

Farmersville Independent School District



Farmersville Intermediate

Accountability Rating: B

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Academic Achievement in Mathematics

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Data Documentation for CNA	16
Improvement Planning Data	17
Accountability Data	17
Student Data: Assessments	17
Student Data: Student Groups	18
Student Data: Behavior and Other Indicators	18
Employee Data	18
Parent/Community Data	19
Support Systems and Other Data	19
Goals	20
Goal 1 : Advance student learning and academic outcomes through continuous improve...	21
Goal 2 : Personnel will be recruited, developed, and retained through a comprehensive h...	27
Goal 3 : Students will be educated in learning environments that are safe, disciplined, eff...	29
Goal 4 : Through targeted remediation and enhanced dropout prevention efforts, all stud...	33
Goal 5 : The district will demonstrate a trend of ongoing improvement in the number of s...	35
Goal 6 : Meet or exceed the recommended attendance rate of 95% to support sound fisc...	36
Goal 7 : Utilize communication strategies to emphasize parental, business, and communi...	38
State Compensatory Education	41
Budget for Farmersville Intermediate	42
Committees	43
2025-2026 Campus Improvement Team	44
Meeting Logs	44
Members	44
Funding Summary	45
Addendums	47



Comprehensive Needs Assessment

Demographics

Summary

Farmersville Intermediate School consists of **732** students 3rd-6th Grade.

The staff at Farmersville Intermediate School includes **50** teachers, **11** paraprofessionals, **6** professional support members, and **2** administrators. The student population as of **Fall 2025 consisted of 41.12% White, 6.28% African American, 46.99% Hispanic, .68% Asian, 4.23% Two or more races.** Additionally, the campus serves **56.42% economically disadvantaged students, 26.78% special education students, 15.85% Dyslexia students and 17.21% Emergent Bilingual students.** Attendance rates in 2024-2025 include **95.6% for the entire campus.**

Strengths

- 100% Highly Qualified Teachers
- **7.64%** Growth in overall population from **2024-2025** school year to the beginning of the **2025-2026** school year

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	95% of Teachers on campus are ESL certified.	All teachers have not taken ESL certification tests or in the process of pursuing their ESL certification.
2 ★	Dyslexia Therapists are serving an increased number of students.	Dyslexia population has continued to grow within the last year.

★ = Priority

Student Learning

Summary

On the 2024 STAAR, students performed as follows:

Reading

3rd Grade: Approaches Standard: 79%, Meets: 57%, Masters: 26%

4th Grade: Approaches Standard: 80%, Meets: 54%, Masters: 24%

5th Grade: Approaches Standard: 75%, Meets: 60%, Masters: 28%

6th Grade: Approaches Standard: 77%, Meets: 51%, Masters: 29%.

Math

3rd Grade: Approaches Standard: 74%, Meets: 47%, Masters: 20%

4th Grade: Approaches Standard: 66%, Meets: 46%, Masters: 28%

5th Grade: Approaches Standard: 65%, Meets: 35%, Masters: 13%

6th Grade: Approaches Standard: 77%, Meets: 38%, Masters: 14%

Science

5th Grade: Approaches Standard: 70%, Meets: 23%, Masters: 10%

Analysis of the above scores by grade level and by each student group shows that almost all student groups have gaps in Math. Growth gains were made in all subjects with the exception of 5th grade Science.

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

Strengths

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

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Math performance showed only modest gains during the 2024-2025 school year.	Instructional consistency and full alignment to curriculum and assessment expectations need continued strengthening to accelerate student growth.
2 ★	Performance in the Closing the Gaps domain indicates continued opportunity to improve outcomes for targeted student groups.	Intervention systems and progress monitoring practices require greater precision and consistency to ensure equitable growth across student populations.

★ = Priority

School Processes & Programs

Summary

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

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that hold high expectations for learning. FIS hired 8 new teachers for the 2025-26 school year, who were provided one additional day of staff development during the teacher training days to specifically target the needs of teachers new to the district. New teachers were also provided with a campus mentor to meet with on a regular basis and give feedback to.

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

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

Strengths

Weekly subject and grade level meetings among teachers in each grade level

MTSS process and MTSS meetings at least once per six weeks

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

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

Frequent assessments to monitor student progress in the classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Despite regular collaboration and data review structures, student growth outcomes do not yet reflect the full potential of these processes.

Planning and intervention systems require stronger alignment, accountability, and monitoring to ensure consistent instructional impact.

 = Priority

Perceptions

Summary

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

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

Strengths

Collaborative environment between staff and parents.

Parents comfortable contacting school staff.

Students receive additional attention when needed.


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

Teachers have confidence in students and care for them.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p data-bbox="152 275 196 359">1</p> <p data-bbox="160 384 204 426">★</p> <p data-bbox="272 268 846 327">Parents are not aware of opportunities to volunteer on campus.</p>	<p data-bbox="902 268 1474 298">There are a low percentage of parents joining PTO.</p>

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

95% of Teachers on campus are ESL certified.

All teachers have not taken ESL certification tests or in the process of pursuing their ESL certification.

2
★

Some tested subjects performed below regional averages for masters level performance on STAAR.

Intervention needs continue to exist in order to address critical student weaknesses.

3
★

Math performance showed only modest gains during the 2024-2025 school year.

Instructional consistency and full alignment to curriculum and assessment expectations need continued strengthening to accelerate student growth.

4
★

Performance in the Closing the Gaps domain indicates continued opportunity to improve outcomes for targeted student groups.

Intervention systems and progress monitoring practices require greater precision and consistency to ensure equitable growth across student populations.

5
★

Dyslexia Therapists are serving an increased number of students.

Dyslexia population has continued to grow within the last year.

6
★

Parents are not aware of opportunities to volunteer on campus.

There are a low percentage of parents joining PTO.



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
- 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

Student Data: Assessments

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

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results



Goals

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

Performance Objective 1

Farmersville Intermediate School will reach 90% "Approaches," 60% "Meets," and 30% "Masters," in Math, RLA, Science, and Social Studies.

Evaluation Data Source: 2024-2025 TEA Accountability Summary.

Strategy 1

Implement formative assessment plan for all campuses, to be analyzed at the campus and department level. A combination of tools will be used, including Google Classroom, and Eduphoria. TEC 39.053(c)(1-3)

Strategy's Expected Result/Impact: 1. IMPLEMENTATION:
Test Data, Scheduled Data Analysis Meetings

2. IMPACT: Formative Assessment Scores

Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators

Formative Reviews

November

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.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION:
Session sign-in sheets, handouts, Instructional Technology web page

IMPACT:

Increased use of technology in instruction

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

Formative Reviews

November

January

March

June

Strategy 3

Utilize a 504 committee, as well as Special Education staff on campus to evaluate testing and determine appropriate services for students with Dyslexia.

Strategy's Expected Result/Impact: IMPLEMENTATION:
504 committee records

IMPACT: Gains in reading skills for identified students

Staff Responsible for Monitoring: Campus Administrators; Dyslexia Staff

Formative Reviews

November

January

March

June

Strategy 4

6th grade teachers will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.

