

DENTON HIGH SCHOOL

Campus Improvement Plan

2009-2010



Denton High Bragg Sheet

2009-2010

Darrell Muncy

9/15/2009

SAT Scores – DHS 2009

	<u>Critical Reading</u>	<u>Math</u>	<u>Writing</u>
DHS '09	506	512	481
Texas	486	506	475
Nation	501	515	493

ACT Scores – DHS 2009

	English	Mathematics	Reading	Science	Composite
DHS	19.6	21.1	21.3	21.0	20.8
Texas	19.9	21.3	20.9	20.6	20.8
Nation	20.6	21.0	21.4	20.9	21.1

2008 TAKS Data – Academically Acceptable

	ELA	Math	SocStu	Science
<u>9th Grade</u>	85	56		
<u>10th Grade</u>	89	69	93	70
<u>11th Grade</u>	92	76	93	73

2009 TAKS Data

	ELA	Math	SocStu	Science
<u>9th Grade</u>	91	57		
<u>10th Grade</u>	87	66	91	63
<u>11th Grade</u>	95	83	97	87

National Merit Scholarship Semi-finalists (confidential)

Patrick Burke
Trevor Davila
Sylvia Li
Clarissa Root
Christine Ryu

International Baccalaureate

Diploma Programme, Authorized April, 2008

Middle Years Programme, Authorized June, 2009

Denton High School Student Council:

Texas Association of Student Councils (TASC) President School

Will Hayes, Senior, President

Kimberly Thaggard, Board of Directors

TASC Top Ten Project Award 2009

TASC District 3 Sweepstakes Student Council

Band

8 Band Students in the TMEA Region 2 All Region Symphonic Band

6 Band Students in the TMEA Region 2 All Region Concert Band

4 Band Students in the TMEA 4A Area 2 Band

1 Band Student in the TMEA 4A All State Band

21 Band Students received a Division 1 at the 2009 East Zone UIL Solo Competition

7 Band Students received a Division 2 at the 2009 East Zone UIL Solo Competition

4 Band Ensembles received a Division 1 at the 2009 East Zone UIL Ensemble Competition

3 Band Ensembles received a Division 2 at the 2009 East Zone UIL Ensemble Competition

Choir

Texas Music Educators Association – All State

Casey Bachus, Julia DiFiore, Hannah Lane, Michael Schafer

UIL Solo and Ensemble – State Solo

Casey Bachus, Kayla Bender, Charlotte Clark, Julia DiFiore, Chelsea King, Hannah Lane, Libby Schleinat, Ashley Wawro, Daniel Hart,

Tony McFarland, Michael Schafer

UIL Solo and Ensemble – State Ensembles

Hannah Lane, Casey Bachus, Julia DiFiore, Kayla Bender

Michael Schafer, Daniel Hart, Tony McFarland, Wes Middleton

Daniel Sabz, Jed Sappington, Nick Vance, Eric Willis

UIL Choir

Concert/Four Choirs – Four Sweepstakes (All 1's)

Sight Reading/Four Choirs – Four Sweepstakes

Chorale performed at West Point Chapel, March, 2009

Orchestra

UIL Orchestra Concert

DHS Sinfonia – Sweepstakes

DHS Chamber Orchestra – Sweepstakes

UIL Orchestra Sight Reading

DHS Sinfonia – Sweepstakes

DHS Chamber Orchestra – Sweepstakes

Texas All-State Orchestra

Beckah Maxwell - Leroy

Region II All Region Orchestra

Violins – Sylvia Li, Christine Ryu, Clarissa Root, Lee Chen, Andrew Dierdorf, Trevor Davila, Eric Willis, Gabe Klein

Violas – Guy Bergel, Julian Chalon, Cameron Ratcliff, Alex Martin, Nathan Place, Fran Cacal

Cellos – Julia DiFiore, Tyler Burggren, Jordan Rushing, R.J. Ponder, Julia Moen, Nathan Schafer, Kevin Shiflet, Stephen Place

Basses – Beckah Maxwell-Leroy, Mandy Elsmore, Kris Carmona, Amelia Clark, Patrick Montler.

Region II Solo and Ensemble – Superior Rating

Lee Chen, Sylvia, Li, Savannah Robertson, Christine Ryu, Taryn Schuessler, Vivi Tamprateep, Guy Bergel, Cameron, Ratcliff, Nathan Place, Tyler Burggren, Julia DiFiore, Julia Moen, Skylar Padia, R.J. Ponder, Jordan Rusing, Nathan Schafer, Kris Carmona, Amelia Clark, Many Elsmore, Beckah Maxwell-Leroy

State Solo and Ensemble – Superior Rating

Tyler Burggren, Julia Moen, Christine Ryu

Theatre Arts

Second Time Participant – American High School Theatre Festival, Edinburgh Scotland

Visual Arts

DHS took a group of students to Regional Visual Arts Scholastic Event (VASE) in Keller, TX and two of our students, Amy Dierdorf and Sylvia Li, were given top honors. Amy and Sylvia then competed at the State VASE in Houston Clear Lake. In Clear Lake, one student got the score of a 3 and the other student received a 4. This was the first year that DHS had competed in VASE and we were very excited for our students.

UIL Academics

UIL Computer Science 2009

UIL District Meet

1st Place Team

1st Place Individual – Trevor Davila

2nd Place Individual – Lee Chen

3rd Place Individual – Tim DeReuse

UIL Regional Meet

1st Place Individual – Trevor Davila

3rd Place Individual – Tim DeReuse

6th Place Individual – Lee Chen
State Meet
1st Place Individual – Trevor Davila

UIL Mathematics

- The DHS UIL Mathematics Team won first place in District competition.
- The DHS UIL Mathematics Team finished first in the Regional competition.
- A DHS student, Trevor Davila, took UIL State Second Place Mathematics.
- The DHS UIL Number Sense Team won first place in District competition.

UIL Spelling & Vocabulary

- The DHS UIL Spelling & Vocabulary Team won first place in District competition.
- 16 DHS students went to UIL Regionals based on their UIL District performance, or by being part of the first place standing team.

UIL Social Studies

- UIL Social Studies - 1st Place Team, District
- UIL Social Studies - 1st Place Patrick Burke, District
- UIL Social Studies - 4th Place Ruth Mokua

Math Team

- Feb 10, 2009 DHS was the first DISD school to host the American Mathematics Competition (AMC12), DHS had one student, Trevor Davila, who scored within the top 5% of all students (from around the world) that participated.
- As a result of his top 5% placing on the AMC12 test, Trevor was invited to write the American Invitational Math Exam (AIME) from which students are selected to compete for positions on the United States Math Olympiad (USMO) team. Trevor was the first DISD student to compete in this very rare level of academic achievement.
- The DHS Math Team competed in the 2009 UT Arlington Calculus Bowl, advancing to the final round of competition, and finishing in fifth place. The competition involved 24 teams of the brightest calculus students from North Texas public and private schools.

Baseball

Abel Baker, O.U.
Christian Perry, Tyler University

Softball

Amy Menge, TWU
Tori Sizemore, Evangle of Missouri
Amy Menge, 5AAAA Newcomer of the Year 2008
Karis Johnson, Second Team All-District
Honorable Mention: Shelby Bergeron & Christine Haines
Team, Academic GPA over 3.6

Basketball

Desmond Taylor, 1st Team All District.
Keyvin Moss, All Defensive Team
Desmond Taylor, University of Southwest in Hobbs, NM
Desmond Taylor, DHS MVP
Keyvin Moss, DHS Defensive MVP
Jonathan Strait, District All Academic Team

Track

Regional qualifiers boys and girls Track and Field 2009

Johnson Amadi, 2nd place 400 meters
Denzell King, Long Jump
Cody Jackson, Long Jump and 200 meters
Keenan Nash, Triple Jump
Jasmine Taylor, Triple Jump
4x200 Relay
 Alexus Baree
 Morgan Edwards
 Andrea Dennis
 Evette Harvey
 Joy Osufu
4x100 Relay
 Andrea Dennis 4x100
 Morgan Edwards
 Raven Gray
 Evette Harvey

State qualifier

Johnson Amadi 6th place 400 Meters

Golf

Priscilla Jasso, All District, third consecutive year.

Tennis

Hee Won Kim, District, Regional & State Qualifier, Final Eight
13 varsity & 13 JV (total 26/38) Tennis Scholar Award (90 grade point average or higher)
7, \$1000.00 scholarships awarded via Tennis Booster Club

Swimming/Diving/Water Polo

Two Regional Qualifiers – Diving

3rd Place Regional – Co-ed Water Polo

Volleyball

District Honors:

Amanda Hall, Defensive Player of the Year

Kelsey Cheatham – 1st Team All District

Mandy Muncy – 1st Team All District

Makenna Wiedower – 2nd Team All District

Honorable Mention:

Vanessa Flores, Monica Godinez, Macy Koontz, Bianca Mack, Laurel McDonald

Academic All District:

Katelyn Barnett, Kelsey Cheatham, Amanda Hall, Macy Koontz, Bianca Mack, Laurel McDonald, Mandy Muncy, Makenna Wiedower

Academic All State:

Macy Koontz and Laurel McDonald

Scholarships:

Kelsey Cheatham - Arkansas Tech University

Amanda Hall - Texas Woman's University

Mandy Muncy - Oklahoma Wesleyan University

Team awards:

Co-Offensive MVP - Kelsey Cheatham & Amanda Hall

Most Valuable Player - Mandy Muncy

Defensive MVP - Laurel McDonald

Bronco Pride - Macy Koontz

Most Improved Player - Vanessa Flores

Cross Country

Chris Burke, All district, and Regional qualifier

Interact

Keep Denton Beautiful – Tree Give-away

Carter Blood Care – 153 Units of Blood, Recognized by Carter

Rotary Four-Way Test

Lauren Featherstone and Kayla Tunnel

Rotary Youth Leadership Association

Lauren Cruz and Gina Sarvis

Six DHS Early Graduates

2 \$500.00 recipients
4 \$2000.00 recipients

PALS

Digital Storytelling, UNT
Campecine Film Festival, UNT
Free Minds/Free People Conference, Houston, TX
Planning to Change the World, Teacher Guide

Fillies

2009 Fillies Dance and Social Officers earned Super Sweepstakes at Danceline Officer Camp.
2009 Fillies Dance and Social Officers honored with Respect Award from Danceline Staff

Denton Public Schools Foundation

\$13,389 in grants-to-teachers and staff scholarships
\$6,600 in student scholarships

World Languages

Alexandra Tanner 2nd Place 2008-2009 American Sign Language National Society Competition Winner

Texas State Latin competition 08-09

Kris Carmona	Greek Life and Literature Test	4 th Place
Kris Carmona	Models [Life Sized Roman Shield]	9 th Place
Bill Atkinson	200 M Sprint – Boys - 7 th Place and	400 Meter dash 7 th Place

Area C Latin Competition 08-09

Bill Atkinson	4 th Place, Mottoes Test
Kris Carmona	1 st Place, Greek Life and Lit Test 2 nd Place: Models [Life Sized Roman Shield]
Christine Ryu	2 nd Place, Grammar Test

National Latin Exam 08-09

Vivi Tamprateep	Silver Medal, Maxima Cum Laude
Sara Sullivan	Silver Medal, Maxima Cum Laude
Jonathan Berg	Silver, Maxima Cum Laude

National Latin Honor Society 08-09

Kris Carmona, Julia Moen, Christine Ryu,

The National Spanish Honor Society - National Spanish Exam.

