

**Denton Independent School District**  
**Ann Windle School for Young Children**  
**2025-2026 Campus Improvement Plan**



**Windle**  
**School for Young Children**

# Mission Statement

At Ann Windle School for Young Children, our mission is to grow independent lifelong learners in a supportive environment.

## Vision

In partnership with our families and community, our focus is to develop the whole child so they reach their fullest potential.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The largest needs that surfaced from the committee meetings during 2023-2024 revolved around continued work on student behavior, as well as the need to address academic equity across the campus. The committee determined that our campus behavioral framework needs to include families going into year 2 of implementation. This will promote consistency between the school and home communities. With regard to academics, the committee determined that campus-wide learning needs to occur on instructional elements such as selecting essentials, implementing effective strategies, and differentiating instruction for needs especially in literacy.

The committee then determined that engaging and involving our families was a need, and has continued to be a need, as many of our families only attend Windle for one year. There was an alignment in the conversations of engaging families and student behavior, as the committee determined resources, ideas, and strategies for behavior could be shared with families via Seesaw, parent conferences, home visits, and/or parent education classes throughout the year.

# Demographics

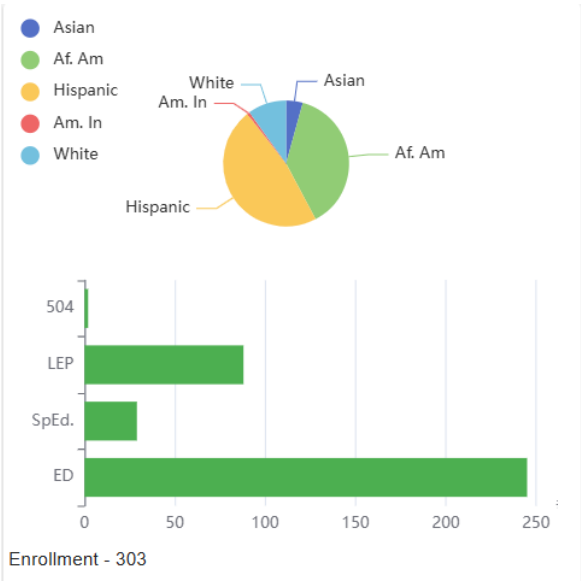
## Demographics Summary

The Ann Windle campus serves approximately 300 Pre-Kindergarten age students each year. We currently house 18 classrooms, which are composed of 6 bilingual gen ed, 10 monolingual gen ed, and 2 special education learning environments. Of our roughly 300 students, 193 qualify for Head Start, which is a federally funded program. Head Start eligibility differs from that of PK eligibility, as the purpose of the program is to serve those who are truly in need of a "Head Start." The majority of our students qualify through verified income (at or below the poverty guidelines level or receive government assistance), are homeless, or are in foster care. 11 of our 18 classrooms at Windle serve our Head Start program. Each classroom at Windle serves a mixture of 3 and 4-year-old students.

Our Co-Created Campus Mission is "To grow independent lifelong learners in a supportive environment."

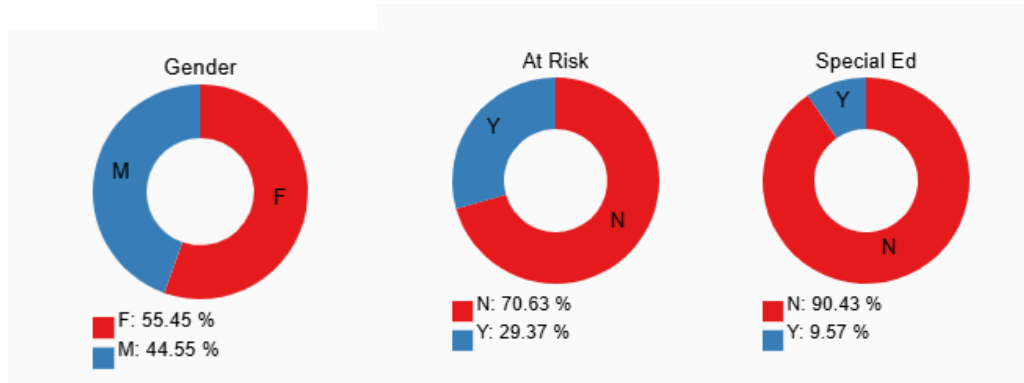
Our Co-Created Campus Vision states "In partnership with our families and community, our focus is to develop the whole child so they reach their fullest potential."

For the 2025-2026 school year, our current enrollment is 303 students. Our current demographic breakdown of our student population is as follows:



We have 13 Asian students, 115 African American students, 2 American Indian students, 30 Caucasian students, and 143 students of Hispanic ethnicity. We also have an average of over 97.2% this current year for our attendance rate.

Additional demographic information for 2025-2026 is as follows:



For the 2024-2025 school year, Ann Windle had over 90% of its population qualify for free and/or reduced lunch. Our campus is currently participating in the Community Eligibility Provision (CEP) over the next three years, which means all students on the campus will receive free breakfast and lunch.

All of our general education classrooms have an 18:2 ratio for students to teaching staff, while our special education classrooms each have 3 staff members with the students. The ratios for these 2 classrooms vary based on student eligibility and enrollment.

### Demographics Strengths

One strength for our campus is that our Head Start program enrollment is based on the annual grant, so we always know our enrollment for 11 of our classrooms. The grant is currently written for 193 students to be enrolled in the program. This is comprised of 7 monolingual classes and 4 bilingual classes. Another strength is that we have the ability to serve students ages 3 and 4. This allows us to have more than one bonus year with students to continue to provide rich experiences, exposures, interventions, and additional supports for students to become kindergarten ready.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We do have a higher mobility rate for students enrolled in our Head Start versus PK Program.

**Root Cause:** Many of our families are in homeless situations or live on poverty level income. This creates more need to move based on where support can be provided by friends and/or family members.

**Problem Statement 2:** We typically have a higher number of students being assessed for Special Education on our campus. Currently, we are serving 29 of the 303, but we have already referred 5 more students based on parent input, outside assessments, and educational need being demonstrated. This creates an issue, at times, as our staffing is not always adequate for the trend we see each year.

**Root Cause:** Students are lacking a solid foundation in language skills, and we are seeing an increase in students with Autism enrolling or being assessed through ECI/Community Referrals.

# Student Learning

## Student Learning Summary

Much of the focus for Pre-Kindergarten age students is on exposing them to the school setting, routines, expectations, and increasing their development in foundational literacy skills. Many of our students come from environments where trauma has occurred, or is occurring, so there are multiple layers of supporting the needs of the student before true academic growth is seen. Quite specifically, behavior significantly impacts our students and can impede learning. As a result, the staff at Windle spend a great amount of time modeling, guiding, and implementing practices that help promote students feeling and being safe at school. We see larger academic gains with students who attend Windle at ages 3 and 4, as the consistency and positive relationships carry over into their year two of learning.

During the 2023-2024 school year, our campus learning revolved around establishing a behavioral framework for the campus that aligned with the work of Denton ISD. These specific strategies helped drive skill development for all our students as related to self-regulation and allowed the learning in the classroom setting to increase. In 2024-2025, our campus continued to implement strategies with all students, and also provided resources to families for home/school consistency.

During the 2024-2025 school year, we began deepening our understanding and work in instruction. We focused heavily on determining literacy essential learnings in reading, writing, and phonological awareness. We also co-created a campus "look for" document for classroom walks, and began utilizing a read aloud rubric for components of quality read alouds. This promoted the implementation of quality strategies campus-wide and the opportunity for more students to be kindergarten ready as evidenced by report card data. Moving into the end of the school year, we began discussing the need for mirroring this work in mathematics as a campus. Our guiding coalition met in May 2025, and it was determined that the PK report card already had determined six essentials for assessment throughout the year, so these would become our focus content strands for 2025-2026.

## Student Learning Strengths

Academic gains for students enrolled in Year 1 - many are at-risk upon enrollment and move well into "progressing" by the end of the year. MTSS documentation also assists with trying to get the best academic supports in place for the child.

Continued academic growth with students who attend two years in Pre-Kindergarten at Windle.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Behavior can impede learning, quite specifically at the beginning of the year or as students enroll later in the year and systems have been established.

**Root Cause:** Many students do not possess regulation skills upon enrollment into a Windle program. They have not had the modeling or exposure to these skills, nor do the parents feel equipped to help support this development at home.

**Problem Statement 2 (Prioritized):** Students are not receiving the same level of academic rigor and experiences across all classrooms. This is directly impacting how many of our students are kindergarten ready as evidenced by their success on specific report card assessment data.

**Root Cause:** Collective understanding and work has not been completed across literacy and math for PK. Training and collaboration on selecting essentials, agreeing on academic vocabulary, and having a common understanding of quality strategies and resources is needed.

# School Processes & Programs

## School Processes & Programs Summary

During the 2024-2025 school year, we continued collecting data for our MTSS conversations and meetings. We spent all of 2023-2024 building that capacity and need for our staff. We spent the whole year working through Conscious Discipline, which is already aligned with Denton ISD. This behavioral framework promoted collective understanding about behavior while also allowed for campus-wide consistency in strategy implementation. Having this campus-wide system in place not only created positive opportunities for students, but it also kept the MTSS conversations focused on specific goals and data for students. This promoted purposeful and intentional support for our struggling students. In 2024-2025, we saw a decrease in students requiring Tier 3 interventions, and had deeper conversations about what strategies were being implemented for Tier 2 level support.

## School Processes & Programs Strengths

Campus-Wide structures in place for staff with regard to safety, communication, and organization.

Implementation of a campus-wide behavioral framework that promotes consistency and capacity building.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Student behavior drives much of our initial work at Windle, as the students have not been exposed to self-regulation strategies at home.

**Root Cause:** The lack of parent education can create a disconnect in how to support behavior at home. This lack of education does impact the school-home partnership.

# Perceptions

## Perceptions Summary

Our guiding coalition and met throughout regularly throughout the 2024-2025 school year. The purpose of these meetings was to progress monitor our Campus Improvement Goals and determine the largest needs for our campus. During these meetings, the data sources that were reviewed included campus employee engagement surveys, Head Start parent surveys, campus surveys regarding behavior, attendance data, volunteer data, report card/assessment data, and Head Start community assessment data. In April, overarching campus needs were determined and prioritized, and in May, goals were established.

## Perceptions Strengths

The following strengths were determined from the data reviewed:

- Increase in attendance rates during second semester
- Employee Engagement continued to increase on 97% of the questions.
- Decrease in behavior intervention needs through MTSS meetings
- Increased campus-wide implementation of behavioral framework, which promoted positive student behavior
- Increased academic achievement from EOY assessment data 2024 to EOY assessment data 2025
- Increased participation in Head Start parent family survey from 30 parents in 2023-2024 to 88 parents in 2024-2025. We saw over 90% positive feedback on the questions.

# Priority Problem Statements

**Problem Statement 1:** Student behavior drives much of our initial work at Windle, as the students have not been exposed to self-regulation strategies at home.

