

Farmersville Independent School District

Farmersville Junior High

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Postsecondary Readiness



Mission Statement

Live kind. Growth for all.

Farmersville Junior High School will promote a safe environment of positive support and kindness for each member of our school community. We will also provide a well-rounded, quality educational experience that promotes growth for all students and adults connected to our campus, including an emphasis upon academic, athletic, artistic and holistic growth towards excellence. We will accomplish this through clear and high expectations, a relevant curriculum, and appropriate safety supports.

Vision

The vision of Farmersville Junior High School is to grow students who ...

... contribute to the *community*,

... are ready for the *rigors* of high school,

... and have a foundation for *college readiness*.

At Farmersville Junior High School, our teachers and staff will provide a learning environment that challenges each student to achieve at the highest level in all of their academic, athletic, and artistic endeavors. We will accomplish this through clear and high expectations, a relevant curriculum, and appropriate safety nets. Our students will leave junior high school having already contributed to the community, ready to achieve success in high school, and possessing foundational skills that will lead to college readiness with continued development. In doing this, our unique students will become lifelong learners and productive citizens in a constantly changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As reported by the most recent TEA online data, Farmersville Junior High has a population of 444 students.

Student enrollment at Farmersville Junior High continues to steadily grow.

2020-21 TEA enrollment data shows that the Hispanic student group is the fastest growing population. The primary campus student groups are as follows:

- 53.6% are Low Socioeconomic
- 50.2% are White
- 42.1% are Hispanic
- 2.7% are African American
- 1.4% are Asian
- 0.2% are American Indian
- 2.6% are Two or More Races

*This report was completed prior to the new campus alignment. 6th grade students are now at Farmersville Intermediate. Current enrollment as of October 2022 is 330 students (7/8 only).

Demographics Strengths

Farmersville Junior High has many strengths. Some of the most notable demographics strengths include: Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success. The attendance rate at Farmersville Junior High has always been above 96%. Students at Farmersville Junior High are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment data indicated that the percentage of students identified as ELL is increasing each year. **Root Cause:** We have had an increase of students that moved to the campus that are moving in from non-English speaking countries.

Problem Statement 2 (Prioritized): The latest TAPR report shows that the junior high is below the state average in the amount of students receiving Gifted and Talented Education. **Root Cause:** There is low population of students that are being identified with Gifted and Talented requisites to qualify for GT education.

Student Learning

Student Learning Summary

Farmersville Junior High School had a B rating (scale score of 83) for the most recently measured year (2021 - 2022):

Student achievement: 84

School Progress: 86

Closing the Gaps: 75

Although we are proud of our scores, we know we can continue to move our students forward. On the 2022 STAAR (2022 STAAR Performance), the following scores for all grades show the percentage at the Approaches level or Above:

Reading

6th/7th/8th Grade: Overall: 88%, SES: 84%, HISP: 86%

Math

6th/7th/8th Grade: Overall: 76%, SES: 70%, HISP: 73%

History

8th Grade: Overall: 71%, SES: 66%. HISP: 66%

Science

8th Grade: Overall: 88%, SES: 85%. HISP: 85%

A deep analysis of the above scores by grade level and by each student group reveals that some student groups have shown positive growth when comparing recent STAAR data for consecutive years. All of the student groups have been analyzed by individual student scores and academic standards. Intervention strategies have been implemented to accelerate learning and close this gap. Individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Student Learning Strengths

Farmersville Junior High has a population of hard-working, high achieving students. Farmersville Junior High is maintaining many different strengths, including: Earning Distinctions in ELAR, Comparative Academic Growth, Closing Performance Gaps, and Post-Secondary Readiness. The campus is performing above state standards in overall, social economic, and Hispanic population groups in the majority of subject areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data reveals that special education and Hispanic population are our highest area of need **Root Cause:** The gradual increase in student population in both the areas of special education and Hispanic students.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Farmersville Junior High is guided by the TEKS and content 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 through unit Performance Indicators. Each grading period, each teacher, with administrative support, maps out the specific skills and standards that will be taught for the upcoming term. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and takes on many different forms at Farmersville Junior High. By ensuring all grade level skills are taught and that students learn them, Farmersville Junior High can demonstrate how the essential 21st Century Skills are being mastered. We disaggregate data based on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations.

Parents, teachers, and students at Farmersville Junior High take pride in our schools and our school's reputation of success. The perception of Farmersville Junior High among all stakeholders is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Farmersville Junior High's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle with learning, you will see adjustments made within the instruction, the school context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

We have implemented 1-to-1 Chromebook devices for all of our students, utilizing the Emergency Connectivity Fund to make these purchases. We also provide protective cases and chargers. We now use a single sign-on application called Clever to help access online resources easily. We changed to using Cloud-based systems like email (our .org account is hosted through google but our .net account was housed in our high school's server room), Google Classroom, Microsoft 365 (Word, PowerPoint, Excel online).

School Processes & Programs Strengths

Farmersville Junior High has identified the following strengths:

1. The ability to interpret and use summative and formative assessments data to drive instructional decisions.
2. The ability to personalize instruction through blended learning that includes live instruction and personalized software.
3. The effective use of an advisory period to target learning gaps and provide interventions.

Farmersville Junior High is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by our community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently
6. Advisory period provides students with the opportunity to receive targeted academic intervention and enrichment during the school day

Farmersville ISD has made strides in overcoming digital inequity through strategic purchases, training, and implementation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): STAAR scores and the formative assessments identify some gaps in instruction and students achievement with our ELL population. **Root Cause:** Lack of consistently providing instruction at a personalized level of rigor for our ELL students.

Perceptions

Perceptions Summary

School Culture and Climate Summary: One of the core beliefs at Farmersville ISD is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire district operates under what we call Excellence for ALL. Students are taught that excellence is the habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Students are taught, they practice, and then excellence with personal management and behavior is expected. Teachers and other staff receive training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Farmersville Junior High works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our district and high mobility, Farmersville Junior High has strengthened connections between home and school through Teacher Nights, social media (Facebook, Twitter, and Instagram), emails, and a district wide use of SchoolStatus and District website to help with communication and keeping parents informed.

We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. The district provides translations on the website and also with printed materials in all languages spoken in school communication. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We take pride in the fact that parents report our office staff are parent-friendly.

Perceptions Strengths

Farmersville Junior High has strengthened connections between home and school through Teacher Nights, social media (Facebook, Twitter, and Instagram), emails, and the SchoolStatus Program and District website to help with communication and keeping parents informed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The implementation of Parent communication continues to be needed and is a high priority for the district **Root Cause:** There are constant changes in how we communicate with parents and meet the needs of all parents areas of communication.

Priority Problem Statements

Problem Statement 1: The implementation of Parent communication continues to be needed and is a high priority for the district

Root Cause 1: There are constant changes in how we communicate with parents and meet the needs of all parents areas of communication.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: The latest TAPR report shows that the junior high is below the state average in the amount of students receiving Gifted and Talented Education.

