



2024-25  
District Annual Report  
Public Hearing

Friendswood ISD

February 9, 2026

# 8 Sections to the 2024-25 District Annual Report

1. 2024-25 Texas Academic Performance Report (PDF TAPR)
  - For the District and each Campus in the District
2. PEIMS Financial Standard Report (2023-24 Financial Actual Report)
  - For the District and each Campus in the District
3. District Accreditation Status (2023-24 School Year)
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
7. Progress Toward Board-adopted HB 3 Goals
  - For the District and each Campus in the District
8. 2024-25 TAPR Glossary

The 2024-25 District Annual Report is posted on the district's website at:  
***<https://www.myfisd.com/parents-and-students/curriculum/district-reports-and-accountability/tapr>***

## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
  - PEIMS
  - Student Assessment Data
- 2024-25 TAPR is published as a PDF
  - Includes a wide range of information on the performance of students in each district and campus in the state
  - Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
  - Provides extensive information on school and district staff, programs, and student demographics

## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

#### ➤ Cover Page

- 2025 Accountability Rating
  - A, B, C, D or F
  - Reported for the District and for each Campus
- 2025 Special Education Determination Status
  - Only reported on the District's TAPR
- 2025 Armed Services Vocational Aptitude Battery (ASVAB) Test
  - Only reported on the District's TAPR and only reported if the District did not offer the ASVAB Test or offered an ASVAB Alternative Test
- 2025 Distinction Designations
  - Reported for the District and for each Campus

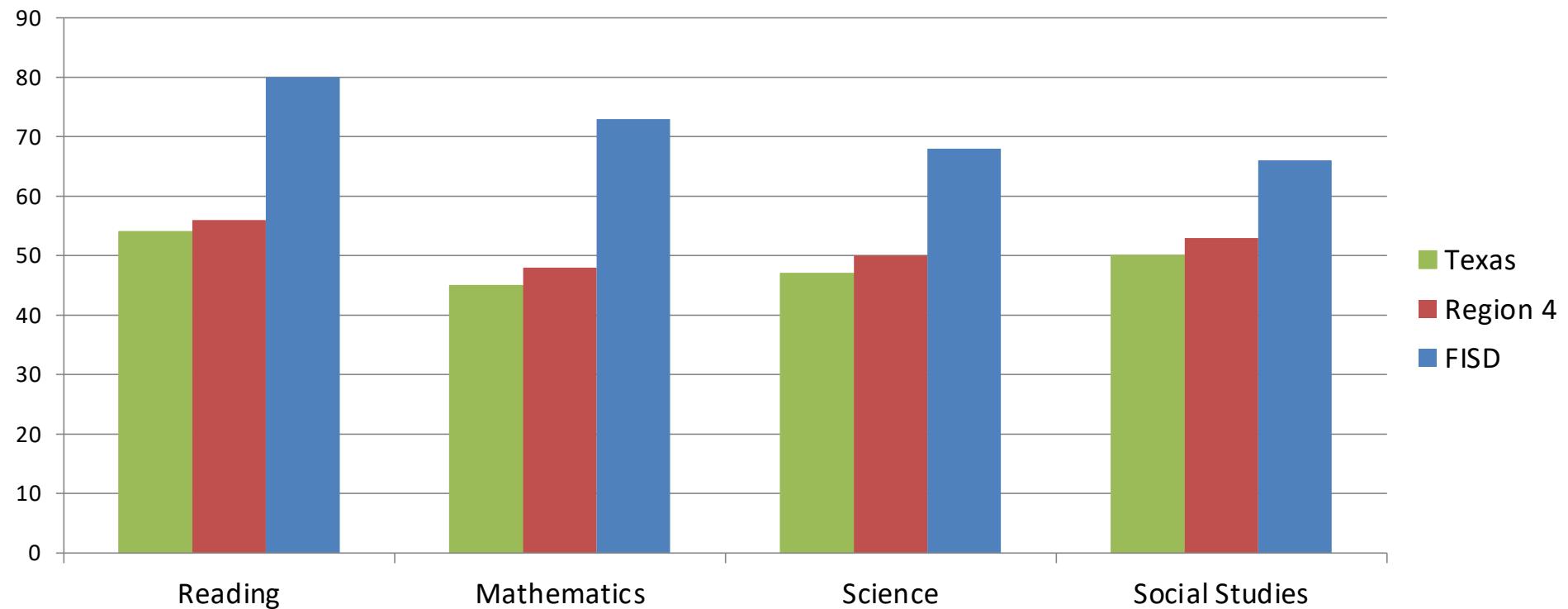
## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

#### ➤ STAAR Performance – reported for 2025 and 2024

- All 3 performance rates
  - *Approaches Grade Level or Above*
  - *Meets Grade Level or Above*
  - *Masters Grade Level*
- Reported for
  - **Each Assessment** (including SAT/ACT for Accelerated Testers)
  - **All Grades All Subjects**
  - **All Grades by Subject**
  - **By Enrolled Grade** (3<sup>rd</sup> Graders through 8<sup>th</sup> Graders) at ***Meets Grade Level or Above***
    - Reading and Math
      - » Grade 3-8 assessments only and
      - » Grade 3-8 assessments and EOCs)
    - Reading (Grade 3-8 assessments and EOCs)
    - Math (Grade 3-8 assessments and EOCs)

## 2025 Percentage of Students at Meets Grade Level



## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

- **School Progress – Reported for 2025 and 2024**

- **Annual Growth**

- Reported by Grade and Subject of assessment
      - RLA
      - Math

- **Accelerated Learning (1416 Performance)**

- Reported by Grade and Subject of assessment
      - RLA
      - Math

- **Academic Growth (Domain 2A in Accountability) which is a combination of Annual Growth and Accelerated Learning is NOT reported**

## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

#### ➤ STAAR Participation – reported for 2025 and 2024

- Data reported
  - Assessment Participant
    - Included in Accountability
    - Not Included in Accountability: Mobile
    - Not Included in Accountability: Other
    - Exclusions
  - Not Tested
    - Absent
    - Other
- Reported for All Tests, by Subject Area, and for Accelerated Testers

## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

#### ➤ **Bilingual Education (BE) / English as a Second Language (ESL)**

##### Disaggregated data for various BE/ESL program instructional models and groups:

1. Total BE	8. Total ESL
2. BE Trans Early Exit	9. ESL Content Based
3. BE Trans Late Exit	10. ESL Pull-Out
4. BE Dual Two-Way	11. EB/ESL with Parental Denial
5. BE Dual One-Way	12. Never Emergent Bilingual (EB)/English Learner (EL)
6. Alternative Language Program (ALP) Bilingual (Exception)	13. Total EB/EL
7. ALP ESL (Waiver)	14. Monitored and Former EB/EL

##### **STAAR Performance – reported for 2025 and 2024**

- All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)