Strategy's Expected Result/Impact: IMPLEMENTATION:
Student data sheets and course assignment sheets.

IMPACT:

Students will receive needed services and instruction from the first day in 7th grade.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

Strategy 5

Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Ensure all teachers 3rd Grade teachers complete the Reading Academy by the end of the school year. ~Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success. - Utilizing Adaptive software programs such as Zearn, IXL, Summit K12, and Amplify to target student needs and build academic

success. TEC 11.253 and TEC 29.081

Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of teacher training / certification, and available resources

IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

Strategy 6

Students in "transition grades" will participate in campus visits and orientation for the new grade, to become familiar with the teachers and logistics of the new school and schedule.

Strategy's Expected Result/Impact: IMPLEMENTATION: Scheduled campus visits and documentation.

IMPACT: Students will have information and confidence needed to be successful from the first day in the new grade.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

Strategy 7

Provide before school, in school, and after school tutorials and summer school for students who are failing, at risk of failing, or not meeting growth expectations on formative assessments. HB5, TEC 28.0217 and TEC 29.081

Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance sheets for tutorials and summer school. Data from formative and summative assessments. Data from IXL adaptive software program.

IMPACT: Students will receive effective and timely assistance according to individual needs, leading to increased academic success.

Staff Responsible for Monitoring: Campus Administrators, Teachers

Formative Reviews

November

January

March

June

Strategy 8

Track student reading levels throughout year to show improvement in reading fluency.

Strategy's Expected Result/Impact: IMPLEMENTATION: Reading passages through Reading A-Z will be utilized to track student fluency each six weeks for improvement.

IMPACT: Student reading levels increase, helping to increase reading comprehension.

Staff Responsible for Monitoring: Campus Administrators; Campus Teachers

Formative Reviews

November

January

March

June

Performance Objective 2

Farmersville Intermediate School will increase the English Language Proficiency Status score from 34% to meet the district at 49%

Evaluation Data Source: TELPAS

Strategy 1

Ensure the campus has Spanish-speaking personnel to work with students.

Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing data, schedules
IMPACT: ELL student progress reports and STAAR scores

Staff Responsible for Monitoring: Superintendent; Campus Administrators

Formative Reviews

November

January

March

June

Strategy 2

Utilize Frontline system to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the Frontline system.

Strategy's Expected Result/Impact: IMPLEMENTATION: Student data is entered into the system, and accessed / updated by teachers

IMPACT: Student accommodations allow for student success in classwork and assessments

Staff Responsible for Monitoring: ESL Coordinator

Formative Reviews

November

January

March

June

Strategy 3

Newcomer students will have Chromebook issued to them, with Google Translate and beginning English apps such as Duolingo.

Strategy's Expected Result/Impact: IMPLEMENTATION: Chromebooks checked out to students
IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores.

Staff Responsible for Monitoring: ESL Teacher

Formative Reviews

November

January

March

June

Strategy 4

EB students will utilize Summit K-12 for developing language skills and preparing for TELPAS.

Strategy's Expected Result/Impact: IMPLEMENTATION : Accounts set up and used
IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores.

Staff Responsible for Monitoring: ESL Teacher

Formative Reviews

November

January

March

June

Strategy 5

Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus

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

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

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: IMPLEMENTATION: Communication and flyers regarding TExES administration dates

IMPACT: Teachers will have certifications required for their position

Staff Responsible for Monitoring: Assistant Superintendent

Formative Reviews

November

January

March

June

Strategy 2

District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers.

Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of job fair attendance and applications acquired

IMPACT: Percent of certified teachers hired

Staff Responsible for Monitoring: Assistant Superintendent

Formative Reviews

November

January

March

June

Performance Objective 2

Continue to work on initiatives to increase teacher retention

Evaluation Data Source: Exit interviews
HR data

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

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: IMPLEMENTATION: Locks and security cameras installed, and documentation

2. IMPACT: Eliminate number of strangers in hallways

Staff Responsible for Monitoring: Front Office Staff;
Police Chief

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses

IMPACT: Immediate and appropriate intervention for students in crisis.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

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 AaAASS89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252(3)(B)(ii)

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

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

Strategy 4

Integrate Social-Emotional Learning within the school day to aid students in developing social skills, mutual respect, and kindness to all.

Strategy's Expected Result/Impact: IMPLEMENTATION: Teachers will work with students daily to help build a culture of respect and improve social skills.
IMPACT: Reduction of bullying behavior between students.

Formative Reviews

November

January

March

June

Performance Objective 2

Implement drug and violence prevention programs to help reduce incidences

Evaluation Data Source: Discipline report
School Police report

Strategy 1

The district's freedom from bullying policy and procedures are attached to the 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: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses
IMPACT: Immediate and appropriate intervention for students in crisis.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses

IMPACT: Immediate and appropriate intervention for students in crisis

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

Strategy 3

Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. TEC 11.253(3)(B)(ii)

Strategy's Expected Result/Impact: IMPLEMENTATION: Counselor logs, training logs each year for all district staff

IMPACT: Reduced number of incidents

Staff Responsible for Monitoring: Campus Administrators;
Counselors

Formative Reviews

November

January

March

June

Strategy 4

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

Strategy's Expected Result/Impact: IMPLEMENTATION: Ascender discipline logs

IMPACT: Reduced number of incidents on Ascender

Staff Responsible for Monitoring: Campus Administrators;
Counselor

Formative Reviews

November

January

March

June

Strategy 5

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

Strategy's Expected Result/Impact: IMPLEMENTATION: Region 10 certificates or sign in logs from each campus

IMPACT: Appropriate response to incidents; reduced number of incidents

Staff Responsible for Monitoring: Campus Administrators;
Counselors

Formative Reviews

November

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 an attendance rate over 95%.

Evaluation Data Source: Attendance Data
PEIMS

Strategy 1

District truancy plan will be followed for any students with three unexcused absences in a four-week period. The plan includes working with families to lessen the number of absences and to ensure students make up time/instruction missed.

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

Formative Reviews

November

January

March

June

Strategy 2

Utilize the following programs for credit recovery: ~ Saturday school ~ Evening school TEC 11.253(d)(10)

Strategy's Expected Result/Impact: IMPLEMENTATION: Student participation in attendance recovery programs

IMPACT : reduced number of students lacking the required days attended, and missing instruction.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

Strategy 3

Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.

Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records
2. IMPACT - increased attendance rate and participation

Staff Responsible for Monitoring: Assistant Superintendent;
Campus Administrators;
Counselors

Formative Reviews

November

January

March

June

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

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

Evaluation Data Source: TAPR
SAT/ACT Results

Strategy 1

Implementation of student tutorials with a special focus of moving students from "approaches" to "meets," and "meets" to "masters."

Strategy's Expected Result/Impact: 1. Implementation--Assessment Scores. Tutorial Sessions, Campus Staff, Reading and Math Interventionists
2. Impact--Increase on state assessment scores and improved growth percentages in testing subjects.