**Root Cause 1:** The lack of parent education can create a disconnect in how to support behavior at home. This lack of education does impact the school-home partnership.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Behavior can impede learning, quite specifically at the beginning of the year or as students enroll later in the year and systems have been established.

**Root Cause 2:** Many students do not possess regulation skills upon enrollment into a Windle program. They have not had the modeling or exposure to these skills, nor do the parents feel equipped to help support this development at home.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students are not receiving the same level of academic rigor and experiences across all classrooms. This is directly impacting how many of our students are kindergarten ready as evidenced by their success on specific report card assessment data.

**Root Cause 3:** Collective understanding and work has not been completed across literacy and math for PK. Training and collaboration on selecting essentials, agreeing on academic vocabulary, and having a common understanding of quality strategies and resources is needed.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

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

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Compass Points

## Compass Point 1: Excellence in Student Outcomes

**Performance Objective 1:** Through the implementation of high quality Tier 1 instruction, Windle will see a 5% increase in specific literacy report card competencies from May 2025 to May 2026 across contents. This will result in meeting the district PK academic goals, as well, of 90% of PK students being able to count up to 10 objects, 80% of Pk students will be able to identify a letter/word/punctuation mark in a text, and 75% of PK students will be able to produce 20 or more letter sounds.

**Evaluation Data Sources:** District Report Cards; MTSS Meeting Minutes and Intervention Documentation

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Create master schedule to ensure PK, Head Start, Special Education, and Bilingual Teachers have common planning/collaboration time with a content partner, as well as protected time for PLTs to collaborate.<br><b>Strategy's Expected Result/Impact:</b> Protected time for collaboration on strategies<br><b>Staff Responsible for Monitoring:</b> Administration                                                                                                               | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 2:</b> Plan, Develop, and Organize district-wide Solution Tree PD for PK teachers in August to promote collective understanding of collaboration and effective PLTs in early childhood.<br><b>Strategy's Expected Result/Impact:</b> Increased Collaboration to Promote Guaranteed and Viable Curriculum; Increase in Quality Tier 1 Practices & Strategies Campus-Wide<br><b>Staff Responsible for Monitoring:</b> Administration                                                        | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 3:</b> Provide campus-wide training on PK Data Dashboard in Edugence in September, and then utilize this for data tracking for Q1 - Q4 data to note progress, trends, and needed interventions in instruction.<br><b>Strategy's Expected Result/Impact:</b> Increase in Quality Tier 1 Practices & Strategies Campus-Wide; Increased on-level ratings on respective report card competencies<br><b>Staff Responsible for Monitoring:</b> Administration; Educational Specialist; Teachers | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Determine essential strands in math for the campus and allow staff to select their respective learning group for 2025-2026. The essential strands are based on the six DISD report card assessments.<br><b>Strategy's Expected Result/Impact:</b> Formation of Campus Learning Groups in Mathematics for Essentials; Increased Collaboration to Promote Guaranteed and Viable Curriculum; Increase in Quality Tier 1 Practices & Strategies Campus-Wide<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>Problem Statements:</b> Student Learning 2             | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 5:</b> Continue to review and refine essential learning standards in literacy established in the 2024-2025 school year based on new learning, implementation, and collaboration time.<br><b>Strategy's Expected Result/Impact:</b> Increase in Quality Tier 1 Practices & Strategies Campus-Wide; Increased on-level ratings on respective report card competencies<br><b>Staff Responsible for Monitoring:</b> Administration; Teachers                                                                                                                                                   | Formative |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 6:</b> Implement routine and consistent phonics instruction to assist with larger needs and gap filling among student population.<br><b>Strategy's Expected Result/Impact:</b> Increased on-level results in report card competencies and CLI<br><b>Staff Responsible for Monitoring:</b> Administration                                                                                                                                                                                                                                                                                   | Formative |     |     | Summative |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 7:</b> Provide on-going professional development for the campus in alignment to Tier 1 instructional strategies and practices.<br><b>Strategy's Expected Result/Impact:</b> Increased student achievement on report card competencies<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>Problem Statements:</b> Student Learning 2                                                                                                                                                                                                                                      | Formative |     |     | Summative |
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| Strategy 8 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 8:</b> Continued implementation of "look for" document to note implementation of various strategies throughout the year to provide feedback on campus learning and conduct regular classroom walkthroughs to observe implementation of strategies with students.<br><b>Strategy's Expected Result/Impact:</b> Campus Created "Look For" Documents; Effective Strategies Utilized in Tier I Instruction; Increased on-level ratings on respective literacy report card competencies<br><b>Staff Responsible for Monitoring:</b> Administration; Instructional Coach; Educational Specialist | Formative |     |     | Summative |
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| Strategy 9 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
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| <b>Strategy 9:</b> Conduct monthly learning meetings with staff to continue collective understanding of quality instructional strategies, collaborate, and reflect on current implementation, and hold celebrations.<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>Problem Statements:</b> Student Learning 2                                                                                                                                                               | Formative |     |     | Summative |
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| Strategy 10 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 10:</b> Provide modeling and coaching for teachers and co-teachers to support their growth and development in strategy implementation.<br><b>Staff Responsible for Monitoring:</b> Educational Specialist; Administration                                                                                                                                                                                                                                                              | Formative |     |     | Summative |
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| Strategy 11 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 11:</b> Implement monthly MTSS meetings and hold quarterly progress monitoring of report card/MTSS data to evaluate effectiveness and implementation of instructional strategies.<br><b>Strategy's Expected Result/Impact:</b> Increase in Quality Tier 1 Practices & Strategies Campus-Wide; Decrease in MTSS Meetings for Needed Intervention; Increased on-level ratings on respective literacy report card competencies<br><b>Staff Responsible for Monitoring:</b> Administration | Formative |     |     | Summative |
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| Strategy 12 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 12:</b> Ensure that classrooms have supplemental instructional materials, supplies, and resources to best meet the needs of students.<br><b>Strategy's Expected Result/Impact:</b> Increased on-level ratings on respective report card competencies<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers; Administration                                                                                                                                                    | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                        |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Problem Statement 2:</b> Students are not receiving the same level of academic rigor and experiences across all classrooms. This is directly impacting how many of our students are kindergarten ready as evidenced by their success on specific report card assessment data. <b>Root Cause:</b> Collective understanding and work has not been completed across literacy and math for PK. Training and collaboration on selecting essentials, agreeing on academic vocabulary, and having a common understanding of quality strategies and resources is needed. |

**Compass Point 1:** Excellence in Student Outcomes

**Performance Objective 2:** By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

**Evaluation Data Sources:** Child Nutrition data; Physical Education data

## Compass Point 2: Reciprocal Family & Community Partnerships

**Performance Objective 1:** In continuation of, and alignment to, the campus need for our behavioral framework, we will see increased parent involvement for the 2025-2026 school year through the implementation of targeted parent education and communication efforts. This alignment will support consistency between the home and school communities. Evidence of the implementation will be measured by a 5% increase in Seesaw engagement, a 5% increase in parent attendance for education classes offered, and a 10% decrease of MTSS meetings for Tier 2 or 3 intervention for behavior from May 2025 to May 2026.

**Evaluation Data Sources:** Monthly Volunteer Hours; Calendar of Campus Events; Seesaw Weekly Classroom Reports; Calendar of Parent Education Classes; Sign-In Sheets; MTSS Meeting Minutes/Documentation

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Conduct an initial Parent Survey in July/August for Head Start to determine what the greatest needs are for resources, classes, and trainings.<br><b>Strategy's Expected Result/Impact:</b> List to determine top needs across the campus for families.<br><b>Staff Responsible for Monitoring:</b> Administration; Head Start Program Team                                                                                                                                                                                              | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
| <b>Strategy 2:</b> Hold Head Start Parent Orientation (set out parent committee, policy council, and PAW Program forms) and Academic Information Nights in August. These events will also include information on behavioral framework and implementation of specific strategies, as well as the report competencies for this area.<br><b>Strategy's Expected Result/Impact:</b> Build relationships and discuss involvement opportunities for the school year<br><b>Staff Responsible for Monitoring:</b> Administration; Head Start Program Team; Teachers | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
| <b>Strategy 3:</b> Implement campus-wide Conscious Discipline strategies in alignment with PK Expectations for 2025-2026.<br><b>Strategy's Expected Result/Impact:</b> Campus-wide consistency and implementation of strategies<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers; Administration                                                                                                                                                                                                                                              | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
| <b>Strategy 4:</b> Through a partnership with UNT, conduct weekly behavioral coaching/training for the first semester to instructional staff.<br><b>Strategy's Expected Result/Impact:</b> Decrease in MTSS meetings for Tier 2 & 3 behavior intervention<br><b>Staff Responsible for Monitoring:</b> UNT Staff; Administration<br><br><b>Problem Statements:</b> Student Learning 1                                                                                                                                                                        | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
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| <b>Strategy 5:</b> Work with community groups such as United Way and City of Denton to plan parent education classes based on parent needs/surveys.<br><b>Strategy's Expected Result/Impact:</b> Creation of Parent Education Class Calendar<br><b>Staff Responsible for Monitoring:</b> Administration; Head Start Program Team                                                                                                                                                                                                                                                   | Formative |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 6:</b> Teachers conduct weekly posts on Seesaw to communicate classroom and campus events.<br><b>Strategy's Expected Result/Impact:</b> Higher level of engagement of Seesaw and involvement in events.<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers                                                                                                                                                                                                                                                                                                 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 7:</b> Work with campus SEL committee to determine resources, articles, and strategies to share with families from Windle behavior framework, as well as utilize new Conscious Discipline Parent Education Curriculum for providing classes that align with our framework.<br><b>Strategy's Expected Result/Impact:</b> Increased engagement and consistency with families on behavior strategies with students.<br><b>Staff Responsible for Monitoring:</b> SEL Committee Members; Classroom Teachers<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| Strategy 8 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 8:</b> The campus behavioral paraprofessional position will assist with the implementation of Core Behavioral Programming<br><b>Strategy's Expected Result/Impact:</b> Decrease in MTSS meetings for Tier 2 & 3 behavior intervention<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>Funding Sources:</b> Behavior Aide - Title I, Part A - \$30,463                                                                                                                                                                                             | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| Strategy 9 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 9:</b> Continue on-going professional development for our behavioral framework as a collective campus.<br><b>Strategy's Expected Result/Impact:</b> More successful implementation of strategies campus-wide<br><b>Staff Responsible for Monitoring:</b> Administration                                                                                                                                                                                                                                                                                                | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |

| Strategy 10 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 10:</b> Implement monthly MTSS meetings to evaluate effectiveness and implementation of behavioral interventions and collaborate with multiple knowledgeable staff on new interventions.<br><b>Strategy's Expected Result/Impact:</b> Decrease in MTSS meetings for Tier 2 & 3 behavior intervention<br><b>Staff Responsible for Monitoring:</b> Administration; Teachers; Counselor; Head Start Behavior Assistant; Early Childhood Diagnostician<br><br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                 |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Behavior can impede learning, quite specifically at the beginning of the year or as students enroll later in the year and systems have been established. <b>Root Cause:</b> Many students do not possess regulation skills upon enrollment into a Windle program. They have not had the modeling or exposure to these skills, nor do the parents feel equipped to help support this development at home. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 1:</b> Student behavior drives much of our initial work at Windle, as the students have not been exposed to self-regulation strategies at home. <b>Root Cause:</b> The lack of parent education can create a disconnect in how to support behavior at home. This lack of education does impact the school-home partnership.                                                                                     |