Root Cause 2: There is low population of students that are being identified with Gifted and Talented requisites to qualify for GT education.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Enrollment data indicated that the percentage of students identified as ELL is increasing each year.

Root Cause 3: We have had an increase of students that moved to the campus that are moving in from non-English speaking countries.

Problem Statement 3 Areas: Demographics

Problem Statement 4: STAAR data reveals that special education and Hispanic population are our highest area of need

Root Cause 4: The gradual increase in student population in both the areas of special education and Hispanic students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: STAAR scores and the formative assessments identify some gaps in instruction and students achievement with our ELL population.

Root Cause 5: Lack of consistently providing instruction at a personalized level of rigor for our ELL students.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data







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







Goals







Goal 1: Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading, Mathematics, Science, Social Studies).

Performance Objective 1: FJHS will reach 90% "Approaches", 60% "Meets", and 30% "Masters" in Math, ELAR, and Science

Evaluation Data Sources: 2022 TEA Accountability Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement formative assessment plans to be analyzed at the central level as well as the campus / department level. The Junior High School will use the Eduphoria, The Lowman Program, as well as investigate additional assessment resources including new interactive style questioning. TEC 11.252(a)(3)(D)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts 2. IMPACT - Increased use of technology in instruction</p> <p>Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students</p> <p>Staff Responsible for Monitoring: Campus Administrators; Dyslexia Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				




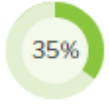


Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers of "transition grade" students will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement. FJHS 7th grade teachers will receive information about their incoming students from FIS, and 8th grade teachers will provide information about the students going to FHS.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Student data sheets and course assignment sheets. 2. IMPACT - Students will receive needed services and instruction from the first day in the new grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Differentiation and acceleration of instruction will be provided by:</p> <ul style="list-style-type: none"> ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success <p>TEC 11.252(c)(3)(H) TEC 11.252(3)(F)</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Students in "transition grades" will participate in campus visits and orientation for the new grade, to become familiar with the teachers and logistics of the new school and schedule.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Scheduled campus visits and "Fish Camp" documentation. 2. IMPACT - Students will have information and confidence needed to be successful from the first day in the new grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide before school, in school, and after school tutorials, and also 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)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Attendance sheets for tutorials and summer school. Data from formative and summative assessments 2. IMPACT - Students will receive effective and timely assistance according to individual needs, leading to increased academic success</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading, Mathematics, Science, Social Studies).

Performance Objective 2: FJHS will reach 95% "Approaches", 65% "Meets", and 35% "Masters" on Social Studies

Evaluation Data Sources: 2022 TEA Accountability Summary



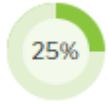
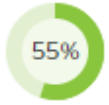


Strategy 1 Details	Reviews			
<p>Strategy 1: Implement formative assessment plans to be analyzed at the central level as well as the campus / department level. The Junior High School will use the Eduphoria, STAAR released questions, as well as investigate additional assessment resources including interactive style questioning. TEC 11.252(a)(3)(D)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts 2. IMPACT - Increased use of technology in instruction</p> <p>Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students</p> <p>Staff Responsible for Monitoring: Campus Administrators; Dyslexia Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				

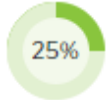





Strategy 4 Details	Reviews			
<p>Strategy 4: Differentiation and acceleration of instruction will be provided by:</p> <ul style="list-style-type: none"> ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success <p>TEC 11.252(c)(3)(H) TEC 11.252(3)(F)</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students in "transition grades" will participate in campus visits and orientation for the new grade, to become familiar with the teachers and logistics of the new school and schedule.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Scheduled campus visits and "Fish Camp" documentation. 2. IMPACT - Students will have information and confidence needed to be successful from the first day in the new grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide before school, in school, and after school tutorials, and also summer school for students who are failing, at risk of failing, or not meeting growth expectations on formative assessments</p> <p>TEC 11.252(a)(3)(A)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Attendance sheets for tutorials and summer school. Data from formative and summative assessments 2. IMPACT - Students will receive effective and timely assistance according to individual needs, leading to increased academic success</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading, Mathematics, Science, Social Studies).

Performance Objective 3: FJHS will increase the English Language Proficiency Progress Rate score from 24% to 36%

Evaluation Data Sources: TELPAS




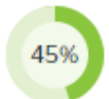




Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize online software 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 online software system.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers 2. IMPACT - Student accommodations allow for student success in classwork and assessments</p> <p>Staff Responsible for Monitoring: ESL Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Newcomer students will have personal Chromebook issued and will have access to Google Translate, Rosetta Stone, Summit K12 Language learning software, and beginning English apps (at school and at home).</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Chromebooks checked out to students, software downloaded and explained to students 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores.</p> <p>Staff Responsible for Monitoring: Campus ESL teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Differentiation of instruction will be provided by:</p> <ul style="list-style-type: none"> ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus" <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Campus Administrators; Fisd GT Coordinator and FJHS Campus GT Teacher; Fisd ESL Coordinator and FJHS Campus ESL Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 45%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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









Evaluation Data Sources: Personnel documentation
Teacher certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position</p> <p>Staff Responsible for Monitoring: Curriculum Director Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Actively seek and review applicants that reflect student population demographics.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Intentional inclusion of demographically representative applicants in the interview pool. 2. IMPACT - Number of new teachers retained by district</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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












Evaluation Data Sources: Exit interviews
HR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Support technology integration and implementation through meaningful and practical training.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Documentation of technology training on relevant technology topics 2. IMPACT - improved teacher efficacy and confidence</p> <p>Staff Responsible for Monitoring: Instructional Technology Facilitator, Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level.</p> <p>TEC 11.252(3)(F)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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









Evaluation Data Sources: Campus drill reports



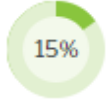
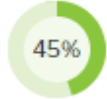







Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor security of doors with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - locks and security cameras installed 2. IMPACT - eliminate number of strangers in hallways</p> <p>Staff Responsible for Monitoring: Front Office Staff; Police Chief</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Discipline report
School Police report







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

Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>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 ISS/AEP to help them stop the problematic behavior without missing class time.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Ascender discipline logs 2. IMPACT - reduced number of incidents in Ascender</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: All campus counselors and administrators will be trained on harassment and dating violence each year.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Maintain Farmer GRRIT Awards to promote positive and kindness acts around campus.










Evaluation Data Sources: Discipline Report
Farmer GRRIT Ticket Box

Strategy 1 Details	Reviews			
<p>Strategy 1: All Campus Staff will utilize a system of rewards to reward good behavior for students in and out of the classroom.</p> <p>Strategy's Expected Result/Impact: Impact- promote and improve student behavior</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers Paraprofessionals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Through school engagement and academic planning efforts, Farmersville Junior High School will support the district goal of students remaining in school to obtain a high school diploma.