Staff Responsible for Monitoring: Campus Administrators;
Classroom Teachers

Formative Reviews

November

January

March

June

Strategy 2

Increase Gifted/Talented minutes throughout the day.

Strategy's Expected Result/Impact: IMPLEMENTATION: GT Minutes increased from 30 to 50 minutes per day.
IMPACT: More time for students to be challenged with specially designed instruction to meet their needs.

Staff Responsible for Monitoring: Campus Administrators;
GT Coordinator

Formative Reviews

November

January

March

June

Goal 6

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

Performance Objective 1

The campus will meet or exceed the recommended attendance rate of 95%.

Evaluation Data Source: TAPR

Strategy 1

District truancy plan will be followed for any students with three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed. TEC 11.253.(d)(10)(c)

Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance records, truancy plan documentation

IMPACT: Increased attendance rate

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

January

March

June

Strategy 2

Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school related fees, as needed.

Strategy's Expected Result/Impact: IMPLEMENTATION: PEIMS documentation for homeless, food service records

IMPACT: Increased attendance rate and participation

Staff Responsible for Monitoring: Assistant Superintendent;
Campus Administrators;
Counselors

Formative Reviews

November

January

March

June

Strategy 3

Incentive program developed for students achieving perfect attendance, and classes with highest attendance.

Strategy's Expected Result/Impact: Implementation--Prizes for students achieving perfect attendance, Attendance Data
Impact--Higher Attendance Rates

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

November

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. TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B)

Strategy's Expected Result/Impact: IMPLEMENTATION: Website activated; site statistics
IMPACT: Increased parent involvement of LEP students

Staff Responsible for Monitoring: Instructional Technology Director

Formative Reviews

November

January

March

June

Strategy 2

Ensure each campus has Spanish-speaking personnel to communicate with parents. TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B)

Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing
IMPACT: Increased parent involvement of LEP students

Staff Responsible for Monitoring: Superintendent;
Campus Administrators

Formative Reviews

November

January

March

June

Strategy 3

Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home. TEC

11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B)

Strategy's Expected Result/Impact: IMPLEMENTATION: Meeting attendance and minutes/handouts
IMPACT: Increased parent involvement of LEP students

Staff Responsible for Monitoring: ESL Coordinators

Formative Reviews

November

January

March

June

Strategy 4

All school to home communication translated in non-English speakers home language.

Strategy's Expected Result/Impact: Implementation--Staff members for translation services, e-mail and text communication in parents' home language.
Impact--Increased parental involvement in school activities.

Staff Responsible for Monitoring: Campus Administrators;
Classroom Teachers;
Campus Staff

Formative Reviews

November

January

March

June

Performance Objective 2

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

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

Strategy 1

Provide "The Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5. TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B)

Strategy's Expected Result/Impact: IMPLEMENTATION: Newsletters sent home
IMPACT: Parents knowledgeable of strategies / activities to be used at home to impact academic success

Staff Responsible for Monitoring: Principals;
Title 1 Teachers

Formative Reviews

November

January

March

June

Strategy 2

Host Title 1 Parent Night meeting at K-5 campuses. TEC 11.253(d)(9) ESSA Section 1112(b)(7) ESSA Section 1116(a)(2)(B)

Strategy's Expected Result/Impact: IMPLEMENTATION: Sign-in sheets, agendas
IMPACT: Parents knowledgeable of Title 1 program and its purpose to accelerate learning

Staff Responsible for Monitoring: Title 1 Coordinator;
Title 1 Teachers;
Principals

Formative Reviews

November

January

March

June

Strategy 3

Provide professional development on positive parent communication and teacher-parent conferences

Strategy's Expected Result/Impact: IMPLEMENTATION: Sign-in sheets for staff development
IMPACT: Teachers will feel confident in communicating with parents and in conducting one-on-one parent conferences

Staff Responsible for Monitoring: Campus principal;
Teachers

Formative Reviews

November

January

March

June



State Compensatory Education

State Compensatory

Budget for Farmersville Intermediate

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 21, 2026 @ 4:15 PM	FIS Library	2025-2026 Campus Improvement Plan Committee Meetings.pdf	--

Members

First Name	Last Name	Position	Committee Role
Karen	Osinski	Assistant Principal	Administrator
Dawn	McCorkendale	Specialized Academic Support	Classroom Teacher
Kelli	Blackwell	Specialized Academic Support	Classroom Teacher
Patricia	Cifuentes	Dyslexia Therapist	Classroom Teacher
Amber	Minter	SpEd RLA	Classroom Teacher
Maria	Lopez	3rd Grade RLA	Classroom Teacher
Miriam	Dobbs	Librarian	Classroom Teacher
Rhonda	Jones	3rd Grade Math	Classroom Teacher
Amy	White	5th Grade Math	Classroom Teacher
Regina	Guidice	5th Grade RLA	Classroom Teacher
Reagan	VanAlstine	3rd Grade Math	Classroom Teacher
Lynn	Hoepfner	Parent	Parent
Kirsten	Vaughan	4th Grade Science/Social Studies	Classroom Teacher
Jesse	DeHusson	4th Math	Classroom Teacher
Erin	Christenson	Counselor	Non-classroom Professional
Jamie	Virgel	Principal	Administrator



Funding Summary

Funding Summary

2024-25 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: FARMERSVILLE INT

Campus Number: 043904102

2025 Campus Accountability Score: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

This page is intentionally blank.