## **Compass Point 2:** Reciprocal Family & Community Partnerships

**Performance Objective 2:** By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

**Evaluation Data Sources:** Parent Participation data; Parent-Teacher conference data; Volunteerism data

### **Compass Point 3:** Exceptional Workplace Environment

**Performance Objective 1:** By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

**Evaluation Data Sources:** Teacher Hiring and Retention data

# Campus Leadership Team

| Committee Role                 | Name                 | Position                      |
|--------------------------------|----------------------|-------------------------------|
| Instructional Paraprofessional | Evelia Loreda        | Head Start Co-Teacher         |
| Classroom Teacher              | Jennifer Engelbrecht | PK Teacher                    |
| Parent                         | Sofia Martinez       | Parent                        |
| Parent                         | Monique Bruce        | Parent                        |
| Classroom Teacher              | Stephenie Smith      | Special Education Teacher     |
| Non-Classroom Professional     | Shakirah Starks      | Admin Associate               |
| Paraprofessional               | Alexa Marsh          | Head Start Behavior Assistant |
| Non-Classroom Professional     | Amanda Qualls        | Campus Librarian              |
| Classroom Teacher              | Deborah Zertuche     | Bilingual Teacher             |
| Classroom Teacher              | Michelle Fernandez   | Head Start Teacher            |
| Non-classroom Professional     | Sarah Muller         | Campus Counselor              |
| Non-classroom Professional     | Erika Zellers        | Educational Specialist        |
| Administrator                  | Chris Rangel         | Principal                     |

# Campus Funding Summary

| Title I, Part A |           |          |                  |              |             |
|-----------------|-----------|----------|------------------|--------------|-------------|
| Compass Point   | Objective | Strategy | Resources Needed | Account Code | Amount      |
| 2               | 1         | 8        | Behavior Aide    |              | \$30,463.00 |
| Sub-Total       |           |          |                  |              | \$30,463.00 |

**Denton Independent School District**  
**Fred Moore High School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

Fred Moore High School provides students with accelerated learning opportunities that promote a sense of responsibility to the individual and community. Students will be supported in a positive and relevant learning environment as they grow into college and career ready individuals who possess the academic and social skills needed to be successful citizens.

## Vision

Preparing today's students to succeed in tomorrow's world.

## Value Statement

Dedication \* Direction \* Discovery

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Fred Moore High School is a comprehensive Denton ISD high school located in the center of Denton, Texas. The school has a rich and long-standing history in the community as well as in the school district, providing alternative educational opportunities for students from across all comprehensive high schools in the district. The school is named after its founder and long-time Denton community leader, Dr. Fred Moore. Dr. Moore was an important figure in the local African American community. Fred Moore had a remarkable career in education and became the Principal of Fred Douglas school in 1915. During his career as an educator and leader in the country, Dr. Moore stressed the importance of the rules of conduct for students, a premise established then and used today in school settings across the nation. The building now named Fred Moore High School was opened in 1948 and operated as Fred Douglas High School. In 1991-92, the building, having been renovated, was re-opened for the 1991-92 school year. Fred Moore High School has remained opened as DISD's Accelerated Comprehensive High School of Choice.

The current enrollment of FMHS is approximately 120 students throughout the school year, with rolling enrollment which would typically not exceed 75 students on campus at any given time. There are currently two graduations held in each calendar year, one in December and one in May. Students range in grade level from 9th grade through 12th grade, with the majority of students falling in the 11th and 12th grade classification. The school is open to all students from all situations and backgrounds, and an admission process precedes enrollment in the school. The non-traditional format of the school allows for students to work on five to six classes each day and work at an accelerated pace, as well as providing opportunities to recover lost credit from previous attempts.

### Demographics Strengths

- Accelerated graduation pathway, with accelerated rigorous coursework
- Individualized graduation plans
- Student-centered focus not only on academics but on social-emotional needs
- Ongoing referrals from past FM graduates and their families
- High rate of success of our graduates (acceptance and attendance to Community Colleges, Universities, and Trade Schools)
- Community Partnerships:
  - UNT- Career Connects
  - UNT - Go Center
  - Lake Cities Rotary/Interact and Community Services
- Community resources continue to increase for scholarships and grants

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Ability to reach all District campuses to discuss the areas in which FMHS can help serve more students, increasing overall enrollment and graduation rates, but at the same time not overpopulate the current classroom environment. Finding a good balance of serving and gradually increasing key staff to help with this process, understanding that staffing differences do still limit some services.

**Root Cause:** Years of serving in the format that has been afforded the school without seeking "outside the box" alternatives.

# Student Learning

## Student Learning Summary

At Fred Moore, over 100% of students are classified as "at-risk" of dropping out of high school. Many of the students who are accepted have failed multiple core classes and have developed poor attendance habits. Many times, students are one to two years behind academically. By providing accelerated learning opportunities, many times students can graduate on time. With direct teach opportunities, which are STAAR test prep periods, students with multiple failed attempts on STAAR finally obtain a passing score. Qualitative data from student feedback indicates concern that if some had stayed on their traditional campus, they most likely would have dropped out. Increased efforts are continuing with visiting campuses across the four comprehensive high schools, as well as consistent communication with counselors and administrators across the District. During these conversations, updated guidelines for the admission process and transcript review will be discussed..

EOC results for SY 24-25

93% passing rate for US History

58% passing rate for English 1

54% passing rate for English 2

63% passing rate for Algebra 1

95% passing rate for Biology

## Student Learning Strengths

Student mastery of content is the norm. Students must meet course passing standards before moving forward in the curriculum. The online platform makes very close monitoring possible. Lightspeed classroom is used by staff to monitor daily.

Direct instruction classes are provided for all STAAR-tested subjects and required for all students needing the related test. (Please see STAAR Readiness Report in addendums)

District-approved tutors have been hired for FMHS to assist students with their Math remediation.

The teacher Professional Learning Community meets regularly to collaborate on strategies to help struggling learners.

Teachers offer students various learning platforms, including online instruction, paper-based curriculum, videos, direct teaching.

Teachers work with District curriculum teams to ensure lessons are aligned vertically and horizontally within the district.

Due to Fred Moore's flexible scheduling, students receive differentiated instruction as needed within their school day. This may be in their scheduled class or in the Learning Center.

Student are offered different elective choices through E-Dynamic Learning. FMHS uses this for our career and elective courses.

Last year extracurricular clubs and service organizations available for students increased with additional club offerings made available by staff.

CCMR coursework for all students ensures every graduate is college, career, or military ready. FMHS has expanded the opportunities offered to allow different pathways for students to meet the CCMR standard.

(Please see CCMR chart in addendums) Additional Fine Arts courses have been added to the curriculum with the addition of Art 1 and Art 2. Theatre Arts 1 and 2 courses have been added in

addition to two Social Studies offerings in Psychology and Sociology.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Finding ways to continue to implement additional coursework to serve an even larger population both on FMHS campus and across the District. Add PSAT, SAT, TSI to the testing areas for students during the school day.

**Root Cause:** Non traditional format of scheduling and making contact with key persons on all four campuses to ensure support staff on those campuses are informed about FMHS.

**Problem Statement 2 (Prioritized):** Continue work with Algebra students to close gaps and prepare for accelerated learning as they complete coursework for additional graduation requirements. Prepare Algebra students for EOC Algebra testing at all three testing opportunities.

**Root Cause:** Need to build on the instruction that various campuses from which we enroll students have used for Algebra instruction and supplement the learning with trying to cover the gaps which exist with our students.

# School Processes & Programs

## School Processes & Programs Summary

Fred Moore has developed a positive, supportive environment for students, faculty, staff, and families. The leadership at Fred Moore actively seeks input from all staff members and maintains open communication with stakeholders, ensuring transparency in decision-making processes and the reasoning behind them. Staff members feel confident bringing concerns or suggestions to administration, fostering a collaborative approach to problem-solving.

Teacher retention is strong due to the positive work environment, with opportunities for faculty and staff to take on leadership roles at the campus and District levels. These leadership roles help drive projects that support the overall goals of the school. In addition, the administration consistently encourages staff to embrace new responsibilities as needed. A strong emphasis is placed on professional development, with a focus on both on-campus and off-campus opportunities. Teachers are involved in the planning of their professional development, with budgetary support from the administration to ensure these opportunities are realized.

## School Processes & Programs Strengths

- Every teacher is Highly Qualified and certified in their teaching area
- Additional courses offered in Fine Arts, Sociology, Theatre
- Teachers are provided with professional learning opportunities
- Decision making is site-based to the extent possible with teacher and staff input respected
- Staff feels supported and heard by the administration
- Shared vision of Professional Learning Community consistently practiced
- Campus funds are utilized in support of meeting the needs of students
- Flexibility of scheduling promotes acceleration of credits earned
- Teachers, staff, and parents are active members of the Campus Leadership Team

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Consistently being able to meet the demands of the campus staff while continuing to offer new programs, courses, and opportunities for students and teachers. Maintaining the balance of growth with continued support for culture and nurturing environment.

**Root Cause:** Many staff contributing to the growth and improvement of the campus, while still trying to focus on the immediate needs of the classroom. Continuing to look at ways to add without getting too far away from the basics of accelerated learning.

# Perceptions

## Perceptions Summary

Fred Moore High School conducts its operations with a focus on maintaining high educational standards while providing a smaller, more supportive environment compared to traditional high schools in Denton ISD. The staff is deeply committed to the success and well-being of each student, ensuring that all individual needs are met.

Teachers at FMHS are highly qualified and deliver rigorous coursework with a self-paced approach, allowing students to progress at their own speed while focusing on the specific credits required for graduation. Upon graduation, students are well-prepared for their next step, whether it be college, trade school, military service, or entering the workforce.

The school's motto—Dedication, Direction, Discovery—reflects the core values and beliefs that drive the culture at FMHS. Students are encouraged to demonstrate dedication to succeed, and staff provide clear guidance and support to help them navigate toward their goals. This focus on individual progress and personal growth is central to the Fred Moore experience and aligns with the school's commitment to student success and preparation for the future.

To better assess how well we conduct business, FMHS actively gathers feedback through parent engagement evaluations, student and staff surveys, and community partnership involvement, ensuring a climate of continuous improvement.