##### **Annual Growth - reported for 2025 and 2024**

- All Grades – Both Subjects, All Grades – RLA, All Grades – Math

##### **Accelerated Learning - reported for 2025 and 2024**

- All Grades – Both Subjects, All Grades – RLA, All Grades – Math

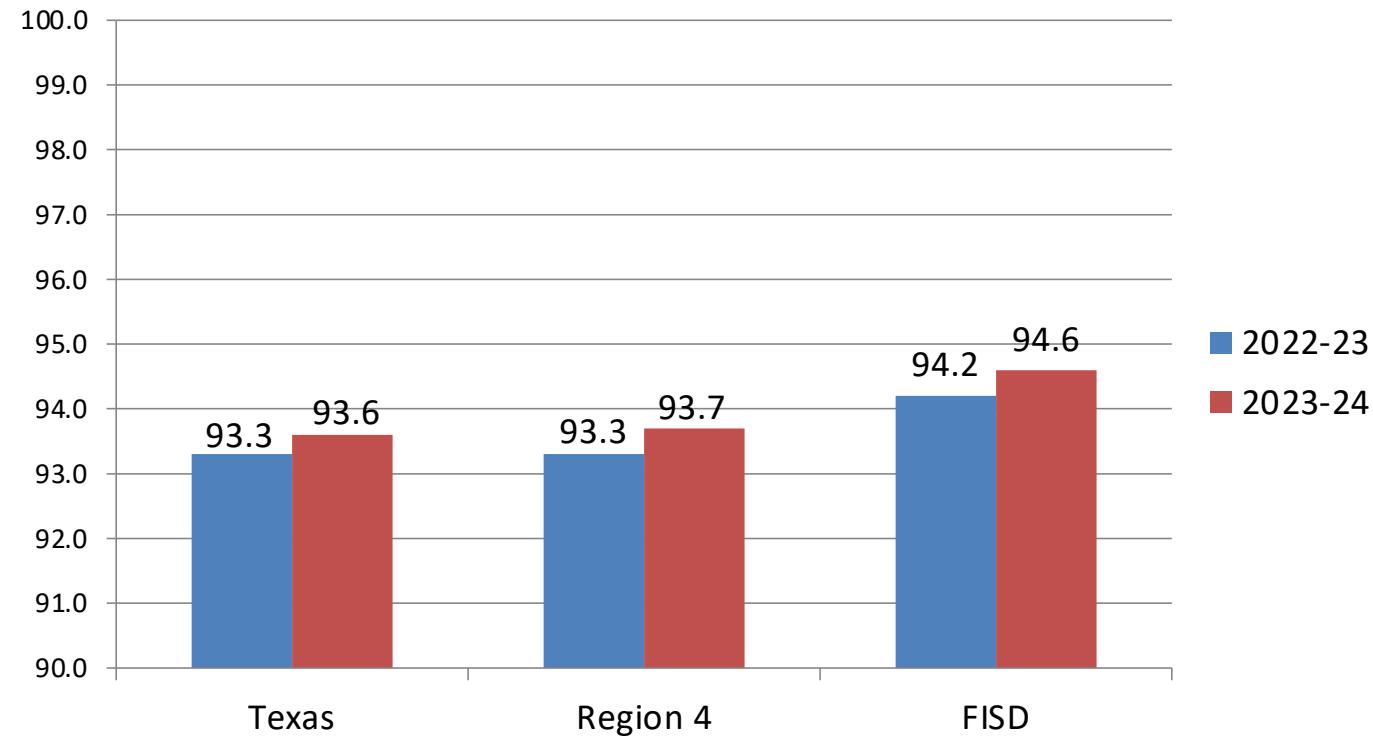
## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

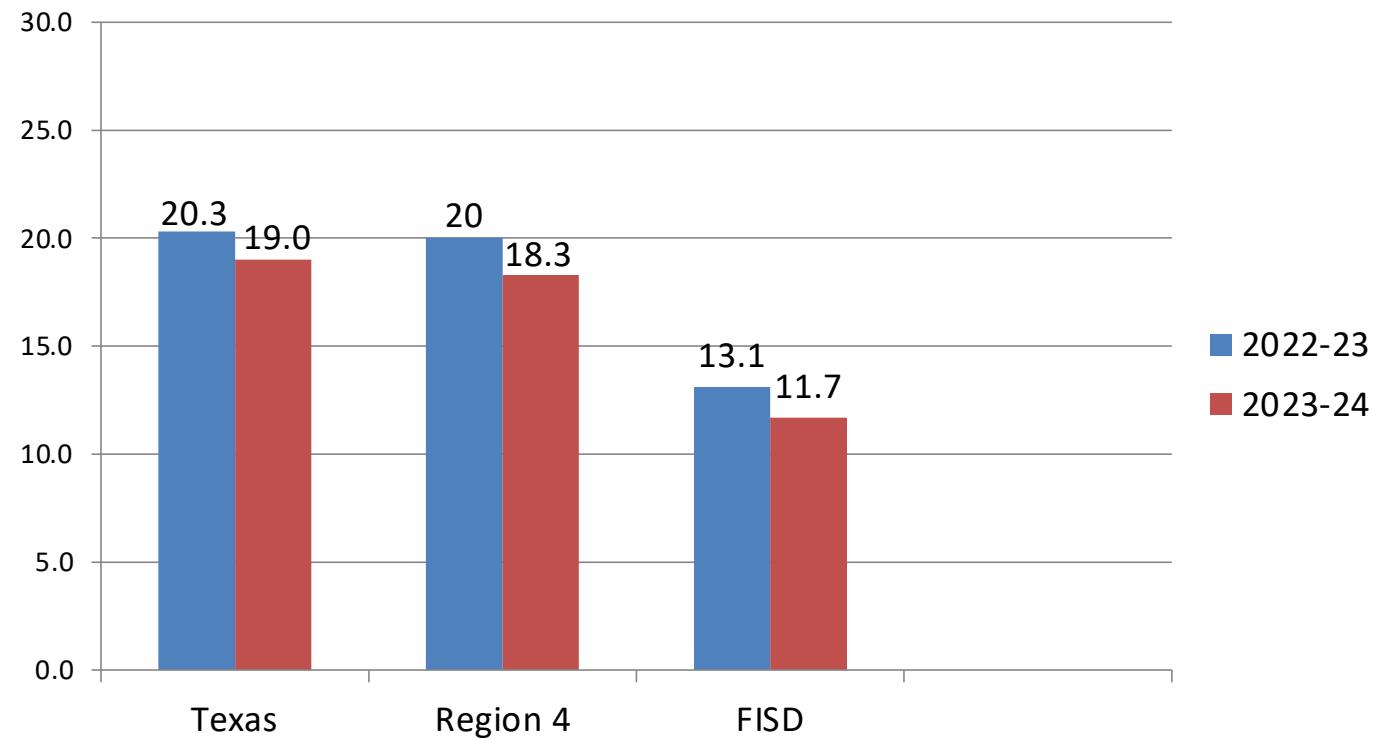
- **Attendance, Graduation, and Dropout Rates – reported for 2023-24 and 2022-23\***
  - Attendance Rate
  - Chronic Absenteeism
  - Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
  - 4-year Longitudinal Graduation Rate
  - 5-year Extended Longitudinal Graduation Rate
  - 6-year Extended Longitudinal Graduation Rate
  - 4-Year Federal Graduation Rate without Exclusions
  - Graduation Plan Rates (Longitudinal and Annual)
    - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates
- **Graduation Profile – 2023-24 Graduates\***
  - Total Graduates
  - By Ethnicity
  - By Graduation Type
  - By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

\* Attendance, Graduation and Dropout Data for 2024-25 are not be reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2023-24 and 2022-23.