Of the ten students that took the test, six were recognized with national awards: Sylvia Li, Devaki Dave, Stephen Place, Paulina San Miguel, Rachel Parris and Jessica Leyva.

ROTC - Denton Broncos Capture JROTC Summer Leadership School (SLS) Awards

Five of seventeen Denton HS Air Force JROTC cadets attending June SLS camps in Texas and Louisiana received prestigious leadership awards. SLS is a week-long training venue designed to challenge cadets both mentally and physically while preparing them for leadership roles within the corps. Cadets are exposed daily to a rigorous physical and academic regimen while continuously evaluated on leadership potential and abilities. All seventeen DHS cadets graduated from their respective SLS camps.

Cadet James Anderson, sophomore, attended the Bossier Parrish SLS held on the campus of Louisiana Tech University located in Ruston, LA. Cadet Anderson was selected as the Commandant's Award recipient identifying him as the top male cadet among 189 cadets attending the camp from seven states representing over twenty high schools .

Cadet Leidy Silva, junior, attended the Wichita Falls SLS hosted by Arlington High School/Midwestern State University and received Distinguished Graduate honors placing her in the top twenty percent of cadets.

Senior cadets Jessica Sanchez, Nathan Epperhart and Ryan Miller attended the Cadet Command Staff School (CCSS) held in Brownwood, TX made up of 165 interservice cadets from central US states. Cadets Epperhart and Miller were identified as Distinguished Graduates while Sanchez garnered both Honor Graduate, (7 of 165 cadets) and Military Order of World Wars (top cadet in north Texas) awards.

Other SLS attendees included sophomores; Alex Johnson, Jacob Long, Astin Reeder, Luis Texta and Caitlin Wells, juniors; Elizabeth Espisito, Anthony Mach, Dorothy Silverio, Alexa Williamson, James Witt, seniors; Victor Delarosa and Eric Thompson.

Faculty/Staff/Students

Carol Hyatt, Frank Kemerer Award, Outstanding Social Studies Teacher of the Year, TASSP

Beth Hughes: Frank Kemerer Award, Outstanding Social Studies Teacher of the Year, Finalist, 2009

Cristina Galindo, DHS Teacher of the Year

Stephen Donaldson, Community in Schools, Student of the Year

21st Century Grant – CIS

Kimberly Thaggard, Oxford Round Table

Hollye Knox, Texas Computer Education Association presentation, *Who Let the Blogs Out?*

Academic Decathlon

BOARD SUMMARY CAMPUS IMPROVEMENT PLANS 2009-2010

<u>Important Goals From 2008-2009</u>	<u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2008-2009</u>	<u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2009-10</u>	<u>Plans to Meet Goals for 2009-2010</u>	<u>Needs Identified For 2009-2010 (be specific)</u>
<ul style="list-style-type: none"> DHS will increase academic achievement scores for students in math and science at a minimum of 5%. DHS will increase academic achievement scores for the various subpopulation students by a minimum of 5%. Denton High School will decrease ninth grade retention by 10% 	<ul style="list-style-type: none"> DHS did not meet the 5% gain in math for the campus projection but did meet the 5% gain in science overall. DHS showed greater success with our Hispanic subgroup than with our African American subgroup. Mathematics is our greatest area of concern and will be a focal point for the 09/10 school year. Based on the number of true freshmen enrolled 08/24, DHS met this goal. 	<ul style="list-style-type: none"> Increase Math and Science Scores in all sub-populations. Increase student participation in clubs, organizations and activities. Increase IB enrollment. MYP Authorization Parent/Community communication. Parent Involvement Coordination of Campus construction projects. SPED TAKS and test taking practices. Move toward inclusion. 	<ul style="list-style-type: none"> Although science scores increased, there was a significant decrease in African American math scores. Based on the student rosters, participation was down throughout the various clubs, organizations and activities. IB enrollment has increased with this junior class. DHS became an Authorized IB MYP campus. Parental involvement has been strong at DHS for the 2008/09 school year. DHS has been impacted very little by on-campus construction projects. Greater scrutiny has been placed on SPED tests DHS implemented SPED Inclusion 2009/10. 	<ul style="list-style-type: none"> DHS will meet/exceed 68% passing rate among the various subgroups in math to make AYP and the AEIS accountability rating. DHS will increase the ELA writing scores from 2's to 3's. Implementing MYP, on the DHS campus, we will increase the participation in the IB diploma programme for the 2010/11 school year. 	<ul style="list-style-type: none"> Academic component in disciplinary enforcement of SCC. Math PLC's in Algebra I and Geometry Inclusion (co-teach) in core SPED classrooms. Comp Ed Math instructor with Odysseyware component. Reorganized math department. Increased administrative visibility in classrooms. Restructure Saturday TAKS tutorials and TAKS preparation. Cluster science classes by subject for greater collaboration (locale). 100 hours of observation. PRIDE blitz. 	<ul style="list-style-type: none"> Increase IB participation through more frequent middle school visits and public awareness campaign. Increase student participation in clubs, organizations and activities. Increase parental participation utilizing various diffusion methods and electronic media. Ease ninth grade transition with frequent monitoring. Greater articulation devices. Bridge the achievement gap in DHS subgroup with staff development and teacher training. Monitor w/ greater frequency through DOI.

Grade 9 TAKS -Percent Passing Reading

	*All Students District	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	73	95	85	85	98	na	na	75	85	70
Goal 2007-2008	90		82	84	97	na	na	70	82	65
Actual 2007-2008	64	91	87	76	98	na	na	57	80	59
Goal 2008-2009	na	na	na	na	na	na	na	na	na	na
Actual 2008-2009		91	94	84	94	na	na	77	86	64

Grade 9 TAKS -Percent Passing Math

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	60	na	60	60	70	na	na			
Goal 2007-2008	70	na	55	55	80	na	na	81	55	33
Actual 2007-2008	57	64	44	46	78	na	na	20	46	31
Goal 2008-2009	na	na	na	na	na	na	na	na	na	na
Actual 2008-2009	57	67	44	48	67	na	na			

Grade 9 TAKS - Percent Commended

	Reading	Math
Vision 2009-2010	92	66
Goal 2007-2008	90	57
Actual 2007-2008	87	59
Goal 2008-2009	na	na
Actual 2008-2009	88	61

Grade 10 TAKS -Percent Passing English Language Arts (ELA)

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	98	na	75	80	97	na	na	45	82	65
Goal 2007-2008	85	na	70	75	95	na	na	40	78	na
Actual 2007-2008	88	86	88	79	96	na	na	53	78	89

Goal 2008-2009	95	na	80	88	95	na	na	55	80	na
Actual 2008-2009	97	88	80	78	95	na	na	52	80	53
Grade 10 TAKS -Percent Passing Science										
	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	70	na	50	50	86	na	na	60	60	60
Goal 2007-2008	65	na	35	50	80	na	na	25	50	20
Actual 2007-2008	72	67	34	46	87	na	na	24	48	14
Goal 2008-2009	na	na	na	na	na	na	na	na	na	na
Actual 2008-2009	63	66	38	44	82	na	na	42	42	17

Grade 10 TAKS -Percent Passing Math										
	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	75	na	68	68	85	na	na	68	68	68
Goal 2007-2008	70	na	50	60	68	na	na	33	55	25
Actual 2007-2008	70	63	52	48	83	na	na	40	52	39
Goal 2008-2009	na	na	na	na	na	na	na	na	na	na
Actual 2008-2009	55	67	24	41	72	na	na	17	41	29

Grade 10 TAKS -Percent Social Studies										
	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	93	na	90	85	98	na	na	70	90	70
Goal 2007-2008	90	na	75	80	95	na	na	50	80	20
Actual 2007-2008	93	88	88	80	98	na	na	50	83	55
Goal 2008-2009	na	na	na	na	na	na	na	na	na	na
Actual 2008-2009	91	90	88	86	97	na	na	67	88	65

Grade 10 TAKS - Percent				
	ELA	Math	Social Studies	Science
Vision 2009-2010	30	25	40	30

Goal 2007-2008	na	na	na	na
Actual 2007-2008	na	na	na	na
Goal 2008-2009	na	na	na	na
Actual 2008-2009	18	11	34	18

Grade 11 TAKS -Percent Passing English Language Arts (ELA)

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	97	na	97	93	100	na	na	70	92	83
Goal 2007-2008	94	na	89	85	93	na	na	43	83	70
Actual 2007-2008	91	90	97	84	97	na	na	55	86	61
Goal 2008-2009	95	na	98	88	98	na	na	60	90	63
Actual 2008-2009	95	92	97	87	99	na	na	64	89	78

Grade 11 TAKS -Percent Passing Math

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	88	na	75	75	95	na	na	70	80	62
Goal 2007-2008	82	na	50	72	90	na	na	30	69	42
Actual 2007-2008	78	79	65	63	87	na	na	27	63	33
Goal 2008-2009	80	na	70	70	92	na	na	40	68	45
Actual 2008-2009	83	81	67	69	93	na	na	60	74	56

Grade 11 TAKS -Percent Passing Science

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	70	na	75	82	97	na	na	65	85	70
Goal 2007-2008	85	na	70	70	93	na	na	50	65	35
Actual 2007-2008	81	80	61	55	88	na	na	30	54	33
Goal 2008-2009	85	na	65	60	93	na	na	40	60	40
Actual 2008-2009	87	85	68	77	96	na	na	58	81	64

Grade11 TAKS -Percent Passing Social Studies

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010	98	na	98	95	100	na	na	65	95	93
Goal 2007-2008	95	na	89	90	98	na	na	75	85	45
Actual 2007-2008	95	95	91	88	96	na	na	73	86	76
Goal 2008-2009	96	na	93	90	97	na	na	78	90	80
Actual 2008-2009	97		97	91	99	na	na	60	93	89