## Perceptions Strengths

Fred Moore High School excels in fostering a committed and supportive environment for its students, faculty, and community. The dedication of both teaching and support staff is evident in their focus on addressing the diverse needs of students, working collaboratively each day to ensure student success. A key strength of Fred Moore is its unwavering commitment to providing educational opportunities and resources that prioritize student progress and graduation. This focus has been instrumental in the school's long-standing success. Innovation remains a priority, with ongoing efforts to enhance support for teachers and expand services to reach more students.

To assess the effectiveness of its operations, Fred Moore engages in various forms of feedback, including surveys and evaluations from parents, students, and staff, ensuring continuous improvement in communication, engagement, and overall satisfaction. Community partnerships also play a vital role, providing additional resources and opportunities for students.

### Fred Moore High School's Key Offerings:

- **Graduation:** The school offers two graduation ceremonies each year—Fall and Spring.
- **Diploma Options:** Students at Fred Moore receive the same Foundation and Foundation with Endorsement diplomas as those at traditional campuses, recognized by all accredited colleges and universities.
- **Rigorous Curriculum:** Coursework is provided mostly online, with each student receiving a device for independent learning, supplemented by teacher tutoring and support.
- **Accelerated Pacing:** Students can advance to the next course in their graduation plan as soon as they're ready, rather than waiting for the end of the semester.
- **College and Career Center:** Fred Moore offers test preparation, resume writing assistance, and support for job, college, and FAFSA applications.
- **Clubs and Organizations:** A variety of clubs and leadership groups allow students to engage with their campus and community, build friendships, and develop new skills.
- **Field Trips:** Outings promote STEM enrichment, cultural awareness, and college/career readiness.
- **Incentive Programs:** The campus rewards student leadership, attendance, and achievement both inside and outside the classroom.
- **Scholarship Opportunities:** Staff members actively assist students with identifying and applying for scholarships.
- **College and Career Fairs:** Held each Fall and Spring to connect students with post-graduation opportunities.
- **Industry Leaders:** Regular visits from professionals provide students with insight into career paths and help guide their post-graduation plans.

Through surveys, focus groups, and feedback from students and staff, Fred Moore continuously evaluates its strengths and works to enhance the student experience, maintain high staff retention, and strengthen community partnerships.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Continuing to provide professional development and teacher support to meet the growing needs of students. Seeking ways to implement increases in the number of those students being served, while maintaining the manageable classroom numbers presently in place. Bringing professional development to the campus and offering off campus teacher-selected professional development ideas and workshops.

**Root Cause:** Need for growth without sacrificing the smaller teacher to student ratio. Continued variation of accelerated learning model without sacrificing established norms.

# Priority Problem Statements

**Problem Statement 1:** Finding ways to continue to implement additional coursework to serve an even larger population both on FMHS campus and across the District. Add PSAT, SAT, TSI to the testing areas for students during the school day.

**Root Cause 1:** Non traditional format of scheduling and making contact with key persons on all four campuses to ensure support staff on those campuses are informed about FMHS.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Ability to reach all District campuses to discuss the areas in which FMHS can help serve more students, increasing overall enrollment and graduation rates, but at the same time not overpopulate the current classroom environment. Finding a good balance of serving and gradually increasing key staff to help with this process, understanding that staffing differences do still limit some services.

**Root Cause 2:** Years of serving in the format that has been afforded the school without seeking "outside the box" alternatives.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Continue work with Algebra students to close gaps and prepare for accelerated learning as they complete coursework for additional graduation requirements. Prepare Algebra students for EOC Algebra testing at all three testing opportunities.

**Root Cause 3:** Need to build on the instruction that various campuses from which we enroll students have used for Algebra instruction and supplement the learning with trying to cover the gaps which exist with our students.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Consistently being able to meet the demands of the campus staff while continuing to offer new programs, courses, and opportunities for students and teachers. Maintaining the balance of growth with continued support for culture and nurturing environment.

**Root Cause 4:** Many staff contributing to the growth and improvement of the campus, while still trying to focus on the immediate needs of the classroom. Continuing to look at ways to add without getting too far away from the basics of accelerated learning.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Continuing to provide professional development and teacher support to meet the growing needs of students. Seeking ways to implement increases in the number of those students being served, while maintaining the manageable classroom numbers presently in place. Bringing professional development to the campus and offering off campus teacher-selected professional development ideas and workshops.

**Root Cause 5:** Need for growth without sacrificing the smaller teacher to student ratio. Continued variation of accelerated learning model without sacrificing established norms.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PSS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices

# Compass Points

## Compass Point 1: Excellence In Student Outcomes

**Performance Objective 1:** Increase passing rate of EOC exams to at least 65% for students that are retesting.

**High Priority**

**HB3 Compass Point**

**Evaluation Data Sources:** TEA Accountability Reports

TEA EOC Reports

TAPR Reports

Campus-developed Assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Utilize IXL during STAAR-prep/remediation periods.<br><b>Strategy's Expected Result/Impact:</b> Increase students' preparedness for STAAR, increase familiarity with question types<br><b>Staff Responsible for Monitoring:</b> Administration<br>Core teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Students will practice targeted writing weekly and receive constructive feedback to achieve improvement<br><b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased achievement in Extended Constructed Response portion of STAAR<br><b>Staff Responsible for Monitoring:</b> Administration<br>Core teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 3:</b> With teacher feedback and modeling, students to set and meet a SMART personal goal for EOC results.<br><b>Strategy's Expected Result/Impact:</b> At least 90% of students will meet or exceed their personal goal.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Core teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction   | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |
| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 4:</b> Teachers will administer practice STAAR tests and/or released practice questions quarterly to measure student progress<br><b>Strategy's Expected Result/Impact:</b> Student achievement will improve in each quarterly assessment.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Core teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                     | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                  |           |     |     |           |

**Compass Point 1:** Excellence In Student Outcomes

**Performance Objective 2:** By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

**Evaluation Data Sources:** Gifted and Talented Survey

## **Compass Point 1:** Excellence In Student Outcomes

**Performance Objective 3:** By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

**Evaluation Data Sources:** Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

## Compass Point 1: Excellence In Student Outcomes

**Performance Objective 4:** EOY ADA for 24-25SY was 88.5%. We will increase ADA to a minimum of 92%.

### High Priority

**Evaluation Data Sources:** eSchool daily attendance

Attendance dashboard

Truancy & Dropout Prevention System

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Collaborate with the Student Support Services Department biweekly to provide District resources to struggling students.<br><br><b>Strategy's Expected Result/Impact:</b> Students will be aware of resources available to them. Interventions will lead to improvements in chronic absenteeism.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Attendance liaison<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 2:</b> Create and implement incentives for students with good attendance.<br><br><b>Strategy's Expected Result/Impact:</b> Create a positive school culture around attendance.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Attendance liaison<br>Teachers<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture                                                                                                             | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Review attendance patterns weekly for early identification of students at risk of chronic absenteeism.<br><b>Strategy's Expected Result/Impact:</b> Early identification will lead to early intervention. Reduction in chronic absenteeism.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Attendance liaison<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |
| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
| <b>Strategy 4:</b> Daily parent/guardian contacts by office staff, in addition to automated phone call, for absent students.<br><b>Strategy's Expected Result/Impact:</b> Increased communication with parents/guardians will result in improved attendance.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Office staff<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture         | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                 |           |     |     |           |

## **Compass Point 2:** Exceptional Workplace Environment

**Performance Objective 1:** By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

**Evaluation Data Sources:** Teacher Hiring and Retention data

### **Compass Point 3:** Reciprocal Family & Community Relationships

**Performance Objective 1:** By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

**Evaluation Data Sources:** Parent Participation data; Parent-Teacher conference data; Volunteerism data

# Campus Advisory Committee

| Committee Role            | Name                  | Position                           |
|---------------------------|-----------------------|------------------------------------|
| Social Worker             | Pricilla Vazquez      | Social Worker                      |
| Classroom Teacher         | Bryan McLaren         | Teacher                            |
| Classroom Teacher         | Melissa Reeves        | Teacher                            |
| Classroom Teacher         | Jacqueline Davis      | Teacher                            |
| Classroom Teacher         | Stephanie Lowry       | Teacher                            |
| Classroom Teacher         | Countressa Ware Jones | Teacher                            |
| Special Education Teacher | Kelly Fiore-Watson    | Teacher                            |
| Counselor                 | Christina Smith       | Counselor                          |
| Paraprofessional          | Stephanie Lundgren    | Registrar/Administrative Assistant |
| Administrator             | Toby Thomason         | Principal                          |

