source: EOC passing rate

Strategy 1

Benchmark math EOC tests will be administered to Algebra I students.

Strategy's Expected Result/Impact: EOC benchmark/practice test math scores

Staff Responsible for Monitoring: Math Dept.

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

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)

Strategy's Expected Result/Impact: EOC practice tests/benchmarks
Decline in math course failure rates

Staff Responsible for Monitoring: Administration
Principal

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

Students who fail the 9th grade Algebra EOC test will be encouraged to attend summer school for remediation. TEC 11.252(a)(3)(A)

Strategy's Expected Result/Impact: Algebra I EOC Retest success rate

Staff Responsible for Monitoring: Principal
Counselor

Formative Reviews

No Progress

November

No Progress

January

March

June

Strategy 4

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.

Strategy's Expected Result/Impact: SPED student Algebra I EOC scores will show improvement from previous years.

Staff Responsible for Monitoring: SPED Teachers

Counselor
Principal
Math Dept Chair

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 5 **Targeted Support Strategy**

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.

Strategy's Expected Result/Impact: Improve Algebra I EOC re-test passing rate.

Staff Responsible for Monitoring: Algebra teacher
Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

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 Source: EOC passing rate

Strategy 1

Benchmark Science EOC tests will be administered to Biology students.

Strategy's Expected Result/Impact: EOC Science benchmark scores

Staff Responsible for Monitoring: Counselor
Science Dept.

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 2

Provide new facilities to support increased learning in the science classroom.

Strategy's Expected Result/Impact: EOC Science benchmark tests scores

Staff Responsible for Monitoring: Teachers
Principals

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 3

Strategic Biology 1 scheduling will occur.

Strategy's Expected Result/Impact: EOC Science benchmark tests scores

Staff Responsible for Monitoring: Principal
Counselors

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

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 Source: EOC passing rate

Strategy 1

Benchmark Social Studies tests will be administered to all Juniors

Strategy's Expected Result/Impact: EOC benchmark/practice test scores

Staff Responsible for Monitoring: Social Studies Dept.

Formative Reviews

Some Progress

Moderate Progress

Strategy 2

History and Dual Credit History will be combined for enhanced learning at a higher level.

Strategy's Expected Result/Impact: EOC benchmark/practice test scores

Staff Responsible for Monitoring: Teachers
Principals

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Performance Objective 7

FHS will document that 90% or more of its graduating students are College and/or Career Ready.

Evaluation Data Source: Current/Most Recent TEA Accountability Summary

Strategy 1

FISD will pay for the tuition, fees, and books of all students taking dual credit courses toward an Associates degree as long as they successfully complete the classes.

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Principal
Counselor

Formative Reviews

Some Progress

November

Moderate Progress

January

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June

Strategy 2

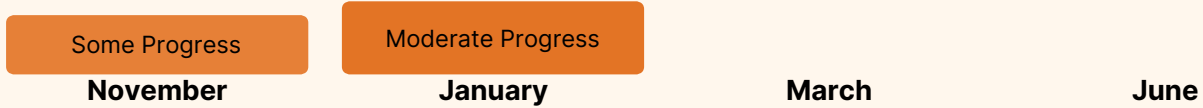
Students can get credit for CCMR the following ways: 1. Dual Credit (9 hours of any subject or 3 hours of English or Math) 2. AP (passing any College Board AP Exam with a 3 or higher) 3. ACT/ SAT (scoring at the "college readiness" level on both English & Math) 4. Military (enlisting in the armed services) 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)

Strategy's Expected Result/Impact: Increase the percentage of students that are identified as College, Career, or Military Ready (CCMR)

Staff Responsible for Monitoring: Principal
Counselor
CTE Director

Formative Reviews

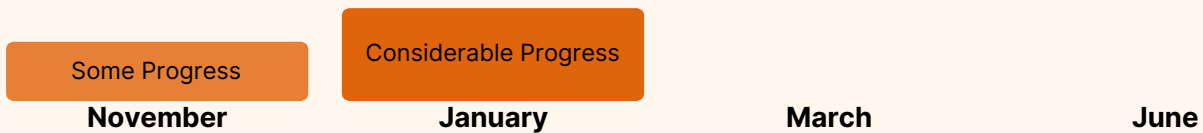


Strategy 3

Seniors will be given the TSI test in Reading and Math to determine College Readiness. Students who fail will be given the TSI continuously after undergoing remediation classes until they pass.

TEA Priorities: Connect high school to career and college

Formative Reviews



Performance Objective 8

The English Language Proficiency Status score will reach 36%.

Evaluation Data Source: TELPAS

Strategy 1

Ensure FHS has Spanish-speaking personnel to work with students. Employ a Spanish-speaking paraprofessional to serve as an ESL aide at the high school. Hire an additional ESL Teacher and schedule courses for the English Language Learning students in greatest need. This faculty member will also oversee the language learning software program (K-12 Summit program).

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules
2. IMPACT - ELL student progress reports and STAAR scores

Staff Responsible for Monitoring: Superintendent;
Campus Administrators

Formative Reviews

Considerable Progress

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Strategy 2

Differentiation and acceleration of instruction will be provided by: - Ensuring all teachers are trained in Gifted/Talented strategies. - Encouraging all teachers to attain ESL certification and requiring English teachers to attain an ESL certification - Encouraging all English teacher to be trained in SIOP (Sheltered Instruction Observation Protocol)

Strategy's Expected Result/Impact: IMPLEMENTATION - teacher training/certification
IMPACT- Students will receive needed services and instruction according to individual needs, leading to increased academic success.

Staff Responsible for Monitoring: ESL Coordinator
Principal

Formative Reviews

Some Progress

November

Moderate Progress

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Goal 2

Personnel will be recruited, developed, and retained through a comprehensive human resources and staff development program.

Performance Objective 1

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

Evaluation Data Source: Personnel documentation
Teacher certificates

Strategy 1

Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates
2. IMPACT - teachers will have certifications required for their position

Staff Responsible for Monitoring: Curriculum Director

Formative Reviews

Some Progress

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Strategy 2

District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers. Student teachers will be placed by partnering universities.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired
2. IMPACT - percent of certified teachers hired

Staff Responsible for Monitoring: Curriculum Director

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 3

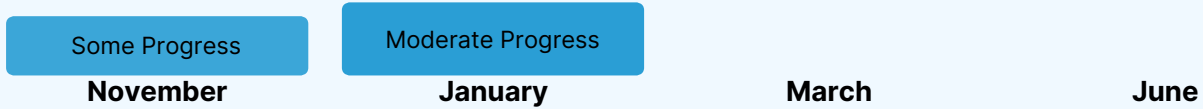
High School teachers will be encouraged to stay up-to-date in G/T training and strategies. G/T students will be primarily served via the dual credit/honors program.

Strategy's Expected Result/Impact: G/T students will have higher-level learning opportunities through dual credit/honors classes.

Staff Responsible for Monitoring: Principal
Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews



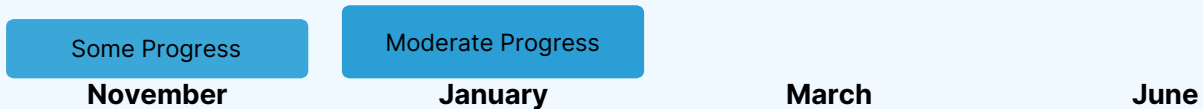
Strategy 4

Promote the Farmersville Teacher Incentive Allotment Program

Strategy's Expected Result/Impact: High-performing teachers will be motivated to work at FHS and remain here due in part to the financial incentive of TIA.

Staff Responsible for Monitoring: Principal, Assitant Superintendent of Curriculum and Instruction

Formative Reviews



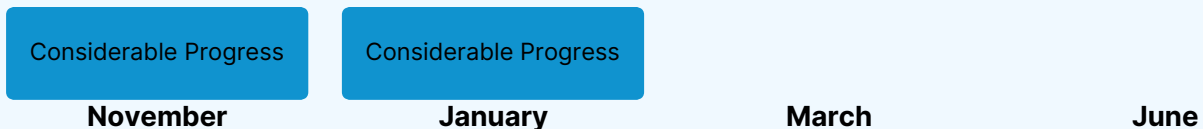
Strategy 5

Continue supporting and promoting the four-day class week as a desirable scheduling alternative to traditional school calendars.

Strategy's Expected Result/Impact: Highly qualified teachers will be incentivized to work at FHS and remain here due in part to the four-day work week.

Staff Responsible for Monitoring: Principal, HR Director, Superintendent

Formative Reviews



Performance Objective 2

Continue to work on initiatives to increase teacher retention.

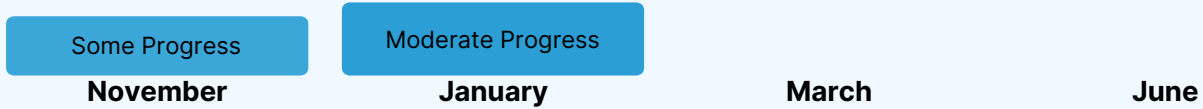
Strategy 1

Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F)

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts
2. IMPACT - increased retention rate among first year teachers

Staff Responsible for Monitoring: Curriculum Director;
Campus Administrators

Formative Reviews



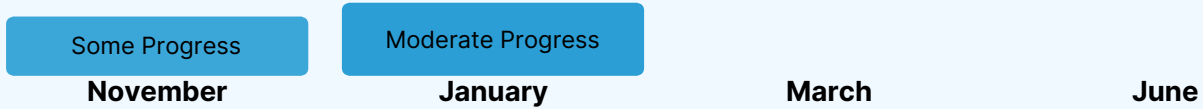
Strategy 2

Campus-level incentive programs that acknowledge teacher and paraprofessional excellence.