Grade 11 TAKS - Percent

	ELA	Math	Social Studies	Science
Vision 2009-2010	45	40	65	40
Goal 2007-2008	na	na	na	na
Actual 2007-2008	na	na	na	na
Goal 2008-2009	na	na	na	na
Actual 2008-2009	32	26	51	21

DISTRICT NAME: DENTON
 CAMPUS NAME: DENTON H S
 CAMPUS NUMBER: 061901003
 Campus Rating: Academically Acceptable
 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009				2008			Required Improvement				2009 TPM			Status by Measure					
	Number Met	Number Taking	Pct Met	Stu Grp %	Number Met	Number Taking	Pct Met	Met Min	Act Chg	RI	Met RI?	Number Met	Number Std	Pct Met	Number Taking	Pct Met	STD	RI	TPM	EXCP
Reading/ELA (70%/75%/90%)																				
X All Students	848	918	92%	100%	844	942	90%		2			891	918	97%	EX	-	-	-	-	EX
X African Amer	134	145	92%	16%	130	147	88%		4			141	145	97%	EX	-	-	-	-	EX
X Hispanic	252	297	85%	32%	246	311	79%		6			276	297	93%	RE	RE	EX	-	-	EX
X White	*	*	97%	48%	432	447	97%		0			*	*	> 99%	EX	-	-	-	-	EX
X Econ Disadv	307	354	87%	39%	324	398	81%		6			334	354	94%	RE	RE	EX	-	-	EX
Writing (70%/75%/90%)																				
All Students	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-	-
African Amer	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-	-
Hispanic	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-	-
White	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-	-
Econ Disadv	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-	-
Social Studies (70%/75%/90%)																				
X All Students	535	567	94%	100%	512	556	92%		2			554	567	98%	EX	-	-	-	-	EX
X African Amer	*	*	92%	14%	78	87	90%		2			*	*	99%	EX	-	-	-	-	EX
X Hispanic	157	177	89%	31%	140	167	84%		5			167	177	94%	RE	RE	EX	-	-	EX
X White	*	*	98%	51%	271	279	97%		1			*	*	99%	EX	-	-	-	-	EX
X Econ Disadv	197	220	90%	39%	184	217	85%		5			210	220	95%	EX	-	-	-	-	EX
Mathematics (55%/75%/90%)																				
X All Students	619	912	68%	100%	623	916	68%	Yes	0	**	No	743	912	81%	AA	AA	RE	-	-	RE
X African Amer	67	143	47%	16%	76	144	53%	Yes	-6	1	No	100	143	70%	AU	AU	AA	-	-	AA
X Hispanic	162	296	55%	32%	154	301	51%	Yes	4	**	No	212	296	72%	AA	-	-	-	-	AA
X White	356	438	81%	48%	358	435	82%		-1			396	438	90%	RE	RE	EX	-	-	EX
X Econ Disadv	190	351	54%	38%	201	381	53%	Yes	1	1	Yes	251	351	72%	AU	AA	-	-	-	AA
Science (50%/75%/90%)																				
X All Students	424	559	76%	100%	395	558	71%		5			475	559	85%	RE	-	-	-	-	RE
X African Amer	38	74	51%	13%	44	86	51%	Yes	0	**	No	55	74	74%	AA	-	-	-	-	AA
X Hispanic	109	177	62%	32%	85	167	51%	Yes	11	**	No	131	177	74%	AA	-	-	-	-	AA
X White	256	284	90%	51%	247	282	88%		2			267	284	94%	EX	-	-	-	-	EX
X Econ Disadv	128	214	60%	38%	113	216	52%	Yes	8	**	No	162	214	76%	AA	AA	RE	-	-	RE

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.
 *** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
20	4	5	N/A	N/A	N/A

DISTRICT NAME: DENTON
 CAMPUS NAME: DENTON H S Campus Rating: Academically Acceptable
 CAMPUS NUMBER: 061901003 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2008					Class of 2007			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	281	6	287	97.9%	100%	286	301	95.0%		2.9		
African Amer	28	1	29	96.6%	10%	30	33	90.9%		5.7		
Hispanic	61	2	63	96.8%	22%	65	71	91.5%		5.3		
White	178	3	181	98.3%	63%	177	183	96.7%		1.6		
Econ Disadv	70	3	73	95.9%	25%	68	75	90.7%		5.2		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

	2007-08				2006-07			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-		-		
African Amer	-	-	-	-	-	-	-		-		
Hispanic	-	-	-	-	-	-	-		-		
White	-	-	-	-	-	-	-		-		
Econ Disadv	-	-	-	-	-	-	-		-		

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Where the Tradition Begins and Excellence Continues

"Knowledge, Integrity, Courage"

JOHN H. GUYER

HIGH SCHOOL

CIP 2009-2010



John H. Guyer High School

2005-2009

In four short years John H. Guyer High School has grown from 1100 students in grades 9-11 to 2100 students in grades 9-12. The accomplishments of GHS students are outstanding! Guyer's student body exemplifies the Guyer Motto:

Where the Tradition Begins and Excellence Continues

Knowledge, Integrity, Courage

Some of the accomplishments of these first four years are listed below.

Go Wildcats!

Academics

*2009 Recognized Campus

*2009 District 5 4A UIL Academic Champions with numerous individual and subject champions 2005-2009

*Five students qualified for the State UIL Academic Meet in 2009

*2009 District 5 4A Texas Cup Leader

*Four National Merit Semifinalists

*One National Merit Finalist

*Six National Merit Commended Students

*1158 Advanced Placement Tests given in the spring of 2009

- *Enrollment in Advance Placement classes has grown over 20% in the last four years
- *15 % growth in the Guyer Renaissance Program from 2005-2009
- *The 2009 Guyer Seniors were awarded over \$3,000,000.00 in scholarships
- *Three Guyer students have earned appointments to a United States Armed Forces Academy
- *Four of Guyer's JrROTC students have received full four year scholarships to prestigious universities.
- *Ten students have received recognition on the National Latin Exam.
- *Guyer has a National Honor Society, a Spanish Honor Society and a Latin Honor Society
- *Four Guyer Students have qualified for the National Science Exam
- *Guyer's Academic Decathlon team has received Regional Competition Awards the past three years.

Over 90% of GHS students are involved in Fine Arts or Athletics. This represents classes, competitions and performing groups.

Fine Arts

- *Guyer's One Act Play was the 2009 State Runner-up in University Interscholastic League Competition
- *Numerous students have received Best Actor, Best Actress, Best Tech Crew and other State Thespian Awards from 2005-2009
- *The GHS Band has received Superior Ratings for Concert and Sight-reading in Varsity UIL Marching Contest for two years in a row. The Non Varsity Band has also received two Superior Ratings during this time period
- *In 2009 thirteen GHS students made all region band and nine students qualified for the State Solo and Ensemble Contest.

- *A Guyer band member was named the Outstanding Performer at the 2009 State Solo and Ensemble Contest.
- * GHS Band has had three students in the All State Band
- *The GHS Orchestra has received the Sweepstakes award (Superior in both performance and sight reading) for three years in a row. In 2009 the Non Varsity Orchestra also received the Sweepstakes Award.
- *The GHS Orchestra has had 43 students make the All Region Orchestra. Seventeen members qualified for Area competition and two students have been chosen for the All State Orchestra.
- *The GHS Orchestra has had ten students receive a gold in the State Solo and Ensemble competition and eleven students receive a silver in the State Solo and Ensemble contest.
- *In 2009 GHS Choir had two All State Choir members.
- *Seven GHS Choir students made the TMEA Regional Choir in 2009.
- *Five GHS Choir students made the ACDA National Choir in 2009.
- *The GHS Art program has qualified twenty-one students to the state VASE competition. Four of the students received the Gold Seal Award.
- *GHS Art students won first place in the Congressional Art Competition

Athletics

*Guyer High School has won:

-15 District Championships

- 4 District Runner-ups
- 20 Teams have made the playoffs in the last three years
- 12 Guyer Teams have advanced to the Regional/Area /State Semi-finals
- Over 35 individual students have represented Guyer in their specific state contest.
- Over 30 Guyer Athletes have earned Scholarships for continuing education

Other:

GHS JrROTC has performed over 2, 700 hours of community service. The JrROTC has over 60% of cadets involved in extracurricular or co-curricular activities. Guyer JrROTC students have competed in physical fitness and drill competitions, attended summer camps and greeted returning troops at DFW airport.

The GHS National Honor Society has volunteered for the Salvation Army; MDA walks, collected can goods, and provided supplies for the Ronald McDonald House. Students have volunteered at elementary and community festivals and collected sundries for our troops.

Guyer's Debate and Speech team has qualified numerous students to Regional, State and National competitions. Two students have qualified for the Tournament of Champions. Guyer's Debate team competes in the University Interscholastic League, Texas Forensic Association and the National Forensic Association.

Guyer's Agriculture students have participated in the Denton County Livestock Association Show, the Fort Worth Stock Show, the San Antonio Stock Show and the Houston Stock Show earning Champion and Reserve Champion honors eleven times.

The Guyer Spirit Support Groups have helped School Spirit grow during the last four years. The Wildcat Student Council, Wildcat Cheerleaders, Wildcat Honor Guard and the Silverados have led in the growth through pep rallies, intramurals, school wide contests and events. Each year Guyer students adopt a student from the Ann Windle School and provide Christmas gifts and goodies for these students.

Guyer students have over 90 clubs or organizations to join. Two of these organizations are notable and unique. The Guyer Multicultural Club has provided a welcome breakfast for new students, fundraised to send items to the earthquake victims in Peru, provided scholarships to graduating seniors, visited assisted living homes and held a garage sale to send funds to a home for abused children.

The Guyer League of Friends is our largest club. It is made up of students who pair with special needs students to provide social interaction and friendship. The club meets once per month and there are over 150 GHS students who sponsor dances, holiday parties, etc. for Guyer's special needs students.

Guyer Career Counselor, Jeanie Bragg, was named the Texas Career Counselor of the year and will represent Texas at the national competition later this fall.

John H. Guyer Parent Teacher Student Association (PTSA) provides over \$5000 per year in teacher grants for Guyer teachers.

Guyer Social Studies Mentors go to area elementary schools to provide teacher assistance and mentoring.

Guyer Key Club provides after school tutoring for local elementary school students.

Guyer High School students led the City of Denton's Sustainable Schools Program recycling approximately 17.61 pounds of trash per student.