Performance Objective 1: Decrease the number of students failing one or more classes









Evaluation Data Sources: Grading period progress reports and report cards

Strategy 1 Details	Reviews			
<p>Strategy 1: Intervention with counselor to discuss study skill and academic improvement strategies for students not passing with at least 70% in all classes at progress reports or report cards</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - scheduled students meetings with school counselor; Effective Advising Framework pilot district 2. IMPACT - reduced number of students not being successful in classes</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus School Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide incentive program that rewards students for achieving the honor roll each six weeks</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Academic Records 2. IMPACT - increase the number of students students achieving the honor rolls</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Through school engagement and academic planning efforts, Farmersville Junior High School will support the district goal of students remaining in school to obtain a high school diploma.

Performance Objective 2: Increase efforts at long-term visioning for academic success







Evaluation Data Sources: Student academic planning guides

Strategy 1 Details	Reviews			
<p>Strategy 1: Every student will have an academic plan and will meet with a counselor annually to review progress toward the completion of the plan.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - academic plans on file, notes when applicable; Effective Advising Framework pilot district 2. IMPACT - increase in graduation focus, planning</p> <p>Staff Responsible for Monitoring: Secondary Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Assess student readiness for college-level courses in the dual-credit program by using the Texas Success Initiative exam (TSI) in 8th grade.</p> <p>Strategy's Expected Result/Impact: Increased freshmen enrollment in FISD dual-credit courses in the upcoming school year.</p> <p>Staff Responsible for Monitoring: Principal, counselor, select teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: Farmersville Junior High School will support the district goal of increasing the number of students graduating - and also demonstrating college, career, and/or military readiness - by implementing school engagement and academic planning efforts.

Performance Objective 1: Emphasize college options and planning








Evaluation Data Sources: Programs and opportunities for hearing, discussing college considerations

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer rigorous Advanced courses in Math, ELAR, Science, and History</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increased enrollment in advanced classes; demographic representation</p> <p>Staff Responsible for Monitoring: JH Administrators; JH Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Farmersville Junior High School will support the district goal of increasing the number of students graduating - and also demonstrating college, career, and/or military readiness - by implementing school engagement and academic planning efforts.

Performance Objective 2: Support course offerings for high school credit







Evaluation Data Sources: Numbers and types of courses offered, especially those for high school credit at FJHS.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide junior high courses that provide high school credit: Spanish, Algebra 1, Business Information Management</p> <p>Strategy's Expected Result/Impact: Increase the number of students who will take courses for high school credit at FJHS.</p> <p>Staff Responsible for Monitoring: Principal, counselor, select teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Farmersville Junior High School will support the district goal of increasing the number of students graduating - and also demonstrating college, career, and/or military readiness - by implementing school engagement and academic planning efforts.

Performance Objective 3: Support classes and programs that emphasize CTE and STEM priorities: STEM Elective, Robotics and Engineering, Computer Data Entry











Evaluation Data Sources: Course selection guide and master scheduling

Strategy 1 Details	Reviews			
Strategy 1: Develop and support CTE courses in the context of other courses or programs Strategy's Expected Result/Impact: Future success of fully developed district-wide Engineering program Staff Responsible for Monitoring: Superintendents, Robotics and Engineering Director, Principal, select teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Campus attendance rate will be monitored for attainment of 96% or greater













Evaluation Data Sources: TExEIS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: District Truancy Plan, will be followed for any students with three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation</p> <p>Staff Responsible for Monitoring: Curriculum Director; Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Attendance Committee Meetings will take place each term to develop interventions for at risk, truant students</p> <p>Strategy's Expected Result/Impact: At-risk, truant behaviors will decrease</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselor, Attendance Clerk, grade level teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 7: FJHS will support the district's efforts to emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

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









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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide translation services on website. 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 Support Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - meeting attendance and minutes/handouts 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: ESL Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: FJHS will support the district's efforts to emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 2: Update website and expand communication outlets for families, and establish ongoing collaboration between campus and district communications positions

Evaluation Data Sources: Documentation of website updates and additional communication outlets, along with collaboration between campus and district communication positions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide messages with parent involvement tips in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff development on positive teacher-parent interaction and on conducting effective parent conferences</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION- Professional development on positive parent communication and conferences 2. IMPACT - Teachers knowledgeable of what positive parent conferencing looks like and confident in use of strategies resulting in effective parent communication and conferencing</p> <p>Staff Responsible for Monitoring: Campus principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Farmersville Junior High

Total SCE Funds: \$78,865.72

Total FTEs Funded by SCE: 1.171

Brief Description of SCE Services and/or Programs

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Personnel for Farmersville Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
7th Grade Teacher	Teacher	0.059
7th Grade Teacher	Teacher	0.059
7th Grade Teacher	Teacher	0.21
7th Grade Teacher	Teacher	0.04
7th Grade Teacher	Teacher	0.06
8th Grade Teacher	Teacher	0.047
8th Grade Teacher	Teacher	0.058
8th Grade Teacher	Teacher	0.058
8th Grade Teacher	Teacher	0.057
Electives Teacher	Teacher	0.054
Electives Teacher	Teacher	0.093
Electives Teacher	Teacher	0.093
Electives Teacher	Teacher	0.057
Electives Teacher	Teacher	0.049
Electives Teacher	Teacher	0.177

2021-22 Texas Academic Performance Report (TAPR)