Strategy's Expected Result/Impact: Increased teacher morale and retention rate,

Staff Responsible for Monitoring: Principal

Formative Reviews



Goal 3

Students will be educated in learning environments that are safe, disciplined, efficient, and conducive to learning.

Performance Objective 1

Practice procedures in place for emergencies to ensure staff and student safety.

Evaluation Data Source: Campus drill reports

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 .

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - locks and security cameras installed, and documentation of visitors
2. IMPACT - eliminate number of strangers in hallways

Staff Responsible for Monitoring: Front Office Staff;
Police Chief

Formative Reviews

Some Progress

November

Moderate Progress

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Strategy 2

All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252 (c)(9)

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses
2. IMPACT - immediate and appropriate intervention for students in crisis

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews



Accomplished

November



Accomplished

January

March

June

Strategy 3

Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252 (3)(B)(ii)

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses
2. IMPACT - immediate and appropriate intervention for students in crisis

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

Some Progress

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Moderate Progress

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Performance Objective 2

Implement drug and violence prevention programs to help reduce incidences to zero.

Evaluation Data Source: Discipline report
School Police report

Strategy 1

Conduct unscheduled drug-dog searches of campus buildings and premises.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - dog search documentation
2. IMPACT - reduce incidences of drug use on campus

Staff Responsible for Monitoring: Superintendent;
District Police Chief

Formative Reviews

Some Progress

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Some Progress

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Strategy 2

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.


Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses
2. IMPACT - immediate and appropriate intervention for students in crisis

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

 Accomplished

November

 Accomplished

January

March

June


Strategy 3

All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention. TEC 11.252(3)(B)(i)


Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses
2. IMPACT - immediate and appropriate intervention for students in crisis

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

 Accomplished

November

 Accomplished

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Strategy 4

Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. TEC 11.252(3)(B)(ii)


Strategy's Expected Result/Impact: 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff
2. IMPACT - reduced number of incidents

Staff Responsible for Monitoring: Campus Administrators;
Counselors

Formative Reviews

 Accomplished

November

 Accomplished

January

March

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Strategy 5

District-wide discipline management system will be utilized, where administrators will log all discipline into Ascender system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to AEP to help them stop the problematic behavior without missing class time. TEC 11.252(3)(E) TEC 37.083(a)

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Ascender discipline logs
2. IMPACT - reduced number of incidents on Ascender

Staff Responsible for Monitoring: Campus Administrators;
Counselors

Formative Reviews

Some Progress

November

Moderate Progress

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June

Strategy 6

All campus counselors and administrators will be trained on harassment and dating violence each year. TEC 37.0831

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus
2. IMPACT - appropriate response to incidents; reduced number of incidents

Staff Responsible for Monitoring: Campus Administrators;
Counselors

Formative Reviews



Accomplished

November



Accomplished

January

March

June

Goal 4

Through targeted remediation and 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 Source: 2024 graduation rate

Strategy 1

Utilize the following programs for credit recovery: ~ Edgenuity online courses ~ Saturday school ~ Monday school

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - student participation in programs
2. IMPACT - reduced number of students lacking the required credit hours

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 2

Use technology and other resources to provide materials for absent students to make up work ("flipped classroom" materials, etc.).

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - videos, web resources, and other materials provided for students
2. IMPACT - decrease in number of students with incomplete work

Staff Responsible for Monitoring: Campus Administration;
Technology Department;
Teachers

Formative Reviews

Some Progress

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Strategy 3

Provide homebound services to ensure students in need maintain grades and credits for graduation.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Homebound Program documentation
2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy

Staff Responsible for Monitoring: Campus Administrators;
Counselors

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 4

Provide summer school at FHS for credit recovery TEC 11.252(a)(3)(A)

Strategy's Expected Result/Impact: Number of students completing courses

Staff Responsible for Monitoring: FHS administrators;
Teachers

Formative Reviews

Some Progress

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Some Progress

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Strategy 5

Provide Career and Technology Education classes in Agricultural Education, AV Production, Business, Marketing, and Engineering, and continue to look for new offerings and certifications.

Strategy's Expected Result/Impact: Graduation rate
Number of students earning CTE credits
Number of students earning industry certifications

Staff Responsible for Monitoring: Principal
Counselor

Formative Reviews

Some Progress

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Strategy 6

All students will be provided with a Chromebook for school and home use. Instruction will be

provided using Google Classroom in case students move to remote learning.

Strategy's Expected Result/Impact:

Instruction and student learning will continue even with a school-wide shutdown due to Covid-19.

Staff Responsible for Monitoring: Technology Director

Librarian

Principal

Formative Reviews

Considerable Progress

November

Considerable Progress

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Performance Objective 2

Increase CTE student performance.

Evaluation Data Source: Perkins Accountability Report

Strategy 1

Use ELA benchmarking data to develop lessons that build student CTE and ELA skill sets

Strategy's Expected Result/Impact: Benchmark results

Staff Responsible for Monitoring: Principal

Teachers

Formative Reviews

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Strategy 2

Provide ELA and CTE teachers with multiple opportunities throughout the school year to train and plan together

Strategy's Expected Result/Impact: CTE performance

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 3

Students will be encouraged to either pass the ELA and math portions of the TSI test or pass a state exam to earn an approved state career certificate-- all strategies designed to show college or career readiness. TEC 11.255 TEC 11.252(3)(G)

Strategy's Expected Result/Impact: Passing rate on TSI test
Number of students passing state certificate exams,
Higher score on Index 4

Staff Responsible for Monitoring: Counselor

Formative Reviews

Some Progress

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Strategy 4

Farmersville High School serves as a TSI testing center in order to allow students multiple opportunities to pass both the reading and writing portion of the exam. All seniors will be tested in the fall and all juniors in the spring. TEC 11.255 TEC 11.252(3)(G)

Strategy's Expected Result/Impact: Increase the number of students who successfully pass the TSI test and are certified as college ready.

Staff Responsible for Monitoring: Counselor
Collin College counselor
Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

Considerable Progress

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Considerable Progress

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Goal 5

The district will demonstrate a trend of ongoing improvement in 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 Source: Domain 3 A-F Accountability Report

Strategy 1

Identify students not likely to meet readiness standards on ACT/SAT and ensure they take the TSI test prior to graduation.

Strategy's Expected Result/Impact: Successful passage of the ELA and Math portions of the TSI test.

Staff Responsible for Monitoring: Counselor

Formative Reviews

Some Progress

November

Moderate Progress

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Strategy 2

Ensure that students take courses toward a coherent CTE sequence in order to achieve the career readiness standard.

Strategy's Expected Result/Impact: Degree Plans demonstrate a coherent CTE sequence.

Staff Responsible for Monitoring: Counselor
CTE coordinator

Formative Reviews

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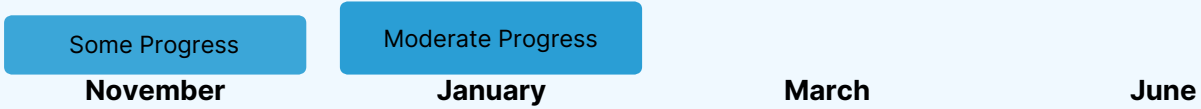
Strategy 3

Additional CTE course sequences will be created and incorporated into the course catalog to ensure all students have access to a coherent sequence of CTE courses.

Strategy's Expected Result/Impact: Degree plans demonstrate a coherent CTE sequence.

Staff Responsible for Monitoring: Counselor
CTE Coordinator
Principal

Formative Reviews



Strategy 4

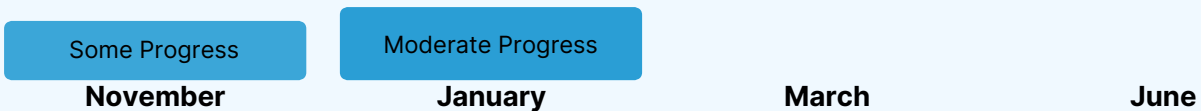
Seniors who fail to pass the TSI Math or Reading test will be moved into a College Prep Math or College Prep English course if their schedule permits. This exempts them from the TSI requirement for two years if they pass these courses and qualifies them as college ready. TEC 11.255 TEC 11.252(3)(G)

Strategy's Expected Result/Impact: More students will successfully complete the TSI Math and TSI Reading tests and will qualify as college ready.

Staff Responsible for Monitoring: Counselor
Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews



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 Source: Semester report cards

Strategy 1

Incoming freshmen students and their parents will be informed of the Associate's degree program offered by Farmersville High School.

Strategy's Expected Result/Impact: 30-40% of incoming freshmen will take dual credit courses -- Learning Pathways, BCIS, and Speech.

Staff Responsible for Monitoring: Deputy Superintendent
Counselors
Principal
Dual credit teachers/proctors

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 2

Additional dual credit classes will continue to be offered to students.

Strategy's Expected Result/Impact: More students will take dual credit classes, thus increasing CCMR scores and preparing students for college.

Staff Responsible for Monitoring: Deputy Superintendent
Counselors
Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

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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 Source: Number of additional high school credits students earn as a result.