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2025	77%	81%	81%	33%	74%	91%	-	*	-	*	64%	*	83%	77%	71%	56%
	2024	74%	74%	74%	70%	67%	82%	-	-	*	75%	41%	89%	74%	74%	64%	58%
At Meets Grade Level or Above	2025	52%	58%	58%	33%	48%	70%	-	*	-	*	34%	*	57%	59%	45%	28%
	2024	48%	49%	49%	50%	41%	56%	-	-	*	75%	18%	33%	49%	51%	35%	35%
At Masters Grade Level	2025	23%	28%	28%	17%	16%	40%	-	*	-	*	11%	*	29%	25%	20%	11%
	2024	21%	23%	23%	30%	17%	22%	-	-	*	63%	0%	11%	25%	16%	11%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2025	71%	76%	76%	50%	67%	86%	-	*	-	*	62%	*	74%	79%	69%	56%
	2024	70%	64%	64%	60%	57%	71%	-	-	*	88%	32%	56%	63%	67%	53%	65%
At Meets Grade Level or Above	2025	46%	48%	48%	33%	37%	61%	-	*	-	*	26%	*	46%	52%	38%	19%
	2024	42%	37%	37%	20%	26%	47%	-	-	*	63%	15%	33%	37%	37%	27%	19%
At Masters Grade Level	2025	19%	21%	21%	0%	11%	33%	-	*	-	*	13%	*	19%	23%	12%	6%
	2024	15%	14%	14%	10%	6%	22%	-	-	*	25%	0%	11%	15%	14%	7%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2025	81%	82%	82%	100%	71%	89%	-	*	*	100%	62%	80%	81%	84%	75%	65%
	2024	81%	85%	85%	83%	85%	91%	-	*	*	67%	62%	75%	86%	84%	80%	82%
At Meets Grade Level or Above	2025	54%	56%	56%	58%	44%	67%	-	*	*	91%	32%	40%	55%	59%	48%	32%
	2024	51%	50%	50%	17%	48%	61%	-	*	*	17%	17%	50%	52%	48%	37%	36%
At Masters Grade Level	2025	24%	23%	23%	25%	17%	28%	-	*	*	45%	8%	20%	23%	24%	15%	3%
	2024	23%	23%	23%	17%	17%	32%	-	*	*	0%	3%	38%	24%	21%	14%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2025	69%	69%	69%	67%	60%	78%	-	*	*	82%	51%	67%	68%	72%	62%	54%
	2024	69%	56%	56%	17%	54%	70%	-	*	*	0%	31%	63%	53%	61%	45%	48%
At Meets Grade Level or Above	2025	47%	49%	49%	50%	37%	64%	-	*	*	55%	32%	50%	49%	51%	37%	19%
	2024	46%	36%	36%	0%	30%	50%	-	*	*	0%	17%	50%	37%	34%	24%	27%
At Masters Grade Level	2025	24%	29%	29%	33%	17%	41%	-	*	*	36%	9%	17%	26%	33%	18%	5%
	2024	21%	12%	12%	0%	7%	20%	-	*	*	0%	3%	25%	14%	9%	5%	6%
Grade 5 Reading																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	77%	75%	75%	71%	68%	89%	-	*	*	63%	34%	71%	74%	76%	63%	62%
	2024	79%	81%	81%	67%	73%	90%	-	*	-	71%	58%	71%	83%	76%	76%	68%
At Meets Grade Level or Above	2025	58%	60%	60%	43%	54%	76%	-	*	*	25%	19%	57%	57%	64%	48%	43%
	2024	55%	55%	55%	33%	51%	59%	-	*	-	71%	38%	29%	57%	53%	47%	37%
At Masters Grade Level	2025	30%	28%	28%	14%	27%	35%	-	*	*	13%	6%	57%	21%	38%	19%	8%
	2024	29%	27%	27%	33%	21%	30%	-	*	-	29%	4%	29%	29%	24%	21%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2025	74%	66%	66%	29%	63%	83%	-	*	*	25%	41%	100%	66%	67%	49%	54%
	2024	77%	74%	74%	40%	75%	76%	-	*	-	86%	54%	57%	75%	72%	69%	71%
At Meets Grade Level or Above	2025	47%	36%	36%	14%	33%	50%	-	*	*	13%	9%	29%	33%	42%	23%	24%
	2024	50%	40%	40%	40%	30%	49%	-	*	-	43%	38%	29%	38%	41%	32%	21%
At Masters Grade Level	2025	22%	14%	14%	0%	11%	23%	-	*	*	0%	0%	29%	15%	12%	10%	5%
	2024	19%	9%	9%	0%	10%	9%	-	*	-	29%	13%	14%	10%	9%	8%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2025	65%	69%	69%	43%	58%	90%	-	*	*	75%	44%	71%	66%	74%	52%	41%
	2024	58%	72%	72%	40%	65%	81%	-	*	-	86%	52%	57%	75%	68%	63%	53%
At Meets Grade Level or Above	2025	31%	24%	24%	0%	16%	46%	-	*	*	0%	18%	29%	22%	26%	15%	11%
	2024	28%	34%	34%	20%	21%	46%	-	*	-	43%	32%	29%	34%	34%	25%	13%
At Masters Grade Level	2025	12%	10%	10%	0%	5%	23%	-	*	*	0%	6%	14%	10%	11%	6%	3%
	2024	11%	11%	11%	0%	6%	14%	-	*	-	29%	4%	0%	13%	7%	5%	0%
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	77%	77%	64%	66%	85%	-	-	-	100%	43%	57%	78%	74%	75%	56%
	2024	77%	74%	74%	57%	64%	82%	*	*	-	86%	40%	55%	74%	73%	67%	60%
At Meets Grade Level or Above	2025	56%	52%	52%	45%	44%	59%	-	-	-	50%	26%	29%	56%	44%	47%	33%
	2024	57%	58%	58%	29%	45%	71%	*	*	-	71%	33%	45%	63%	52%	49%	46%
At Masters Grade Level	2025	29%	30%	30%	18%	22%	37%	-	-	-	38%	9%	14%	30%	30%	23%	8%
	2024	26%	23%	23%	29%	14%	29%	*	*	-	29%	0%	9%	27%	17%	15%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2025	74%	77%	77%	50%	73%	85%	-	-	-	75%	54%	43%	78%	76%	75%	64%
	2024	72%	74%	74%	57%	66%	85%	*	*	-	57%	27%	45%	75%	73%	72%	69%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2025	40%	39%	39%	17%	31%	47%	-	-	-	63%	25%	14%	44%	30%	34%	22%
	2024	39%	38%	38%	29%	17%	56%	*	*	-	43%	0%	27%	40%	35%	27%	17%
At Masters Grade Level	2025	16%	15%	15%	17%	8%	18%	-	-	-	25%	4%	0%	16%	11%	6%	8%
	2024	14%	13%	13%	14%	2%	24%	*	*	-	0%	0%	0%	15%	11%	7%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2025	75%	78%	75%	60%	66%	86%	-	70%	100%	77%	52%	69%	75%	76%	66%	56%
	2024	75%	78%	73%	55%	67%	81%	*	69%	*	70%	45%	62%	73%	72%	66%	64%
At Meets Grade Level or Above	2025	50%	52%	47%	35%	38%	60%	-	20%	25%	47%	26%	37%	47%	48%	37%	26%
	2024	48%	51%	44%	28%	34%	55%	*	46%	*	49%	23%	36%	45%	43%	34%	28%
At Masters Grade Level	2025	21%	21%	22%	16%	15%	31%	-	0%	13%	24%	8%	24%	21%	23%	14%	6%
	2024	20%	17%	17%	15%	11%	23%	*	31%	*	24%	3%	14%	19%	14%	10%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	80%	79%	72%	70%	88%	-	*	*	90%	54%	67%	79%	78%	71%	60%
	2024	76%	82%	78%	69%	72%	86%	*	67%	*	75%	51%	71%	79%	77%	71%	67%
At Meets Grade Level or Above	2025	54%	60%	56%	47%	48%	67%	-	*	*	62%	29%	43%	56%	57%	47%	34%
	2024	54%	61%	53%	34%	46%	62%	*	50%	*	61%	25%	40%	55%	51%	42%	39%
At Masters Grade Level	2025	23%	24%	27%	19%	20%	35%	-	*	*	34%	8%	33%	26%	29%	19%	8%
	2024	22%	24%	24%	28%	17%	28%	*	50%	*	32%	2%	20%	26%	20%	15%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	73%	72%	51%	65%	83%	-	*	*	66%	53%	70%	72%	73%	64%	57%
	2024	72%	72%	67%	45%	62%	76%	*	67%	*	61%	36%	54%	66%	69%	60%	64%
At Meets Grade Level or Above	2025	45%	43%	44%	30%	34%	56%	-	*	*	45%	24%	35%	43%	44%	33%	21%
	2024	43%	38%	37%	24%	26%	51%	*	33%	*	39%	19%	34%	38%	37%	28%	21%
At Masters Grade Level	2025	20%	17%	20%	16%	12%	29%	-	*	*	21%	8%	17%	19%	21%	12%	6%
	2024	17%	11%	12%	6%	6%	19%	*	17%	*	14%	4%	11%	13%	10%	7%	5%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	86%	69%	43%	58%	90%	-	*	*	75%	44%	71%	66%	74%	52%	41%
	2024	75%	81%	72%	40%	65%	81%	-	*	-	86%	52%	57%	75%	68%	63%	53%
At Meets Grade Level or Above	2025	47%	52%	24%	0%	16%	46%	-	*	*	0%	18%	29%	22%	26%	15%	11%
	2024	43%	52%	34%	20%	21%	46%	-	*	-	43%	32%	29%	34%	34%	25%	13%