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
JOHN H. GUYER HIGH SCHOOL**

<u>Important Goals From 2008-2009</u>	<u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2008-2009</u>	<u>Were the Needs Met for 2008-2009? If not, please explain.</u>	<u>Wildly Important Goals for 2009-10</u>	<u>Plans to Meet Goals for 2009-2010</u>	<u>Needs Identified For 2009-2010 (be specific)</u>
Increase student achievement from Academically Acceptable to Recognized by the spring of 2009.	Yes	Time for staff to review assessment data Formation of a 9 th Grade Task Force Staff members provided intervention and study sessions for all students	Staff met after the school day-looking for a better solution for 2009-2010 Task Force was formed and members researched 9 th grade practices Yes-Each department planned and implemented Study Sessions.	Increase student achievement from Recognized status to Exemplary status by the spring of 2011.	Consistent assessments by subject *Consistent vocabulary by subject *Testing all new students who have no TAKS history *Implement attendance procedures for administration to help 9 th graders *Continue Inclusion program *Study Sessions before and after school and on Saturdays *Implementation of a ZAP program for Freshmen Algebra I and Chemistry *Study Sessions for Advance Placement students	Time and education leave days to allow Algebra I, Geometry, Chemistry and Biology staff to meet by subject each six weeks to plan assessments and lesson plans for the next six weeks procedures for all new students with no TAKS history to be evaluated as to TAKS readiness Procedures and time to implement and organize ZAP program Provide funds for TAKS and AP study sessions Provide any materials for TAKS and/or AP study sessions Continue regular staff development on Instructional Quality (Critical Thinking, Engagement, Assessment, and other Best Practices) Time and procedures for Administrators to monitor and work with 9 th grade attendance

**John H. Guyer High School
TAKS Results 2009**

Grade 9-11 John H. Guyer High School-Percent Passing English/LA									
	All Students Campus	*African Am.	*Hispani c	*White	*Eco. Dis.				
Vision 2009-2010	99%	99%	99%	99%	99%				
Actual 2008-2009	99%	99%	97%	99%	97%				
Grade 9-11 John H. Guyer High School-Percent Passing Math									
	All Students Campus	*African Am.	*Hispani c	*White	*Eco. Dis.				
Vision 2009-2010	95%	90%	90%	95%	90%				
Actual 2008-2009	92%	88%	87%	94%	86%				
Grade 9-11 John H. Guyer High School-Percent Passing Science									
	All Students Campus	*African Am.	*Hispani c	*White	*Eco. Dis.				
Vision 2009-2010	95%	95%	90%	99%	90%				
Actual 2008-2009	93%	93%	83%	97%	84%				
Grade 9-11 John H. Guyer High School-Percent Passing Social Studies									
	All Students Campus	*African Am.	*Hispani c	*White	*Eco. Dis.				
Vision 2009-2010	99%	99%	99%	99%	99%				
Actual 2008-2009	98%	99%	95%	99%	95%				
The percentages on this page were after the Growth Projection Formula was used. The percentages on the next pages are before the Growth Projection Formula was used.									

**John H. Guyer High School
TAKS Results 2009**

Grade 9 TAKS-Percent Passing Reading										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		98%	95%	95%	98%	N/A	100%	90%	95%	90%
Goal 2007-2008		95%	95%	95%	98%	N/A	95%	90%	90%	80%
Actual 2007-2008		92%	90%	82%	96%	N/A	96%	64%	84%	58%
Goal 2008-2009		95%	95%	90%	96%	N/A	96%	75%	90%	75%
Actual 2008-2009		96%	92%	91%	98%	N/A	100%	82%	90%	74%
Grade 9 TAKS -Percent Passing Math										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		90%	90%	90%	90%	N/A	100%	75%	80%	75%
Goal 2007-2008		80%	75%	75%	80%	N/A	90%	75%	75%	75%
Actual 2007-2008		69%	52%	48%	79%	N/A	88%	14%	47%	26%
Goal 2008-2009		75%	75%	75%	85%	N/A	90%	60%	75%	60%
Actual 2008-2009		77%	62%	70%	80%	N/A	96%	56%	64%	59%
Grade 9 TAKS - Commended										
	Reading		Math							
Vision 2009-2010	50%		30%							
Goal 2007-2008	50%		25%							
Actual 2007-2008	46%		25%							
Goal 2008-2009	50%		27%							
Actual 2008-2009	29%		28%							

**John H. Guyer High School
TAKS Results 2009**

Grade 10 TAKS -Percent Passing English Language Arts (ELA)										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		98%	98%	95%	98%	N/A	100%	90%	95%	80%
Goal 2007-2008		95%	95%	95%	95%	N/A	100%	75%	80%	75%
Actual 2007-2008		91%	89%	86%	93%	N/A	100%	76%	81%	72%
Goal 2008-2009		95%	95%	90%	95%	N/A	100%	80%	85%	80%
Actual 2008-2009		96%	95%	90%	97%	N/A	95%	88%	91%	73%
Grade 10 TAKS -Percent Passing Science										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		90%	80%	80%	95%	N/A	95%	80%	80%	75%
Goal 2007-2008		80%	75%	75%	80%	N/A	95%	75%	75%	75%
Actual 2007-2008		76%	62%	64%	84%	N/A	89%	17%	61%	20%
Goal 2008-2009		80%	75%	75%	90%	N/A	90%	60%	75%	60%
Actual 2008-2009		84%	68%	61%	93%	N/A	91%	67%	62%	25%
Grade 10 TAKS -Percent Passing Math										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		90%	85%	80%	90%	N/A	100%	75%	80%	75%
Goal 2007-2008		75%	75%	75%	75%	N/A	80%	75%	70%	75%
Actual 2007-2008		74%	66%	63%	79%	N/A	94%	13%	60%	32%
Goal 2008-2009		80%	75%	75%	80%	N/A	95%	60%	75%	60%
Actual 2008-2009		81%	72%	63%	87%	N/A	95%	45%	69%	38%
Grade 10 TAKS -Percent Social Studies										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		98%	98%	95%	99%	N/A	100%	95%	95%	90%
Goal 2007-2008		95%	95%	95%	97%	N/A	100%	80%	85%	80%
Actual 2007-2008		93%	91%	84%	98%	N/A	94%	69%	83%	63%
Goal 2008-2009		95%	95%	90%	98%	N/A	95%	75%	90%	75%
Actual 2008-2009		97%	97%	91%	99%	N/A	100%	95%	92%	76%

**John H. Guyer High School
TAKS Results 2009**

Grade 10 TAKS - Percent Commended										
	ELA	Math	Social Studies	Science						
Vision 2009-2010	30%	25%	50%	25%						
Goal 2007-2008	25%	25%	50%	25%						
Actual 2007-2008	20%	17%	33%	19%						
Goal 2008-2009	30%	25%	37%	25%						
Actual 2008-2009	26%	17%	46%	21%						
Grade 11 TAKS -Percent Passing English Language Arts (ELA)										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		98%	98%	95%	99%	N/A	100%	80%	95%	80%
Goal 2007-2008		95%	95%	95%	99%	N/A	95%	80%	80%	80%
Actual 2007-2008		92%	100%	84%	94%	83%	90%	50%	81%	57%
Goal 2008-2009		95%	95%	90%	95%	90%	95%	70%	90%	70%
Actual 2008-2009		98%	98%	93%	99%	N/A	100%	77%	94%	73%
Grade 11 TAKS -Percent Passing Math										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		95%	90%	90%	95%	N/A	95%	75%	90%	75%
Goal 2007-2008		90%	75%	75%	90%	N/A	90%	75%	75%	75%
Actual 2007-2008		81%	73%	66%	87%	83%	90%	55%	70%	45%
Goal 2008-2009		85%	80%	75%	90%	85%	95%	65%	75%	60%
Actual 2008-2009		91%	88%	85%	94%	N/A	92%	N/A	85%	42%
Grade 11 TAKS -Percent Passing Science										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		95%	95%	90%	96%	N/A	95%	75%	90%	75%
Goal 2007-2008		88%	75%	75%	93%	N/A	90%	75%	75%	75%
Actual 2007-2008		85%	83%	67%	92%	83%	71%	44%	74%	50%
Goal 2008-2009		90%	85%	75%	95%	85%	75%	60%	80%	65%
Actual 2008-2009		93%	94%	84%	96%	N/A	92%	67%	84%	45%

**John H. Guyer High School
TAKS Results 2009**

Grade11 TAKS -Percent Passing Social Studies										
	District	GHS Students	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2009-2010		99%	99%	99%	100%	N/A	100%	90%	99%	90%
Goal 2007-2008		98%	98%	90%	99%	N/A	90%	75%	85%	75%
Actual 2007-2008		97%	98%	96%	98%	100%	90%	76%	95%	86%
Goal 2008-2009		98%	98%	98%	98%	98%	95%	80%	98%	90%
Actual 2008-2009		99%	98%	97%	100%	N/A	100%	100%	96%	86%
Grade 11 TAKS - Percent Commended										
	ELA	Math	Social Studies	Science						
Vision 2009-2010	50%	40%	60%	25%						
Goal 2007-2008	50%	25%	50%	25%						
Actual 2007-2008	22%	25%	43%	11%						
Goal 2008-2009	35%	35%	50%	25%						
Actual 2008-2009	40%	32%	53%	19%						