Strategy 1

All freshmen students will be required to take BIM as an elective, thus encouraging more students to achieve the Microsoft Word or Excel certification before graduating

Strategy's Expected Result/Impact: Increased number of Microsoft Word and Microsoft Excel certifications

Staff Responsible for Monitoring: Business teacher
Lead counselor
Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 2

Students will be given the opportunity to take robotics courses as part of an engineering/computer pathway.

Strategy's Expected Result/Impact: Increase number of students graduating high school and enrolling in an engineering program in college.

Staff Responsible for Monitoring: Robotics/engineering teacher
Deputy Superintendent
Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

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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 Source: Number of students who enroll in a college or university

Strategy 1

Farmersville High School will plan college or university visits/tours each year.

Strategy's Expected Result/Impact: Increased number of students enrolling at a college or university

Staff Responsible for Monitoring: Principal
Lead Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 2

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 for a College Fair event.

Strategy's Expected Result/Impact: Increased number of students enrolling in colleges or universities

Staff Responsible for Monitoring: Principal
Lead Counselor
Deputy Superintendent

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 3

FAFSA information will be shared with seniors in a classroom setting by Collin College representatives.

Strategy's Expected Result/Impact: Increase FAFSA form completion

Staff Responsible for Monitoring: Dual Credit Counselor

Formative Reviews

Some Progress

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Moderate Progress

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Goal 6

Meet or exceed the recommended attendance rate of 95% to support sound fiscal and operational management.

Performance Objective 1

The attendance rate will meet or exceed the recommended attendance rate of 95% through systematic tracking and interventions, including the use of an attendance committee.

Evaluation Data Source: TAPR
PEIMS

Strategy 1

District truancy plan will be followed for any students with more than three unexcused absences in a four-week period or 10 or more absences in a six month period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation
2. IMPACT - increased attendance rate

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

Some Progress

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Moderate Progress

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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: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records
2. IMPACT - increased attendance rate and participation

Staff Responsible for Monitoring: Curriculum Director;
Campus Administrators;
Counselors

Formative Reviews

Some Progress

Moderate Progress

Strategy 3

Contact the parents of absent students daily.

Strategy's Expected Result/Impact: Attendance Rate

Staff Responsible for Monitoring: Attendance Clerk

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 4

Continue semester exam exemption plan

Strategy's Expected Result/Impact: Attendance rate

Staff Responsible for Monitoring: Principal
Teachers

Formative Reviews

Some Progress

November

Moderate Progress

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June

Strategy 5

Begin legal proceedings against habitual absentees

Strategy's Expected Result/Impact: Attendance Rate

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

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Moderate Progress

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June

Strategy 6

Students with attendance problems will be required to attend detentions after school and/or Saturday school

Strategy's Expected Result/Impact: Attendance rate

Staff Responsible for Monitoring: Principals
Saturday school facilitator

Formative Reviews

Some Progress

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Strategy 7

Teachers will use computerized attendance system to increase accuracy of attendance reporting

Strategy's Expected Result/Impact: Attendance Rate

Staff Responsible for Monitoring: Teachers
Attendance clerk

Formative Reviews

Some Progress

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Performance Objective 2

Student incentive program to be implemented.

Evaluation Data Source: Campus budget and calendar documentation

Strategy 1

Use the budget to purchase incentive items and promote attendance.

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Goal 7

Utilize communication strategies to emphasize parental, business, and community involvement, ensuring the district has multiple partners in the education of our students.

Performance Objective 1

100% of families of LEP students will have communication provided in the home language.

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

Strategy 1

Provide translation services on website.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - website activated; site statistics
2. IMPACT - increased parent involvement of LEP students

Staff Responsible for Monitoring: Instructional Technology Director

Formative Reviews

Some Progress

November

Moderate Progress

January

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June

Strategy 2

Ensure each campus has Spanish-speaking personnel to communicate with parents.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing
2. IMPACT - increased parent involvement of LEP students

Staff Responsible for Monitoring: Superintendent;
Campus Administrators

Formative Reviews

Some Progress

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Moderate Progress

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March

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Performance Objective 2

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

Strategy 1

Progress reports will be published and communicated every 3 weeks for all students.

Strategy's Expected Result/Impact: Parent/Student/Staff surveys

Staff Responsible for Monitoring: Teachers

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 2

Teachers will be encouraged to utilize email, or call/write notes to parents to inform them about their child's progress. The SchoolStatus program will be used to help document parent contacts.

Strategy's Expected Result/Impact: Parent surveys

Staff Responsible for Monitoring: Teachers

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 3

The school will send letters and calendars to parents regarding school events/issues to encourage parental involvement

Strategy's Expected Result/Impact: Parent Surveys

Staff Responsible for Monitoring: Principal
Counselor

Formative Reviews

Some Progress

November

Moderate Progress

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June

Strategy 4

The school will develop and operate social media accounts in order to keep parents and

community members informed of upcoming events.

Strategy's Expected Result/Impact: Number of likes and contacts on the respective pages

Staff Responsible for Monitoring: Principal
Counselor

Formative Reviews

Some Progress

November

Moderate Progress

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Strategy 5

Parents & teachers will be included in planning each year's upcoming school calendar.

Strategy's Expected Result/Impact: Campus Plan

Staff Responsible for Monitoring: Site-based Committee

Formative Reviews

Some Progress

November

Moderate Progress

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Strategy 6

Sponsor an open house at the high school each year

Strategy's Expected Result/Impact: Parent Surveys

Staff Responsible for Monitoring: Principal
Teachers

Formative Reviews

Some Progress

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Moderate Progress

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June

Strategy 7

Information regarding school events, student accomplishments, etc. will be reported in the calendar, school/local newspaper, web page, and social media.

Strategy's Expected Result/Impact: Parent Surveys

Staff Responsible for Monitoring: Principal
Counselor

Formative Reviews

Some Progress

November

Moderate Progress

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Strategy 8

TxConnect provided for parents to have access to grades 9-12 assignments/homework, etc.

Strategy's Expected Result/Impact: Number of "hits" to Parent Portal

Staff Responsible for Monitoring: Administration

Principal

Teachers

Formative Reviews

Some Progress

November

Moderate Progress

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State Compensatory Education

State Compensatory

Budget for Farmersville High School

Total SCE Funds: \$1,494,247.45

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 Plan: the District total for SCE funds.



Committees

Committees

2025-2026 Campus Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
January 5, 2026 @ 12:30 PM	FHS Library	25-26 FHS CIP Committee.pdf	--

Members

First Name	Last Name	Position	Committee Role
Late	Cancellation	Community Representative	Community Representative
Michelle	Mahon	Community Representative	Community Representative
Jenger	McTee	Business Representative	Business Representative
Jonathan	Banks	Parent	Parent
Amanda	Banks	Parent	Parent
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
Melissa	Bennett	PreCalculus & Geometry Teacher	Classroom Teacher
Meredith	McAllister	English Teacher	Classroom Teacher
Jill	Cooper	Non-classroom Professional	Non-classroom Professional
Cole	Ferrell	Assistant Principal	Administrator
David	Warren	Principal	Administrator



Funding Summary

Funding Summary

2024-25 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: FARMERSVILLE H S

Campus Number: 043904001

2025 Campus Accountability Score: A

Distinction Designations:

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

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Texas Education Agency
2024-25 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																	
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	77%	77%	82%	77%	77%	*	*	-	73%	25%	67%	80%	72%	72%	60%
	2024	70%	86%	86%	64%	83%	91%	-	*	-	80%	46%	57%	88%	81%	81%	72%
At Meets Grade Level or Above	2025	49%	62%	62%	55%	58%	65%	*	*	-	64%	22%	33%	66%	55%	53%	33%
	2024	52%	70%	70%	36%	61%	84%	-	*	-	60%	38%	43%	74%	64%	62%	47%
At Masters Grade Level	2025	15%	10%	10%	18%	8%	12%	*	*	-	9%	3%	11%	11%	10%	8%	0%
	2024	16%	26%	26%	9%	11%	39%	-	*	-	20%	8%	14%	26%	25%	14%	14%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	83%	83%	69%	77%	88%	-	*	-	90%	47%	50%	84%	82%	78%	66%
	2024	75%	92%	92%	*	93%	91%	-	*	-	75%	36%	67%	94%	85%	90%	85%
At Meets Grade Level or Above	2025	55%	69%	69%	54%	55%	77%	-	*	-	90%	29%	33%	70%	66%	62%	46%
	2024	58%	78%	78%	*	76%	81%	-	*	-	63%	36%	50%	83%	67%	74%	61%
At Masters Grade Level	2025	8%	8%	8%	15%	0%	12%	-	*	-	0%	6%	17%	9%	7%	5%	3%
	2024	9%	6%	6%	*	4%	5%	-	*	-	25%	0%	0%	8%	0%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	83%	76%	64%	84%	68%	*	-	-	*	48%	80%	83%	67%	76%	80%
	2024	81%	89%	81%	70%	77%	88%	-	-	-	83%	64%	83%	72%	89%	75%	81%
At Meets Grade Level or Above	2025	45%	47%	25%	18%	30%	21%	*	-	-	*	23%	20%	19%	33%	27%	26%
	2024	43%	42%	23%	0%	21%	30%	-	-	-	33%	14%	17%	14%	31%	12%	29%
At Masters Grade Level	2025	27%	24%	8%	0%	9%	8%	*	-	-	*	6%	0%	3%	15%	8%	14%
	2024	24%	18%	7%	0%	4%	13%	-	-	-	0%	0%	0%	0%	13%	3%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2025	92%	98%	98%	91%	96%	100%	-	-	-	100%	75%	100%	98%	97%	96%	94%
	2024	91%	94%	94%	100%	92%	95%	-	*	-	83%	56%	*	97%	85%	91%	85%
At Meets Grade Level or Above	2025	61%	68%	68%	73%	62%	72%	-	-	-	80%	42%	43%	66%	71%	60%	53%
	2024	56%	72%	72%	57%	64%	77%	-	*	-	83%	44%	*	73%	69%	61%	59%
At Masters Grade Level	2025	21%	16%	16%	18%	11%	24%	-	-	-	0%	8%	29%	16%	18%	9%	9%
	2024	19%	9%	9%	0%	6%	11%	-	*	-	17%	0%	*	8%	11%	5%	3%
End of Course U.S. History																	