# Addendums

# **2023-24 Texas Academic Performance Report (TAPR)**

**District Name: DENTON ISD**

**Campus Name: FRED MOORE H S**

**Campus Number: 061901039**

**(evaluated with alternative education accountability provisions)**

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Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                                         | School<br>Year | State | District | Campus      | African<br>American | Hispanic | White | American<br>Indian | Asian | Pacific<br>Islander | Two<br>or<br>More<br>Races | Special<br>Ed<br>(Current) | Special<br>Ed<br>(Former) | Continu-<br>ously<br>Enrolled | Non-<br>Continu-<br>ously<br>Enrolled | Econ<br>Disadv | EB / EL<br>(Current<br>&<br>Monitored) |
|-------------------------------------------------------------------------|----------------|-------|----------|-------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|----------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level |                |       |          |             |                     |          |       |                    |       |                     |                            |                            |                           |                               |                                       |                |                                        |
| <b>End of Course English I</b>                                          |                |       |          |             |                     |          |       |                    |       |                     |                            |                            |                           |                               |                                       |                |                                        |
| At Approaches Grade Level or Above                                      | 2024           | 70%   | 70%      | <b>91%</b>  | -                   | 100%     | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 100%                                  | 100%           | *                                      |
|                                                                         | 2023           | 72%   | 74%      | <b>60%</b>  | *                   | *        | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 57%                                   | *              | -                                      |
| At Meets Grade Level or Above                                           | 2024           | 52%   | 55%      | <b>55%</b>  | -                   | 50%      | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 57%                                   | 40%            | *                                      |
|                                                                         | 2023           | 52%   | 56%      | <b>30%</b>  | *                   | *        | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 43%                                   | *              | -                                      |
| At Masters Grade Level                                                  | 2024           | 16%   | 18%      | <b>0%</b>   | -                   | 0%       | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 0%                                    | 0%             | *                                      |
|                                                                         | 2023           | 13%   | 18%      | <b>0%</b>   | *                   | *        | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 0%                                    | *              | -                                      |
| <b>End of Course English II</b>                                         |                |       |          |             |                     |          |       |                    |       |                     |                            |                            |                           |                               |                                       |                |                                        |
| At Approaches Grade Level or Above                                      | 2024           | 75%   | 74%      | <b>83%</b>  | *                   | 85%      | 88%   | -                  | *     | -                   | -                          | *                          | -                         | 82%                           | 85%                                   | 86%            | 71%                                    |
|                                                                         | 2023           | 74%   | 75%      | <b>38%</b>  | *                   | 40%      | *     | -                  | -     | -                   | -                          | *                          | -                         | 25%                           | 60%                                   | 29%            | *                                      |
| At Meets Grade Level or Above                                           | 2024           | 58%   | 58%      | <b>42%</b>  | *                   | 31%      | 50%   | -                  | *     | -                   | -                          | *                          | -                         | 45%                           | 38%                                   | 29%            | 29%                                    |
|                                                                         | 2023           | 54%   | 57%      | <b>38%</b>  | *                   | 40%      | *     | -                  | -     | -                   | -                          | *                          | -                         | 25%                           | 60%                                   | 29%            | *                                      |
| At Masters Grade Level                                                  | 2024           | 9%    | 8%       | <b>0%</b>   | *                   | 0%       | 0%    | -                  | *     | -                   | -                          | *                          | -                         | 0%                            | 0%                                    | 0%             | 0%                                     |
|                                                                         | 2023           | 9%    | 8%       | <b>8%</b>   | *                   | 0%       | *     | -                  | -     | -                   | -                          | *                          | -                         | 13%                           | 0%                                    | 0%             | *                                      |
| <b>End of Course Algebra I</b>                                          |                |       |          |             |                     |          |       |                    |       |                     |                            |                            |                           |                               |                                       |                |                                        |
| At Approaches Grade Level or Above                                      | 2024           | 81%   | 79%      | <b>92%</b>  | -                   | 90%      | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 90%                                   | 86%            | *                                      |
|                                                                         | 2023           | 79%   | 75%      | <b>90%</b>  | *                   | 80%      | *     | *                  | -     | -                   | -                          | *                          | -                         | *                             | 83%                                   | 100%           | *                                      |
| At Meets Grade Level or Above                                           | 2024           | 43%   | 40%      | <b>31%</b>  | -                   | 30%      | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 20%                                   | 29%            | *                                      |
|                                                                         | 2023           | 43%   | 41%      | <b>40%</b>  | *                   | 20%      | *     | *                  | -     | -                   | -                          | *                          | -                         | *                             | 50%                                   | 17%            | *                                      |
| At Masters Grade Level                                                  | 2024           | 24%   | 19%      | <b>0%</b>   | -                   | 0%       | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 0%                                    | 0%             | *                                      |
|                                                                         | 2023           | 23%   | 21%      | <b>20%</b>  | *                   | 20%      | *     | *                  | -     | -                   | -                          | *                          | -                         | *                             | 17%                                   | 17%            | *                                      |
| <b>End of Course Biology</b>                                            |                |       |          |             |                     |          |       |                    |       |                     |                            |                            |                           |                               |                                       |                |                                        |
| At Approaches Grade Level or Above                                      | 2024           | 91%   | 90%      | <b>100%</b> | *                   | 100%     | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 100%                                  | 100%           | *                                      |
|                                                                         | 2023           | 88%   | 86%      | <b>50%</b>  | *                   | *        | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 50%                                   | 40%            | -                                      |
| At Meets Grade Level or Above                                           | 2024           | 56%   | 54%      | <b>10%</b>  | *                   | 0%       | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 0%                                    | 0%             | *                                      |
|                                                                         | 2023           | 56%   | 53%      | <b>13%</b>  | *                   | *        | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 17%                                   | 0%             | -                                      |
| At Masters Grade Level                                                  | 2024           | 19%   | 17%      | <b>0%</b>   | *                   | 0%       | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 0%                                    | 0%             | *                                      |
|                                                                         | 2023           | 21%   | 19%      | <b>0%</b>   | *                   | *        | *     | -                  | -     | -                   | -                          | *                          | -                         | *                             | 0%                                    | 0%             | -                                      |
| <b>End of Course U.S. History</b>                                       |                |       |          |             |                     |          |       |                    |       |                     |                            |                            |                           |                               |                                       |                |                                        |

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
**FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY**

|                                    | School Year | State | District | Campus     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Approaches Grade Level or Above | 2024        | 96%   | 95%      | <b>90%</b> | *                | 93%      | *     | -               | -     | -                | -                 | *                    | -                   | 91%                   | 89%                       | 88%         | 86%                           |
|                                    | 2023        | 94%   | 94%      | <b>85%</b> | 100%             | 67%      | 89%   | *               | -     | -                | -                 | *                    | -                   | 94%                   | 67%                       | 83%         | *                             |
| At Meets Grade Level or Above      | 2024        | 69%   | 69%      | <b>55%</b> | *                | 50%      | *     | -               | -     | -                | -                 | *                    | -                   | 64%                   | 44%                       | 56%         | 57%                           |
|                                    | 2023        | 70%   | 73%      | <b>38%</b> | 57%              | 22%      | 44%   | *               | -     | -                | -                 | *                    | -                   | 41%                   | 33%                       | 28%         | *                             |
| At Masters Grade Level             | 2024        | 37%   | 37%      | <b>20%</b> | *                | 7%       | *     | -               | -     | -                | -                 | *                    | -                   | 27%                   | 11%                       | 13%         | 14%                           |
|                                    | 2023        | 38%   | 39%      | <b>23%</b> | 29%              | 0%       | 44%   | *               | -     | -                | -                 | *                    | -                   | 29%                   | 11%                       | 11%         | *                             |
| <b>SAT/ACT All Subjects</b>        |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2024        | 88%   | 96%      | *          | -                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | -           | *                             |
|                                    | 2023        | 90%   | 96%      | -          | -                | -        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | -                         | -           | -                             |
| At Meets Grade Level or Above      | 2024        | 59%   | 78%      | *          | -                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | -           | *                             |
|                                    | 2023        | 61%   | 79%      | -          | -                | -        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | -                         | -           | -                             |
| At Masters Grade Level             | 2024        | 12%   | 14%      | *          | -                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | -           | *                             |
|                                    | 2023        | 12%   | 13%      | -          | -                | -        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | -                         | -           | -                             |
| <b>All Grades All Subjects</b>     |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2024        | 75%   | 71%      | <b>89%</b> | 67%              | 91%      | 89%   | -               | *     | -                | -                 | 78%                  | -                   | 84%                   | 92%                       | 90%         | 85%                           |
|                                    | 2023        | 76%   | 75%      | <b>69%</b> | 65%              | 56%      | 83%   | *               | -     | -                | -                 | 55%                  | -                   | 74%                   | 64%                       | 70%         | *                             |
| At Meets Grade Level or Above      | 2024        | 48%   | 45%      | <b>41%</b> | 50%              | 33%      | 58%   | -               | *     | -                | -                 | 22%                  | -                   | 53%                   | 33%                       | 35%         | 35%                           |
|                                    | 2023        | 49%   | 48%      | <b>34%</b> | 35%              | 24%      | 48%   | *               | -     | -                | -                 | 36%                  | -                   | 29%                   | 39%                       | 23%         | *                             |
| At Masters Grade Level             | 2024        | 20%   | 18%      | <b>5%</b>  | 17%              | 2%       | 11%   | -               | *     | -                | -                 | 11%                  | -                   | 9%                    | 2%                        | 4%          | 4%                            |
|                                    | 2023        | 20%   | 19%      | <b>13%</b> | 18%              | 4%       | 22%   | *               | -     | -                | -                 | 0%                   | -                   | 21%                   | 6%                        | 8%          | *                             |
| <b>All Grades ELA/Reading</b>      |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2024        | 76%   | 74%      | <b>86%</b> | *                | 90%      | 82%   | -               | *     | -                | -                 | *                    | -                   | 80%                   | 90%                       | 89%         | 82%                           |
|                                    | 2023        | 77%   | 78%      | <b>48%</b> | 43%              | 38%      | 63%   | -               | -     | -                | -                 | 40%                  | -                   | 36%                   | 58%                       | 45%         | *                             |
| At Meets Grade Level or Above      | 2024        | 54%   | 53%      | <b>46%</b> | *                | 38%      | 55%   | -               | *     | -                | -                 | *                    | -                   | 47%                   | 45%                       | 32%         | 27%                           |
|                                    | 2023        | 53%   | 55%      | <b>35%</b> | 29%              | 38%      | 38%   | -               | -     | -                | -                 | 40%                  | -                   | 18%                   | 50%                       | 27%         | *                             |
| At Masters Grade Level             | 2024        | 22%   | 21%      | <b>0%</b>  | *                | 0%       | 0%    | -               | *     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | 0%                            |
|                                    | 2023        | 20%   | 21%      | <b>4%</b>  | 14%              | 0%       | 0%    | -               | -     | -                | -                 | 0%                   | -                   | 9%                    | 0%                        | 0%          | *                             |
| <b>All Grades Mathematics</b>      |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| At Approaches Grade Level or Above | 2024        | 72%   | 67%      | <b>87%</b> | -                | 82%      | *     | -               | -     | -                | -                 | *                    | -                   | *                     | 91%                       | 86%         | 80%                           |
|                                    | 2023        | 75%   | 72%      | <b>90%</b> | *                | 80%      | *     | *               | -     | -                | -                 | *                    | -                   | *                     | 83%                       | 100%        | *                             |

Texas Education Agency  
**2023-24 STAAR Performance (TAPR)**  
**FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY**

|                                    | School Year | State | District | Campus      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above      | 2024        | 43%   | 37%      | <b>33%</b>  | -                | 27%      | *     | -               | -     | -                | -                 | *                    | -                   | *                     | 27%                       | 29%         | 40%                         |
|                                    | 2023        | 45%   | 42%      | <b>40%</b>  | *                | 20%      | *     | *               | -     | -                | -                 | *                    | -                   | *                     | 50%                       | 17%         | *                           |
| At Masters Grade Level             | 2024        | 17%   | 13%      | <b>0%</b>   | -                | 0%       | *     | -               | -     | -                | -                 | *                    | -                   | *                     | 0%                        | 0%          | 0%                          |
|                                    | 2023        | 19%   | 17%      | <b>20%</b>  | *                | 20%      | *     | *               | -     | -                | -                 | *                    | -                   | *                     | 17%                       | 17%         | *                           |
| <b>All Grades Science</b>          |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| At Approaches Grade Level or Above | 2024        | 75%   | 70%      | <b>100%</b> | *                | 100%     | *     | -               | -     | -                | -                 | *                    | -                   | *                     | 100%                      | 100%        | *                           |
|                                    | 2023        | 77%   | 75%      | <b>50%</b>  | *                | *        | *     | -               | -     | -                | -                 | *                    | -                   | *                     | 50%                       | 40%         | -                           |
| At Meets Grade Level or Above      | 2024        | 43%   | 39%      | <b>10%</b>  | *                | 0%       | *     | -               | -     | -                | -                 | *                    | -                   | *                     | 0%                        | 0%          | *                           |
|                                    | 2023        | 47%   | 44%      | <b>13%</b>  | *                | *        | *     | -               | -     | -                | -                 | *                    | -                   | *                     | 17%                       | 0%          | -                           |
| At Masters Grade Level             | 2024        | 16%   | 13%      | <b>0%</b>   | *                | 0%       | *     | -               | -     | -                | -                 | *                    | -                   | *                     | 0%                        | 0%          | *                           |
|                                    | 2023        | 18%   | 16%      | <b>0%</b>   | *                | *        | *     | -               | -     | -                | -                 | *                    | -                   | *                     | 0%                        | 0%          | -                           |
| <b>All Grades Social Studies</b>   |             |       |          |             |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| At Approaches Grade Level or Above | 2024        | 78%   | 77%      | <b>90%</b>  | *                | 93%      | *     | -               | -     | -                | -                 | *                    | -                   | 91%                   | 89%                       | 88%         | 86%                         |
|                                    | 2023        | 78%   | 77%      | <b>85%</b>  | 100%             | 67%      | 89%   | *               | -     | -                | -                 | *                    | -                   | 94%                   | 67%                       | 83%         | *                           |
| At Meets Grade Level or Above      | 2024        | 51%   | 50%      | <b>55%</b>  | *                | 50%      | *     | -               | -     | -                | -                 | *                    | -                   | 64%                   | 44%                       | 56%         | 57%                         |
|                                    | 2023        | 52%   | 51%      | <b>38%</b>  | 57%              | 22%      | 44%   | *               | -     | -                | -                 | *                    | -                   | 41%                   | 33%                       | 28%         | *                           |
| At Masters Grade Level             | 2024        | 27%   | 26%      | <b>20%</b>  | *                | 7%       | *     | -               | -     | -                | -                 | *                    | -                   | 27%                   | 11%                       | 13%         | 14%                         |
|                                    | 2023        | 27%   | 26%      | <b>23%</b>  | 29%              | 0%       | 44%   | *               | -     | -                | -                 | *                    | -                   | 29%                   | 11%                       | 11%         | *                           |