DISTRICT NAME: DENTON
 CAMPUS NAME: JOHN H GUYER HS
 CAMPUS NUMBER: 061901007
 Campus Rating: Recognized
 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009				2008			Required Improvement				2009 TPM			Status by Measure				
	Number Met	Number Taking	Pct Met	Stu Grp %	Number Met	Number Taking	Pct Met	Met Min	Act Chg	RI	Met RI?	Number Met Std	Number Taking	Pct Met	STD	RI	TPM	EXCP	***
Reading/ELA (70%/75%/90%)																			
X All Students	1,459	1,518	96%	100%	1,371	1,468	93%		3			1,499	1,518	99%	EX	-	-	-	EX
X African Amer	*	*	95%	11%	146	157	93%		2			*	*	99%	EX	-	-	-	EX
X Hispanic	306	335	91%	22%	278	323	86%		5			324	335	97%	EX	-	-	-	EX
X White	926	946	98%	62%	883	923	96%		2			940	946	99%	EX	-	-	-	EX
X Econ Disadv	322	352	91%	23%	266	319	83%		8			343	352	97%	EX	-	-	-	EX
Writing (70%/75%/90%)																			
All Students	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
African Amer	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Hispanic	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
White	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Econ Disadv	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Social Studies (70%/75%/90%)																			
X All Students	946	978	97%	100%	870	910	96%		1			963	978	98%	EX	-	-	-	EX
X African Amer	*	*	98%	13%	90	95	95%		3			*	*	99%	EX	-	-	-	EX
X Hispanic	195	215	91%	22%	183	203	90%		1			205	215	95%	EX	-	-	-	EX
X White	589	596	99%	61%	557	570	98%		1			593	596	99%	EX	-	-	-	EX
X Econ Disadv	204	225	91%	23%	172	193	89%		2			214	225	95%	EX	-	-	-	EX
Mathematics (55%/75%/90%)																			
X All Students	1,212	1,477	82%	100%	1,101	1,435	77%		5			1,358	1,477	92%	RE	RE	EX	-	EX
X African Amer	122	165	74%	11%	103	157	66%	Yes	8	5	Yes	146	165	88%	AA	RE	-	-	RE
X Hispanic	233	322	72%	22%	192	311	62%	Yes	10	7	Yes	279	322	87%	AA	RE	-	-	RE
X White	793	921	86%	62%	746	902	83%		3			866	921	94%	RE	RE	EX	-	EX
X Econ Disadv	241	340	71%	23%	189	306	62%	Yes	9	7	Yes	292	340	86%	AA	RE	-	-	RE
Science (50%/75%/90%)																			
X All Students	821	957	86%	100%	736	901	82%		4			891	957	93%	RE	RE	EX	-	EX
X African Amer	94	121	78%	13%	65	92	71%		7			112	121	93%	RE	RE	EX	-	EX
X Hispanic	145	207	70%	22%	132	200	66%	Yes	4	5	No	172	207	83%	AA	AA	RE	-	RE
X White	545	586	93%	61%	503	567	89%		4			568	586	97%	EX	-	-	-	EX
X Econ Disadv	150	217	69%	23%	128	187	68%	Yes	1	**	No	182	217	84%	AA	AA	RE	-	RE

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.
 *** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
20	1	5	N/A	N/A	N/A

DISTRICT NAME: DENTON
 CAMPUS NAME: JOHN H GUYER HS Campus Rating: Recognized
 CAMPUS NUMBER: 061901007 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2008					Class of 2007			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

	2007-08				2006-07			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

BILLY RYAN HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2008-2009



EXCELLENCE IN ACTION

Billy Ryan High School will provide its diverse student population with a knowledge base that will make them productive citizens in the community. The entire school, faculty and staff, will work together to produce individuals who are aware, concerned, knowledgeable, and responsible. Billy Ryan High School will foster citizenship, promote literacy and cultivate personal fulfillment in its student body in a safe and healthy school climate.

Billy Ryan High School

Home of Champions

In accordance with our mission statement, the RHS administration, faculty, and staff have continued our dedication to “provide its diverse student population with a knowledge base that will make them productive citizens in the community” throughout the 2008-2009 school year. Proudly, the Ryan community has diligently worked together to prepare our students to be successful in college, the armed forces, and the work force. With immense pride, many Raiders have represented the City of Denton and the Denton ISD not only at the district and state level, but on the national level as well. Once again, Ryan High School has carried on the traditions founded in the Home of Champions. Below are listed some spotlight areas of RHS.

**Dual Credit Program* – For the 2009-2010 school year, RHS students may elect to take up to 29 college credit hours on the Ryan campus taught by Ryan teachers. Beginning last year students were able to take: US History up to 1877 (3 hrs.); US History after 1977 (3 hrs.); Freshman Composition I (3 hrs.); Freshman Composition II (3 hrs.); US Government (3 hrs.); and College Algebra (3 hrs.). During the current school year, our on-campus offerings have expanded to include two semesters of Environmental Science (8 hrs.) and College Trigonometry (3 hrs.). The enrollment in the dual credit program has tripled in one year growing from 30 students to more than 90. All students in the dual credit program are currently enrolled at Texas Woman’s University.

**National Merit Scholarship Program* – Following the administration of the PSAT last November, two RHS students have been named as National Merit Semifinalists. Additionally, at least 10 should be named as Commended Scholars. There are also two students who have been recognized as National Hispanic Scholars.

**Advanced Placement Program* – During the 2008-2009 school year, RHS students received passing scores on 175 AP exams. From this group, 35 students should be named as AP Scholars, AP Scholars with Distinction, or National AP Scholars. In total, the AP students have earned more than 600 hours that may be applied toward their college credits.

**Tech Prep Credits awarded by AIC Program* – Ryan High School boasts the highest number of students in the district receiving tech prep credits through their work at the La Grone Advanced Technology Complex. There were 60 Raiders awarded with 394 total tech prep credits. This translates into a potential savings of \$38,963.00 toward these students’ colleges or certification programs.

**State Accountability* – RHS saw growth in 16 out of 20 categories in Math, Science, ELA, and Social Studies on the 2008-2009 TAKS exams. In addition, we received two Gold Performance awards in Math and Attendance.

**National Recognitions* – Numerous students and faculty members proudly represented Ryan High on the national level through participation at the following venues:

- The RHS Robotics Team competed in the national F.I.R.S.T. Tech Challenge after placing first in the state competition.

- Students, who were sponsored by Uniservity, participated in the National Educational Computing Conference in Washington, D.C.

- HOSA members earned the privilege to compete at Nationals in Memphis, Tennessee.

- The RHS Band was invited to perform at Bands of America in Indianapolis, Indiana.

- Business Professionals of America competed at the National BPA level for the fourth consecutive year.

- Students were invited to sing with the American Choral Directors Association's National Honor Choir in Oklahoma City, Oklahoma.

- Colonel David Lee received the honor of Outstanding AFJROTC Instructor by the U.S. Air Force, and his students were recipients of the Distinguished Unit Award with Merit by the HQ AFJROTC.

- Rotary Interact students received national recognition and will be featured in a documentary about teenagers who are making a difference in the world and their participation in the Chiapas Project. This program benefits the impoverished in Chiapas, Mexico. One student and her parents were rewarded with a trip to New York City where they will represent Ryan High School and attend the premier of the documentary.

“Out of the public schools grows the greatness of the nation.” -Mark Twain

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009 - 2010
BILLY RYAN HIGH SCHOOL

<u>Important Goals From 2008-2009</u>	<u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2008-2009</u>	<u>Were the Needs Met for 2008-2009? If not, please explain.</u>	<u>Wildly Important Goals for 2009-10</u>	<u>Plans to Meet Goals for 2009-2010</u>	<u>Needs Identified For 2009-2010 (be specific)</u>
<ul style="list-style-type: none"> Continue improvement on our state-mandated exams, four year completion rate, and our SAT, ACT, & PSAT scores. We will closely monitor the progress of our sub-group population and at risk students. RHS will begin exploring and investigating a 9th grade transitional program for implementation in the 2009-2010 academic school year. 	<ul style="list-style-type: none"> Yes. We saw an increase on 16 out of 20 state mandated exams. Also, we saw increased scores on the PSAT, resulting in having 2 students named National Merit Semifinalists and 10 named as Commended. We also had 2 students named National Hispanic Scholars. Although we saw an increase on the PSAT, we saw a decline in our SAT scores. We are currently 	<ul style="list-style-type: none"> Odyssey software Full-time On Track & credit recovery Counselor After school TAKS tutorials Continued focus on minority students through Project Delta (AA girls mentor group), Legacy (AA boys mentor group), and Mujeres con Suenos (Hispanic girls mentor group). 	<ul style="list-style-type: none"> We have continued to grow the Odyssey program. There were 138 students served through the Odyssey program, 86 of them were in the after school program. There were 253 total half credits earned. This also accounted for 160 hours of after school tutorial time. We were 	<ul style="list-style-type: none"> Work with the Freshman Initiative and explore transition strategies and programs for incoming 9th graders. Improve performance on SAT and ACT exams Maintain focus on minority students and continue to support their mentor groups Work with students who were within 4 	<ul style="list-style-type: none"> Continue to work on the Freshman First Day program we started this school year. Also, we will help to create a more efficient and streamlined process for identifying Jump Start students earlier in the summer. We will conduct an after school SAT/PSAT prep program taught by our teachers for juniors and seniors. We will also have a full day SAT prep 	<ul style="list-style-type: none"> Freshman First Day program District aligned standards involving both middle school and high school that will enable everyone to identify students for the Jump Start program in a timely and efficient manner. SAT/PSAT prep materials Sponsors for the Delta, Legacy, and Mujeres con Suenos programs. At Risk Liaison

<u>Important Goals From 2008-2009</u>	<u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2008-2009</u>	<u>Were the Needs Met for 2008-2009? If not, please explain.</u>	<u>Wildly Important Goals for 2009-10</u>	<u>Plans to Meet Goals for 2009-2010</u>	<u>Needs Identified For 2009-2010 (be specific)</u>
<ul style="list-style-type: none"> All members of the Ryan community will maintain a focus on their own well-being, exercise programs, and lifelong recreational activities. 	<p>running a free after-school SAT Prep program taught by 2 of our highly qualified teachers. We are also having a professional test prep group come in for a day seminar on SAT preparation.</p> <ul style="list-style-type: none"> To ease 9th grade transition, RHS, along with DHS & GHS, piloted the Freshman First Day program. There were numerous positive responses from the students and their parents. We also continued the Jump Start program for incoming 9th graders who did not perform well 	<ul style="list-style-type: none"> PSAT/SAT offered during the school day Expanded science labs Highly qualified teachers across the curriculum Programs across the curriculum that promote wellness and exercise 	<p>allowed to hire a Dean of Instruction, who works with the students who need to get back on track and progress towards graduation.</p> <ul style="list-style-type: none"> Our support groups for minority students was strong all year and an integral component in our TAKS tutorial program. Our focus on the PSAT netted at least 12 students into the NMSQ program. Due to massive construction 	<p>questions of passing or failing a previous TAKS exam in order to help them ensure success</p> <ul style="list-style-type: none"> Work with students who are at risk or who fall into the low socio-economic category and give them support so that they can be more successful in the classroom and on standardized exams. 	<p>seminar for seniors.</p> <ul style="list-style-type: none"> Exhaust multiple avenues to identify the minority students who have the greatest need of support through our mentor groups. Mentor student during the school day using staff members, volunteers from UNT and TWU, and other community members Hire an At Risk liaison to work with students who demonstrate a need on TAKS exams or in the classroom. 	

<u>Important Goals From 2008-2009</u>	<u>Did you reach the goals listed in 2008-2009?</u> <u>If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2008-2009</u>	<u>Were the Needs Met for 2008-2009?</u> <u>If not, please explain.</u>	<u>Wildly Important Goals for 2009-10</u>	<u>Plans to Meet Goals for 2009-2010</u>	<u>Needs Identified For 2009-2010 (be specific)</u>
	<p>on the 8th grade Math or Reading TAKS tests.</p>		<p>efforts, we have either new science labs or labs that have been re-equipped. We also have new science classrooms.</p> <ul style="list-style-type: none"> • We have continued to hire highly qualified teachers who have a sincere passion for the kids. 			