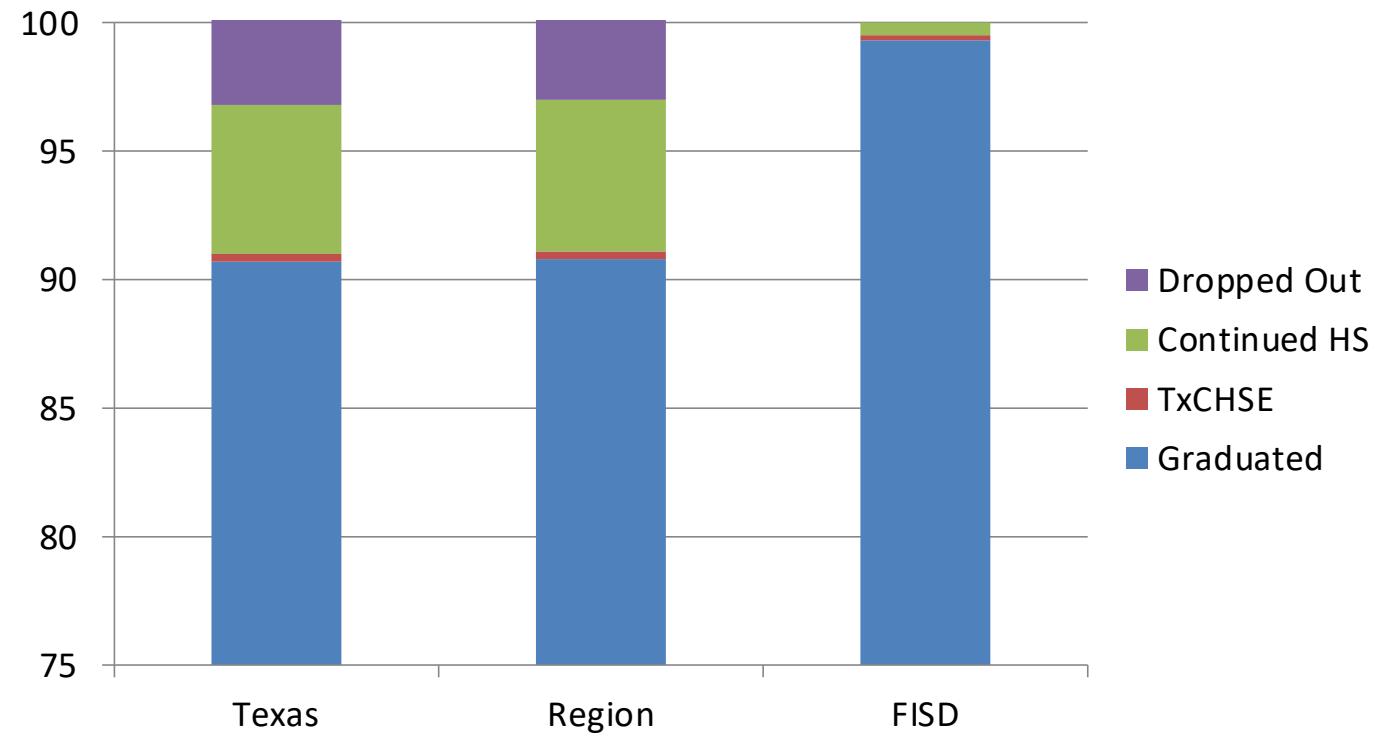
# Attendance



## Chronic Absenteeism – Absent for 10% or more days



## 4 Year Graduation Rate: Class of 2024



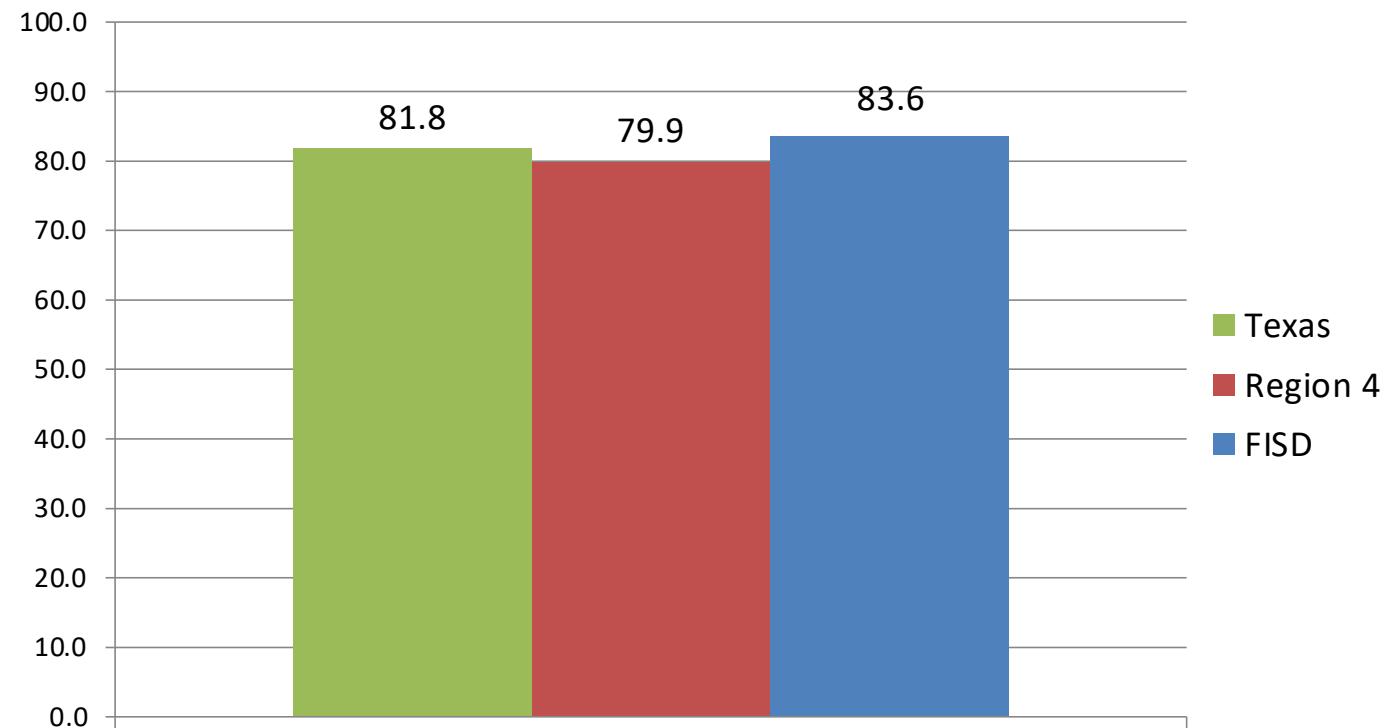
## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

- **College, Career and Military Readiness (CCMR) – 2023-24 and 2022-23 graduates\***
  - CCMR Graduates
  - College Ready Graduates (overall and by specific college ready indicator)
  - Career/Military Ready Graduates (overall and by specific career/military ready indicator)
- **CCMR-Related Indicators – 2023-24 and 2022-23 graduates\***
  - TSIA Results
  - Completed and Received Credit for College Prep Courses
  - AP/IB Results
  - SAT/ACT Results
- **Other Postsecondary Indicators**
  - Advanced Dual-Credit Course Completion – 2023-24 and 2022-23 school years
  - Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2022-23 and 2021-22 school years
  - Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2022-23 and 2021-22 school years

\* CCMR data for 2024-25 graduates was not complete until January 2026 (as part of Fall 2025 PEIMS/TSDS Submission 1). The most recent years for which CCMR data are available are 2023-24 and 2022-23.

## College, Career, and Military Ready Graduates: Class of 2024



## Section 1

### 2024-25 Texas Academic Performance Report (TAPR)

#### ➤ **Student Information**

- Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)