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2025	17%	15%	10%	0%	5%	23%	-	*	*	0%	6%	14%	10%	11%	6%	3%
	2024	16%	10%	11%	0%	6%	14%	-	*	-	29%	4%	0%	13%	7%	5%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2025	39%	43%	43%	33%	32%	56%	-	*	-	*	23%	*	38%	52%	31%	14%
	2024	35%	33%	33%	20%	22%	43%	-	-	*	63%	6%	33%	33%	33%	21%	15%
Reading and Mathematics Including EOC	2025	39%	43%	43%	33%	32%	56%	-	*	-	*	23%	*	38%	52%	31%	14%
	2024	35%	33%	33%	20%	22%	43%	-	-	*	63%	6%	33%	33%	33%	21%	15%
Reading Including EOC	2025	52%	58%	58%	33%	48%	70%	-	*	-	*	34%	*	57%	59%	45%	28%
	2024	48%	49%	49%	50%	41%	56%	-	-	*	75%	18%	33%	49%	51%	35%	35%
Math Including EOC	2025	46%	48%	48%	33%	37%	61%	-	*	-	*	26%	*	46%	52%	38%	19%
	2024	42%	37%	37%	20%	26%	47%	-	-	*	63%	15%	33%	37%	37%	27%	19%
4th Graders																	
Reading and Mathematics	2025	40%	44%	44%	42%	30%	58%	-	*	*	55%	26%	40%	43%	44%	32%	14%
	2024	38%	30%	30%	0%	25%	41%	-	*	*	0%	10%	38%	31%	29%	19%	21%
Reading and Mathematics Including EOC	2025	40%	44%	44%	42%	30%	58%	-	*	*	55%	26%	40%	43%	44%	32%	14%
	2024	38%	30%	30%	0%	25%	41%	-	*	*	0%	10%	38%	31%	29%	19%	21%
Reading Including EOC	2025	54%	56%	56%	58%	44%	67%	-	*	*	91%	32%	40%	55%	59%	48%	32%
	2024	51%	50%	50%	17%	48%	61%	-	*	*	17%	17%	50%	52%	48%	37%	36%
Math Including EOC	2025	47%	49%	49%	50%	37%	64%	-	*	*	55%	32%	50%	49%	51%	37%	19%
	2024	46%	36%	36%	0%	30%	50%	-	*	*	0%	17%	50%	37%	34%	24%	27%
5th Graders																	
Reading and Mathematics	2025	42%	34%	34%	14%	29%	50%	-	*	*	13%	3%	29%	30%	40%	23%	19%
	2024	42%	32%	32%	33%	25%	40%	-	*	-	29%	30%	29%	33%	31%	25%	16%
Reading and Mathematics Including EOC	2025	42%	34%	34%	14%	29%	50%	-	*	*	13%	3%	29%	30%	40%	23%	19%
	2024	42%	32%	32%	33%	25%	40%	-	*	-	29%	30%	29%	33%	31%	25%	16%
Reading Including EOC	2025	58%	60%	60%	43%	54%	76%	-	*	*	25%	19%	57%	57%	64%	48%	43%
	2024	55%	55%	55%	33%	51%	59%	-	*	-	71%	38%	29%	57%	53%	47%	37%
Math Including EOC	2025	48%	36%	36%	14%	33%	50%	-	*	*	13%	9%	29%	33%	42%	23%	24%
	2024	51%	40%	40%	40%	30%	49%	-	*	-	43%	38%	29%	38%	41%	32%	21%
6th Graders																	

Texas Education Agency
2024-25 STAAR Performance (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2025	37%	33%	33%	18%	24%	41%	-	-	-	50%	22%	14%	37%	26%	28%	19%
	2024	36%	35%	35%	29%	16%	51%	*	*	-	43%	0%	18%	40%	27%	23%	14%
Reading and Mathematics Including EOC	2025	37%	33%	33%	18%	24%	41%	-	-	-	50%	22%	14%	37%	26%	28%	19%
	2024	36%	35%	35%	29%	16%	51%	*	*	-	43%	0%	18%	40%	27%	23%	14%
Reading Including EOC	2025	56%	52%	52%	45%	44%	59%	-	-	-	50%	26%	29%	56%	44%	47%	33%
	2024	57%	58%	58%	29%	45%	71%	*	*	-	71%	33%	45%	63%	52%	49%	46%
Math Including EOC	2025	41%	39%	39%	17%	31%	47%	-	-	-	63%	25%	14%	44%	30%	34%	22%
	2024	40%	38%	38%	29%	17%	56%	*	*	-	43%	0%	27%	40%	35%	27%	17%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	35%	39%	28%	29%	51%	-	*	*	41%	20%	29%	37%	41%	29%	16%
	2024	36%	31%	33%	22%	22%	44%	*	33%	*	36%	12%	29%	34%	30%	22%	17%
Reading and Mathematics Including EOC	2025	40%	39%	39%	28%	29%	51%	-	*	*	41%	20%	29%	37%	41%	29%	16%
	2024	38%	34%	33%	22%	22%	44%	*	33%	*	36%	12%	29%	34%	30%	22%	17%
Reading Including EOC	2025	55%	58%	56%	47%	48%	67%	-	*	*	62%	29%	43%	56%	57%	47%	34%
	2024	54%	56%	53%	34%	46%	62%	*	50%	*	61%	25%	40%	55%	51%	42%	39%
Math Including EOC	2025	46%	45%	44%	30%	34%	56%	-	*	*	45%	24%	35%	43%	44%	33%	21%
	2024	45%	39%	37%	24%	26%	51%	*	33%	*	39%	19%	34%	38%	37%	28%	21%