Grade 9 TAKS -Percent Passing Reading

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	90	0	90	90	95	---	100	70	90	50
Goal 2007-2008	90	0	82	84	97	---	---	70	82	65
Actual 2007-2008	85	0	76	79	91	---	---	50	76	51
Goal 2008-2009	90	0	85	85	95	---	---	60	85	60
Actual 2008-2009	91	0	89	77	89	---	100	56	85	60

Grade 9 TAKS -Percent Passing Math

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	90	0	70	70	90	---	100	70	70	35
Goal 2007-2008	70	0	55	55	80	---	---	50	55	33
Actual 2007-2008	69	0	58	53	80	---	---	36	52	24
Goal 2008-2009	80	0	65	60	85	---	---	60	65	35
Actual 2008-2009	73	0	70	64	80	---	75	42	69	45

Grade 9 TAKS - Percent Commended Performance

	Reading	Math
Vision 2010-2011	35	27
Goal 2007-2008	30	70
Actual 2007-2008	29	25
Goal 2008-2009	32	27
Actual 2008-2009	21	23

Grade 10 TAKS -Percent Passing English Language Arts (ELA)

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	70	0	70	85	93	---	90	70	70	70
Goal 2007-2008	85	0	70	75	95	---	---	40	78	20
Actual 2007-2008	86	0	78	81	90	---	---	70	80	43
Goal 2008-2009	90	0	80	80	95	---	90	55	80	50
Actual 2008-2009	86	0	75	80	92	---	83	50	75	55

Grade 10 TAKS -Percent Passing Science

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	70	0	70	70	90	---	90	70	70	70
Goal 2007-2008	65	0	35	50	80	---	---	25	50	20
Actual 2007-2008	72	0	43	53	85	---	---	47	50	7
Goal 2008-2009	70	0	50	60	85	---	90	50	60	50
Actual 2008-2009	73	0	55	57	83	---	83	17	53	20

Grade 10 TAKS -Percent Passing Math

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	70	70	70	70	90	---	100	70	70	70
Goal 2007-2008	70	0	50	60	80	---	---	33	55	25
Actual 2007-2008	69	0	36	58	80	---	---	57	51	0
Goal 2008-2009	75	0	60	65	85	---	100	60	60	50
Actual 2008-2009	76	0	63	58	86	---	100	44	59	27

Grade 10 TAKS -Percent Social Studies

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	95	95	90	90	96	---	100	70	90	70
Goal 2007-2008	90	0	73	80	95	---	---	50	80	20
Actual 2007-2008	92	0	74	92	96	---	---	56	86	73
Goal 2008-2009	95	0	80	85	96	---	100	60	85	50
Actual 2008-2009	92	0	80	84	98	---	100	67	80	60

Grade 10 TAKS - Percent Commended Performance

	ELA	Math	Social Studies	Science
Vision 2010-2011	35	27	40	27
Goal 2007-2008	12	14	35	13
Actual 2007-2008	12	16	36	16
Goal 2008-2009	20	20	37	20
Actual 2008-2009	11	12	37	11

Grade 11 TAKS -Percent Passing English Language Arts (ELA)

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	90	0	90	85	90	---	90	70	70	70
Goal 2007-2008	94	0	89	85	93	---	---	43	83	70
Actual 2007-2008	90	0	86	80	97	---	---	56	83	55
Goal 2008-2009	92	0	90	85	97	---	---	55	85	65
Actual 2008-2009	90	0	89	78	95	---	---	50	81	52

Grade 11 TAKS -Percent Passing Math

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	90	0	90	90	95	---	90	70	90	90
Goal 2007-2008	82	0	50	72	90	---	---	30	69	42
Actual 2007-2008	78	0	62	71	87	---	---	29	70	39
Goal 2008-2009	82	0	70	80	90	---	---	45	75	45

DISTRICT NAME: DENTON
CAMPUS NAME: RYAN H S
CAMPUS NUMBER: 061901002

Campus Rating: Academically Acceptable
Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009				2008			Required Improvement				2009 TPM			Status by Measure				
	Number Met	Number Taking	Pct Met	Stu Grp %	Number Met	Number Taking	Pct Met	Met Min	Act Chg	RI	Met RI?	Number Met Std	Number Taking	Pct Met	STD	RI	TPM	EXCP	***
Reading/ELA (70%/75%/90%)																			
X All Students	1,053	1,162	91%	100%	965	1,110	87%		4			1,112	1,162	96%	EX	-	-	-	EX
X African Amer	116	138	84%	12%	124	154	81%		3			131	138	95%	RE	RE	EX	-	EX
X Hispanic	282	337	84%	29%	255	320	80%		4			306	337	91%	RE	RE	EX	-	EX
X White	630	660	95%	57%	579	628	92%		3			648	660	98%	EX	-	-	-	EX
X Econ Disadv	366	437	84%	38%	330	417	79%		5			405	437	93%	RE	RE	EX	-	EX
Writing (70%/75%/90%)																			
All Students	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
African Amer	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Hispanic	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
White	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Econ Disadv	*	*	*	*	*	*	*		*			*	*	*	-	-	-	-	-
Social Studies (70%/75%/90%)																			
X All Students	678	720	94%	100%	617	665	93%		1			701	720	97%	EX	-	-	-	EX
X African Amer	73	86	85%	12%	86	102	84%		1			80	86	93%	RE	RE	EX	-	EX
X Hispanic	171	194	88%	27%	146	167	87%		1			182	194	94%	RE	RE	EX	-	EX
X White	*	*	99%	60%	381	392	97%		2			*	*	> 99%	EX	-	-	-	EX
X Econ Disadv	199	234	85%	33%	199	228	87%		-2			217	234	93%	RE	RE	EX	-	EX
Mathematics (55%/75%/90%)																			
X All Students	848	1,136	75%	100%	777	1,088	71%		4			970	1,136	85%	RE	-	-	-	RE
X African Amer	87	136	64%	12%	80	149	54%	Yes	10	**	No	101	136	74%	AA	-	-	-	AA
X Hispanic	213	332	64%	29%	184	312	59%	Yes	5	**	No	255	332	77%	AA	AA	RE	-	RE
X White	526	642	82%	57%	507	619	82%		0			590	642	92%	RE	RE	EX	-	EX
X Econ Disadv	283	431	66%	38%	231	405	57%	Yes	9	**	No	330	431	77%	AA	AA	RE	-	RE
Science (50%/75%/90%)																			
X All Students	555	715	78%	100%	511	668	76%		2			600	715	84%	RE	-	-	-	RE
X African Amer	57	85	67%	12%	59	102	58%	Yes	9	**	No	66	85	78%	AA	AA	RE	-	RE
X Hispanic	116	194	60%	27%	102	170	60%	Yes	0	**	No	134	194	69%	AA	-	-	-	AA
X White	374	426	88%	60%	348	392	89%		-1			391	426	92%	RE	RE	EX	-	EX
X Econ Disadv	133	229	58%	32%	135	228	59%	Yes	-1	**	No	154	229	67%	AA	-	-	-	AA

** Met the minimum size requirement, but did not meet the 70% floor for Recognized.
*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
20	4	3	No	N/A	No

DISTRICT NAME: DENTON
 CAMPUS NAME: RYAN H S
 CAMPUS NUMBER: 061901002

Campus Rating: Academically Acceptable
 Grade Span: 09 - 12

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2008					Class of 2007			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	420	0	420	100.0%	100%	365	378	96.6%		3.4		
African Amer	54	0	54	100.0%	13%	51	53	96.2%		3.8		
Hispanic	80	0	80	100.0%	19%	87	88	98.9%		1.1		
White	282	0	282	100.0%	67%	219	229	95.6%		4.4		
Econ Disadv	101	0	101	100.0%	24%	94	99	94.9%		5.1		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

	2007-08				2006-07			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-		-		
African Amer	-	-	-	-	-	-	-		-		
Hispanic	-	-	-	-	-	-	-		-		
White	-	-	-	-	-	-	-		-		
Econ Disadv	-	-	-	-	-	-	-		-		

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Grade 11 TAKS -Percent Passing Science

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	90	0	90	90	95	---	90	70	70	70
Goal 2007-2008	85	0	70	70	93	---	---	50	65	35
Actual 2007-2008	82	0	68	68	94	---	---	25	69	24
Goal 2008-2009	86	0	80	80	95	---	---	50	70	40
Actual 2008-2009	81	0	77	59	91	---	---	50	61	23

Grade11 TAKS -Percent Passing Social Studies

	All Students Campus	All Students State	*African Am.	*Hispanic	*White	Native Am.	Asian	Spec. Ed.	*Eco. Dis.	LEP
Vision 2010-2011	95	0	93	92	98	---	90	85	90	80
Goal 2007-2008	95	0	89	90	98	---	---	75	85	45
Actual 2007-2008	93	0	92	83	98	---	---	70	89	41
Goal 2008-2009	95	0	93	90	98	---	---	80	90	60
Actual 2008-2009	96	0	91	89	100	---	---	84	88	67

Grade 11 TAKS - Percent Commended Performance

	ELA	Math	Social Studies	Science
Vision 2010-2011	28	25	50	20
Goal 2007-2008	27	20	43	20
Actual 2007-2008	17	19	34	12
Goal 2008-2009	27	22	43	20
Actual 2008-2009	27	24	48	17

Davis School

Campus Improvement Plan

2009-2010

Campus Motto

The Choice is Yours!

Campus Mission Statement

To provide a structured social and academic climate
in which students choose how they will respond to our world.