District Name: FARMERSVILLE ISD

Campus Name: FARMERSVILLE J H

Campus Number: 043904041

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
FARMERSVILLE J H (043904041) - 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 6 Reading																	
At Approaches Grade Level or Above	2022	70%	80%	80%	43%	77%	84%	-	*	-	*	48%	*	78%	83%	75%	74%
	2021	62%	75%	75%	71%	59%	89%	-	*	*	*	29%	83%	76%	73%	66%	58%
At Meets Grade Level or Above	2022	43%	55%	55%	43%	48%	63%	-	*	-	*	39%	*	52%	60%	42%	29%
	2021	32%	38%	38%	14%	20%	53%	-	*	*	*	24%	50%	40%	34%	22%	21%
At Masters Grade Level	2022	23%	27%	27%	29%	15%	36%	-	*	-	*	9%	*	24%	32%	21%	9%
	2021	15%	15%	15%	0%	6%	22%	-	*	*	*	12%	17%	17%	13%	6%	6%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	58%	58%	57%	54%	60%	-	*	-	*	35%	*	53%	65%	49%	41%
	2021	68%	76%	76%	57%	69%	83%	-	*	*	*	41%	100%	78%	73%	70%	67%
At Meets Grade Level or Above	2022	39%	17%	17%	14%	13%	20%	-	*	-	*	22%	*	17%	16%	11%	9%
	2021	36%	38%	38%	14%	25%	48%	-	*	*	*	24%	50%	40%	36%	24%	24%
At Masters Grade Level	2022	16%	2%	2%	0%	1%	2%	-	*	-	*	4%	*	2%	3%	2%	0%
	2021	15%	11%	11%	0%	4%	17%	-	*	*	*	6%	33%	11%	11%	4%	6%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	92%	92%	86%	89%	95%	-	*	-	80%	50%	100%	95%	87%	88%	84%
	2021	69%	80%	80%	*	76%	82%	-	*	-	*	22%	80%	82%	76%	71%	69%
At Meets Grade Level or Above	2022	56%	72%	71%	57%	57%	81%	-	*	-	80%	29%	40%	73%	69%	61%	57%
	2021	45%	52%	52%	*	47%	56%	-	*	-	*	0%	40%	55%	47%	44%	51%
At Masters Grade Level	2022	37%	46%	46%	14%	31%	58%	-	*	-	60%	7%	40%	49%	43%	30%	24%
	2021	25%	25%	25%	*	23%	25%	-	*	-	*	0%	20%	22%	31%	19%	23%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	82%	82%	57%	75%	89%	-	*	-	80%	53%	80%	89%	73%	76%	79%
	2021	55%	77%	77%	*	69%	84%	-	*	-	*	22%	80%	77%	78%	66%	71%
At Meets Grade Level or Above	2022	31%	43%	43%	0%	29%	52%	-	*	-	80%	20%	20%	50%	34%	35%	29%
	2021	27%	39%	39%	*	27%	49%	-	*	-	*	0%	20%	34%	47%	27%	23%
At Masters Grade Level	2022	13%	14%	14%	0%	7%	18%	-	*	-	0%	7%	20%	18%	8%	10%	13%
	2021	12%	18%	18%	*	13%	19%	-	*	-	*	0%	20%	13%	27%	14%	11%
Grade 8 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	92%	92%	100%	91%	95%	-	*	-	*	42%	*	93%	90%	91%	83%
	2021	73%	85%	85%	*	82%	89%	-	*	-	67%	60%	100%	93%	73%	78%	73%
At Meets Grade Level or Above	2022	58%	67%	67%	67%	59%	77%	-	*	-	*	0%	*	65%	71%	62%	47%
	2021	46%	50%	50%	*	47%	54%	-	*	-	17%	30%	60%	58%	37%	43%	36%
At Masters Grade Level	2022	37%	47%	47%	50%	45%	47%	-	*	-	*	0%	*	47%	47%	39%	27%
	2021	21%	20%	20%	*	16%	24%	-	*	-	17%	0%	20%	24%	14%	15%	5%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	76%	76%	60%	79%	79%	-	-	-	-	33%	*	78%	72%	73%	78%
	2021	62%	75%	75%	*	71%	76%	-	*	-	*	50%	*	78%	73%	63%	56%
At Meets Grade Level or Above	2022	40%	35%	35%	40%	28%	50%	-	-	-	-	0%	*	31%	41%	24%	22%
	2021	36%	36%	36%	*	24%	44%	-	*	-	*	40%	*	33%	40%	21%	22%
At Masters Grade Level	2022	14%	4%	4%	0%	5%	4%	-	-	-	-	0%	*	2%	7%	4%	6%
	2021	11%	1%	1%	*	0%	2%	-	*	-	*	10%	*	3%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	88%	88%	83%	85%	95%	-	*	-	*	42%	*	90%	84%	85%	73%
	2021	68%	86%	86%	*	82%	87%	-	*	-	100%	60%	100%	89%	80%	80%	77%
At Meets Grade Level or Above	2022	45%	60%	60%	50%	55%	68%	-	*	-	*	25%	*	57%	67%	49%	43%
	2021	43%	63%	63%	*	60%	66%	-	*	-	33%	40%	80%	67%	55%	54%	50%
At Masters Grade Level	2022	24%	26%	26%	0%	24%	29%	-	*	-	*	0%	*	22%	35%	17%	27%
	2021	24%	32%	32%	*	33%	34%	-	*	-	17%	0%	20%	36%	25%	28%	14%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	71%	71%	67%	66%	77%	-	*	-	*	8%	*	73%	67%	66%	52%
	2021	57%	74%	74%	*	72%	77%	-	*	-	50%	40%	100%	79%	65%	71%	55%
At Meets Grade Level or Above	2022	31%	37%	37%	50%	31%	42%	-	*	-	*	0%	*	29%	53%	28%	21%
	2021	28%	42%	42%	*	40%	45%	-	*	-	17%	30%	40%	44%	38%	35%	27%
At Masters Grade Level	2022	18%	18%	18%	33%	14%	19%	-	*	-	*	0%	*	14%	25%	9%	7%
	2021	14%	23%	23%	*	19%	25%	-	*	-	17%	0%	20%	25%	19%	22%	14%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	91%	100%	*	100%	100%	-	*	-	*	-	*	100%	100%	100%	100%
	2021	73%	85%	95%	-	96%	94%	-	*	-	*	-	*	94%	100%	90%	*