Texas Education Agency
2024-25 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	2025	95%	97%	97%	*	100%	98%	-	*	-	88%	69%	100%	100%	91%	96%	100%
	2024	96%	97%	97%	100%	96%	97%	-	*	-	100%	80%	*	98%	93%	96%	85%
At Meets Grade Level or Above	2025	68%	77%	77%	*	74%	83%	-	*	-	75%	38%	67%	83%	64%	70%	56%
	2024	69%	77%	77%	67%	79%	78%	-	*	-	50%	50%	*	78%	77%	73%	55%
At Masters Grade Level	2025	37%	45%	45%	*	43%	50%	-	*	-	38%	23%	50%	48%	38%	38%	26%
	2024	37%	41%	41%	17%	38%	44%	-	*	-	38%	20%	*	42%	40%	32%	25%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2025	89%	92%	92%	-	93%	96%	-	*	-	*	-	-	92%	*	84%	*
	2024	88%	88%	88%	*	80%	94%	-	-	-	*	-	-	86%	100%	71%	*
At Meets Grade Level or Above	2025	59%	62%	62%	-	59%	65%	-	*	-	*	-	-	63%	*	56%	*
	2024	59%	53%	53%	*	35%	65%	-	-	-	*	-	-	50%	71%	29%	*
At Masters Grade Level	2025	13%	2%	2%	-	4%	0%	-	*	-	*	-	-	2%	*	4%	*
	2024	12%	0%	0%	*	0%	0%	-	-	-	*	-	-	0%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	78%	87%	74%	87%	87%	*	100%	-	86%	47%	79%	90%	81%	84%	78%
	2024	75%	78%	90%	80%	89%	93%	-	100%	-	85%	56%	69%	92%	87%	87%	80%
At Meets Grade Level or Above	2025	50%	52%	62%	48%	57%	67%	*	90%	-	72%	28%	39%	64%	58%	55%	42%
	2024	48%	51%	67%	38%	62%	74%	-	100%	-	59%	35%	35%	69%	61%	59%	49%
At Masters Grade Level	2025	21%	21%	17%	12%	14%	20%	*	30%	-	12%	8%	21%	17%	16%	13%	9%
	2024	20%	17%	17%	5%	12%	21%	-	63%	-	20%	5%	4%	17%	17%	10%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	80%	80%	75%	77%	82%	*	100%	-	81%	33%	60%	82%	76%	74%	63%
	2024	76%	82%	89%	71%	89%	91%	-	*	-	78%	42%	62%	92%	83%	86%	78%
At Meets Grade Level or Above	2025	54%	60%	65%	54%	57%	71%	*	100%	-	76%	24%	33%	68%	60%	57%	39%
	2024	54%	61%	74%	43%	70%	82%	-	*	-	61%	38%	46%	79%	65%	69%	53%
At Masters Grade Level	2025	23%	24%	9%	17%	5%	12%	*	20%	-	5%	4%	13%	10%	8%	7%	1%
	2024	22%	24%	15%	7%	7%	22%	-	*	-	22%	4%	8%	16%	14%	8%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	73%	80%	64%	86%	76%	*	*	-	*	48%	80%	86%	68%	78%	82%
	2024	72%	72%	83%	69%	78%	90%	-	-	-	89%	64%	83%	79%	90%	74%	79%

Texas Education Agency
2024-25 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	2025	45%	43%	35%	18%	38%	34%	*	*	-	*	23%	20%	36%	33%	33%	29%
	2024	43%	38%	34%	8%	25%	45%	-	-	-	44%	14%	17%	32%	36%	16%	27%
At Masters Grade Level	2025	20%	17%	6%	0%	7%	5%	*	*	-	*	6%	0%	2%	14%	7%	13%
	2024	17%	11%	4%	0%	3%	7%	-	-	-	0%	0%	0%	0%	11%	3%	9%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	86%	98%	91%	96%	100%	-	-	-	100%	75%	100%	98%	97%	96%	94%
	2024	75%	81%	94%	100%	92%	95%	-	*	-	83%	56%	*	97%	85%	91%	85%
At Meets Grade Level or Above	2025	47%	52%	68%	73%	62%	72%	-	-	-	80%	42%	43%	66%	71%	60%	53%
	2024	43%	52%	72%	57%	64%	77%	-	*	-	83%	44%	*	73%	69%	61%	59%
At Masters Grade Level	2025	17%	15%	16%	18%	11%	24%	-	-	-	0%	8%	29%	16%	18%	9%	9%
	2024	16%	10%	9%	0%	6%	11%	-	*	-	17%	0%	*	8%	11%	5%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	76%	97%	*	100%	98%	-	*	-	88%	69%	100%	100%	91%	96%	100%
	2024	78%	79%	97%	100%	96%	97%	-	*	-	100%	80%	*	98%	93%	96%	85%
At Meets Grade Level or Above	2025	50%	49%	77%	*	74%	83%	-	*	-	75%	38%	67%	83%	64%	70%	56%
	2024	51%	53%	77%	67%	79%	78%	-	*	-	50%	50%	*	78%	77%	73%	55%
At Masters Grade Level	2025	27%	27%	45%	*	43%	50%	-	*	-	38%	23%	50%	48%	38%	38%	26%
	2024	27%	27%	41%	17%	38%	44%	-	*	-	38%	20%	*	42%	40%	32%	25%

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

- Indicates there are no students in the group.

Texas Education Agency
2024-25 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)	G/T
School Progress - Annual Growth by Grade and Subject																		
End of Course English I	2025	63%	47%	47%	50%	57%	38%	*	*	-	43%	30%	17%	50%	40%	49%	49%	58%
	2024	64%	68%	68%	50%	56%	76%	-	*	-	100%	29%	*	68%	68%	60%	46%	---
End of Course English II	2025	65%	59%	59%	60%	60%	58%	-	*	-	56%	46%	60%	58%	60%	58%	55%	67%
	2024	69%	73%	73%	*	68%	80%	-	*	-	64%	55%	50%	79%	59%	75%	70%	---
End of Course Algebra I	2025	74%	75%	66%	57%	80%	51%	*	-	-	*	67%	*	65%	68%	72%	83%	-
	2024	72%	63%	54%	25%	56%	60%	-	-	-	*	42%	*	51%	58%	49%	65%	---
All Grades Both Subjects	2025	65%	66%	56%	56%	64%	48%	*	*	-	47%	48%	43%	56%	54%	57%	61%	60%
	2024	64%	64%	67%	39%	62%	75%	-	*	-	75%	41%	69%	70%	62%	65%	59%	---
All Grades ELA/Reading	2025	67%	66%	53%	56%	58%	47%	*	*	-	50%	36%	36%	54%	50%	53%	51%	60%
	2024	67%	70%	71%	50%	63%	78%	-	*	-	82%	41%	65%	74%	64%	69%	56%	---
All Grades Mathematics	2025	64%	67%	66%	57%	80%	51%	*	-	-	*	67%	*	65%	68%	72%	83%	-
	2024	60%	58%	54%	25%	56%	60%	-	-	-	*	42%	*	51%	58%	49%	65%	---
School Progress - Accelerated Learning by Grade and Subject																		
End of Course English I	2025	23%	24%	24%	-	25%	25%	*	-	-	-	15%	-	38%	15%	27%	27%	-
	2024	20%	14%	14%	*	*	*	-	-	-	*	*	-	*	20%	0%	*	---
End of Course English II	2025	29%	29%	29%	*	50%	0%	-	-	-	-	25%	*	30%	29%	31%	44%	-
	2024	29%	33%	33%	-	40%	33%	-	-	-	*	*	*	43%	20%	33%	*	---
End of Course Algebra I	2025	54%	57%	57%	*	74%	36%	*	-	-	-	40%	*	67%	47%	70%	71%	-
	2024	55%	61%	59%	*	63%	67%	-	-	-	*	40%	*	67%	50%	55%	67%	---
All Grades Both Subjects	2025	33%	38%	41%	40%	54%	26%	*	-	-	-	28%	*	50%	33%	49%	50%	-
	2024	32%	34%	42%	*	44%	54%	-	-	-	*	18%	*	50%	33%	36%	38%	---
All Grades ELA/Reading	2025	31%	41%	26%	*	36%	15%	*	-	-	-	19%	*	33%	20%	29%	35%	-
	2024	30%	39%	26%	*	25%	43%	-	-	-	*	0%	*	33%	20%	21%	14%	---
All Grades Mathematics	2025	35%	36%	57%	*	74%	36%	*	-	-	-	40%	*	67%	47%	70%	71%	-
	2024	35%	30%	59%	*	63%	67%	-	-	-	*	40%	*	67%	50%	55%	67%	---

- * Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- First reported in 2025.