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

- Indicates there are no students in the group.

Texas Education Agency  
**2023-24 STAAR Progress (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                                    | School Year | State | District | Campus     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| <b>School Progress - Annual Growth by Grade and Subject</b>        |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| End of Course English I                                            | 2024        | 64%   | 67%      | *          | -                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | *           | *                           |
|                                                                    | 2023        | 57%   | 66%      | -          | -                | -        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | -                         | -           | -                           |
| End of Course English II                                           | 2024        | 69%   | 62%      | <b>50%</b> | -                | 58%      | *     | -               | *     | -                | -                 | *                    | -                   | 60%                   | *                         | *           | *                           |
|                                                                    | 2023        | 74%   | 75%      | <b>57%</b> | *                | *        | *     | -               | -     | -                | -                 | *                    | -                   | *                     | *                         | *           | -                           |
| End of Course Algebra I                                            | 2024        | 72%   | 74%      | *          | -                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | *           | *                           |
|                                                                    | 2023        | 76%   | 81%      | -          | -                | -        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | -                         | -           | -                           |
| All Grades Both Subjects                                           | 2024        | 64%   | 60%      | <b>67%</b> | -                | 70%      | *     | -               | *     | -                | -                 | *                    | -                   | 71%                   | 63%                       | 67%         | 88%                         |
|                                                                    | 2023        | 64%   | 65%      | <b>57%</b> | *                | *        | *     | -               | -     | -                | -                 | *                    | -                   | *                     | *                         | *           | -                           |
| All Grades ELA/Reading                                             | 2024        | 67%   | 65%      | <b>58%</b> | -                | 63%      | *     | -               | *     | -                | -                 | *                    | -                   | 67%                   | 50%                       | 60%         | 83%                         |
|                                                                    | 2023        | 63%   | 64%      | <b>57%</b> | *                | *        | *     | -               | -     | -                | -                 | *                    | -                   | *                     | *                         | *           | -                           |
| All Grades Mathematics                                             | 2024        | 60%   | 54%      | *          | -                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | *           | *                           |
|                                                                    | 2023        | 66%   | 67%      | -          | -                | -        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | -                         | -           | -                           |
| <b>School Progress - Accelerated Learning by Grade and Subject</b> |             |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| End of Course English II                                           | 2024        | 29%   | 23%      | *          | -                | *        | -     | -               | -     | -                | -                 | *                    | -                   | *                     | -                         | *           | *                           |
|                                                                    | 2023        | 41%   | 40%      | *          | *                | *        | *     | -               | -     | -                | -                 | *                    | -                   | *                     | *                         | *           | -                           |
| End of Course Algebra I                                            | 2024        | 55%   | 60%      | *          | -                | *        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | *                         | *           | *                           |
|                                                                    | 2023        | 58%   | 60%      | -          | -                | -        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | -                         | -           | -                           |
| All Grades Both Subjects                                           | 2024        | 32%   | 29%      | *          | -                | *        | -     | -               | -     | -                | -                 | *                    | -                   | *                     | *                         | *           | *                           |
|                                                                    | 2023        | 38%   | 38%      | *          | *                | *        | *     | -               | -     | -                | -                 | *                    | -                   | *                     | *                         | *           | -                           |
| All Grades ELA/Reading                                             | 2024        | 30%   | 27%      | *          | -                | *        | -     | -               | -     | -                | -                 | *                    | -                   | *                     | -                         | *           | *                           |
|                                                                    | 2023        | 35%   | 37%      | *          | *                | *        | *     | -               | -     | -                | -                 | *                    | -                   | *                     | *                         | *           | -                           |
| All Grades Mathematics                                             | 2024        | 35%   | 30%      | *          | -                | *        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | *                         | *           | *                           |
|                                                                    | 2023        | 40%   | 40%      | -          | -                | -        | -     | -               | -     | -                | -                 | -                    | -                   | -                     | -                         | -           | -                           |

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

- Indicates there are no students in the group.

Texas Education Agency  
**2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                         | School Year | State | District | Campus      | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---------------------------------------------------------|-------------|-------|----------|-------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level |             |       |          |             |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| <b>All Grades All Subjects</b>                          |             |       |          |             |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                      | 2024        | 75%   | 71%      | <b>89%</b>  | -                         | -                   | -                  | -               | -               | -                         | 87%       | -                 | 87%          | -                | -                          | 90%         | 87%                   | 80%                      |
|                                                         | 2023        | 76%   | 75%      | <b>69%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 67%         | *                     | *                        |
| At Meets Grade Level or Above                           | 2024        | 48%   | 45%      | <b>41%</b>  | -                         | -                   | -                  | -               | -               | -                         | 35%       | -                 | 35%          | -                | -                          | 44%         | 35%                   | 40%                      |
|                                                         | 2023        | 49%   | 48%      | <b>34%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 34%         | *                     | *                        |
| At Masters Grade Level                                  | 2024        | 20%   | 18%      | <b>5%</b>   | -                         | -                   | -                  | -               | -               | -                         | 0%        | -                 | 0%           | -                | -                          | 6%          | 0%                    | 20%                      |
|                                                         | 2023        | 20%   | 19%      | <b>13%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 13%         | *                     | *                        |
| <b>All Grades ELA/Reading</b>                           |             |       |          |             |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                      | 2024        | 76%   | 74%      | <b>86%</b>  | -                         | -                   | -                  | -               | -               | -                         | 82%       | -                 | 82%          | -                | -                          | 87%         | 82%                   | *                        |
|                                                         | 2023        | 77%   | 78%      | <b>48%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 48%         | *                     | *                        |
| At Meets Grade Level or Above                           | 2024        | 54%   | 53%      | <b>46%</b>  | -                         | -                   | -                  | -               | -               | -                         | 27%       | -                 | 27%          | -                | -                          | 57%         | 27%                   | *                        |
|                                                         | 2023        | 53%   | 55%      | <b>35%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 33%         | *                     | *                        |
| At Masters Grade Level                                  | 2024        | 22%   | 21%      | <b>0%</b>   | -                         | -                   | -                  | -               | -               | -                         | 0%        | -                 | 0%           | -                | -                          | 0%          | 0%                    | *                        |
|                                                         | 2023        | 20%   | 21%      | <b>4%</b>   | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 5%          | *                     | *                        |
| <b>All Grades Mathematics</b>                           |             |       |          |             |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                      | 2024        | 72%   | 67%      | <b>87%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 90%         | *                     | *                        |
|                                                         | 2023        | 75%   | 72%      | <b>90%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 88%         | *                     | -                        |
| At Meets Grade Level or Above                           | 2024        | 43%   | 37%      | <b>33%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 30%         | *                     | *                        |
|                                                         | 2023        | 45%   | 42%      | <b>40%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 38%         | *                     | -                        |
| At Masters Grade Level                                  | 2024        | 17%   | 13%      | <b>0%</b>   | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 0%          | *                     | *                        |
|                                                         | 2023        | 19%   | 17%      | <b>20%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 13%         | *                     | -                        |
| <b>All Grades Science</b>                               |             |       |          |             |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                      | 2024        | 75%   | 70%      | <b>100%</b> | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 100%        | *                     | -                        |
|                                                         | 2023        | 77%   | 75%      | <b>50%</b>  | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | -                          | 50%         | -                     | -                        |
| At Meets Grade Level or Above                           | 2024        | 43%   | 39%      | <b>10%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 14%         | *                     | -                        |
|                                                         | 2023        | 47%   | 44%      | <b>13%</b>  | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | -                          | 13%         | -                     | -                        |
| At Masters Grade Level                                  | 2024        | 16%   | 13%      | <b>0%</b>   | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 0%          | *                     | -                        |
|                                                         | 2023        | 18%   | 16%      | <b>0%</b>   | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | -                          | 0%          | -                     | -                        |
| <b>All Grades Social Studies</b>                        |             |       |          |             |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| At Approaches Grade Level or Above                      | 2024        | 78%   | 77%      | <b>90%</b>  | -                         | -                   | -                  | -               | -               | -                         | 80%       | -                 | 80%          | -                | -                          | 92%         | 80%                   | *                        |
|                                                         | 2023        | 78%   | 77%      | <b>85%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 83%         | *                     | *                        |
| At Meets Grade Level or Above                           | 2024        | 51%   | 50%      | <b>55%</b>  | -                         | -                   | -                  | -               | -               | -                         | 60%       | -                 | 60%          | -                | -                          | 50%         | 60%                   | *                        |
|                                                         | 2023        | 52%   | 51%      | <b>38%</b>  | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 42%         | *                     | *                        |

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|                                        | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------|-------------|-------|----------|--------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| At Masters Grade Level                 | 2024        | 27%   | 26%      | 20%    | -                         | -                   | -                  | -               | -               | -                         | 0%        | -                 | 0%           | -                | -                          | 25%         | 0%                    | *                        |
|                                        | 2023        | 27%   | 26%      | 23%    | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | 25%         | *                     | *                        |
| School Progress - Annual Growth        |             |       |          |        |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| All Grades Both Subjects               | 2024        | 64%   | 60%      | 67%    | -                         | -                   | -                  | -               | -               | -                         | 88%       | -                 | 88%          | -                | -                          | 50%         | 88%                   | *                        |
|                                        | 2023        | 64%   | 65%      | 57%    | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | -                          | 57%         | -                     | -                        |
| All Grades ELA/Reading                 | 2024        | 67%   | 65%      | 58%    | -                         | -                   | -                  | -               | -               | -                         | 83%       | -                 | 83%          | -                | -                          | 40%         | 83%                   | *                        |
|                                        | 2023        | 63%   | 64%      | 57%    | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | -                          | 57%         | -                     | -                        |
| All Grades Mathematics                 | 2024        | 60%   | 54%      | *      | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | *           | *                     | -                        |
|                                        | 2023        | 66%   | 67%      | -      | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | -                          | -           | -                     | -                        |
| School Progress - Accelerated Learning |             |       |          |        |                           |                     |                    |                 |                 |                           |           |                   |              |                  |                            |             |                       |                          |
| All Grades Both Subjects               | 2024        | 32%   | 29%      | *      | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | -           | *                     | -                        |
|                                        | 2023        | 38%   | 38%      | *      | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | -                          | *           | -                     | -                        |
| All Grades ELA/Reading                 | 2024        | 30%   | 27%      | *      | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | -           | *                     | -                        |
|                                        | 2023        | 35%   | 37%      | *      | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | -                          | *           | -                     | -                        |
| All Grades Mathematics                 | 2024        | 35%   | 30%      | *      | -                         | -                   | -                  | -               | -               | -                         | *         | -                 | *            | -                | -                          | -           | *                     | -                        |
|                                        | 2023        | 40%   | 40%      | -      | -                         | -                   | -                  | -               | -               | -                         | -         | -                 | -            | -                | -                          | -           | -                     | -                        |

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 - Indicates there are no students in the group.  
 Blank cell indicates there are no data available in the group.