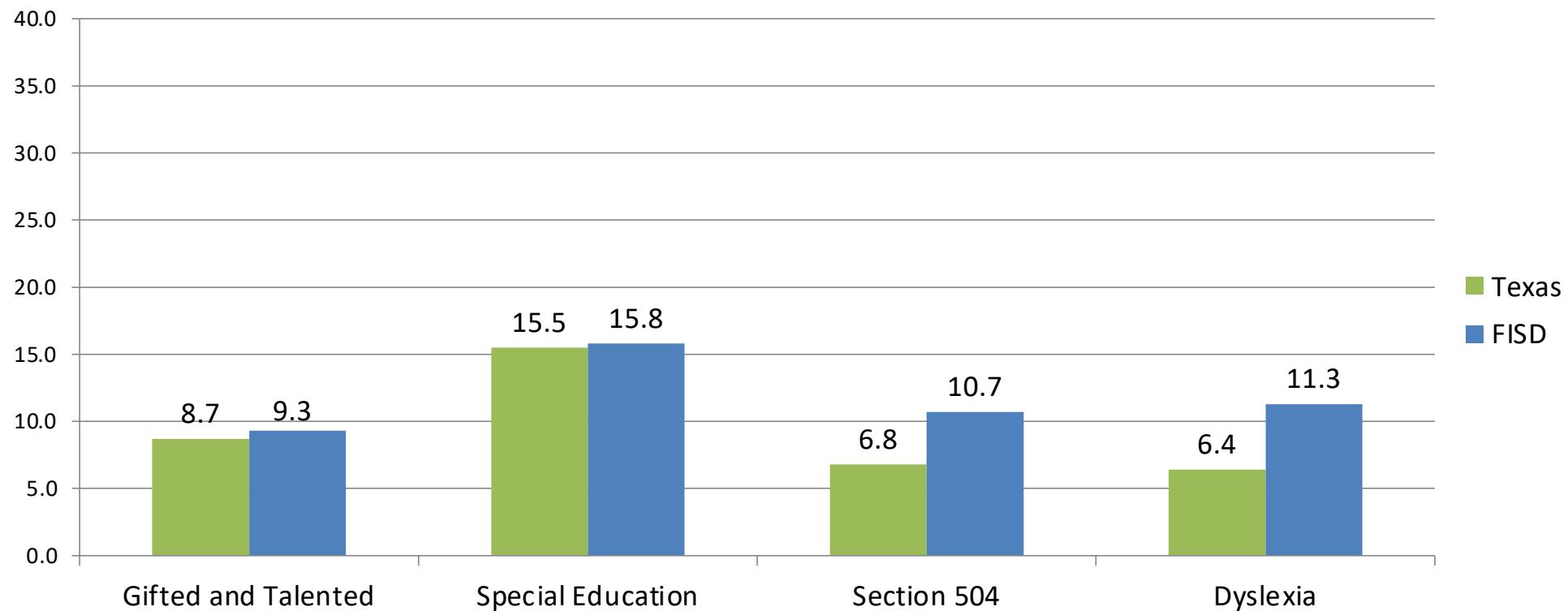
#### ➤ **Staff Information**

- Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

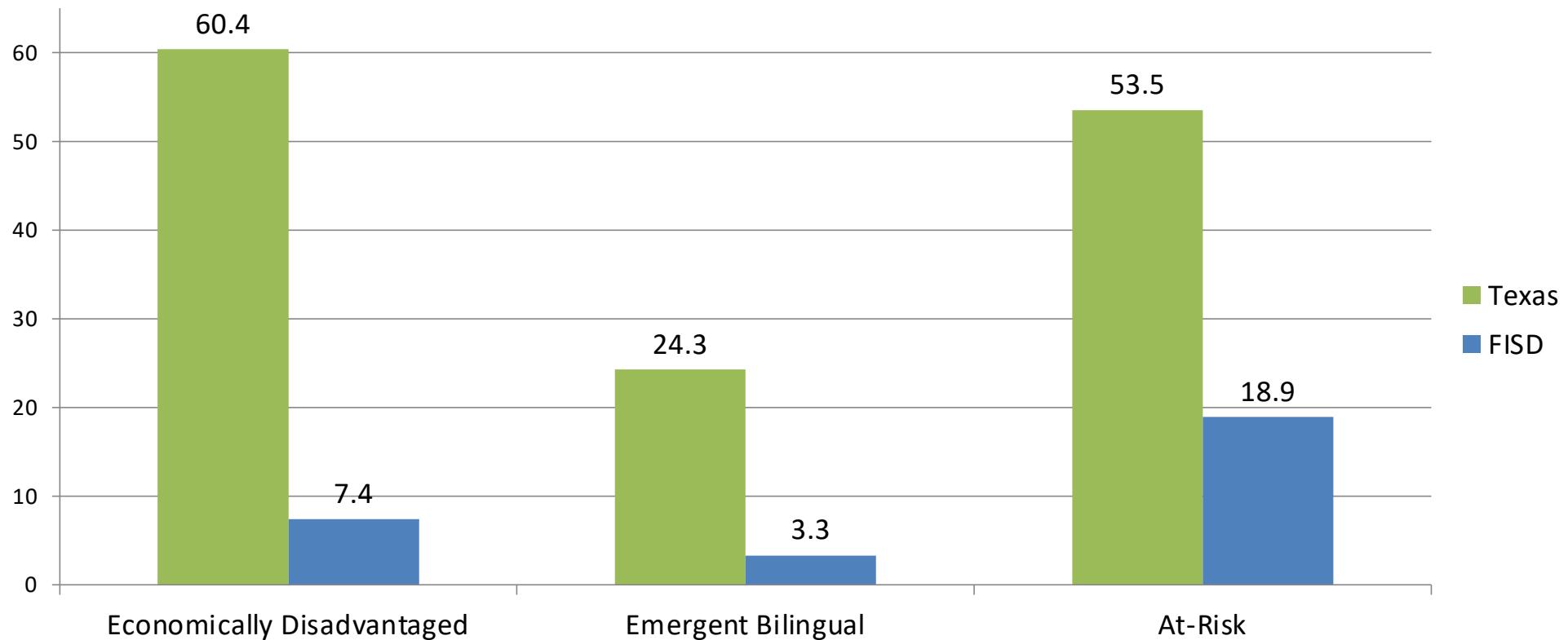
#### ➤ **Program Information**

- Student Enrollment by Program
- Teachers by Program (population served)