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	43%	63%	83%	*	84%	79%	-	*	-	*	-	*	81%	86%	74%	75%
	2021	41%	44%	75%	-	83%	68%	-	*	-	*	-	*	71%	91%	73%	*
At Masters Grade Level	2022	27%	37%	52%	*	54%	45%	-	*	-	*	-	*	47%	64%	45%	50%
	2021	23%	25%	46%	-	50%	45%	-	*	-	*	-	*	42%	64%	40%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	81%	81%	69%	78%	85%	-	93%	-	91%	40%	79%	82%	79%	76%	72%
	2021	67%	78%	80%	75%	75%	85%	*	100%	*	83%	38%	94%	83%	75%	72%	67%
At Meets Grade Level or Above	2022	48%	54%	51%	40%	44%	58%	-	86%	-	75%	20%	41%	50%	53%	42%	35%
	2021	41%	47%	47%	38%	40%	53%	*	100%	*	44%	23%	55%	49%	43%	37%	34%
At Masters Grade Level	2022	23%	24%	26%	17%	21%	29%	-	71%	-	53%	4%	26%	25%	27%	19%	16%
	2021	18%	19%	20%	13%	16%	23%	*	50%	*	27%	4%	21%	21%	18%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	83%	88%	75%	86%	91%	-	100%	-	92%	47%	100%	88%	86%	84%	80%
	2021	68%	78%	80%	80%	73%	87%	-	*	*	77%	36%	88%	84%	74%	72%	66%
At Meets Grade Level or Above	2022	53%	62%	64%	55%	55%	73%	-	83%	-	83%	27%	54%	63%	66%	54%	45%
	2021	45%	50%	47%	40%	39%	54%	-	*	*	31%	19%	50%	52%	39%	37%	37%
At Masters Grade Level	2022	25%	29%	40%	30%	31%	46%	-	67%	-	75%	6%	38%	40%	40%	30%	20%
	2021	18%	19%	20%	10%	16%	24%	-	*	*	31%	6%	19%	21%	18%	14%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	77%	76%	60%	73%	79%	-	83%	-	92%	40%	69%	77%	73%	70%	69%
	2021	66%	76%	79%	70%	73%	83%	-	100%	*	92%	39%	94%	80%	76%	70%	68%
At Meets Grade Level or Above	2022	42%	42%	39%	20%	33%	44%	-	83%	-	75%	16%	31%	42%	35%	31%	26%
	2021	37%	39%	43%	30%	33%	51%	-	100%	*	62%	22%	50%	43%	44%	32%	27%
At Masters Grade Level	2022	20%	16%	15%	5%	13%	15%	-	67%	-	33%	4%	15%	16%	13%	12%	12%
	2021	18%	15%	16%	10%	13%	19%	-	40%	*	23%	6%	25%	16%	16%	12%	10%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	85%	88%	83%	85%	95%	-	*	-	*	42%	*	90%	84%	85%	73%
	2021	71%	81%	86%	*	82%	87%	-	*	-	100%	60%	100%	89%	80%	80%	77%
At Meets Grade Level or Above	2022	47%	56%	60%	50%	55%	68%	-	*	-	*	25%	*	57%	67%	49%	43%
	2021	44%	53%	63%	*	60%	66%	-	*	-	33%	40%	80%	67%	55%	54%	50%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FARMERSVILLE J H (043904041) - 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	2022	21%	20%	26%	0%	24%	29%	-	*	-	*	0%	*	22%	35%	17%	27%
	2021	20%	22%	32%	*	33%	34%	-	*	-	17%	0%	20%	36%	25%	28%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	81%	71%	67%	66%	77%	-	*	-	*	8%	*	73%	67%	66%	52%
	2021	73%	85%	74%	*	72%	77%	-	*	-	50%	40%	100%	79%	65%	71%	55%
At Meets Grade Level or Above	2022	50%	58%	37%	50%	31%	42%	-	*	-	*	0%	*	29%	53%	28%	21%
	2021	49%	60%	42%	*	40%	45%	-	*	-	17%	30%	40%	44%	38%	35%	27%
At Masters Grade Level	2022	30%	32%	18%	33%	14%	19%	-	*	-	*	0%	*	14%	25%	9%	7%
	2021	29%	38%	23%	*	19%	25%	-	*	-	17%	0%	20%	25%	19%	22%	14%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	16%	16%	0%	13%	20%	-	*	-	*	17%	*	17%	14%	10%	9%
	2021	24%	26%	26%	14%	14%	34%	-	*	*	*	24%	33%	28%	23%	13%	18%
Reading and Mathematics Including EOC	2022	31%	16%	16%	0%	13%	20%	-	*	-	*	17%	*	17%	14%	10%	9%
	2021	24%	26%	26%	14%	14%	34%	-	*	*	*	24%	33%	28%	23%	13%	18%
Reading Including EOC	2022	43%	55%	55%	43%	48%	63%	-	*	-	*	39%	*	52%	60%	42%	29%
	2021	32%	38%	38%	14%	20%	53%	-	*	*	*	24%	50%	40%	34%	22%	21%
Math Including EOC	2022	40%	17%	17%	14%	13%	20%	-	*	-	*	22%	*	17%	16%	11%	9%
	2021	36%	38%	38%	14%	25%	48%	-	*	*	*	24%	50%	40%	36%	24%	24%
7th Graders																	
Reading and Mathematics	2022	32%	40%	40%	0%	26%	48%	-	*	-	80%	21%	20%	45%	33%	31%	27%
	2021	26%	32%	32%	*	23%	40%	-	*	-	*	0%	20%	33%	31%	22%	20%
Reading and Mathematics Including EOC	2022	33%	40%	40%	0%	26%	48%	-	*	-	80%	21%	20%	45%	33%	31%	27%
	2021	27%	32%	32%	*	23%	40%	-	*	-	*	0%	20%	33%	31%	22%	20%
Reading Including EOC	2022	56%	72%	71%	57%	57%	81%	-	*	-	80%	29%	40%	73%	69%	61%	57%
	2021	45%	52%	52%	*	47%	56%	-	*	-	*	0%	40%	55%	47%	44%	51%
Math Including EOC	2022	37%	43%	43%	0%	29%	52%	-	*	-	80%	20%	20%	50%	34%	35%	29%
	2021	32%	39%	39%	*	27%	49%	-	*	-	*	0%	20%	34%	47%	27%	23%
8th Graders																	
Reading and Mathematics	2022	27%	30%	30%	40%	21%	46%	-	-	-	-	0%	*	24%	38%	20%	11%
	2021	21%	25%	25%	*	15%	32%	-	*	-	*	30%	*	18%	33%	13%	17%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	52%	52%	50%	44%	61%	-	*	-	*	0%	*	51%	55%	41%	23%
	2021	33%	41%	41%	*	33%	47%	-	*	-	17%	30%	60%	43%	37%	34%	27%
Reading Including EOC	2022	58%	67%	67%	67%	59%	77%	-	*	-	*	0%	*	65%	71%	62%	47%
	2021	47%	50%	50%	*	47%	54%	-	*	-	17%	30%	60%	58%	37%	43%	36%
Math Including EOC	2022	48%	60%	60%	50%	54%	68%	-	*	-	*	0%	*	60%	61%	48%	43%
	2021	43%	53%	53%	*	48%	54%	-	*	-	50%	40%	80%	53%	51%	44%	36%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	32%	28%	11%	19%	35%	-	80%	-	63%	14%	25%	29%	26%	19%	17%
	2021	26%	29%	28%	30%	18%	36%	-	*	*	30%	19%	29%	28%	28%	17%	19%
Reading and Mathematics Including EOC	2022	36%	36%	36%	15%	28%	41%	-	83%	-	75%	14%	31%	37%	33%	27%	20%
	2021	28%	31%	33%	30%	24%	41%	-	*	*	31%	19%	38%	35%	30%	23%	21%
Reading Including EOC	2022	53%	63%	64%	55%	55%	73%	-	83%	-	83%	27%	54%	63%	66%	54%	45%
	2021	41%	46%	47%	40%	39%	54%	-	*	*	31%	19%	50%	52%	39%	37%	37%
Math Including EOC	2022	43%	40%	39%	20%	33%	44%	-	83%	-	75%	16%	31%	42%	35%	31%	26%
	2021	37%	41%	43%	30%	33%	51%	-	100%	*	62%	22%	50%	43%	44%	32%	27%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2022	61	71	71	60	71	71	-	*	-	*	64	*	71	71	73	75
	2019	42	53	54	*	49	57	-	*	-	*	31	*	55	50	50	42
Grade 6 Mathematics	2022	61	32	32	20	35	30	-	*	-	*	39	*	27	42	29	34
	2019	54	65	65	*	59	68	-	*	-	*	42	*	65	65	61	54
Grade 7 ELA/Reading	2022	88	96	96	100	97	94	-	*	-	*	86	100	97	94	98	93
	2019	77	81	81	*	81	79	*	-	-	*	69	*	85	72	81	82
Grade 7 Mathematics	2022	60	69	69	57	64	73	-	*	-	*	77	50	77	57	70	75
	2019	62	76	76	*	78	73	*	-	-	*	62	*	79	71	76	77
Grade 8 ELA/Reading	2022	83	85	85	*	84	87	-	*	-	*	65	*	83	92	83	73
	2019	77	78	78	*	84	77	*	*	-	*	58	-	78	78	77	83
Grade 8 Mathematics	2022	74	86	86	*	93	78	-	-	-	-	80	*	87	84	89	88
	2019	82	86	86	*	84	84	*	*	-	*	80	-	87	84	87	88
End of Course Algebra I	2022	67	79	85	*	85	82	-	*	-	*	-	*	86	81	79	88
	2019	75	68	66	*	56	71	-	-	-	*	-	-	64	80	32	*
All Grades Both Subjects	2022	74	74	73	69	74	72	-	90	-	82	65	67	73	72	72	73
	2019	69	74	73	75	72	73	*	*	-	77	60	*	73	71	70	69
All Grades ELA/Reading	2022	78	82	84	88	84	84	-	100	-	93	71	88	83	86	84	81
	2019	68	73	72	63	73	72	*	*	-	73	56	*	74	68	71	69
All Grades Mathematics	2022	69	65	62	50	64	60	-	80	-	71	60	46	63	59	60	65
	2019	70	74	73	88	71	73	*	*	-	82	64	*	73	74	70	70