Texas Education Agency
2024-25 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																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	78%	87%	-	-	-	-	-	-	76%	-	74%	80%	70%	88%	76%	97%
	2024	75%	78%	90%	-	-	-	-	-	-	71%	-	71%	-	81%	92%	76%	99%
At Meets Grade Level or Above	2025	50%	52%	62%	-	-	-	-	-	-	34%	-	35%	33%	60%	66%	35%	80%
	2024	48%	51%	67%	-	-	-	-	-	-	40%	-	40%	-	43%	70%	41%	80%
At Masters Grade Level	2025	21%	21%	17%	-	-	-	-	-	-	6%	-	5%	8%	20%	18%	7%	24%
	2024	20%	17%	17%	-	-	-	-	-	-	5%	-	5%	-	17%	18%	10%	16%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	80%	80%	-	-	-	-	-	-	58%	-	54%	64%	60%	83%	59%	96%
	2024	76%	82%	89%	-	-	-	-	-	-	67%	-	67%	-	78%	91%	72%	100%
At Meets Grade Level or Above	2025	54%	60%	65%	-	-	-	-	-	-	31%	-	30%	32%	60%	70%	32%	88%
	2024	54%	61%	74%	-	-	-	-	-	-	45%	-	45%	-	37%	79%	42%	92%
At Masters Grade Level	2025	23%	24%	9%	-	-	-	-	-	-	2%	-	3%	0%	0%	11%	1%	8%
	2024	22%	24%	15%	-	-	-	-	-	-	0%	-	0%	-	15%	17%	7%	17%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	73%	80%	-	-	-	-	-	-	84%	-	57%	92%	*	78%	82%	94%
	2024	72%	72%	83%	-	-	-	-	-	-	56%	-	56%	-	84%	84%	75%	92%
At Meets Grade Level or Above	2025	45%	43%	35%	-	-	-	-	-	-	23%	-	0%	29%	*	35%	24%	59%
	2024	43%	38%	34%	-	-	-	-	-	-	0%	-	0%	-	37%	36%	25%	31%

Texas Education Agency
2024-25 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	2025	20%	17%	6%	-	-	-	-	-	-	10%	-	0%	13%	*	4%	9%	18%	
	2024	17%	11%	4%	-	-	-	-	-	-	0%	-	0%	-	16%	3%	11%	0%	
All Grades Science																			
At Approaches Grade Level or Above	2025	78%	86%	98%	-	-	-	-	-	-	93%	-	92%	*	*	99%	93%	100%	
	2024	75%	81%	94%	-	-	-	-	-	-	76%	-	76%	-	100%	95%	81%	100%	
At Meets Grade Level or Above	2025	47%	52%	68%	-	-	-	-	-	-	43%	-	42%	*	*	71%	47%	85%	
	2024	43%	52%	72%	-	-	-	-	-	-	38%	-	38%	-	80%	73%	46%	95%	
At Masters Grade Level	2025	17%	15%	16%	-	-	-	-	-	-	4%	-	0%	*	*	19%	10%	8%	
	2024	16%	10%	9%	-	-	-	-	-	-	0%	-	0%	-	20%	10%	4%	10%	
All Grades Social Studies																			
At Approaches Grade Level or Above	2025	77%	76%	97%	-	-	-	-	-	-	100%	-	100%	*	-	96%	100%	100%	
	2024	78%	79%	97%	-	-	-	-	-	-	86%	-	86%	-	*	98%	82%	100%	
At Meets Grade Level or Above	2025	50%	49%	77%	-	-	-	-	-	-	50%	-	50%	*	-	81%	45%	86%	
	2024	51%	53%	77%	-	-	-	-	-	-	57%	-	57%	-	*	80%	59%	78%	
At Masters Grade Level	2025	27%	27%	45%	-	-	-	-	-	-	20%	-	19%	*	-	47%	18%	57%	
	2024	27%	27%	41%	-	-	-	-	-	-	29%	-	29%	-	*	44%	29%	33%	
School Progress - Annual Growth																			
All Grades Both Subjects	2025	65%	66%	56%	-	-	-	-	-	-	59%	-	52%	63%	67%	53%	60%	67%	
	2024	64%	64%	67%	-	-	-	-	-	-	58%	-	58%	-	52%	70%	54%	67%	
All Grades ELA/Reading	2025	67%	66%	53%	-	-	-	-	-	-	48%	-	48%	48%	*	52%	49%	65%	
	2024	67%	70%	71%	-	-	-	-	-	-	59%	-	59%	-	42%	75%	50%	67%	

Texas Education Agency
2024-25 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	
All Grades Mathematics	2025	64%	67%	66%	-	-	-	-	-	-	83%	-	*	82%	*	58%	85%	72%	
	2024	60%	58%	54%	-	-	-	-	-	-	*	-	*	-	68%	49%	65%	67%	
School Progress - Accelerated Learning																			
All Grades Both Subjects	2025	33%	38%	41%	-	-	-	-	-	-	50%	-	38%	58%	*	33%	50%	*	
	2024	32%	34%	42%	-	-	-	-	-	-	*	-	*	-	56%	43%	38%	-	
All Grades ELA/Reading	2025	31%	41%	26%	-	-	-	-	-	-	35%	-	36%	33%	-	17%	35%	-	
	2024	30%	39%	26%	-	-	-	-	-	-	*	-	*	-	*	33%	14%	-	
All Grades Mathematics	2025	35%	36%	57%	-	-	-	-	-	-	75%	-	*	80%	*	45%	71%	*	
	2024	35%	30%	59%	-	-	-	-	-	-	*	-	*	-	80%	55%	67%	-	

* 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
2024-25 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)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	98%	96%	99%	98%	*	100%	-	100%	99%	97%	98%	98%	99%	100%
Included in Accountability	93%	93%	91%	94%	90%	94%	*	100%	-	93%	92%	92%	92%	90%	91%	82%
Not Included in Accountability: Mobile	4%	5%	3%	0%	1%	4%	*	0%	-	7%	6%	0%	2%	5%	2%	1%
Not Included in Accountability: Other Exclusions	2%	1%	4%	2%	7%	0%	*	0%	-	0%	1%	6%	4%	3%	5%	17%
Not Tested	1%	1%	2%	4%	1%	2%	*	0%	-	0%	1%	3%	2%	2%	1%	0%
Absent	1%	1%	1%	4%	1%	1%	*	0%	-	0%	1%	3%	0%	2%	1%	0%
Other	0%	0%	1%	0%	1%	1%	*	0%	-	0%	0%	0%	1%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	93%	99%	99%	*	100%	-	100%	98%	94%	99%	98%	99%	100%
Included in Accountability	91%	92%	87%	89%	81%	94%	*	100%	-	95%	89%	83%	87%	86%	85%	67%
Not Included in Accountability: Mobile	4%	5%	4%	0%	2%	5%	*	0%	-	5%	7%	0%	3%	6%	2%	2%
Not Included in Accountability: Other Exclusions	4%	2%	8%	4%	17%	0%	*	0%	-	0%	2%	11%	9%	6%	12%	31%
Not Tested	1%	1%	1%	7%	1%	1%	*	0%	-	0%	2%	6%	1%	2%	1%	0%
Absent	1%	1%	1%	7%	1%	1%	*	0%	-	0%	2%	6%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	96%	100%	96%	94%	*	*	-	100%	100%	100%	94%	99%	97%	100%
Included in Accountability	94%	93%	93%	100%	95%	90%	*	*	-	80%	94%	100%	92%	94%	95%	100%
Not Included in Accountability: Mobile	4%	6%	3%	0%	1%	4%	*	*	-	20%	6%	0%	2%	4%	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%	4%	0%	4%	6%	*	*	-	0%	0%	0%	6%	1%	3%	0%
Absent	1%	0%	0%	0%	1%	0%	*	*	-	0%	0%	0%	1%	0%	1%	0%
Other	0%	1%	4%	0%	3%	6%	*	*	-	0%	0%	0%	5%	1%	2%	0%
Science																
Assessment Participant	99%	99%	98%	100%	98%	99%	-	-	-	100%	100%	100%	99%	97%	99%	100%
Included in Accountability	94%	95%	95%	100%	96%	93%	-	-	-	91%	92%	100%	95%	94%	96%	100%
Not Included in Accountability: Mobile	4%	4%	4%	0%	1%	6%	-	-	-	9%	8%	0%	4%	3%	3%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	2%	0%	2%	1%	-	-	-	0%	0%	0%	1%	3%	1%	0%