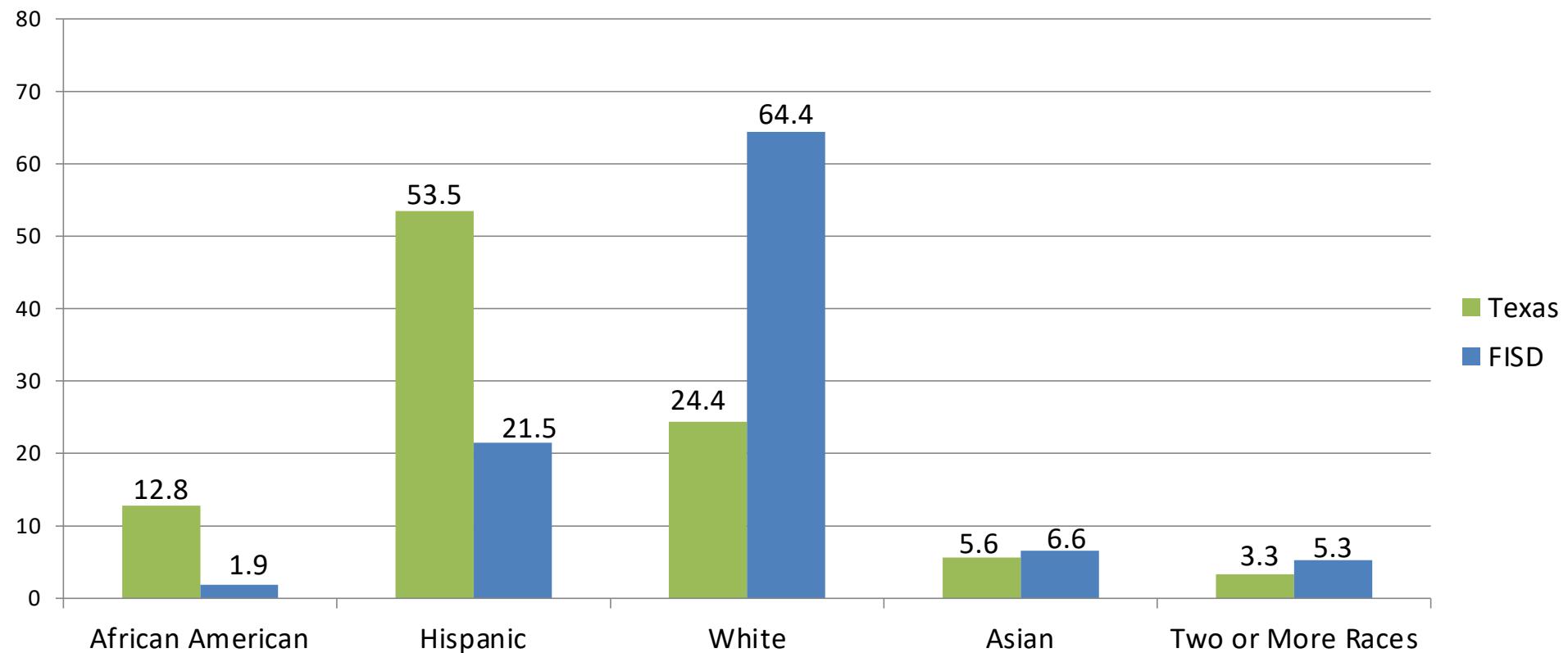
# Student Program Information, 2024-25



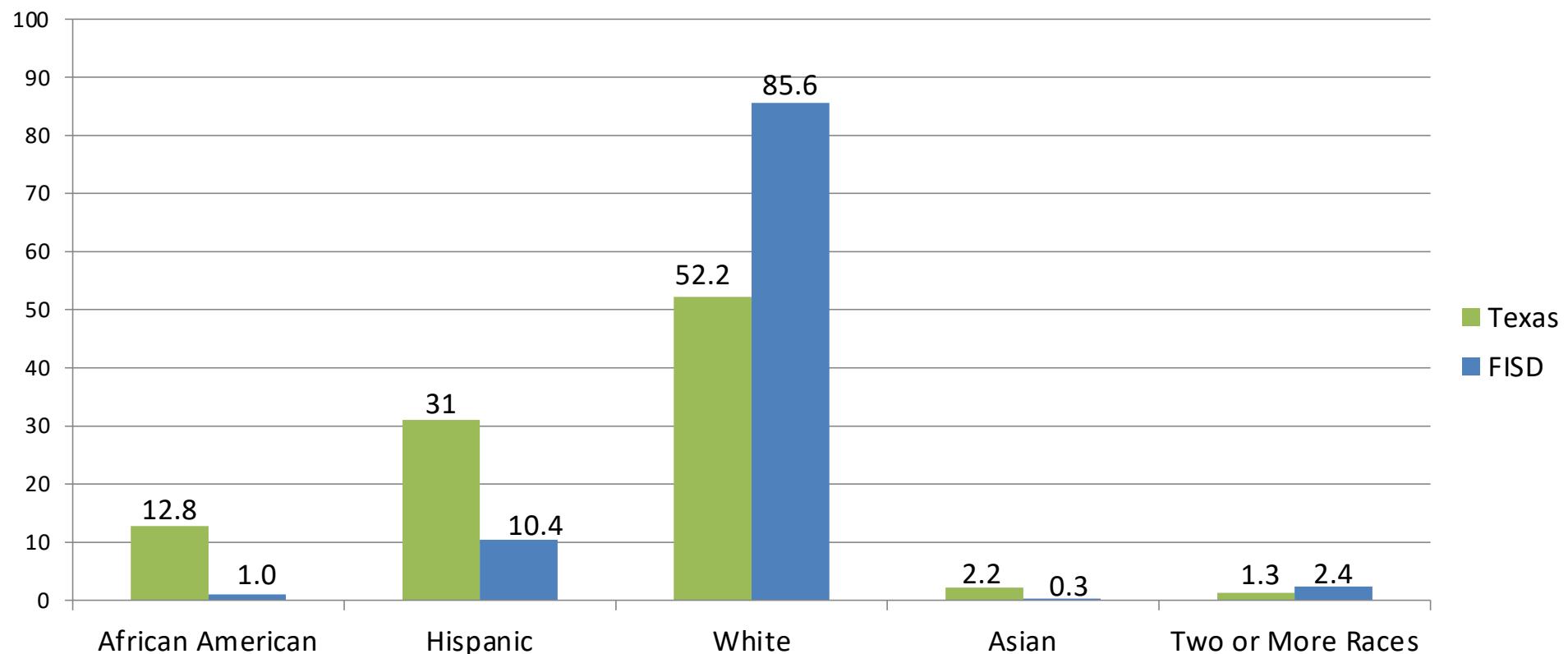
## Student Program Information, 2024-25



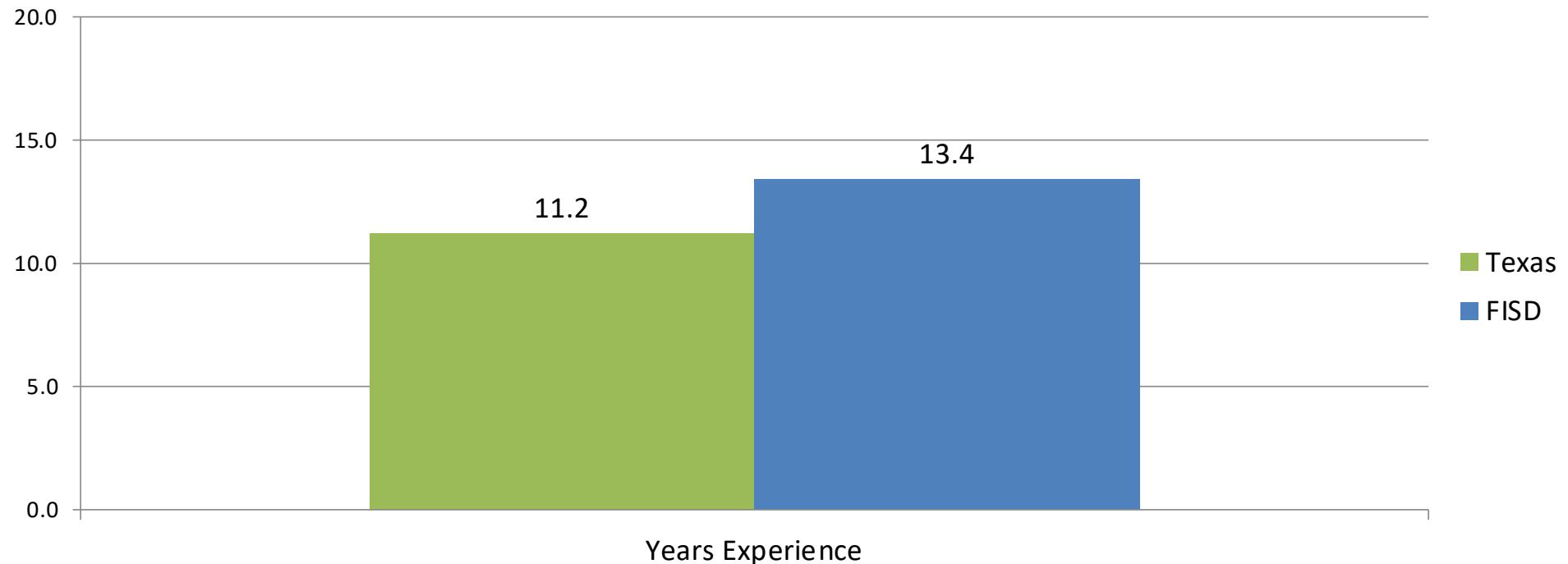
## Enrollment by Ethnicity, 2024-25



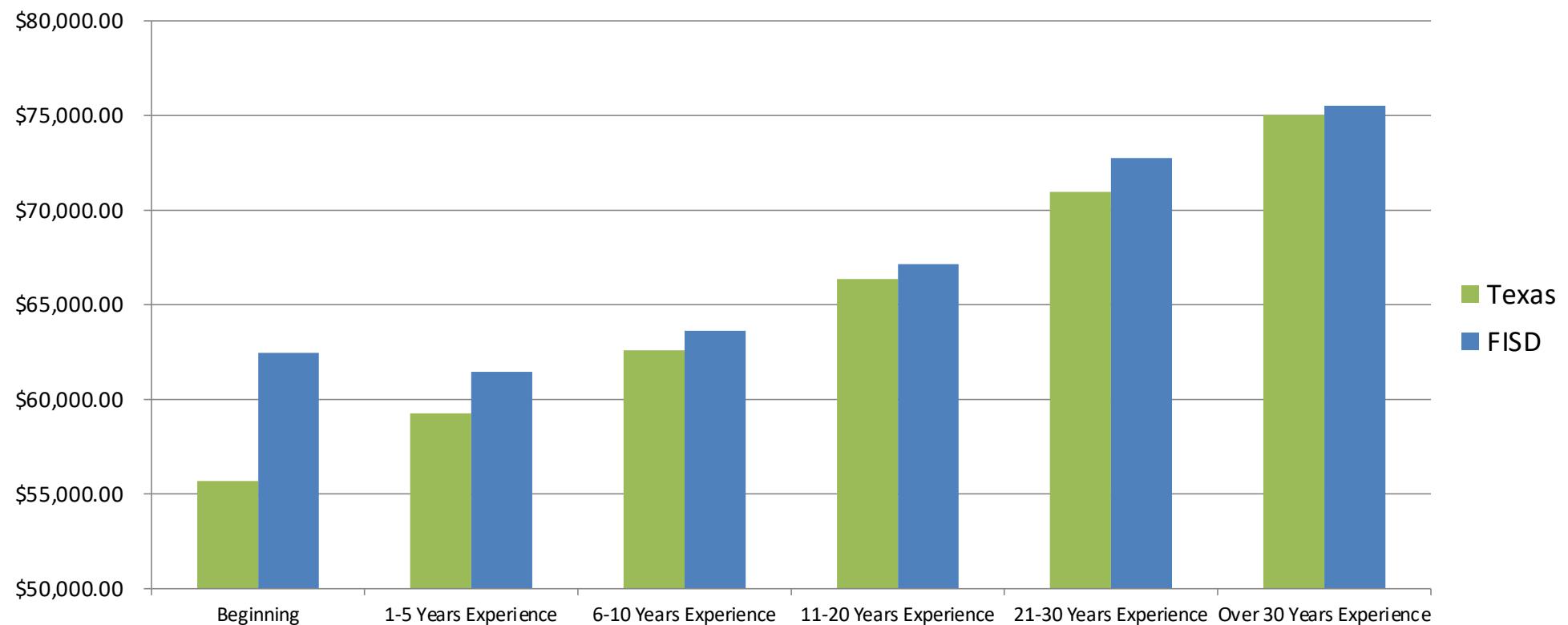
## Teachers by Ethnicity, 2024-25



## Average Years Experience of Teachers, 2024-25



## Average Teacher