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	81%	81%	-	-	-	-	-	-	60%	*	62%	-	-	83%	63%	94%
	2021	67%	78%	80%	59%	-	-	-	-	59%	-	-	-	-	*	83%	60%	95%
At Meets Grade Level or Above	2022	48%	54%	51%	-	-	-	-	-	-	25%	*	25%	-	-	55%	23%	66%
	2021	41%	47%	47%	24%	-	-	-	-	24%	-	-	-	-	*	50%	24%	70%
At Masters Grade Level	2022	23%	24%	26%	-	-	-	-	-	-	8%	*	8%	-	-	28%	7%	40%
	2021	18%	19%	20%	7%	-	-	-	-	7%	-	-	-	-	*	22%	7%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	83%	88%	-	-	-	-	-	-	69%	*	70%	-	-	89%	72%	100%
	2021	68%	78%	80%	57%	-	-	-	-	57%	-	-	-	-	*	84%	58%	97%
At Meets Grade Level or Above	2022	53%	62%	64%	-	-	-	-	-	-	36%	*	37%	-	-	69%	35%	76%
	2021	45%	50%	47%	23%	-	-	-	-	23%	-	-	-	-	*	49%	24%	79%
At Masters Grade Level	2022	25%	29%	40%	-	-	-	-	-	-	11%	*	11%	-	-	44%	10%	54%
	2021	18%	19%	20%	6%	-	-	-	-	6%	-	-	-	-	*	22%	7%	31%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	77%	76%	-	-	-	-	-	-	54%	*	55%	-	-	77%	60%	92%
	2021	66%	76%	79%	60%	-	-	-	-	60%	-	-	-	-	*	82%	61%	93%
At Meets Grade Level or Above	2022	42%	42%	39%	-	-	-	-	-	-	14%	*	15%	-	-	42%	16%	57%
	2021	37%	39%	43%	19%	-	-	-	-	19%	-	-	-	-	*	47%	18%	63%
At Masters Grade Level	2022	20%	16%	15%	-	-	-	-	-	-	5%	*	5%	-	-	15%	5%	30%
	2021	18%	15%	16%	6%	-	-	-	-	6%	-	-	-	-	*	19%	6%	20%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	85%	88%	-	-	-	-	-	-	*	*	*	-	-	92%	58%	100%
	2021	71%	81%	86%	72%	-	-	-	-	72%	-	-	-	-	-	87%	72%	100%
At Meets Grade Level or Above	2022	47%	56%	60%	-	-	-	-	-	-	*	*	*	-	-	63%	21%	82%
	2021	44%	53%	63%	44%	-	-	-	-	44%	-	-	-	-	-	64%	44%	75%
At Masters Grade Level	2022	21%	20%	26%	-	-	-	-	-	-	*	*	*	-	-	26%	5%	53%
	2021	20%	22%	32%	11%	-	-	-	-	11%	-	-	-	-	-	35%	11%	42%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	81%	71%	-	-	-	-	-	-	*	*	-	-	-	74%	39%	82%
	2021	73%	85%	74%	50%	-	-	-	-	50%	-	-	-	-	-	76%	50%	83%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
At Meets Grade Level or Above	2022	50%	58%	37%	-	-	-	-	-	-	*	*	-	-	-	40%	6%	47%	
	2021	49%	60%	42%	22%	-	-	-	-	22%	-	-	-	-	-	43%	22%	58%	
At Masters Grade Level	2022	30%	32%	18%	-	-	-	-	-	-	*	*	-	-	-	20%	0%	18%	
	2021	29%	38%	23%	11%	-	-	-	-	11%	-	-	-	-	-	25%	11%	25%	
School Progress Domain - Academic Growth Score																			
All Grades Both Subjects	2022	74%	74%	73%	-	-	-	-	-	-	71%	*	71%	-	-	72%	73%	77%	
	2019	69%	74%	73%	-	-	-	-	-	-	68%	-	68%	-	-	-	68%	-	
All Grades ELA/Reading	2022	78%	82%	84%	-	-	-	-	-	-	83%	*	84%	-	-	84%	80%	87%	
	2019	68%	73%	72%	-	-	-	-	-	-	66%	-	66%	-	-	-	66%	-	
All Grades Mathematics	2022	69%	65%	62%	-	-	-	-	-	-	59%	*	58%	-	-	60%	66%	67%	
	2019	70%	74%	73%	-	-	-	-	-	-	70%	-	70%	-	-	-	70%	-	