Davis School

Brag List

2009

- TWU APE grad students collaboration to promote fitness in DAEP provided 288 hours of personal fitness instruction
- 73 HS students stayed after hours for elective recovery
- 1089 books circulated during lunch reading time
- Phoenix House intervened in substance abuse cases at no cost to DISD
- Community food drive gathered 2000 lbs
- Open house for parents held six times per year
- Students participated in Angel Tree
- 30% of staff presented at state alternative convention
- 6% student recidivism
- HS students recover credits through Odyssey Ware
- High level of personal supervision
- Three counseling opportunities each week K-12

**BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
LESTER DAVIS**

<u>Important Goals From 2008-2009</u>	<u>Did you reach the goals listed in 2008- 2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2008-2009</u>	<u>Were the Needs Met for 2008-2009? If not, please explain.</u>	<u>Wildly Important Goals for 2009-10</u>	<u>Plans to Meet Goals for 2009-2010</u>	<u>Needs Identified For 2009-2010 (be specific)</u>
<ul style="list-style-type: none"> • DISD DAEP placement below state average • 80% of students will pass 3 of 4 core courses. • DAEP recidivism will remain below the state average. 	<p>Yes.</p> <p>No, Increase time on task, reduce OSS, track down truants</p> <p>Yes.</p>	<ul style="list-style-type: none"> • Increased communication with student's home campus. • Add one full time certified teacher. • Individual at risk review of all recidivist students. 	<ul style="list-style-type: none"> • Yes. No, position not approved. Yes. 	<ul style="list-style-type: none"> • DAEP placements below state average. • 80% of students will pass 3 of 4 core courses • DAEP recidivism will remain below state average. 	<ul style="list-style-type: none"> • Review student performance with home campus upon return. • Attendance rewards, parent intervention for absences, reduce multiple day suspensions. <p>Individual at risk review of returning students, avoid non- mandatory recidivist.</p>	<ul style="list-style-type: none"> • Have a certified full time teacher for every classroom. • Cooperative communication with home campus before and after placement • Chemically dependent students assessed quickly

FRED MOORE HIGH SCHOOL



Campus Improvement Plan

2009-2010

Denton Independent School District

Motto: GRADUATE!!!

Mission Statement: Fred Moore High School will provide challenging and equitable educational opportunities for all students so that NO student is lost as a dropout.



FRED DOUGLAS MOORE H. S.

Motto: Graduate

www.dentonisd.org/fredmoorehs



FMHS Brag Sheet

- **Academically Acceptable – We have achieved this rating every year since the State started rating AEA’s. (The State only gives two types of ratings for AEA’s)**
- **Fred Moore High School students in the Parenting Education Program (PEP) had nine students graduate last year. This accounted for thirty-five percent of the Fred Moore High School graduating class last year.**
- **Students learn how to transfer their knowledge of computer skills into use in employment environments and in everyday life.**
- **Ninth grade students from other high schools are assisted in attaining 4x4 requirements.**
- **Ninth grade students earned 292 half credits last year which placed them at or ahead of grade level.**
- **Students’ needs and expectations are met by the ability to individualize instruction in the mastery learning format.**
- **Students are held to high standards in academics and behavior.**
- **Students are honored with a “real” graduation ceremony two times a year with the active participation of the D.I.S.D. Board of Trustees and the Superintendent. Senior students are awarded scholarships each year. In addition, Fred Moore High School Adopters provide scholarship money specifically for our students.**
 - **Sonic - \$1000**
 - **Denton’s Young Professionals – \$4000**
 - **Denton Public Schools Foundation - \$1000**
 - **Lions Club - \$1000**
- **Students benefit from our small class size due to the ability to provide each student with an individualized teaching plan.**
- **Students are taught how to work independently and how to find what they need to know – a skill that continues into higher learning and into the workplace.**
- **Students are respected for their current abilities and are provided with flexibility in teaching to develop the tools they need to progress.**
- **Students’ background knowledge is valued and our instruction assists them to expand and apply knowledge.**

BOARD SUMMARY CAMPUS IMPROVEMENT PLANS 2009-2010

Fred Moore High School

<u>Important Goals</u> <u>From 2008-2009</u>	<u>Did you reach the</u> <u>goals listed in 2008-</u> <u>2009?</u> <u>If not, explain what</u> <u>prevented your</u> <u>success and how you</u> <u>will continue to try to</u> <u>meet the goals.</u>	<u>Needs Identified</u> <u>For 2008-2009</u>	<u>Were the Needs Met</u> <u>for</u> <u>2008-2009?</u> <u>If not, please explain.</u>	<u>Wildly Important</u> <u>Goals for 2009-10</u>	<u>Plans to Meet</u> <u>Goals for</u> <u>2009-2010</u>	<u>Needs Identified</u> <u>For 2009-2010</u> <u>(be specific)</u>
<ul style="list-style-type: none"> • Create a supportive, safe environment committed to providing a quality education for all students. • Maintain professionals dedicated to providing and promoting quality education for students. • To continue to provide a 9th grade intervention program. 	<ul style="list-style-type: none"> • Yes. We continually have been able to individualize all instruction for the upper-level students. • We have little or no turnover of staff each year. The current staff has actually been at Fred Moore for an average of 12 years with the least number of years being four. • Yes. We were fortunate enough to have serviced repeat 9th graders from Denton, Ryan, and Guyer High Schools. 	<ul style="list-style-type: none"> • The district to remain committed to providing a 9th grade program on the East Wing which will allow for the regular program to expand back to the all day format. • Place projectors in the classrooms of staff members who give direct instruction. This will especially be advantageous for the 9th grade academy students and staff. 	<ul style="list-style-type: none"> • The District is currently working on developing the 9th Grade Repeaters Program as the need arises. The district has started gathering data to show the need/necessity for such. • No. This is a work in progress for Fred Moore. Once the new schools coming on board are fully operational, then Fred Moore should be able to fulfill the need. 	<ul style="list-style-type: none"> • To service and promote every student to the next grade level and to graduate all current seniors in a timely manner. • We want to increase the number of student successes in the repeaters program and to assist the three traditional high schools in preparing their students for TAKS achievements. 	<ul style="list-style-type: none"> • We will make sure that each student actively participates in his/her learning success by collaborating with the counselor and an advisor to place them in classes that are sequential by grade level. • Teachers will utilize differentiated learning strategies ascertained in district provided staff developments to serve the at-risk students in the repeaters program from DHS, GHS, and RHS. 	<ul style="list-style-type: none"> • Continued support from the Board of Trustees and Central Administration for the growth of Fred Moore in our endeavor to place a repeaters program in our east wing building. • Improve campus security by adding a keyless entry card system that will make it mandatory for any visitors to our campus to be buzzed (allowed) to enter in through the office.

2009 Campus Accountability Data Table
 Alternative Education Accountability (AEA) Procedures

District Name: DENTON ISD
 Campus Name: FRED MOORE HIGH SCHOOL
 Campus Number: 061901039
 Campus Type: AEC OF CHOICE
 Grade Span: 09 - 12
 % At-Risk: 98

Rating: AEA: Academically Acceptable

Completion Rate II not evaluated due to grade span, small numbers, or no data.
 Annual Dropout Rate not evaluated due to grade span, small numbers, or no data.

Analysis groups used to determine ratings are marked with an 'X'.

	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
Texas Assessment of Knowledge and Skills (TAKS) Progress (Grades 3-12)						
Analysis Groups Evaluated						
2008-09 Progress Measure *		X		X		
# Tests Met Standard	11,272	35	*	23	*	18
# Tests	12,933	42	*	30	*	23
% Met Standard	87%	83%	*	77%	> 99%	78%
Student Group %	n/a	100%	*	71%	*	55%
2007-08 Progress Measure **						
# Tests Met Standard	10,149	54	*	12	*	16
# Tests	12,512	59	*	16	*	20
% Met Standard	81%	92%	*	75%	97%	80%
Required Improvement						
Met Minimum Size Requirements?						
Actual Change	6	-9	*	2	*	-2
Improvement Required	-	-	-	-	-	-
Met Required Improvement?						

* Texas Projection Measure (TPM) at grades 3-10 and Texas Growth Index (TGI) at grade 11.
 ** TGI at grades 3-11.

'n/a' indicates that the data are not applicable.
 ' - ' indicates that no data are available.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

2009 Campus Accountability Data Table
 Alternative Education Accountability (AEA) Procedures

District Name: DENTON ISD
 Campus Name: FRED MOORE HIGH SCHOOL
 Campus Number: 061901039
 Campus Type: AEC OF CHOICE
 Grade Span: 09 - 12
 % At-Risk: 98

Rating: AEA: Academically Acceptable

Completion Rate II not evaluated due to grade span, small numbers, or no data.
 Annual Dropout Rate not evaluated due to grade span, small numbers, or no data.

Analysis groups used to determine ratings are marked with an 'X'.

	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
Completion Rate II (Grades 9-12)						
Analysis Groups Evaluated						
Class of 2008						
# Completers	409	32	n/a	n/a	n/a	n/a
# Non-completers	6	0	n/a	n/a	n/a	n/a
# in Class	415	32	n/a	n/a	n/a	n/a
Completion Rate	98.6%	100.0%	n/a	n/a	n/a	n/a
Class of 2007						
# Completers	366	-	n/a	n/a	n/a	n/a
# in Class	380	-	n/a	n/a	n/a	n/a
Completion Rate	96.3%	-	n/a	n/a	n/a	n/a
Required Improvement						
Met Minimum Size Requirements?						
Actual Change	2.3	-	n/a	n/a	n/a	n/a
Improvement Required	-	-	n/a	n/a	n/a	n/a
Met Required Improvement?						

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Annual Dropout Rate (Grades 7-12)

Analysis Groups Evaluated

2007-08						
# Dropouts	8	1	n/a	n/a	n/a	n/a
# Students in Grades 7-12	3,271	80	n/a	n/a	n/a	n/a
Dropout Rate	0.2%	1.3%	n/a	n/a	n/a	n/a
2006-07						
# Dropouts	13	4	n/a	n/a	n/a	n/a
# Students in Grades 7-12	3,312	95	n/a	n/a	n/a	n/a
Dropout Rate	0.4%	4.2%	n/a	n/a	n/a	n/a
Required Improvement						
Met Minimum Size Requirements?						
Actual Change	-0.2	-2.9	n/a	n/a	n/a	n/a
Improvement Required	-	-	n/a	n/a	n/a	n/a
Met Required Improvement?						

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***Joe Dale Sparks Campus
Campus Improvement Plan
2009 – 2010***

What's shining at Joe Dale Sparks?