Texas Education Agency
2024-25 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%	1%	1%	0%	1%	1%	-	-	-	0%	0%	0%	0%	3%	1%	0%
Other	0%	0%	1%	0%	1%	0%	-	-	-	0%	0%	0%	1%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	100%	*	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	99%	*	99%	99%	-	*	-	100%	100%	100%	100%	97%	98%	100%
Not Included in Accountability: Mobile	4%	3%	1%	*	1%	1%	-	*	-	0%	0%	0%	0%	3%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	94%	85%	85%	-	87%	82%	-	*	-	*	-	-	86%	*	89%	*
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	100%	-	90%	-	100%	99%	100%	99%	99%	99%	99%
Included in Accountability	92%	93%	90%	98%	91%	93%	-	80%	-	79%	84%	96%	93%	85%	90%	81%
Not Included in Accountability: Mobile	4%	5%	6%	2%	0%	7%	-	0%	-	21%	9%	0%	4%	11%	4%	3%
Not Included in Accountability: Other Exclusions	2%	1%	3%	0%	7%	0%	-	10%	-	0%	6%	4%	3%	4%	5%	15%
Not Tested	1%	1%	1%	0%	1%	0%	-	10%	-	0%	1%	0%	1%	1%	1%	1%
Absent	1%	0%	0%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	1%	1%	1%
Other	0%	0%	0%	0%	1%	0%	-	10%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	99%	-	80%	-	100%	97%	100%	99%	99%	99%	99%
Included in Accountability	91%	91%	86%	100%	85%	92%	-	60%	-	82%	75%	93%	89%	81%	85%	70%
Not Included in Accountability: Mobile	4%	5%	6%	0%	0%	7%	-	0%	-	18%	9%	0%	3%	11%	4%	3%
Not Included in Accountability: Other Exclusions	4%	3%	7%	0%	15%	0%	-	20%	-	0%	13%	7%	7%	7%	11%	26%
Not Tested	1%	1%	1%	0%	1%	1%	-	20%	-	0%	3%	0%	1%	1%	1%	1%
Absent	1%	0%	0%	0%	1%	1%	-	0%	-	0%	3%	0%	0%	1%	1%	1%
Other	0%	1%	0%	0%	0%	0%	-	20%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	100%	96%	100%	-	-	-	100%	100%	100%	98%	99%	98%	97%
Included in Accountability	93%	93%	89%	100%	94%	91%	-	-	-	75%	88%	100%	93%	85%	91%	89%

Texas Education Agency
2024-25 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%	8%	0%	0%	9%	-	-	-	25%	13%	0%	6%	13%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	-	-	0%	0%	0%	0%	1%	0%	3%
Not Tested	1%	1%	2%	0%	4%	0%	-	-	-	0%	0%	0%	2%	1%	2%	3%
Absent	1%	0%	1%	0%	1%	0%	-	-	-	0%	0%	0%	1%	0%	1%	3%
Other	0%	0%	1%	0%	3%	0%	-	-	-	0%	0%	0%	1%	1%	1%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	94%	93%	100%	100%	92%	-	*	-	60%	90%	*	95%	87%	96%	100%
Not Included in Accountability: Mobile	4%	5%	8%	0%	0%	8%	-	*	-	40%	10%	*	5%	13%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
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%	*

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

Texas Education Agency
2024-25 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
Attendance Rate													
2023-24	93.6%	95.3%	95.0%	94.3%	94.8%	95.2%	*	97.7%	*	96.0%	94.1%	94.7%	94.7%
2022-23	93.3%	95.3%	95.4%	94.3%	95.3%	95.5%	*	*	-	96.6%	94.2%	95.1%	95.3%
Chronic Absenteeism													
2023-24	19.0%	11.3%	14.4%	22.6%	14.3%	14.6%	*	0.0%	-	8.6%	22.4%	16.1%	14.7%
2022-23	20.3%	11.0%	12.3%	19.2%	13.1%	10.8%	*	20.0%	-	16.7%	22.4%	14.3%	8.6%
Annual Dropout Rate (Gr 7-8)													
2023-24	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2023-24	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2022-23	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.7%	98.7%	83.3%	98.4%	100.0%	*	-	-	100.0%	100.0%	98.7%	92.9%
Received TxCHSE	0.3%	0.7%	0.7%	16.7%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	0.7%	0.7%	0.0%	1.6%	0.0%	*	-	-	0.0%	0.0%	1.3%	7.1%
Dropped Out	5.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	91.1%	99.3%	99.3%	100.0%	98.4%	100.0%	*	-	-	100.0%	100.0%	98.7%	92.9%
Graduates, TxCHSE, and Continuers	94.2%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%
Class of 2023													
Graduated	90.3%	98.5%	98.5%	100.0%	100.0%	97.1%	*	*	-	100.0%	100.0%	97.1%	100.0%
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.1%	1.5%	1.5%	0.0%	0.0%	2.9%	*	*	-	0.0%	0.0%	2.9%	0.0%
Dropped Out	6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.6%	98.5%	98.5%	100.0%	100.0%	97.1%	*	*	-	100.0%	100.0%	97.1%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.5%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	100.0%	100.0%	100.0%	100.0%

Texas Education Agency
2024-25 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 2022													
Graduated	91.8%	97.1%	97.1%	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.8%	2.9%	2.9%	28.6%	0.0%	2.7%	*	-	-	*	8.3%	5.6%	0.0%
Graduates and TxCHSE	92.2%	97.1%	97.1%	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	97.1%	97.1%	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	97.1%	97.1%	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Dropped Out	6.8%	2.9%	2.9%	28.6%	0.0%	2.7%	*	-	-	*	8.3%	5.6%	0.0%
Graduates and TxCHSE	92.7%	97.1%	97.1%	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Graduates, TxCHSE, and Continuers	93.2%	97.1%	97.1%	71.4%	100.0%	97.3%	*	-	-	*	91.7%	94.4%	100.0%
Class of 2021													
Graduated	92.7%	97.7%	97.7%	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
Received TxCHSE	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Continued HS	0.5%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	6.3%	2.3%	2.3%	*	4.1%	1.4%	-	*	-	*	0.0%	5.9%	*
Graduates and TxCHSE	93.2%	97.7%	97.7%	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
Graduates, TxCHSE, and Continuers	93.7%	97.7%	97.7%	*	95.9%	98.6%	-	*	-	*	100.0%	94.1%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	96.8%	96.8%	83.3%	95.4%	98.8%	*	-	-	100.0%	75.0%	94.9%	92.9%
Class of 2023	90.3%	97.8%	97.8%	85.7%	100.0%	97.1%	*	*	-	100.0%	92.3%	95.7%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2024	44.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2024	11.0%	15.2%	15.2%	20.0%	8.2%	20.3%	*	-	-	20.0%	66.7%	17.6%	15.4%
Class of 2023	4.3%	12.8%	12.8%	0.0%	17.3%	11.9%	*	*	-	0.0%	58.3%	13.4%	22.2%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2024	78.5%	81.5%	81.5%	80.0%	86.9%	77.2%	*	-	-	80.0%	11.1%	78.4%	69.2%
Class of 2023	84.3%	82.0%	82.0%	83.3%	76.9%	83.6%	*	*	-	100.0%	16.7%	77.6%	66.7%
Texas First-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 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 2024	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
Class of 2023	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	96.7%	96.7%	100.0%	95.1%	97.5%	*	-	-	100.0%	77.8%	95.9%	84.6%
Class of 2023	88.6%	94.7%	94.7%	83.3%	94.2%	95.5%	*	*	-	100.0%	75.0%	91.0%	88.9%
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	14.9%	14.9%	20.0%	8.1%	19.8%	*	-	-	20.0%	66.7%	17.1%	15.4%
2022-23	4.4%	12.4%	12.4%	0.0%	16.4%	11.9%	*	*	-	0.0%	46.7%	12.9%	22.2%
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	81.8%	81.8%	80.0%	87.1%	77.8%	*	-	-	80.0%	11.1%	78.9%	69.2%
2022-23	82.5%	79.6%	79.6%	71.4%	72.7%	83.6%	*	*	-	100.0%	13.3%	74.3%	66.7%
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	96.8%	96.8%	100.0%	95.2%	97.5%	*	-	-	100.0%	77.8%	96.1%	84.6%
2022-23	86.8%	92.0%	92.0%	71.4%	89.1%	95.5%	*	*	-	100.0%	60.0%	87.1%	88.9%

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2023-24 Annual Graduates)				
Total Graduates	154	100.0%	154	382,023
By Ethnicity:				
African American	5	3.2%	5	48,064
Hispanic	62	40.3%	62	200,942
White	81	52.6%	81	101,714
American Indian	1	0.6%	1	1,231
Asian	0	0.0%	0	19,746
Pacific Islander	0	0.0%	0	606
Two or More Races	5	3.2%	5	9,720
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	309
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	101
Foundation H.S. Program (No Endorsement)	5	3.2%	5	46,183
Foundation H.S. Program (Endorsement)	23	14.9%	23	42,042
Foundation H.S. Program (DLA)	126	81.8%	126	293,032
Texas First Early H.S. Completion Program (Texas First-DLA)	0	0.0%	0	356
Special Education Graduates	9	5.8%	9	35,935
Economically Disadvantaged Graduates	76	49.4%	76	211,984
Emergent Bilingual (EB)/English Learner (EL) Graduates	13	8.4%	13	56,967
At-Risk Graduates	50	32.5%	50	173,035
CTE Completers	65	42.2%	65	127,800