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**2023-24 STAAR Participation (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                  | State | District | Campus     | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB / EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| <b>2024 STAAR Participation (All Grades)</b>     |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| <b>All Tests</b>                                 |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%      | <b>96%</b> | 100%             | 95%      | 100%  | -               | *     | -                | -                 | 100%                 | -                   | 96%                   | 96%                       | 95%         | 90%                           |
| Included in Accountability                       | 92%   | 93%      | <b>62%</b> | 29%              | 73%      | 58%   | -               | *     | -                | -                 | 60%                  | -                   | 57%                   | 65%                       | 61%         | 63%                           |
| Not Included in Accountability: Mobile           | 4%    | 5%       | <b>32%</b> | 67%              | 19%      | 42%   | -               | *     | -                | -                 | 40%                  | -                   | 36%                   | 30%                       | 30%         | 20%                           |
| Not Included in Accountability: Other Exclusions | 2%    | 1%       | <b>2%</b>  | 5%               | 3%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 4%                    | 1%                        | 4%          | 7%                            |
| Not Tested                                       | 1%    | 1%       | <b>4%</b>  | 0%               | 5%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 4%                    | 4%                        | 5%          | 10%                           |
| Absent                                           | 1%    | 0%       | <b>3%</b>  | 0%               | 4%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 2%                    | 4%                        | 4%          | 7%                            |
| Other                                            | 0%    | 0%       | <b>1%</b>  | 0%               | 1%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 2%                    | 0%                        | 1%          | 2%                            |
| <b>Reading</b>                                   |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 100%     | <b>98%</b> | 100%             | 97%      | 100%  | -               | *     | -                | -                 | 100%                 | -                   | 100%                  | 97%                       | 97%         | 95%                           |
| Included in Accountability                       | 91%   | 92%      | <b>57%</b> | 18%              | 66%      | 65%   | -               | *     | -                | -                 | 57%                  | -                   | 58%                   | 57%                       | 50%         | 58%                           |
| Not Included in Accountability: Mobile           | 4%    | 5%       | <b>36%</b> | 73%              | 25%      | 35%   | -               | *     | -                | -                 | 43%                  | -                   | 35%                   | 37%                       | 39%         | 21%                           |
| Not Included in Accountability: Other Exclusions | 4%    | 3%       | <b>5%</b>  | 9%               | 6%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 8%                    | 3%                        | 8%          | 16%                           |
| Not Tested                                       | 1%    | 0%       | <b>2%</b>  | 0%               | 3%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 0%                    | 3%                        | 3%          | 5%                            |
| Absent                                           | 1%    | 0%       | <b>2%</b>  | 0%               | 3%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 0%                    | 3%                        | 3%          | 5%                            |
| Other                                            | 0%    | 0%       | <b>0%</b>  | 0%               | 0%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 0%                    | 0%                        | 0%          | 0%                            |
| <b>Mathematics</b>                               |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%      | <b>91%</b> | *                | 87%      | 100%  | -               | -     | -                | -                 | *                    | -                   | 88%                   | 93%                       | 83%         | 75%                           |
| Included in Accountability                       | 93%   | 94%      | <b>65%</b> | *                | 73%      | 67%   | -               | -     | -                | -                 | *                    | -                   | 50%                   | 73%                       | 58%         | 63%                           |
| Not Included in Accountability: Mobile           | 5%    | 5%       | <b>26%</b> | *                | 13%      | 33%   | -               | -     | -                | -                 | *                    | -                   | 38%                   | 20%                       | 25%         | 13%                           |
| Not Included in Accountability: Other Exclusions | 1%    | 1%       | <b>0%</b>  | *                | 0%       | 0%    | -               | -     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | 0%                            |
| Not Tested                                       | 1%    | 1%       | <b>9%</b>  | *                | 13%      | 0%    | -               | -     | -                | -                 | *                    | -                   | 13%                   | 7%                        | 17%         | 25%                           |
| Absent                                           | 1%    | 0%       | <b>4%</b>  | *                | 7%       | 0%    | -               | -     | -                | -                 | *                    | -                   | 0%                    | 7%                        | 8%          | 13%                           |
| Other                                            | 0%    | 0%       | <b>4%</b>  | *                | 7%       | 0%    | -               | -     | -                | -                 | *                    | -                   | 13%                   | 0%                        | 8%          | 13%                           |
| <b>Science</b>                                   |       |          |            |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                               |
| Assessment Participant                           | 99%   | 99%      | <b>94%</b> | *                | 91%      | *     | -               | -     | -                | -                 | *                    | -                   | 100%                  | 91%                       | 89%         | 80%                           |
| Included in Accountability                       | 93%   | 94%      | <b>63%</b> | *                | 73%      | *     | -               | -     | -                | -                 | *                    | -                   | 40%                   | 73%                       | 67%         | 60%                           |
| Not Included in Accountability: Mobile           | 4%    | 5%       | <b>31%</b> | *                | 18%      | *     | -               | -     | -                | -                 | *                    | -                   | 60%                   | 18%                       | 22%         | 20%                           |
| Not Included in Accountability: Other Exclusions | 1%    | 1%       | <b>0%</b>  | *                | 0%       | *     | -               | -     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | 0%                            |
| Not Tested                                       | 1%    | 1%       | <b>6%</b>  | *                | 9%       | *     | -               | -     | -                | -                 | *                    | -                   | 0%                    | 9%                        | 11%         | 20%                           |

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|                                                  | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Absent                                           | 1%    | 1%       | 6%     | *                | 9%       | *     | -               | -     | -                | -                 | *                    | -                   | 0%                    | 9%                        | 11%         | 20%                         |
| Other                                            | 0%    | 0%       | 0%     | *                | 0%       | *     | -               | -     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | 0%                          |
| <b>Social Studies</b>                            |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Assessment Participant                           | 99%   | 100%     | 97%    | 100%             | 100%     | 100%  | -               | *     | -                | -                 | *                    | -                   | 94%                   | 100%                      | 100%        | 100%                        |
| Included in Accountability                       | 94%   | 95%      | 67%    | 50%              | 88%      | 43%   | -               | *     | -                | -                 | *                    | -                   | 65%                   | 69%                       | 80%         | 78%                         |
| Not Included in Accountability: Mobile           | 4%    | 4%       | 30%    | 50%              | 13%      | 57%   | -               | *     | -                | -                 | *                    | -                   | 29%                   | 31%                       | 20%         | 22%                         |
| Not Included in Accountability: Other Exclusions | 1%    | 0%       | 0%     | 0%               | 0%       | 0%    | -               | *     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | 0%                          |
| Not Tested                                       | 1%    | 0%       | 3%     | 0%               | 0%       | 0%    | -               | *     | -                | -                 | *                    | -                   | 6%                    | 0%                        | 0%          | 0%                          |
| Absent                                           | 1%    | 0%       | 3%     | 0%               | 0%       | 0%    | -               | *     | -                | -                 | *                    | -                   | 6%                    | 0%                        | 0%          | 0%                          |
| Other                                            | 0%    | 0%       | 0%     | 0%               | 0%       | 0%    | -               | *     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | 0%                          |
| <b>Accelerated Testers</b>                       |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| SAT/ACT Participant                              | 93%   | 96%      | *      | -                | *        | *     | -               | -     | -                | -                 | -                    | -                   | *                     | *                         | *           | *                           |
| <b>2023 STAAR Participation (All Grades)</b>     |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| <b>All Tests</b>                                 |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Assessment Participant                           | 99%   | 99%      | 100%   | 100%             | 100%     | 100%  | *               | *     | -                | -                 | 100%                 | -                   | 100%                  | 100%                      | 100%        | 100%                        |
| Included in Accountability                       | 93%   | 93%      | 66%    | 74%              | 61%      | 70%   | *               | *     | -                | -                 | 92%                  | -                   | 65%                   | 66%                       | 63%         | 29%                         |
| Not Included in Accountability: Mobile           | 4%    | 5%       | 31%    | 26%              | 32%      | 30%   | *               | *     | -                | -                 | 8%                   | -                   | 29%                   | 34%                       | 34%         | 50%                         |
| Not Included in Accountability: Other Exclusions | 2%    | 1%       | 3%     | 0%               | 7%       | 0%    | *               | *     | -                | -                 | 0%                   | -                   | 6%                    | 0%                        | 3%          | 21%                         |
| Not Tested                                       | 1%    | 1%       | 0%     | 0%               | 0%       | 0%    | *               | *     | -                | -                 | 0%                   | -                   | 0%                    | 0%                        | 0%          | 0%                          |
| Absent                                           | 1%    | 1%       | 0%     | 0%               | 0%       | 0%    | *               | *     | -                | -                 | 0%                   | -                   | 0%                    | 0%                        | 0%          | 0%                          |
| Other                                            | 0%    | 0%       | 0%     | 0%               | 0%       | 0%    | *               | *     | -                | -                 | 0%                   | -                   | 0%                    | 0%                        | 0%          | 0%                          |
| <b>Reading</b>                                   |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Assessment Participant                           | 99%   | 99%      | 100%   | 100%             | 100%     | 100%  | -               | *     | -                | -                 | 100%                 | -                   | 100%                  | 100%                      | 100%        | 100%                        |
| Included in Accountability                       | 92%   | 92%      | 55%    | 78%              | 42%      | 62%   | -               | *     | -                | -                 | 83%                  | -                   | 52%                   | 57%                       | 46%         | 13%                         |
| Not Included in Accountability: Mobile           | 4%    | 5%       | 38%    | 22%              | 42%      | 38%   | -               | *     | -                | -                 | 17%                  | -                   | 33%                   | 43%                       | 46%         | 50%                         |
| Not Included in Accountability: Other Exclusions | 3%    | 3%       | 7%     | 0%               | 16%      | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 14%                   | 0%                        | 8%          | 38%                         |
| Not Tested                                       | 1%    | 1%       | 0%     | 0%               | 0%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 0%                    | 0%                        | 0%          | 0%                          |
| Absent                                           | 1%    | 1%       | 0%     | 0%               | 0%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 0%                    | 0%                        | 0%          | 0%                          |
| Other                                            | 0%    | 0%       | 0%     | 0%               | 0%       | 0%    | -               | *     | -                | -                 | 0%                   | -                   | 0%                    | 0%                        | 0%          | 0%                          |
| <b>Mathematics</b>                               |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Assessment Participant                           | 99%   | 99%      | 100%   | *                | 100%     | *     | *               | *     | -                | -                 | *                    | -                   | 100%                  | 100%                      | 100%        | *                           |
| Included in Accountability                       | 94%   | 94%      | 77%    | *                | 83%      | *     | *               | *     | -                | -                 | *                    | -                   | 80%                   | 75%                       | 75%         | *                           |