- ✚ Recipient of the 2006 Governor's Excellence Grant
- ✚ Highest Rated Juvenile Detention Center and School in Texas in 2006
- ✚ Teachers are multi-level, multi-subject certified.
- ✚ Differentiated, interactive learning for 10 yr olds thru 17yr olds
Engaged in instruction together in the classrooms
- ✚ More than fifty percent of all fulltime personnel have been at this campus for 10 or more years.
- ✚ Began Professional Learning Communities in 2006 before PLC's were cool – also content vocabulary-and are still utilizing
- ✚ Dedicated, effective, and caring teachers for students in detention
- ✚ Students make two to three year gains in Math and Reading while at Sparks -sometimes more
- ✚ Parents frequently ask if their children can continue school at JDS Campus and offer to pay tuition in order to do so.
- ✚ Always received highest rating possible in Alternatively Evaluated Schools.
- ✚ Attendance is consistently near 100%. (this is very difficult)
- ✚ There are no cell phones, IPODs, or gaming devices to distract the students.
- ✚ Students have regular meals and a consistent sleep schedule.
- ✚ Each year there is a cultural fair with foods from many countries.
- ✚ Ninety five percent of attempted credits are earned.
- ✚ Security staff in every classroom
- ✚ Low student to teacher ratio
- ✚ TAKs scores for our students who were enrolled on the snapshot day-
Reading 100% Social Studies 100% Science 100% Math 88%
- ✚ Has a principal that is dedicated to keeping the campus up with the times and is a fierce advocate for the students, teachers, and program at Joe Dale Sparks. She recently acquired ceiling NEC projectors and screens for all classrooms and the training room, two full time special education positions, three classroom sets of mobile laptops and business teachers and ahs proposed and advocated for a library for students as recommended by TLA.

Which makes it apparent why....

- ✚ **At-risk students are finally successful while at Joe Dale Sparks**

BOARD SUMMARY
CAMPUS IMPROVEMENT PLANS
2009-2010
JOE DALE SPARKS CAMPUS

<u>Important Goals From 2008-2009</u>	<u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2008-2009</u>	<u>Were the Needs Met for 2008-2009? If not, please explain.</u>	<u>Wildly Important Goals for 2009-10</u>	<u>Plans to Meet Goals for 2009-2010</u>	<u>Needs Identified For 2009-2010 (be specific)</u>
<ul style="list-style-type: none"> • Continue to upgrade technology for instructional use, including Elmos for each classroom. • Provide clerical support for students and teachers with a half-time position. 	<ul style="list-style-type: none"> • No. We were able to purchase only 3 new Elmos. • No. Request was submitted, but not approved. 	<ul style="list-style-type: none"> • Hire a full-time diagnostician. • Increase the instructional day to 360 minutes as required by the Residential Tracker mandates. • Include Physical Education and Technology classes into the JDS course schedule. • Plaque to identify the Joe Dale Sparks 	<ul style="list-style-type: none"> • No. Our request was denied by the director of DISD Special Education. • Yes. • Yes • No. We are continuing to struggle to 	<ul style="list-style-type: none"> • WIG I – To maintain the previously defined AEC-AEIS standard of 50% passing on all TAKS tests and maintain a 70% student pass rate in all classes. 	<ul style="list-style-type: none"> • WIG I – <ul style="list-style-type: none"> ○ Use of inquiry instruction. ○ Multi-cultural lessons. ○ Improve attendance. ○ Improve test taking skills. ○ Use of interactive technology skills. ○ Match appropriate state testing as recommended by home ISD or amended by DISD. ○ Deliver instruction effectively for each student. 	<ul style="list-style-type: none"> • Hire a full-time diagnostician. We have asked for this for four years. (This is especially important now because of the RF Tracker/TEA monitoring system.) • Create and begin operating a library on Sparks Campus. • Secure SIOP training for every teacher on Sparks Campus.

<u>Important Goals From 2008-2009</u>	<u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2008-2009</u>	<u>Were the Needs Met for 2008-2009? If not, please explain.</u>	<u>Wildly Important Goals for 2009-10</u>	<u>Plans to Meet Goals for 2009-2010</u>	<u>Needs Identified For 2009-2010 (be specific)</u>
<ul style="list-style-type: none"> • Ensure that all teachers are certified in their content area and highly qualified to teach grades 6-12 in their content area. • Improve TAKS scores in math and science. 	<ul style="list-style-type: none"> • Yes • Yes. We had 100% of students pass science and 88% of students pass math. 	<p>Campus</p> <ul style="list-style-type: none"> • Add one more mobile laptop cart for the Technology class. • Increase student achievement and TAKs scores in science and math by employing or adding certifications for math and science teachers who are experienced with highly at-risk students and certified in their content area for grades 6-12. 	<p>match the sign with the DCJDC signs because the original contractor is no longer in business.</p> <ul style="list-style-type: none"> • Yes. We have added two additional laptop carts. • Yes. 100% of students passed the science portion of the TAKS test. 88% of students passed the math portion of the TAKS test. A new math teacher and a new science teacher were hired. All Sparks Campus math and science faculty are certified to 	<ul style="list-style-type: none"> • WIG II – To develop a curriculum that supports at-risk students in order to increase opportunities for academic advance when students leave this detained residential instructional placement. 	<ul style="list-style-type: none"> • WIG II – <ul style="list-style-type: none"> ○ Initiate plans for campus library. ○ Provide better transition services for students returning to DISD campuses. ○ Utilize training for criminal thinking avoidance skills by DCJDC staff. ○ Determine accurate credits from multiple schools and placements, and combine on the Sparks campus. ○ Provide summer school. ○ Increase math and science skills. ○ Include technology electives. ○ Acquire Elmos & projectors for each classroom. 	<ul style="list-style-type: none"> • Add two Special Education aides to Sparks Campus staff. • Add a clerical aide to Sparks Campus staff. • Plaque to identify the Joe Dale Sparks Campus •

<u>Important Goals From 2008-2009</u>	<u>Did you reach the goals listed in 2008-2009? If not, explain what prevented your success and how you will continue to try to meet the goals.</u>	<u>Needs Identified For 2008-2009</u>	<u>Were the Needs Met for 2008-2009? If not, please explain.</u>	<u>Wildly Important Goals for 2009-10</u>	<u>Plans to Meet Goals for 2009-2010</u>	<u>Needs Identified For 2009-2010 (be specific)</u>
<ul style="list-style-type: none"> • Provide a wider variety of electives. • Decrease the percentage of drop out students. 	<ul style="list-style-type: none"> • Yes • Yes. Percentage dropped from 4.3% to 1%.. 	<ul style="list-style-type: none"> • Assign the campus administrator to the Sparks Campus full time. • Acquire a corporate sponsor for Sparks Campus. 	<p>teach grades 6-12 in their content areas.</p> <ul style="list-style-type: none"> • Partially. The campus administrator has been assigned to Sparks Campus full time, but is still expected to perform duties at the schools along the 380 corridor during the transition. • Yes. Ryan Everett at Edward Jones has agreed to be a sponsor for our campus. 	<ul style="list-style-type: none"> • WIG III – To promote a safe and positive learning climate, improve attendance and increase student interest in curriculum by decreasing the number of student physical removals each six weeks. 	<ul style="list-style-type: none"> • WIG III – <ul style="list-style-type: none"> ○ Improve communication between teachers and students by providing training in de-escalation. ○ Accurate acquisition of LPAC, 504, and ARD records to identify behavioral IEPs and BIPs from other school districts. ○ Implement the new standards of the Texas Juvenile Code for Abuse, Neglect and Exploitation (ANE). 	

2009 Campus Accountability Data Table
 Alternative Education Accountability (AEA) Procedures

District Name: DENTON ISD
 Campus Name: JOE DALE SPARKS CAMPUS
 Campus Number: 061901040
 Campus Type: RESIDENTIAL FACILITY
 Grade Span: 05 - 11
 % At-Risk: 98

Rating: AEA: Academically Acceptable

Residential Facilities are not evaluated on Completion Rate II.
 Campus data excluded from district rating calculation due to TEC 39.072(d).

Analysis groups used to determine ratings are marked with an 'X'.

	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
Texas Assessment of Knowledge and Skills (TAKS) Progress (Grades 3-12)						
Analysis Groups Evaluated						
2008-09 Progress Measure *		X				
# Tests Met Standard	11,272	*	*	*	*	*
# Tests	12,933	*	*	*	*	*
% Met Standard	87%	95%	*	95%	> 99%	*
Student Group %	n/a	*	*	*	*	*
2007-08 Progress Measure **						
# Tests Met Standard	10,149	16	*	*	8	*
# Tests	12,512	23	*	*	12	*
% Met Standard	81%	70%	*	*	67%	*
Required Improvement						
Met Minimum Size Requirements?						
Actual Change	6	25	*	*	*	*
Improvement Required	-	-	-	-	-	-
Met Required Improvement?						

* Texas Projection Measure (TPM) at grades 3-10 and Texas Growth Index (TGI) at grade 11.
 ** TGI at grades 3-11.

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2009 Campus Accountability Data Table
 Alternative Education Accountability (AEA) Procedures

District Name: DENTON ISD
 Campus Name: JOE DALE SPARKS CAMPUS
 Campus Number: 061901040
 Campus Type: RESIDENTIAL FACILITY

Grade Span: 05 - 11
 % At-Risk: 98

Rating: AEA: Academically Acceptable

Residential Facilities are not evaluated on Completion Rate II.
 Campus data excluded from district rating calculation due to TEC 39.072(d).

Analysis groups used to determine ratings are marked with an 'X'.

	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
Completion Rate II (Grades 9-12)						
Analysis Groups Evaluated						
Class of 2008						
# Completers	n/a	n/a	n/a	n/a	n/a	n/a
# Non-completers	n/a	n/a	n/a	n/a	n/a	n/a
# in Class	n/a	n/a	n/a	n/a	n/a	n/a
Completion Rate	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007						
# Completers	n/a	n/a	n/a	n/a	n/a	n/a
# in Class	n/a	n/a	n/a	n/a	n/a	n/a
Completion Rate	n/a	n/a	n/a	n/a	n/a	n/a
Required Improvement						
Met Minimum Size Requirements?	n/a	n/a	n/a	n/a	n/a	n/a
Actual Change	n/a	n/a	n/a	n/a	n/a	n/a
Improvement Required	n/a	n/a	n/a	n/a	n/a	n/a
Met Required Improvement?	n/a	n/a	n/a	n/a	n/a	n/a

Annual Dropout Rate (Grades 7-12)

Analysis Groups Evaluated		X				
2007-08						
# Dropouts	8	22	n/a	n/a	n/a	n/a
# Students in Grades 7-12	3,271	369	n/a	n/a	n/a	n/a
Dropout Rate	0.2%	6.0%	n/a	n/a	n/a	n/a
2006-07						
# Dropouts	13	14	n/a	n/a	n/a	n/a
# Students in Grades 7-12	3,312	326	n/a	n/a	n/a	n/a
Dropout Rate	0.4%	4.3%	n/a	n/a	n/a	n/a
Required Improvement						
Met Minimum Size Requirements?						
Actual Change	-0.2	1.7	n/a	n/a	n/a	n/a
Improvement Required	-	-	n/a	n/a	n/a	n/a
Met Required Improvement?						

'n/a' indicates that the data are not applicable.

' - ' indicates that no data are available.

Special formats ('*', >99%, <1%) are used to protect student confidentiality.