Salaries, 2024-25



## Section 2

### PEIMS Financial Standard Reports (2023-24 Financial Actual Reports)

#### 2023-24 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

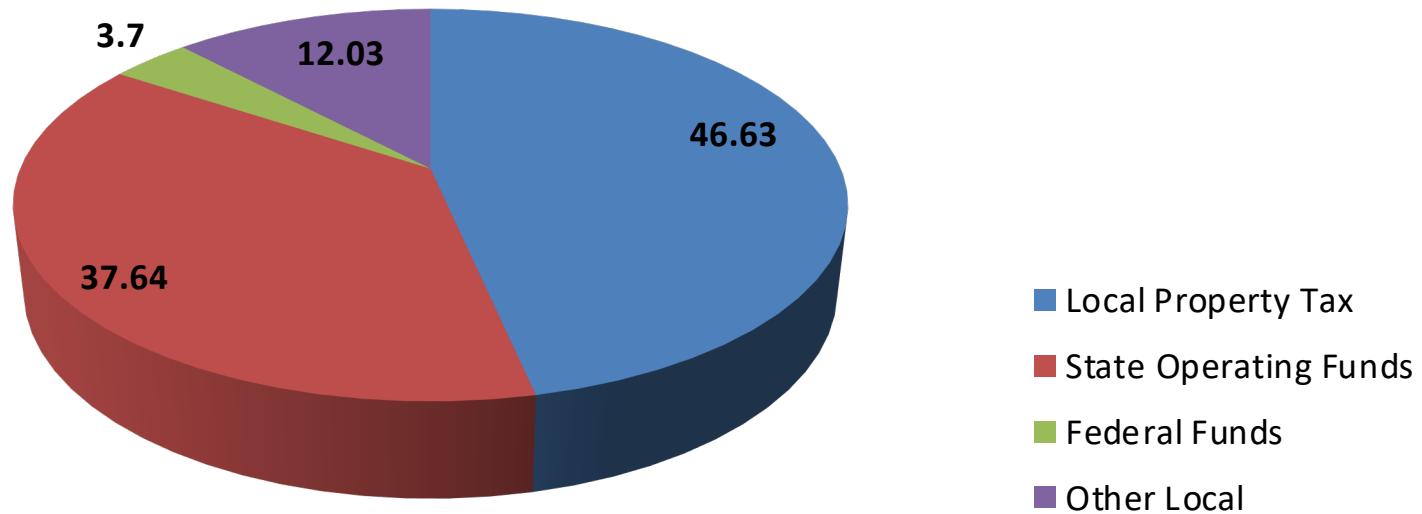
#### 2023-24 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

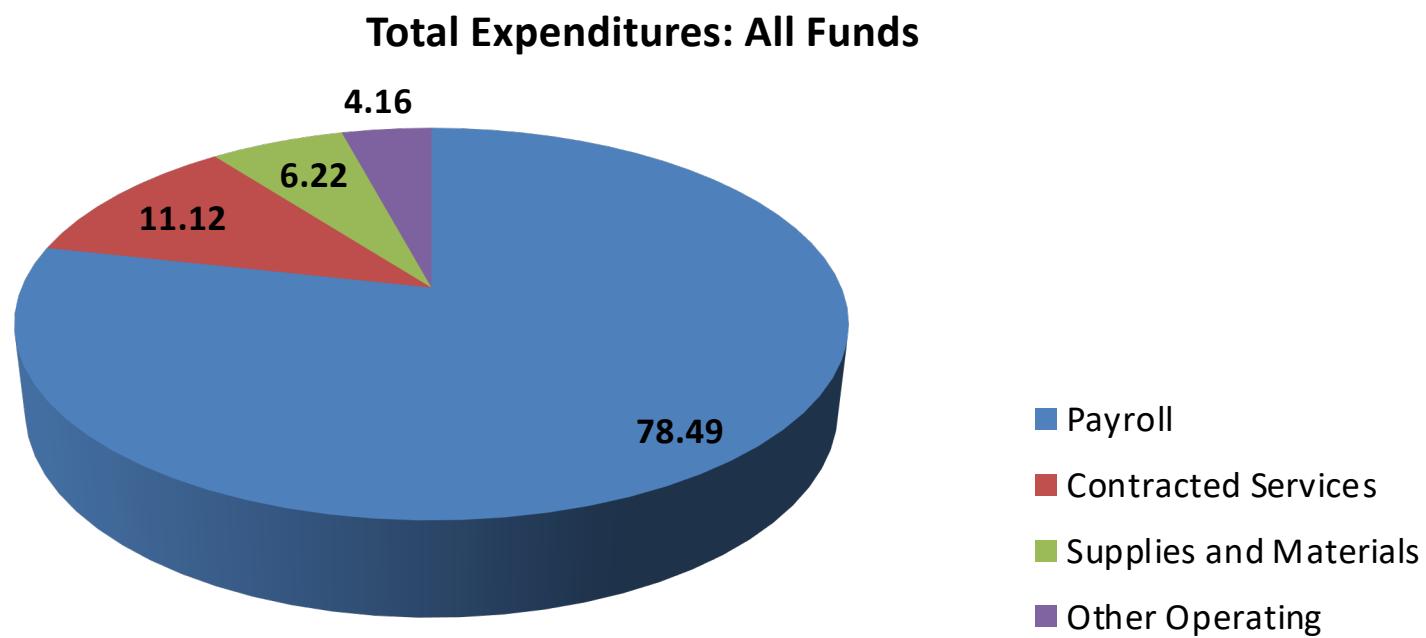
*2023-24 is the most recent year for which these data are available.*