* 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
2021-22 STAAR Participation (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	93%	98%	94%	-	100%	-	100%	90%	71%	98%	89%	96%	97%
Not Included in Accountability: Mobile	5%	5%	6%	7%	2%	6%	-	0%	-	0%	9%	29%	2%	11%	4%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%
Not Tested	1%	0%	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%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	93%	94%	91%	98%	94%	-	100%	-	100%	89%	72%	98%	88%	95%	96%
Not Included in Accountability: Mobile	5%	6%	6%	9%	2%	6%	-	0%	-	0%	9%	28%	2%	11%	4%	3%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	0%	-	0%	2%	0%	0%	1%	0%	1%
Not Tested	1%	0%	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%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	94%	91%	98%	94%	-	100%	-	100%	91%	72%	98%	89%	96%	97%
Not Included in Accountability: Mobile	5%	6%	6%	9%	2%	6%	-	0%	-	0%	9%	28%	2%	11%	4%	3%
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%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	95%	100%	99%	93%	-	*	-	*	92%	67%	97%	89%	96%	100%
Not Included in Accountability: Mobile	4%	4%	5%	0%	1%	7%	-	*	-	*	8%	33%	3%	11%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	99%	100%	100%	100%	-	*	-	*	100%	100%	99%	100%	100%	97%
Included in Accountability	94%	96%	94%	100%	99%	93%	-	*	-	*	92%	67%	96%	89%	96%	97%
Not Included in Accountability: Mobile	4%	4%	5%	0%	1%	7%	-	*	-	*	8%	33%	3%	11%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	1%	0%	0%	0%	-	*	-	*	0%	0%	1%	0%	0%	3%
Absent	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	0%	0%	0%	-	*	-	*	0%	0%	1%	0%	0%	3%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	95%	94%	86%	97%	94%	*	75%	*	87%	91%	100%	93%	96%	93%	98%
Included in Accountability	83%	89%	89%	57%	92%	89%	*	75%	*	76%	77%	96%	91%	86%	88%	96%
Not Included in Accountability: Mobile	3%	5%	5%	29%	4%	4%	*	0%	*	11%	14%	4%	2%	10%	5%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	5%	6%	14%	3%	6%	*	25%	*	13%	9%	0%	7%	4%	7%	2%
Absent	2%	1%	1%	10%	1%	1%	*	0%	*	2%	7%	0%	1%	1%	1%	0%
Other	10%	4%	5%	5%	2%	5%	*	25%	*	11%	2%	0%	6%	2%	6%	1%
Reading																
Assessment Participant	89%	95%	94%	88%	96%	93%	*	67%	*	88%	93%	100%	92%	96%	92%	98%
Included in Accountability	83%	90%	88%	63%	92%	88%	*	67%	*	76%	82%	94%	90%	85%	87%	94%
Not Included in Accountability: Mobile	3%	5%	5%	25%	5%	4%	*	0%	*	12%	11%	6%	2%	10%	5%	3%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	1%	0%	1%
Not Tested	11%	5%	6%	13%	4%	7%	*	33%	*	12%	7%	0%	8%	4%	8%	2%
Absent	2%	1%	0%	6%	1%	0%	*	0%	*	0%	5%	0%	0%	1%	0%	0%
Other	10%	4%	6%	6%	3%	7%	*	33%	*	12%	2%	0%	8%	3%	7%	2%
Mathematics																
Assessment Participant	88%	92%	95%	88%	97%	94%	*	83%	*	88%	93%	100%	94%	96%	94%	98%
Included in Accountability	84%	87%	89%	63%	93%	90%	*	83%	*	76%	82%	94%	92%	86%	89%	95%
Not Included in Accountability: Mobile	4%	5%	5%	25%	5%	4%	*	0%	*	12%	11%	6%	2%	10%	5%	3%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	8%	5%	13%	3%	6%	*	17%	*	12%	7%	0%	6%	4%	6%	2%
Absent	2%	1%	0%	6%	1%	0%	*	0%	*	0%	5%	0%	0%	1%	0%	0%
Other	10%	7%	5%	6%	2%	6%	*	17%	*	12%	2%	0%	6%	3%	6%	2%
Science																
Assessment Participant	87%	98%	99%	*	98%	100%	-	*	-	100%	87%	100%	99%	98%	99%	100%
Included in Accountability	84%	93%	93%	*	93%	95%	-	*	-	86%	67%	100%	97%	86%	90%	100%
Not Included in Accountability: Mobile	3%	5%	6%	*	5%	5%	-	*	-	14%	20%	0%	2%	12%	8%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	2%	1%	*	2%	0%	-	*	-	0%	13%	0%	1%	2%	1%	0%
Absent	2%	1%	1%	*	2%	0%	-	*	-	0%	13%	0%	1%	2%	1%	0%
Other	10%	1%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	87%	95%	91%	*	94%	91%	-	*	-	78%	81%	100%	87%	97%	87%	100%
Included in Accountability	84%	91%	85%	*	89%	87%	-	*	-	67%	63%	100%	85%	85%	79%	100%
Not Included in Accountability: Mobile	3%	4%	6%	*	5%	5%	-	*	-	11%	19%	0%	2%	11%	7%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	5%	9%	*	6%	9%	-	*	-	22%	19%	0%	13%	3%	13%	0%
Absent	3%	1%	1%	*	2%	0%	-	*	-	0%	13%	0%	1%	2%	1%	0%
Other	10%	4%	8%	*	5%	9%	-	*	-	22%	6%	0%	12%	2%	12%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	97.1%	98.0%	97.9%	97.8%	98.2%	*	*	*	97.8%	95.5%	97.6%	97.4%
2019-20	98.3%	98.9%	99.1%	*	99.3%	99.1%	*	*	*	99.4%	98.9%	99.1%	99.3%
Chronic Absenteeism													
2020-21	15.0%	6.7%	3.2%	0.0%	2.6%	3.4%	*	0.0%	*	12.5%	13.0%	4.5%	2.9%
2019-20	6.7%	4.7%	2.8%	0.0%	1.6%	4.1%	*	*	-	0.0%	3.6%	2.8%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	96.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

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

Texas Education Agency
2021-22 Graduation Profile (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