Texas Education Agency
2024-25 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
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	97.4%	97.4%	100.0%	98.4%	96.3%	*	-	-	100.0%	100.0%	94.7%	92.3%
2022-23	76.3%	97.1%	97.1%	100.0%	94.5%	98.5%	*	*	-	100.0%	100.0%	95.7%	88.9%
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	89.5%	89.5%	80.0%	85.2%	92.6%	*	-	-	100.0%	100.0%	84.2%	84.6%
2022-23	61.9%	73.0%	73.0%	100.0%	65.5%	73.1%	*	*	-	100.0%	66.7%	71.4%	77.8%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	95.4%	95.4%	100.0%	95.1%	96.3%	*	-	-	80.0%	100.0%	92.1%	100.0%
2022-23	62.8%	78.8%	78.8%	100.0%	70.9%	80.6%	*	*	-	100.0%	66.7%	78.6%	66.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	85.6%	85.6%	80.0%	82.0%	87.7%	*	-	-	100.0%	100.0%	82.9%	84.6%
2022-23	54.3%	67.2%	67.2%	100.0%	61.8%	65.7%	*	*	-	100.0%	66.7%	70.0%	66.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	81.0%	81.0%	80.0%	77.0%	84.0%	*	-	-	80.0%	100.0%	75.0%	84.6%
2022-23	48.4%	65.0%	65.0%	100.0%	60.0%	62.7%	*	*	-	100.0%	66.7%	68.6%	66.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	18.3%	18.3%	20.0%	24.6%	13.6%	*	-	-	20.0%	0.0%	18.4%	7.7%
2022-23	20.4%	16.1%	16.1%	14.3%	14.5%	17.9%	*	*	-	20.0%	0.0%	11.4%	11.1%
Associate Degree (Annual Graduates)													
2023-24	3.1%	4.6%	4.6%	0.0%	3.3%	6.2%	*	-	-	0.0%	0.0%	2.6%	0.0%
2022-23	2.5%	6.6%	6.6%	14.3%	3.6%	7.5%	*	*	-	0.0%	0.0%	5.7%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	34.0%	34.0%	20.0%	31.1%	35.8%	*	-	-	60.0%	0.0%	25.0%	0.0%
2022-23	23.6%	24.8%	24.8%	28.6%	12.7%	32.8%	*	*	-	20.0%	0.0%	12.9%	0.0%
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2022-23	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	4.6%	4.6%	0.0%	3.3%	4.9%	*	-	-	20.0%	87.5%	6.6%	15.4%
2022-23	5.6%	6.6%	6.6%	0.0%	1.8%	10.4%	*	*	-	20.0%	60.0%	2.9%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2023-24	38.1%	60.8%	60.8%	40.0%	67.2%	55.6%	*	-	-	80.0%	12.5%	61.8%	61.5%

Texas Education Agency
2024-25 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%	52.6%	28.6%	54.5%	52.2%	*	*	-	80.0%	66.7%	48.6%	22.2%
Approved Industry-Based Certification (Annual Graduates)													
2023-24	34.9%	60.8%	60.8%	40.0%	67.2%	55.6%	*	-	-	80.0%	12.5%	61.8%	61.5%
2022-23	33.4%	48.9%	48.9%	28.6%	49.1%	49.3%	*	*	-	80.0%	33.3%	44.3%	22.2%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2023-24	1.1%	0.7%	0.7%	0.0%	1.6%	0.0%	*	-	-	0.0%	0.0%	1.3%	0.0%
2022-23	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2023-24	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2022-23	2.7%	3.6%	3.6%	0.0%	5.5%	3.0%	*	*	-	0.0%	33.3%	4.3%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2023-24	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	0.0%
2022-23	0.6%	0.0%	0.0%	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.

Texas Education Agency
2024-25 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
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2023-24	20.1%	37.0%	37.0%	40.0%	35.5%	38.3%	*	-	-	20.0%	11.1%	27.6%	0.0%
	2022-23	21.0%	26.3%	26.3%	28.6%	20.0%	28.4%	*	*	-	20.0%	6.7%	20.0%	0.0%
Mathematics	2023-24	21.3%	30.5%	30.5%	60.0%	27.4%	32.1%	*	-	-	0.0%	0.0%	22.4%	7.7%
	2022-23	19.9%	17.5%	17.5%	28.6%	10.9%	20.9%	*	*	-	0.0%	0.0%	15.7%	0.0%
Both Subjects	2023-24	12.7%	20.1%	20.1%	20.0%	17.7%	22.2%	*	-	-	0.0%	0.0%	13.2%	0.0%
	2022-23	12.5%	13.9%	13.9%	28.6%	9.1%	14.9%	*	*	-	0.0%	0.0%	12.9%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2023-24	26.6%	55.8%	55.8%	80.0%	56.5%	55.6%	*	-	-	40.0%	100.0%	63.2%	100.0%
	2022-23	18.2%	42.3%	42.3%	57.1%	50.9%	34.3%	*	*	-	60.0%	60.0%	52.9%	66.7%
Mathematics	2023-24	29.5%	57.8%	57.8%	60.0%	59.7%	55.6%	*	-	-	60.0%	100.0%	63.2%	84.6%
	2022-23	20.2%	41.6%	41.6%	57.1%	47.3%	34.3%	*	*	-	80.0%	66.7%	51.4%	66.7%
Both Subjects	2023-24	20.2%	44.2%	44.2%	60.0%	40.3%	46.9%	*	-	-	40.0%	100.0%	48.7%	84.6%
	2022-23	12.5%	39.4%	39.4%	57.1%	45.5%	32.8%	*	*	-	60.0%	60.0%	48.6%	66.7%
AP/IB-Results (Participation) (Grades 11-12)														
All Subjects	2024	25.7%	24.9%	24.9%	15.4%	30.8%	20.5%	*	*	-	21.4%	4.0%	23.7%	15.2%
	2023	24.2%	14.1%	14.1%	15.4%	15.0%	12.5%	*	*	-	22.2%	0.0%	11.6%	8.0%
English Language Arts	2024	14.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2023	13.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2024	9.6%	14.3%	14.3%	0.0%	18.8%	11.4%	*	*	-	14.3%	0.0%	14.2%	6.1%
	2023	7.4%	6.2%	6.2%	7.7%	4.2%	6.9%	*	*	-	11.1%	0.0%	3.9%	0.0%
Science	2024	10.9%	16.4%	16.4%	7.7%	19.5%	13.9%	*	*	-	21.4%	0.0%	14.8%	6.1%
	2023	10.3%	4.6%	4.6%	7.7%	5.0%	3.8%	*	*	-	11.1%	0.0%	3.9%	0.0%
Social Studies	2024	13.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
	2023	13.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2024	56.9%	56.1%	56.1%	*	53.7%	58.8%	-	*	-	*	*	52.5%	20.0%
	2023	53.3%	62.8%	62.8%	*	50.0%	70.0%	-	*	-	*	-	44.4%	*
English Language Arts	2024	48.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	52.3%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2024	53.4%	76.6%	76.6%	-	76.0%	73.7%	-	*	-	*	-	75.0%	*
	2023	50.1%	63.2%	63.2%	*	40.0%	72.7%	-	*	-	*	-	33.3%	-
Science	2024	46.1%	25.9%	25.9%	*	15.4%	34.8%	-	*	-	*	-	24.0%	*
	2023	44.8%	50.0%	50.0%	*	33.3%	50.0%	-	-	-	*	-	33.3%	-

Texas Education Agency
2024-25 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	2024	56.8%	-	-	-	-	-	-	-	-	-	-	-	-
	2023	42.0%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2023-24	79.1%	60.4%	60.4%	60.0%	48.4%	70.4%	*	-	-	60.0%	0.0%	44.7%	7.7%
	2022-23	79.3%	65.0%	65.0%	71.4%	43.6%	80.6%	*	*	-	60.0%	26.7%	57.1%	33.3%
At/Above Criterion for All Examinees	2023-24	28.8%	36.6%	36.6%	*	23.3%	42.1%	-	-	-	*	-	23.5%	*
	2022-23	28.9%	36.0%	36.0%	60.0%	37.5%	33.3%	*	*	-	*	*	25.0%	*
Average SAT Score (Annual Graduates)														
All Subjects	2023-24	975	1016	1016	*	1003	1022	-	-	-	*	-	977	*
	2022-23	978	1022	1022	1032	990	1031	960	1055	-	1110	920	960	887
English Language Arts and Writing	2023-24	496	516	516	*	521	517	-	-	-	*	-	494	*
	2022-23	497	517	517	514	505	521	480	530	-	547	460	489	427
Mathematics	2023-24	479	500	500	*	482	506	-	-	-	*	-	483	*
	2022-23	482	505	505	518	485	510	480	525	-	563	460	472	460
Average ACT Score (Annual Graduates)														
All Subjects	2023-24	19.3	21.5	21.5	-	*	21.3	-	-	-	-	-	-	-
	2022-23	19.2	24.5	24.5	-	17.0	25.0	-	-	-	30.0	-	17.0	-
English Language Arts	2023-24	19.0	22.0	22.0	-	*	22.0	-	-	-	-	-	-	-
	2022-23	18.8	23.5	23.5	-	14.5	24.0	-	-	-	30.5	-	14.5	-
Mathematics	2023-24	19.0	20.0	20.0	-	*	19.5	-	-	-	-	-	-	-
	2022-23	18.9	23.5	23.5	-	16.0	24.3	-	-	-	28.0	-	16.0	-
Science	2023-24	19.6	21.5	21.5	-	*	21.3	-	-	-	-	-	-	-
	2022-23	19.5	26.7	26.7	-	22.0	26.8	-	-	-	31.0	-	22.0	-