* 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 INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)	G/T
School Progress - Annual Growth by Grade and Subject																		
Grade 4 ELA/Reading	2025	70%	76%	76%	91%	69%	80%	-	*	*	82%	69%	80%	71%	84%	73%	69%	89%
	2024	67%	73%	73%	83%	73%	75%	-	*	*	58%	68%	86%	76%	69%	70%	70%	---
Grade 4 Mathematics	2025	65%	70%	70%	64%	66%	76%	-	*	*	55%	61%	75%	68%	73%	63%	57%	100%
	2024	60%	49%	49%	0%	43%	64%	-	*	*	25%	39%	57%	47%	54%	41%	45%	---
Grade 5 ELA/Reading	2025	69%	65%	65%	80%	62%	71%	-	*	*	69%	42%	71%	60%	75%	57%	51%	100%
	2024	70%	68%	68%	64%	63%	72%	-	*	-	83%	54%	67%	66%	72%	66%	61%	---
Grade 5 Mathematics	2025	67%	72%	72%	60%	72%	74%	-	*	*	71%	65%	79%	68%	78%	66%	68%	88%
	2024	65%	64%	64%	79%	62%	63%	-	*	-	83%	60%	50%	66%	62%	60%	58%	---
Grade 6 ELA/Reading	2025	64%	61%	61%	39%	52%	70%	-	-	-	69%	48%	50%	62%	59%	59%	46%	100%
	2024	61%	56%	56%	20%	50%	61%	*	*	-	83%	43%	40%	56%	54%	51%	49%	---
Grade 6 Mathematics	2025	56%	70%	70%	44%	70%	74%	-	-	-	63%	63%	83%	74%	62%	67%	69%	100%
	2024	48%	53%	53%	67%	45%	63%	*	*	-	50%	29%	55%	54%	53%	46%	39%	---
All Grades Both Subjects	2025	65%	66%	69%	63%	66%	74%	-	50%	92%	68%	60%	73%	67%	73%	64%	60%	96%
	2024	64%	64%	61%	54%	56%	66%	*	50%	*	64%	51%	58%	61%	60%	56%	54%	---
All Grades ELA/Reading	2025	67%	66%	68%	70%	62%	74%	-	*	*	74%	57%	67%	65%	74%	64%	55%	96%
	2024	67%	70%	65%	58%	62%	69%	*	50%	*	75%	58%	61%	66%	65%	62%	60%	---
All Grades Mathematics	2025	64%	67%	70%	56%	69%	75%	-	*	*	62%	62%	79%	70%	72%	65%	65%	96%
	2024	60%	58%	56%	50%	50%	63%	*	50%	*	53%	44%	54%	55%	56%	49%	48%	---
School Progress - Accelerated Learning by Grade and Subject																		
Grade 4 ELA/Reading	2025	40%	56%	56%	*	42%	62%	-	*	*	*	47%	*	58%	52%	49%	45%	-
	2024	38%	51%	51%	*	56%	33%	-	*	*	*	44%	*	54%	47%	57%	57%	---
Grade 4 Mathematics	2025	27%	30%	30%	20%	26%	37%	-	-	*	*	31%	*	32%	27%	30%	21%	-
	2024	26%	16%	16%	*	14%	33%	-	*	*	*	13%	*	17%	13%	10%	8%	---
Grade 5 ELA/Reading	2025	25%	17%	17%	*	7%	*	-	*	*	*	7%	*	18%	17%	12%	0%	-
	2024	35%	39%	39%	*	29%	60%	-	-	-	-	25%	*	43%	36%	38%	38%	---
Grade 5 Mathematics	2025	35%	34%	34%	*	29%	50%	-	*	*	33%	26%	*	36%	32%	20%	19%	-
	2024	41%	35%	35%	*	36%	31%	-	-	-	*	13%	*	38%	29%	34%	29%	---
Grade 6 ELA/Reading	2025	27%	20%	20%	*	13%	29%	-	-	-	*	10%	*	17%	29%	20%	17%	-
	2024	24%	16%	16%	*	19%	14%	-	*	-	-	13%	*	13%	20%	18%	13%	---
Grade 6 Mathematics	2025	33%	36%	36%	*	33%	50%	-	-	-	*	20%	*	38%	33%	33%	25%	-
	2024	27%	14%	14%	*	13%	14%	-	*	-	*	0%	20%	13%	15%	16%	13%	---
All Grades Both Subjects	2025	33%	38%	35%	35%	28%	45%	-	*	*	43%	29%	50%	36%	33%	29%	24%	-
	2024	32%	34%	30%	27%	30%	33%	-	*	*	36%	22%	20%	31%	28%	31%	29%	---
All Grades ELA/Reading	2025	31%	41%	38%	71%	26%	45%	-	*	*	67%	30%	*	38%	38%	33%	26%	-
	2024	30%	39%	38%	50%	38%	39%	-	*	*	*	32%	29%	40%	37%	43%	40%	---
All Grades Mathematics	2025	35%	36%	33%	15%	29%	45%	-	*	*	25%	28%	33%	35%	30%	27%	21%	-
	2024	35%	30%	22%	11%	22%	28%	-	*	*	29%	10%	13%	25%	19%	20%	18%	---

- * 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 INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2025	75%	78%	75%	-	-	-	-	-	-	50%	51%	55%	42%	76%	80%	53%	92%
	2024	75%	78%	73%	-	-	-	-	-	-	59%	66%	59%	58%	72%	75%	61%	88%
At Meets Grade Level or Above	2025	50%	52%	47%	-	-	-	-	-	-	19%	19%	19%	20%	48%	54%	22%	64%
	2024	48%	51%	44%	-	-	-	-	-	-	24%	34%	25%	21%	28%	49%	25%	53%
At Masters Grade Level	2025	21%	21%	22%	-	-	-	-	-	-	3%	3%	3%	4%	12%	27%	4%	31%
	2024	20%	17%	17%	-	-	-	-	-	-	4%	13%	5%	2%	9%	20%	5%	24%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	80%	79%	-	-	-	-	-	-	53%	47%	64%	42%	90%	85%	56%	94%
	2024	76%	82%	78%	-	-	-	-	-	-	64%	75%	69%	59%	79%	81%	66%	81%
At Meets Grade Level or Above	2025	54%	60%	56%	-	-	-	-	-	-	26%	27%	29%	19%	80%	63%	30%	76%
	2024	54%	61%	53%	-	-	-	-	-	-	33%	42%	34%	31%	43%	57%	34%	69%
At Masters Grade Level	2025	23%	24%	27%	-	-	-	-	-	-	2%	3%	2%	3%	20%	33%	4%	47%
	2024	22%	24%	24%	-	-	-	-	-	-	5%	17%	6%	2%	21%	27%	7%	44%
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	73%	72%	-	-	-	-	-	-	52%	63%	53%	42%	70%	77%	53%	88%
	2024	72%	72%	67%	-	-	-	-	-	-	59%	58%	63%	57%	64%	68%	59%	94%
At Meets Grade Level or Above	2025	45%	43%	44%	-	-	-	-	-	-	17%	20%	13%	19%	30%	50%	18%	53%
	2024	43%	38%	37%	-	-	-	-	-	-	18%	33%	25%	10%	21%	42%	18%	44%