## Financial Data (2023-24 Actuals)

**Revenues: Operating Revenue All Funds**



## Financial Data (2023-24 Actuals)



## Section 3

### District Accreditation Status (2023-24 School Year)

- Each year TEA assigns one of four accreditation statuses to each district in the state:
  1. *Accredited*
  2. *Accredited-Warned*
  3. *Accredited-Probation*
  4. *Not Accredited-Revoked*
- In assigning an accreditation status to a district, TEA considers
  - Academic accountability ratings
  - Financial accountability ratings
  - Data integrity
  - Program-area deficiencies identified through Results Driven Accountability (RDA)
- TEA assigned accreditation statuses for the 2023-24 school year on September 25, 2025
- The release of the 2023-24 accreditation statuses was delayed due to the litigation relating to the issuance of 2023 A-F Accountability ratings
- Districts can expect the 2024-25 accreditation statuses to be issued in the spring of 2026
- The 2024-25 District Annual Report must include the District's 2023-24 accreditation status

The District's 2023-24 Accreditation  
Status is:  
**ACCREDITED**

## Section 4

### Campus Performance Objectives

- Campus Improvement Plans (CIPs)
  - ❑ Each campus has developed and is implementing a CIP, as required by TEC §11.253
  - ❑ Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
  - ❑ Each campus **periodically measures progress** toward its performance objectives
  - ❑ Updated CIPs for the 2024-25 school year (which show both the **objectives of each campus** and each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

## Section 5

### Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
  - Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)**
  - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students**
  - Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act**
- The district's report for the 2024-25 school year is available for review at the district's central office and at each campus in the district

Violent or Criminal Incidents <b>PEIMS 425 Action Reason Codes as Submitted Summer 2023</b>	Incident Total (District wide)
17 – Murder, attempted murder	0
18 – Indecency with a child	0
19 – Aggravated kidnapping	0
28 - Assault of someone other than district staff	0
30 – Aggravated assault on someone other than district employee or volunteer	0
32 – Sexual assault or aggravated sexual assault against someone other than district employee/volunteer	0
46 – Aggravated robbery	0

*PEIMS codes listed are those specified by TEA as violent criminal offenses in the School Safety Choice Option Guidance*  
<https://tea.texas.gov/sites/default/files/USCO%20Guidance%20Handbook%20Final%2008-30-19.pdf>

## Section 6

### Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- **The most current report is for 2022-23 High School Graduates**
  - Student performance is measured by the Grade Point Average (GPA) earned by 2022-23 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2024
  - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2023, Spring 2024, and Summer 2024** are added together and averaged to determine the GPA

**NOTE:** *The THECB anticipates releasing an updated report for 2023-24 High School Graduates in mid-January 2026. That report, when available, will be posted at: [THECB Website](#)*

**Texas High School Graduates from FY2023  
Enrolled in Texas Public or Independent Higher Education in FY 2024**

District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	Unk	
<b>FRIENDSWOOD ISD</b>								
084911001	FRIENDSWOOD H S							
	Four-Year Public University	180	16	14	20	42	88	0
	Two-Year Public Colleges	117	26	11	20	21	34	5
	Independent Colleges & Universities	17						
	Not Trackable	20						
	Not Found	146						
	Total High School Graduates	480						

***Texas High School Graduates From FY 2024  
Enrolled in Texas Public Higher Education Fall 2024***

**County=GALVESTON**

FRIENDSWOOD ISD	084911	SAN JACINTO COLLEGE (029137)	54
		TEXAS A&M UNIVERSITY (003632)	35
		BLINN COLLEGE DISTRICT (003549)	22
		UNIVERSITY OF HOUSTON (003652)	22
		BAYLOR UNIVERSITY (003545)	15
		TEXAS STATE UNIVERSITY (003615)	14
		U. OF TEXAS AT AUSTIN (003658)	14
		TEXAS TECH UNIVERSITY (003644)	9
		U. OF TEXAS AT SAN ANTONIO (010115)	9
		STEPHEN F. AUSTIN STATE UNIV (003624)	7
		U. OF HOUSTON-CLEAR LAKE (011711)	7
		ALVIN COMMUNITY COLLEGE (003539)	6
		COLLEGE OF THE MAINLAND COMMUN (007096)	6
		SAM HOUSTON STATE UNIVERSITY (003606)	6
		TEXAS A&M UNIV AT GALVESTON (010298)	6
		TEXAS A&M UNIV-CORPUS CHRISTI (011161)	6
		Other Public 4-yr Institution (17)	23
		Other Public 2-yr Institution (4)	5
		Not trackable	20
		Not found	152
		<i>Total high school graduates</i>	<i>438</i>

## Section 7

### Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:
  - ❑ early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
  - ❑ CCMR plans adopted under TEC §11.186
- The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board during the review of the annual district and campus improvement plans.

# AE Local Reporting: Special Ed Disproportionality

98 separate categories

**Identification**

$$\frac{\# \text{ children with disabilities from racial/ethnic group}}{\# \text{ children from racial/ethnic group}} \div \frac{\# \text{ all other children with disabilities}}{\# \text{ all other children}}$$

**Identification in Disability**

$$\frac{\# \text{ children from racial/ethnic group in disability category}}{\# \text{ children with disabilities from racial/ethnic group}} \div \frac{\# \text{ all other children in disability category}}{\# \text{ all other children with disabilities}}$$

**Placement**

$$\frac{\# \text{ children from racial/ethnic group in placement category}}{\# \text{ children with disabilities from racial/ethnic group}} \div \frac{\# \text{ all other children in placement category}}{\# \text{ all other children with disabilities}}$$

**Discipline**

$$\frac{\# \text{ children with disabilities from racial/ethnic group in discipline category}}{\# \text{ children with disabilities from racial/ethnic group}} \div \frac{\# \text{ all other children with disabilities in discipline category}}{\# \text{ all other children with disabilities}}$$

## AE Local Reporting: Special Ed Disproportionality

TEA Prepared Report: 98 separate categories

Areas where FISD Risk Ratio is 2.5 or greater:

- African American: Sped Regular Class < 40% (3.7)
- Asian: OSS and Expulsion  $\leq$  10 Days (3.7)

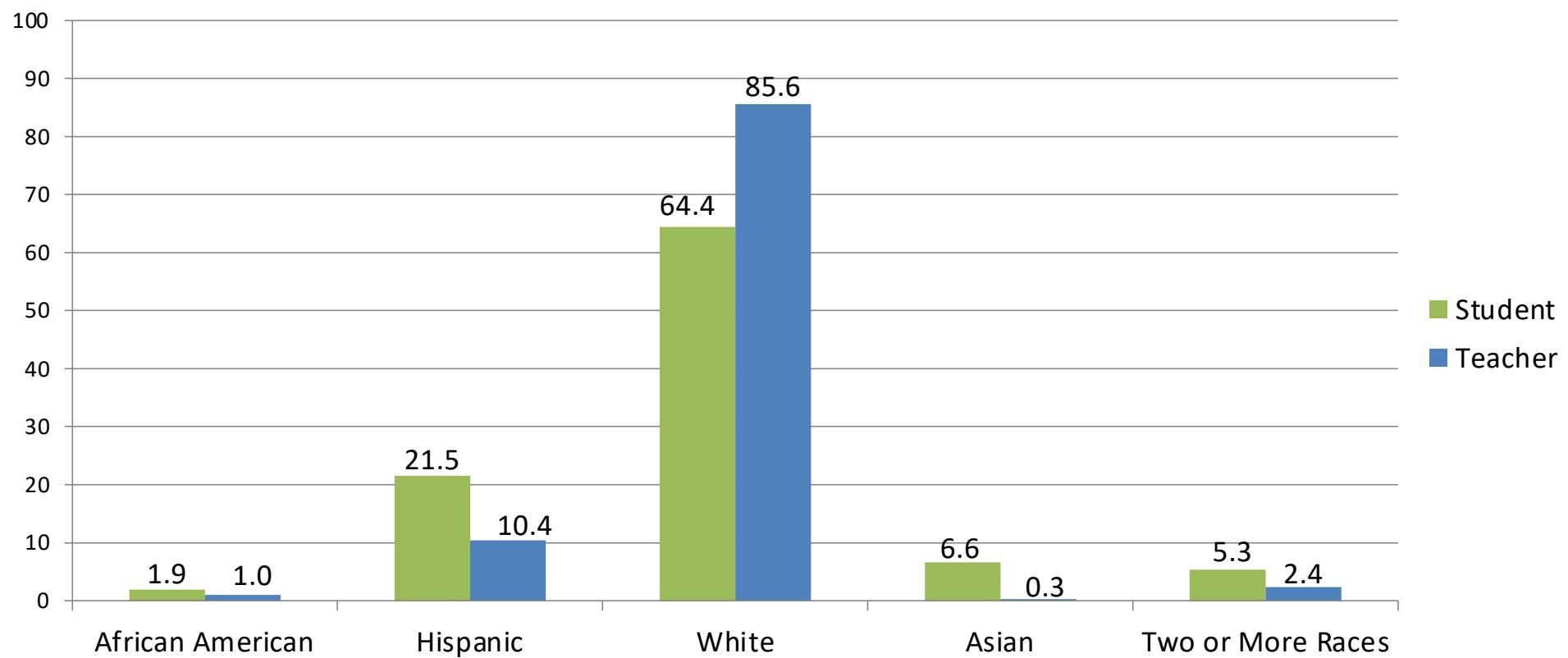
*\* These results should be interpreted with caution due to small student group sizes which can cause noticeable percentage swings which may not reflect meaningful program trends.*

