



ACS-ED

District Demographic Dashboard 2019-23

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Plains Independent School District, Texas

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Community



Total Population
1,754

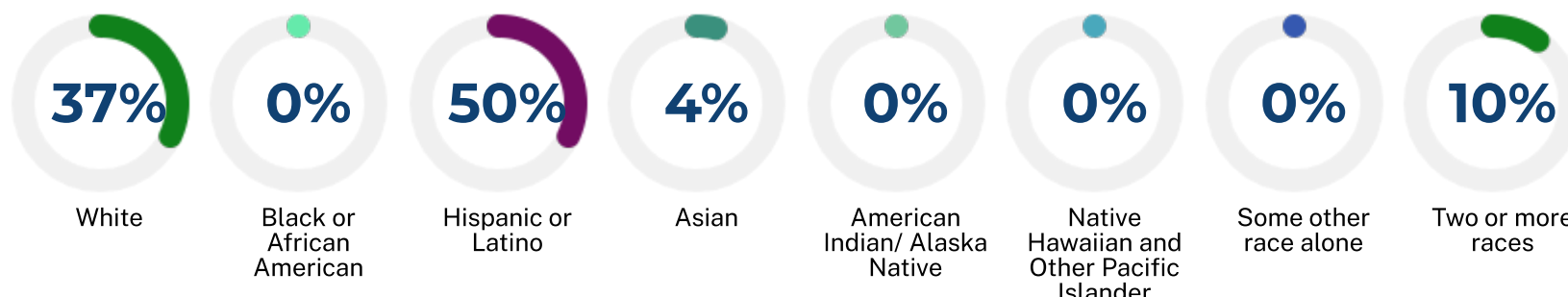


Median Household Income
\$73,825



Total Households
640

Race/Ethnicity



Year Structure was Built

18.8%
2000 and after

44.7%
1970 - 1999

36.5%
before 1970



Households with Broadband Internet
96.7%

Housing Structure Type



House
69.4%



Apartments/Other
30.6%

Children in Public School

Language spoken at home (children 5 years and over)

Health



0.0% with a Disability



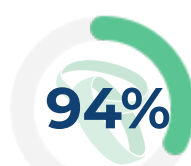
61.8% with Health Insurance coverage

Poverty and Benefits (in the past 12 months)



19.9% Families with income below the poverty level
19.6% Families with Food Stamp/ SNAP benefits

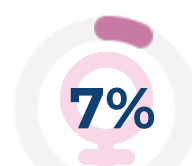
Families by Type



Married-Couple



Cohabitating-Couple



Female householder, no spouse/partner present



Male householder, no spouse/partner present

Parents (of children in public school)



Median Income of Households
\$73,208



Housing Status of Families
44.1% renter -occupied
55.9% owner-occupied

Labor Force Status

Data not available for this district.

Educational Attainment

Data not available for this district.

State and National

Median Household Income

Families with Food Stamp/SNAP benefits

Households with Broadband Internet

Speaks English Less Than Very Well

Married Couple Household

Families with Income Below the Poverty Level

Bachelor's Degree or Higher

Not In Labor Force

Data not available for this district.

Data not available for this district.

All [indicators](#) are sourced from the ACS-ED tabulation. For additional social and economic characteristics, visit the [ACS-ED table collection](#) or explore the [ACS-ED interactive map](#).

Children enrolled in public school are defined as the population ages 3-17 and those ages 18 & 19 who have not graduated from high school and report attending public school in the past 3 months. Subject definitions are available in the U.S. Census Bureau's American Community Survey program [documentation](#).

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