Texas Education Agency
2024-25 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
At Masters Grade Level	2025	20%	17%	20%	-	-	-	-	-	-	4%	3%	4%	6%	10%	24%	5%	18%	
	2024	17%	11%	12%	-	-	-	-	-	-	5%	17%	6%	2%	0%	14%	4%	6%	
All Grades Science																			
At Approaches Grade Level or Above	2025	78%	86%	69%	-	-	-	-	-	-	33%	33%	31%	*	60%	79%	37%	*	
	2024	75%	81%	72%	-	-	-	-	-	-	47%	63%	42%	-	*	79%	50%	*	
At Meets Grade Level or Above	2025	47%	52%	24%	-	-	-	-	-	-	7%	0%	6%	*	20%	28%	9%	*	
	2024	43%	52%	34%	-	-	-	-	-	-	16%	25%	13%	-	*	41%	14%	*	
At Masters Grade Level	2025	17%	15%	10%	-	-	-	-	-	-	3%	0%	6%	*	0%	13%	3%	*	
	2024	16%	10%	11%	-	-	-	-	-	-	0%	0%	0%	-	*	14%	0%	*	
School Progress - Annual Growth																			
All Grades Both Subjects	2025	65%	66%	69%	-	-	-	-	-	-	57%	53%	59%	59%	72%	72%	59%	75%	
	2024	64%	64%	61%	-	-	-	-	-	-	51%	64%	62%	41%	60%	63%	52%	72%	
All Grades ELA/Reading	2025	67%	66%	68%	-	-	-	-	-	-	51%	33%	54%	64%	89%	72%	54%	70%	
	2024	67%	70%	65%	-	-	-	-	-	-	57%	56%	68%	49%	68%	67%	58%	78%	
All Grades Mathematics	2025	64%	67%	70%	-	-	-	-	-	-	64%	73%	64%	54%	56%	72%	63%	80%	
	2024	60%	58%	56%	-	-	-	-	-	-	45%	72%	55%	33%	50%	58%	46%	67%	
School Progress - Accelerated Learning																			
All Grades Both Subjects	2025	33%	38%	35%	-	-	-	-	-	-	23%	5%	30%	21%	*	41%	23%	*	
	2024	32%	34%	30%	-	-	-	-	-	-	29%	29%	39%	22%	29%	30%	29%	-	
All Grades ELA/Reading	2025	31%	41%	38%	-	-	-	-	-	-	23%	0%	29%	33%	*	47%	25%	*	
	2024	30%	39%	38%	-	-	-	-	-	-	39%	*	45%	33%	*	37%	40%	-	
All Grades Mathematics	2025	35%	36%	33%	-	-	-	-	-	-	23%	10%	31%	0%	*	38%	22%	*	
	2024	35%	30%	22%	-	-	-	-	-	-	19%	20%	33%	7%	*	25%	18%	-	

* 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 INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2025 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	100%	99%	-	100%	100%	100%	99%	96%	99%	99%	100%	100%
Included in Accountability	93%	93%	94%	91%	94%	95%	-	83%	80%	97%	98%	89%	97%	90%	95%	96%
Not Included in Accountability: Mobile	4%	5%	5%	8%	5%	5%	-	17%	20%	3%	1%	7%	3%	9%	4%	4%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	1%	0%	1%	-	0%	0%	0%	1%	4%	1%	1%	0%	0%
Absent	1%	1%	0%	1%	0%	1%	-	0%	0%	0%	1%	2%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	2%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	98%	100%	98%	-	100%	*	100%	98%	92%	99%	99%	99%	100%
Included in Accountability	91%	92%	94%	90%	94%	94%	-	80%	*	100%	97%	84%	96%	90%	95%	96%
Not Included in Accountability: Mobile	4%	5%	5%	8%	5%	4%	-	20%	*	0%	1%	8%	2%	9%	4%	4%
Not Included in Accountability: Other Exclusions	4%	2%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	3%	0%	2%	-	0%	*	0%	2%	8%	1%	1%	1%	0%
Absent	1%	1%	1%	3%	0%	1%	-	0%	*	0%	1%	4%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	1%	-	0%	*	0%	1%	4%	0%	1%	1%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	94%	93%	94%	95%	-	80%	*	94%	99%	92%	97%	90%	95%	96%
Not Included in Accountability: Mobile	4%	6%	6%	8%	6%	5%	-	20%	*	6%	1%	8%	3%	10%	5%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	88%	96%	96%	-	*	*	100%	97%	100%	97%	95%	96%	97%
Not Included in Accountability: Mobile	4%	4%	4%	13%	4%	4%	-	*	*	0%	3%	0%	3%	5%	4%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

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

Texas Education Agency
2024-25 STAAR Participation (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	9%	0%	1%	-	*	-	0%	4%	0%	1%	2%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	9%	0%	1%	-	*	-	0%	4%	0%	1%	2%	1%	0%

* 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 INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2023-24	93.6%	95.3%	95.6%	94.6%	96.0%	95.4%	*	95.9%	*	95.8%	94.8%	95.4%	96.6%
2022-23	93.3%	95.3%	95.3%	95.1%	95.8%	94.9%	*	*	-	96.1%	94.6%	95.1%	96.0%
Chronic Absenteeism													
2023-24	19.0%	11.3%	8.4%	20.9%	5.3%	10.1%	*	0.0%	*	6.5%	11.6%	9.9%	2.2%
2022-23	20.3%	11.0%	10.1%	11.1%	7.2%	13.2%	*	*	-	3.8%	12.6%	11.9%	5.3%
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%	-	-	-	-	-	-	-	-	-	-	-
2022-23	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2024													
Graduated	90.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	91.1%	99.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023													
Graduated	90.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	91.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	92.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.2%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2024	90.7%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	90.3%	97.8%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	4.3%	12.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2024-25 Attendance, Graduation, and Dropout Rates (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2024	78.5%	81.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	84.3%	82.0%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	0.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)													
Class of 2024	89.5%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2023	88.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2023-24	24.6%	-	-	-	-	-	-	-	-	-	-	-	-
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2023-24	11.0%	14.9%	-	-	-	-	-	-	-	-	-	-	-
2022-23	4.4%	12.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2023-24	76.9%	81.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	82.5%	79.6%	-	-	-	-	-	-	-	-	-	-	-
Texas First-DLA Graduates (Annual Rate)													
2023-24	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2023-24	87.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
2022-23	86.8%	92.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2024-25 Graduation Profile (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