- 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
2024-25 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
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2023-24	45.7%	57.6%	57.6%	40.7%	59.0%	58.3%	*	100.0%	-	41.9%	26.9%	50.7%	44.2%
	2022-23	45.4%	51.3%	51.4%	42.3%	50.9%	51.9%	*	100.0%	-	47.8%	33.3%	45.4%	38.2%
English Language Arts	2023-24	17.8%	15.0%	15.0%	0.0%	11.7%	18.8%	*	33.3%	-	13.8%	0.0%	9.3%	2.4%
	2022-23	17.4%	14.8%	14.8%	12.5%	10.3%	16.9%	*	80.0%	-	27.3%	0.0%	8.0%	3.2%
Mathematics	2023-24	19.4%	20.1%	20.1%	16.7%	21.4%	19.9%	*	16.7%	-	14.3%	8.3%	19.0%	11.9%
	2022-23	19.5%	21.2%	21.3%	25.0%	17.9%	23.8%	*	20.0%	-	18.2%	13.0%	15.7%	8.1%
Science	2023-24	21.9%	39.7%	39.7%	33.3%	39.6%	40.9%	*	33.3%	-	32.1%	29.8%	35.7%	34.5%
	2022-23	21.5%	32.9%	33.0%	33.3%	34.9%	31.5%	*	60.0%	-	22.7%	35.6%	33.1%	29.0%
Social Studies	2023-24	24.5%	22.9%	22.9%	4.0%	20.9%	24.8%	*	66.7%	-	29.6%	0.0%	15.6%	3.9%
	2022-23	24.0%	13.9%	14.0%	15.0%	10.0%	15.5%	*	*	-	26.3%	0.0%	7.9%	1.9%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	47.6%	41.4%	41.4%	50.0%	30.8%	45.2%	100.0%	-	-	100.0%	8.3%	36.0%	0.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2022-23	***	***	***	***	***	***	***	***	***	***	***	***	***
	2021-22	53.6%	60.0%	60.0%	50.0%	60.0%	56.7%	100.0%	-	-	100.0%	0.0%	61.1%	-

- 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.
- *** TX IHE data not yet available.

Texas Education Agency
2024-25 Student Information (TAPR)
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	765	100.0%	2,392	5,530,499	765	100.0%	2,397	5,544,255
Students by Grade								
Grade 9	221	28.9%	9.2%	8.3%	221	28.9%	9.2%	8.3%
Grade 10	181	23.7%	7.6%	7.9%	181	23.7%	7.6%	7.9%
Grade 11	185	24.2%	7.7%	7.4%	185	24.2%	7.7%	7.4%
Grade 12	178	23.3%	7.4%	7.0%	178	23.3%	7.4%	7.0%
Ethnic Distribution								
African American	42	5.5%	5.7%	12.8%	42	5.5%	5.7%	12.8%
Hispanic	308	40.3%	43.3%	53.5%	308	40.3%	43.2%	53.5%
White	365	47.7%	45.2%	24.4%	365	47.7%	45.3%	24.4%
American Indian	1	0.1%	0.2%	0.3%	1	0.1%	0.2%	0.3%
Asian	11	1.4%	1.0%	5.6%	11	1.4%	1.0%	5.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	38	5.0%	4.5%	3.3%	38	5.0%	4.5%	3.3%
Sex								
Female	389	50.8%	48.1%	48.9%	389	50.8%	48.1%	48.8%
Male	376	49.2%	51.9%	51.1%	376	49.2%	51.9%	51.2%
Other Student Cohorts								
Economically Disadvantaged	413	54.0%	56.6%	60.5%	413	54.0%	56.4%	60.4%
Non-Educationally Disadvantaged	352	46.0%	43.4%	39.5%	352	46.0%	43.6%	39.6%
Section 504 Students	126	16.5%	10.9%	6.8%	126	16.5%	10.8%	6.8%
EB Students/EL	103	13.5%	18.4%	24.3%	103	13.5%	18.4%	24.3%
Students w/ Disciplinary Placements (2023-24)	26	3.5%	2.0%	2.1%				
Students w/ Dyslexia	74	9.7%	10.1%	6.4%	74	9.7%	10.1%	6.4%
Foster Care	0	0.0%	0.4%	0.2%	0	0.0%	0.4%	0.2%
Homeless	6	0.8%	1.0%	1.4%	6	0.8%	1.0%	1.4%
Immigrant	7	0.9%	0.7%	3.5%	7	0.9%	0.7%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	0	0.0%	52.8%	66.6%	0	0.0%	52.9%	66.5%
Military Connected	5	0.7%	3.0%	4.1%	5	0.7%	3.0%	4.1%
At-Risk	172	22.5%	24.7%	53.5%	172	22.5%	24.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	95	12.4%	16.6%	24.3%	95	12.4%	16.6%	24.3%
Career and Technical Education	630	82.4%	40.6%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	630	82.4%	82.4%	74.0%	-	-	-	-
Gifted and Talented Education	49	6.4%	5.3%	8.7%	49	6.4%	5.3%	8.7%
Special Education	80	10.5%	16.3%	15.3%	80	10.5%	16.4%	15.5%

Texas Education Agency
2024-25 Student Information (TAPR)
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	80							
Students with Intellectual Disabilities	50	62.5%	55.3%	48.3%				
Students with Physical Disabilities	*	*	15.4%	17.0%				
Students with Autism	**	**	13.6%	16.8%				
Students with Behavioral Disabilities	18	22.5%	13.4%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	2.3%	1.6%				
Mobility (2023-24)								
Total Mobile Students	96	13.2%	13.5%	16.4%				
African American	7	1.0%	1.7%	3.3%				
Hispanic	36	4.9%	5.0%	8.9%				
White	43	5.9%	5.8%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.5%				
Pacific Islander	1	0.1%	0.1%	0.0%				
Two or More Races	8	1.1%	0.8%	0.6%				
Special Ed Students who are Mobile	10	17.2%	15.7%	17.3%				
Count and Percent of EB Students/EL who are Mobile	14	14.7%	14.8%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	56	13.8%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	58	11.0%	12.5%	18.0%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 9	1.9%	1.9%	7.3%	14.3%	14.3%	11.0%

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

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	20.5	23.5	16.4
Foreign Languages	16.2	18.5	18.9
Mathematics	19.9	22.8	17.8

Texas Education Agency
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Class Size Information	Campus	District	State
Science	20.5	23.5	18.9
Social Studies	23.4	25.2	18.9

Texas Education Agency
2024-25 Staff Information (TAPR)
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	62.8	100.0%	100.0%	100.0%
Professional Staff	54.1	86.0%	62.5%	63.8%
Teachers	49.8	79.2%	46.2%	48.3%
Professional Support	2.2	3.5%	9.3%	10.8%
Campus Administration (School Leadership)	2.1	3.3%	3.2%	3.4%
Educational Aides	8.8	14.0%	12.3%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	0.0	n/a	1.0	583.0
Full-time Counselors	1.0	n/a	3.0	13,704.0
Part-time Counselors	2.0	n/a	3.0	1,298.0
Total Minority Staff	7.1	11.4%	20.0%	55.3%
Teachers by Ethnicity				
African American	1.2	2.4%	2.1%	12.8%
Hispanic	1.9	3.7%	7.5%	31.0%
White	46.4	93.2%	88.4%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.3	0.7%	1.4%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.7%	1.3%
Teachers by Sex				
Males	25.4	51.1%	28.8%	24.6%
Females	24.3	48.9%	71.2%	75.4%
Teachers by Highest Degree Held				
No Degree	1.5	3.0%	1.1%	2.4%
Bachelors	31.8	63.9%	65.5%	71.4%
Masters	14.8	29.7%	32.2%	25.4%
Doctorate	1.7	3.4%	1.2%	0.8%
Teachers by Years of Experience				
Beginning Teachers	0.0	0.0%	4.1%	7.3%
1-5 Years Experience	5.9	11.9%	17.1%	28.3%
6-10 Years Experience	7.0	14.1%	18.6%	19.7%
11-20 Years Experience	20.3	40.8%	34.9%	27.6%
21-30 Years Experience	15.0	30.2%	23.3%	14.1%
Over 30 Years Experience	1.5	3.0%	2.1%	3.0%
Number of Students per Teacher	15.4	n/a	17.5	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
 FARMERSVILLE H S (043904001) - FARMERSVILLE ISD - COLLIN COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	6.0	3.0	6.0
Average Years Experience of Principals with District	6.0	3.0	5.1
Average Years Experience of Assistant Principals	11.0	5.3	5.1
Average Years Experience of Assistant Principals with District	11.0	4.3	4.3
Average Years Experience of Teachers	15.9	14.2	11.2
Average Years Experience of Teachers with District	5.7	5.1	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	-	\$57,925	\$55,689
1-5 Years Experience	\$63,722	\$61,896	\$59,266
6-10 Years Experience	\$64,550	\$64,230	\$62,607
11-20 Years Experience	\$73,740	\$73,091	\$66,353
21-30 Years Experience	\$86,021	\$82,492	\$70,976
Over 30 Years Experience	\$94,729	\$90,672	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$75,591	\$71,461	\$63,751
Professional Support	\$81,325	\$97,887	\$75,909
Campus Administration (School Leadership)	\$103,788	\$90,893	\$88,786
Instructional Staff Percent	n/a	61.0%	64.8%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,637.7

Program Information	Campus		District	State
	Count	Percent		
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.3%
Career and Technical Education	11.2	22.5%	10.4%	5.5%
Compensatory Education	0.0	0.0%	0.7%	2.6%
Gifted and Talented Education	0.1	0.1%	0.7%	1.6%
Regular Education	32.5	65.3%	74.1%	69.0%
Special Education	3.0	6.1%	10.0%	11.4%
Other	3.0	6.0%	4.1%	3.6%

- 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
2024-25 Staff Information (TAPR)
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Link to: [PEIMS Financial Standard Reports 2023-24 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)