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

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	476	100.0%	2,018	5,402,928	476	100.0%	2,025	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.5%	0.4%
Pre-Kindergarten	0	0.0%	3.7%	4.1%	0	0.0%	3.7%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.6%	3.5%	0	0.0%	2.6%	3.5%
Kindergarten	0	0.0%	6.7%	6.8%	0	0.0%	6.7%	6.8%
Grade 1	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 2	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 3	0	0.0%	7.4%	7.1%	0	0.0%	7.4%	7.1%
Grade 4	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 5	0	0.0%	6.7%	7.2%	0	0.0%	6.7%	7.2%
Grade 6	169	35.5%	8.4%	7.4%	169	35.5%	8.3%	7.4%
Grade 7	146	30.7%	7.2%	7.7%	146	30.7%	7.2%	7.7%
Grade 8	161	33.8%	8.0%	7.9%	161	33.8%	8.0%	7.8%
Grade 9	0	0.0%	8.7%	8.8%	0	0.0%	8.6%	8.8%
Grade 10	0	0.0%	8.2%	7.6%	0	0.0%	8.2%	7.5%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.1%	7.2%
Grade 12	0	0.0%	7.0%	6.7%	0	0.0%	7.0%	6.7%
Ethnic Distribution:								
African American	20	4.2%	4.5%	12.8%	20	4.2%	4.5%	12.8%
Hispanic	206	43.3%	42.6%	52.8%	206	43.3%	42.4%	52.7%
White	231	48.5%	48.3%	26.3%	231	48.5%	48.5%	26.3%
American Indian	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Asian	6	1.3%	0.8%	4.8%	6	1.3%	0.8%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	13	2.7%	3.5%	2.9%	13	2.7%	3.5%	2.9%
Sex:								
Female	245	51.5%	50.4%	48.9%	245	51.5%	50.4%	48.8%
Male	231	48.5%	49.6%	51.1%	231	48.5%	49.6%	51.2%
Other Student Information:								
Economically Disadvantaged	258	54.2%	53.4%	60.7%	258	54.2%	53.2%	60.6%
Non-Educationally Disadvantaged	218	45.8%	46.6%	39.3%	218	45.8%	46.8%	39.4%
Section 504 Students	44	9.2%	8.6%	7.4%	44	9.2%	8.5%	7.4%
EB Students/EL	73	15.3%	14.7%	21.7%	73	15.3%	14.7%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	3	0.6%	0.7%	0.6%				
Students w/ Dyslexia	37	7.8%	6.9%	5.0%	37	7.8%	6.9%	5.0%
Foster Care	1	0.2%	0.6%	0.3%	1	0.2%	0.6%	0.3%
Homeless	4	0.8%	0.7%	1.1%	4	0.8%	0.7%	1.1%
Immigrant	1	0.2%	0.7%	2.0%	1	0.2%	0.7%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	45.3%	64.3%	0	0.0%	45.5%	64.3%
Military Connected	2	0.4%	0.5%	3.3%	2	0.4%	0.5%	3.3%
At-Risk	144	30.3%	23.2%	53.5%	144	30.3%	23.1%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	73	15.3%	14.0%	21.9%	73	15.3%	13.9%	21.8%
Career and Technical Education	298	62.6%	41.4%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	85.8%	71.0%				
Gifted and Talented Education	36	7.6%	4.9%	8.0%	36	7.6%	4.9%	8.0%
Special Education	53	11.1%	13.5%	11.6%	53	11.1%	13.8%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	53							
By Type of Primary Disability								
Students with Intellectual Disabilities	32	60.4%	48.5%	43.0%				
Students with Physical Disabilities	**	**	24.3%	20.8%				
Students with Autism	*	*	11.0%	14.7%				
Students with Behavioral Disabilities	12	22.6%	14.3%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.5%				
Mobility (2020-21):								
Total Mobile Students	58	12.1%	12.3%	13.6%				
By Ethnicity:								
African American	5	1.0%	0.9%	2.5%				
Hispanic	18	3.8%	4.7%	6.6%				
White	31	6.5%	6.2%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	1	0.2%	0.1%	0.0%				
Two or More Races	3	0.6%	0.5%	0.5%				
Count and Percent of Special Ed Students who are Mobile	24	38.1%	20.0%	15.7%				
Count and Percent of EB Students/EL who are Mobile	4	5.6%	8.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	41	15.5%	13.7%	15.0%				

Texas Education Agency
2021-22 Student Information (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Student Attrition (2020-21):								
Total Student Attrition	29	10.0%	13.0%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.9%	1.9%	-	9.1%	5.2%
Grade 1	-	3.3%	2.9%	-	0.0%	4.2%
Grade 2	-	2.7%	1.7%	-	0.0%	2.2%
Grade 3	-	0.0%	1.0%	-	0.0%	1.0%
Grade 4	-	1.0%	0.7%	-	0.0%	0.7%
Grade 5	-	0.8%	0.5%	-	0.0%	0.7%
Grade 6	0.8%	0.8%	0.6%	0.0%	0.0%	0.6%
Grade 7	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	0.7%	10.5%	-	14.3%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	22.4	18.7
Grade 1	-	22.1	18.7
Grade 2	-	18.6	18.6
Grade 3	-	21.1	18.7
Grade 4	-	20.9	18.8
Grade 5	-	18.7	20.2
Grade 6	23.5	23.5	19.2
Secondary:			
English/Language Arts	17.5	18.0	16.3
Foreign Languages	23.0	19.8	18.4
Mathematics	20.9	19.6	17.5

Texas Education Agency
2021-22 Student Information (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

Class Size Information	Campus	District	State
Science	21.8	20.4	18.5
Social Studies	19.0	20.9	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	41.5	100.0%	100.0%	100.0%
Professional Staff:	35.0	84.3%	62.3%	64.1%
Teachers	31.4	75.6%	48.6%	49.3%
Professional Support	1.6	4.0%	8.2%	10.7%
Campus Administration (School Leadership)	2.0	4.8%	3.2%	2.9%
Educational Aides:	6.5	15.7%	11.9%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	2.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	7.1	17.1%	20.9%	52.1%
Teachers by Ethnicity:				
African American	0.8	2.7%	1.6%	11.2%
Hispanic	1.6	5.1%	4.5%	28.9%
White	28.9	92.2%	91.7%	56.4%
American Indian	0.0	0.0%	1.5%	0.3%
Asian	0.0	0.0%	0.7%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	12.0	38.4%	26.5%	24.1%
Females	19.3	61.6%	73.5%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	22.2	70.7%	76.7%	72.6%
Masters	9.2	29.3%	22.6%	25.2%
Doctorate	0.0	0.0%	0.7%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.2	0.7%	1.5%	7.9%
1-5 Years Experience	3.9	12.3%	19.6%	26.7%
6-10 Years Experience	9.0	28.6%	26.4%	20.6%
11-20 Years Experience	12.8	40.7%	35.7%	28.6%
21-30 Years Experience	5.6	17.7%	15.2%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	1.5%	2.9%
Number of Students per Teacher	15.2	n/a	16.3	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	8.3	6.3
Average Years Experience of Principals with District	3.0	8.3	5.4
Average Years Experience of Assistant Principals	3.0	4.0	5.5
Average Years Experience of Assistant Principals with District	3.0	4.0	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.3	12.4	11.1
Average Years Experience of Teachers with District:	4.6	5.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,097	\$53,114	\$51,054
1-5 Years Experience	\$55,564	\$55,595	\$54,577
6-10 Years Experience	\$59,718	\$60,025	\$57,746
11-20 Years Experience	\$67,003	\$66,643	\$61,377
21-30 Years Experience	\$75,391	\$74,768	\$65,949
Over 30 Years Experience	-	\$75,552	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$64,912	\$63,893	\$58,887
Professional Support	\$74,252	\$77,221	\$69,505
Campus Administration (School Leadership)	\$80,133	\$87,400	\$84,990
Instructional Staff Percent:	n/a	62.2%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.4%	0.9%	6.2%
Career and Technical Education	3.3	10.6%	8.6%	5.2%
Compensatory Education	0.7	2.2%	7.7%	3.0%
Gifted and Talented Education	0.0	0.0%	0.7%	1.7%
Regular Education	19.2	61.2%	66.1%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
FARMERSVILLE J H (043904041) - FARMERSVILLE ISD - COLLIN COUNTY

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	3.7	11.6%	10.7%	9.6%
Other	4.4	13.9%	5.3%	3.5%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)