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

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2024-25 Student Information (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	680	100.0%	2,392	5,530,499	680	100.0%	2,397	5,544,255
Students by Grade								
Grade 3	167	24.6%	7.0%	7.3%	167	24.6%	7.0%	7.3%
Grade 4	189	27.8%	7.9%	7.3%	189	27.8%	7.9%	7.3%
Grade 5	158	23.2%	6.6%	7.3%	158	23.2%	6.6%	7.3%
Grade 6	166	24.4%	6.9%	7.3%	166	24.4%	6.9%	7.3%
Ethnic Distribution								
African American	45	6.6%	5.7%	12.8%	45	6.6%	5.7%	12.8%
Hispanic	300	44.1%	43.3%	53.5%	300	44.1%	43.2%	53.5%
White	295	43.4%	45.2%	24.4%	295	43.4%	45.3%	24.4%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	7	1.0%	1.0%	5.6%	7	1.0%	1.0%	5.6%
Pacific Islander	2	0.3%	0.2%	0.2%	2	0.3%	0.2%	0.2%
Two or More Races	31	4.6%	4.5%	3.3%	31	4.6%	4.5%	3.3%
Sex								
Female	333	49.0%	48.1%	48.9%	333	49.0%	48.1%	48.8%
Male	347	51.0%	51.9%	51.1%	347	51.0%	51.9%	51.2%
Other Student Cohorts								
Economically Disadvantaged	376	55.3%	56.6%	60.5%	376	55.3%	56.4%	60.4%
Non-Educationally Disadvantaged	304	44.7%	43.4%	39.5%	304	44.7%	43.6%	39.6%
Section 504 Students	53	7.8%	10.9%	6.8%	53	7.8%	10.8%	6.8%
EB Students/EL	130	19.1%	18.4%	24.3%	130	19.1%	18.4%	24.3%
Students w/ Disciplinary Placements (2023-24)	6	0.9%	2.0%	2.1%				
Students w/ Dyslexia	107	15.7%	10.1%	6.4%	107	15.7%	10.1%	6.4%
Foster Care	4	0.6%	0.4%	0.2%	4	0.6%	0.4%	0.2%
Homeless	2	0.3%	1.0%	1.4%	2	0.3%	1.0%	1.4%
Immigrant	7	1.0%	0.7%	3.5%	7	1.0%	0.7%	3.5%
Migrant	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Title I	679	99.9%	52.8%	66.6%	679	99.9%	52.9%	66.5%
Military Connected	39	5.7%	3.0%	4.1%	39	5.7%	3.0%	4.1%
At-Risk	168	24.7%	24.7%	53.5%	168	24.7%	24.7%	53.5%
Students by Instructional Program								
Bilingual/ESL Education	120	17.6%	16.6%	24.3%	120	17.6%	16.6%	24.3%
Career and Technical Education	0	0.0%	40.6%	27.7%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	82.4%	74.0%	-	-	-	-
Gifted and Talented Education	37	5.4%	5.3%	8.7%	37	5.4%	5.3%	8.7%
Special Education	169	24.9%	16.3%	15.3%	169	24.9%	16.4%	15.5%

Texas Education Agency
2024-25 Student Information (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	169							
Students with Intellectual Disabilities	108	63.9%	55.3%	48.3%				
Students with Physical Disabilities	18	10.7%	15.4%	17.0%				
Students with Autism	23	13.6%	13.6%	16.8%				
Students with Behavioral Disabilities	20	11.8%	13.4%	16.3%				
Students with Non-Categorical Early Childhood	0	0.0%	2.3%	1.6%				
Mobility (2023-24)								
Total Mobile Students	98	13.9%	13.5%	16.4%				
African American	14	2.0%	1.7%	3.3%				
Hispanic	33	4.7%	5.0%	8.9%				
White	44	6.3%	5.8%	2.9%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.1%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	6	0.9%	0.8%	0.6%				
Special Ed Students who are Mobile	26	17.6%	15.7%	17.3%				
Count and Percent of EB Students/EL who are Mobile	17	12.5%	14.8%	17.9%				
Count and Percent of Econ Dis Students who are Mobile	65	15.1%	14.7%	19.0%				
Student Attrition (2023-24)								
Total Student Attrition	68	14.1%	12.5%	18.0%				

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 3	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.0%	0.4%	2.6%	2.6%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

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

Texas Education Agency
2024-25 Student Information (TAPR)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

Class Size Information	Campus	District	State
Elementary			
Grade 3	27.4	27.4	20.1
Grade 4	29.4	29.4	20.0
Grade 5	27.2	27.2	21.3
Grade 6	27.7	27.7	19.8

Texas Education Agency
2024-25 Staff Information (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	58.7	100.0%	100.0%	100.0%
Professional Staff	46.1	78.5%	62.5%	63.8%
Teachers	37.0	63.0%	46.2%	48.3%
Professional Support	6.1	10.3%	9.3%	10.8%
Campus Administration (School Leadership)	3.0	5.1%	3.2%	3.4%
Educational Aides	12.6	21.5%	12.3%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,125.0
Part-time Librarians	1.0	n/a	1.0	583.0
Full-time Counselors	1.0	n/a	3.0	13,704.0
Part-time Counselors	0.0	n/a	3.0	1,298.0
Total Minority Staff	9.9	16.9%	20.0%	55.3%
Teachers by Ethnicity				
African American	0.9	2.5%	2.1%	12.8%
Hispanic	3.7	10.0%	7.5%	31.0%
White	30.5	82.5%	88.4%	52.2%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.9	2.5%	1.4%	2.2%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.9	2.5%	0.7%	1.3%
Teachers by Sex				
Males	7.0	19.0%	28.8%	24.6%
Females	30.0	81.0%	71.2%	75.4%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.1%	2.4%
Bachelors	23.4	63.4%	65.5%	71.4%
Masters	13.6	36.6%	32.2%	25.4%
Doctorate	0.0	0.0%	1.2%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.5	4.2%	4.1%	7.3%
1-5 Years Experience	6.5	17.5%	17.1%	28.3%
6-10 Years Experience	6.9	18.7%	18.6%	19.7%
11-20 Years Experience	14.8	39.9%	34.9%	27.6%
21-30 Years Experience	6.3	17.1%	23.3%	14.1%
Over 30 Years Experience	0.9	2.5%	2.1%	3.0%
Number of Students per Teacher	18.4	n/a	17.5	15.0

Texas Education Agency
2024-25 Staff Information (TAPR)
 FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	1.0	3.0	6.0
Average Years Experience of Principals with District	1.0	3.0	5.1
Average Years Experience of Assistant Principals	1.0	5.3	5.1
Average Years Experience of Assistant Principals with District	1.0	4.3	4.3
Average Years Experience of Teachers	14.8	14.2	11.2
Average Years Experience of Teachers with District	4.6	5.1	7.0
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$56,987	\$57,925	\$55,689
1-5 Years Experience	\$62,477	\$61,896	\$59,266
6-10 Years Experience	\$64,118	\$64,230	\$62,607
11-20 Years Experience	\$72,708	\$73,091	\$66,353
21-30 Years Experience	\$81,164	\$82,492	\$70,976
Over 30 Years Experience	\$85,425	\$90,672	\$75,042
Average Actual Salaries (regular duties only)			
Teachers	\$70,418	\$71,461	\$63,751
Professional Support	\$89,388	\$97,887	\$75,909
Campus Administration (School Leadership)	\$92,000	\$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	0.0	0.0%	10.4%	5.5%
Compensatory Education	0.0	0.0%	0.7%	2.6%
Gifted and Talented Education	0.5	1.3%	0.7%	1.6%
Regular Education	31.2	84.3%	74.1%	69.0%
Special Education	5.3	14.4%	10.0%	11.4%
Other	0.0	0.0%	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)
FARMERSVILLE INT (043904102) - FARMERSVILLE ISD - COLLIN COUNTY

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.)