## AE Local Reporting: Disciplinary Actions by Race

- Although the TAPR report does not report disciplinary action by race, district and campus level administrators do review this data as reported in PEIMS
- We look at the differences between % of race within the district and out of classroom placement by race (ISS, OSS and DAEP)

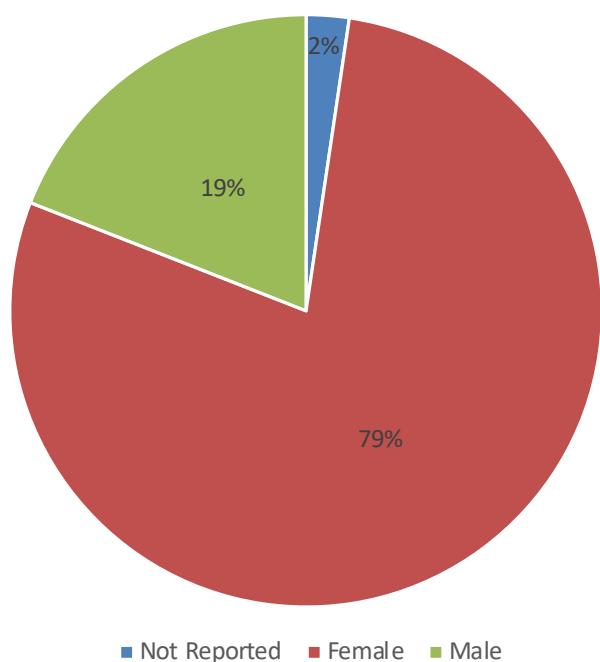
*In 2024-25 there were not significant differences among placement by ethnicity. There were significantly more male students with placements than female students.*

## AE Local Reporting: FISD Teachers and Student by Ethnicity, 2024-25

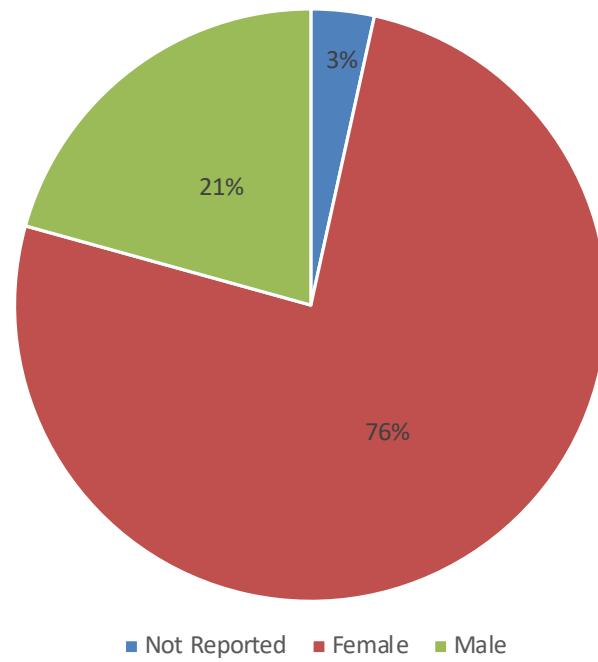


## AE Local Reporting: Professional Employment, 2024-25

Gender Applied

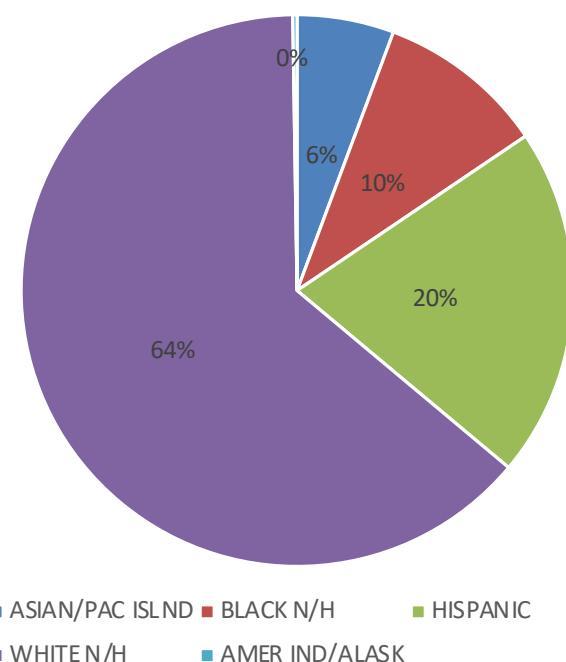


Gender Hired

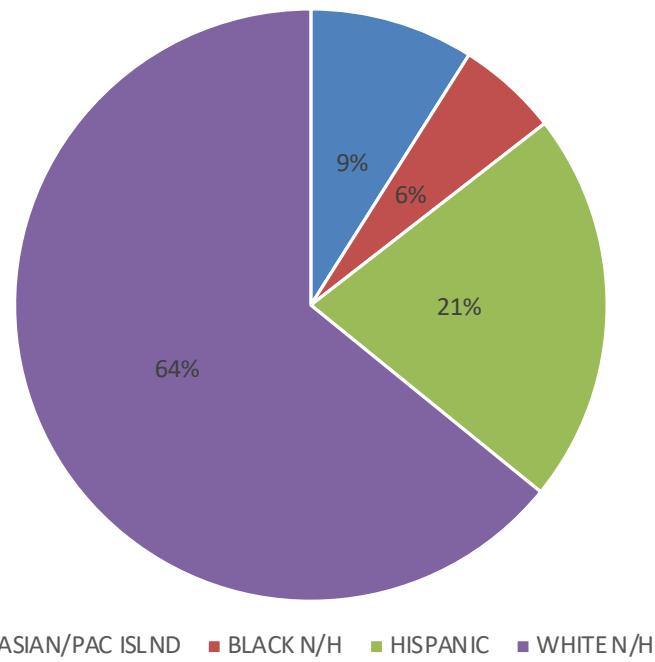


# AE Local Reporting: Professional Employment, 2024-25

Race Applied



Race Hired



## Section 8

### TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The 2024-25 *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is scheduled for release in early 2026

## Resources and Availability of Annual Report

- The District's 2024-25 TAPR is posted on the district's website
- Paper copies can be requested at the district's central office or any of campus in the district
- For questions or more information, contact:

Name	Dr. Stacy Guzzetta
Position	Chief Information Officer
Phone	281-996-6618
Email	<a href="mailto:sguzzetta@fisdk12.net">sguzzetta@fisdk12.net</a>