Texas Education Agency  
**2023-24 STAAR Participation (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                  | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| Not Included in Accountability: Mobile           | 5%    | 5%       | 23%    | *                | 17%      | *     | *               | *     | -                | -                 | *                    | -                   | 20%                   | 25%                       | 25%         | *                           |
| Not Included in Accountability: Other Exclusions | 1%    | 1%       | 0%     | *                | 0%       | *     | *               | *     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | *                           |
| Not Tested                                       | 1%    | 1%       | 0%     | *                | 0%       | *     | *               | *     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | *                           |
| Absent                                           | 1%    | 0%       | 0%     | *                | 0%       | *     | *               | *     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | *                           |
| Other                                            | 0%    | 0%       | 0%     | *                | 0%       | *     | *               | *     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | *                           |
| <b>Science</b>                                   |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Assessment Participant                           | 99%   | 100%     | 100%   | *                | 100%     | *     | -               | *     | -                | -                 | *                    | -                   | *                     | 100%                      | 100%        | *                           |
| Included in Accountability                       | 93%   | 94%      | 67%    | *                | 60%      | *     | -               | *     | -                | -                 | *                    | -                   | *                     | 75%                       | 63%         | *                           |
| Not Included in Accountability: Mobile           | 4%    | 5%       | 33%    | *                | 40%      | *     | -               | *     | -                | -                 | *                    | -                   | *                     | 25%                       | 38%         | *                           |
| Not Included in Accountability: Other Exclusions | 1%    | 1%       | 0%     | *                | 0%       | *     | -               | *     | -                | -                 | *                    | -                   | *                     | 0%                        | 0%          | *                           |
| Not Tested                                       | 1%    | 0%       | 0%     | *                | 0%       | *     | -               | *     | -                | -                 | *                    | -                   | *                     | 0%                        | 0%          | *                           |
| Absent                                           | 1%    | 0%       | 0%     | *                | 0%       | *     | -               | *     | -                | -                 | *                    | -                   | *                     | 0%                        | 0%          | *                           |
| Other                                            | 0%    | 0%       | 0%     | *                | 0%       | *     | -               | *     | -                | -                 | *                    | -                   | *                     | 0%                        | 0%          | *                           |
| <b>Social Studies</b>                            |       |          |        |                  |          |       |                 |       |                  |                   |                      |                     |                       |                           |             |                             |
| Assessment Participant                           | 99%   | 99%      | 100%   | 100%             | 100%     | 100%  | *               | -     | -                | -                 | *                    | -                   | 100%                  | 100%                      | 100%        | *                           |
| Included in Accountability                       | 94%   | 94%      | 74%    | 64%              | 82%      | 75%   | *               | -     | -                | -                 | *                    | -                   | 77%                   | 69%                       | 75%         | *                           |
| Not Included in Accountability: Mobile           | 4%    | 4%       | 26%    | 36%              | 18%      | 25%   | *               | -     | -                | -                 | *                    | -                   | 23%                   | 31%                       | 25%         | *                           |
| Not Included in Accountability: Other Exclusions | 1%    | 1%       | 0%     | 0%               | 0%       | 0%    | *               | -     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | *                           |
| Not Tested                                       | 1%    | 1%       | 0%     | 0%               | 0%       | 0%    | *               | -     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | *                           |
| Absent                                           | 1%    | 1%       | 0%     | 0%               | 0%       | 0%    | *               | -     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | *                           |
| Other                                            | 0%    | 0%       | 0%     | 0%               | 0%       | 0%    | *               | -     | -                | -                 | *                    | -                   | 0%                    | 0%                        | 0%          | *                           |

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates there are no students in the group.

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                    | State | District | Campus        | African American | Hispanic | White  | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL  |
|----------------------------------------------------|-------|----------|---------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| <b>Attendance Rate</b>                             |       |          |               |                  |          |        |                 |       |                  |                   |            |             |        |
| 2022-23                                            | 93.3% | 94.5%    | <b>88.8%</b>  | 87.3%            | 89.2%    | 89.0%  | *               | *     | -                | *                 | 88.5%      | 89.1%       | *      |
| 2021-22                                            | 92.2% | 93.4%    | <b>86.0%</b>  | 84.0%            | 86.7%    | 86.2%  | -               | *     | -                | *                 | 89.1%      | 85.9%       | *      |
| <b>Chronic Absenteeism</b>                         |       |          |               |                  |          |        |                 |       |                  |                   |            |             |        |
| 2022-23                                            | 20.3% | 14.6%    | <b>45.8%</b>  | 54.8%            | 42.5%    | 43.9%  | *               | *     | -                | *                 | 50.0%      | 46.2%       | 46.2%  |
| 2021-22                                            | 25.7% | 19.4%    | <b>56.3%</b>  | 68.0%            | 56.4%    | 47.6%  | -               | *     | -                | *                 | 50.0%      | 62.7%       | 75.0%  |
| <b>Annual Dropout Rate (Gr 7-8)</b>                |       |          |               |                  |          |        |                 |       |                  |                   |            |             |        |
| 2022-23                                            | 0.8%  | 0.2%     | -             | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -      |
| 2021-22                                            | 0.7%  | 0.1%     | -             | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -      |
| <b>Annual Dropout Rate (Gr 9-12)</b>               |       |          |               |                  |          |        |                 |       |                  |                   |            |             |        |
| 2022-23                                            | 2.0%  | 0.5%     | <b>0.8%</b>   | 0.0%             | 2.3%     | 0.0%   | *               | *     | -                | *                 | 0.0%       | 1.3%        | 7.7%   |
| 2021-22                                            | 2.2%  | 0.4%     | <b>0.0%</b>   | 0.0%             | 0.0%     | 0.0%   | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%   |
| <b>4-Year Longitudinal Rate (Gr 9-12)</b>          |       |          |               |                  |          |        |                 |       |                  |                   |            |             |        |
| <b>Class of 2023</b>                               |       |          |               |                  |          |        |                 |       |                  |                   |            |             |        |
| Graduated                                          | 90.3% | 97.6%    | <b>78.8%</b>  | 100.0%           | 61.1%    | 91.7%  | -               | *     | -                | *                 | 80.0%      | 65.4%       | 57.1%  |
| Received TxCHSE                                    | 0.3%  | 0.1%     | <b>0.0%</b>   | 0.0%             | 0.0%     | 0.0%   | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%   |
| Continued HS                                       | 3.1%  | 1.0%     | <b>17.3%</b>  | 0.0%             | 33.3%    | 4.2%   | -               | *     | -                | *                 | 20.0%      | 26.9%       | 28.6%  |
| Dropped Out                                        | 6.3%  | 1.3%     | <b>3.8%</b>   | 0.0%             | 5.6%     | 4.2%   | -               | *     | -                | *                 | 0.0%       | 7.7%        | 14.3%  |
| Graduates and TxCHSE                               | 90.6% | 97.7%    | <b>78.8%</b>  | 100.0%           | 61.1%    | 91.7%  | -               | *     | -                | *                 | 80.0%      | 65.4%       | 57.1%  |
| Graduates, TxCHSE, and Continuers                  | 93.7% | 98.7%    | <b>96.2%</b>  | 100.0%           | 94.4%    | 95.8%  | -               | *     | -                | *                 | 100.0%     | 92.3%       | 85.7%  |
| <b>Class of 2022</b>                               |       |          |               |                  |          |        |                 |       |                  |                   |            |             |        |
| Graduated                                          | 89.7% | 97.0%    | <b>79.6%</b>  | 75.0%            | 68.8%    | 94.4%  | *               | *     | -                | *                 | 85.7%      | 81.3%       | 71.4%  |
| Received TxCHSE                                    | 0.3%  | 0.1%     | <b>0.0%</b>   | 0.0%             | 0.0%     | 0.0%   | *               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%   |
| Continued HS                                       | 3.5%  | 1.8%     | <b>20.4%</b>  | 25.0%            | 31.3%    | 5.6%   | *               | *     | -                | *                 | 14.3%      | 18.8%       | 28.6%  |
| Dropped Out                                        | 6.4%  | 1.2%     | <b>0.0%</b>   | 0.0%             | 0.0%     | 0.0%   | *               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%   |
| Graduates and TxCHSE                               | 90.0% | 97.1%    | <b>79.6%</b>  | 75.0%            | 68.8%    | 94.4%  | *               | *     | -                | *                 | 85.7%      | 81.3%       | 71.4%  |
| Graduates, TxCHSE, and Continuers                  | 93.6% | 98.8%    | <b>100.0%</b> | 100.0%           | 100.0%   | 100.0% | *               | *     | -                | *                 | 100.0%     | 100.0%      | 100.0% |
| <b>5-Year Extended Longitudinal Rate (Gr 9-12)</b> |       |          |               |                  |          |        |                 |       |                  |                   |            |             |        |
| <b>Class of 2022</b>                               |       |          |               |                  |          |        |                 |       |                  |                   |            |             |        |
| Graduated                                          | 91.8% | 98.1%    | <b>100.0%</b> | 100.0%           | 100.0%   | 100.0% | *               | *     | -                | *                 | 100.0%     | 100.0%      | 100.0% |
| Received TxCHSE                                    | 0.4%  | 0.2%     | <b>0.0%</b>   | 0.0%             | 0.0%     | 0.0%   | *               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%   |
| Continued HS                                       | 1.0%  | 0.5%     | <b>0.0%</b>   | 0.0%             | 0.0%     | 0.0%   | *               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%   |
| Dropped Out                                        | 6.8%  | 1.2%     | <b>0.0%</b>   | 0.0%             | 0.0%     | 0.0%   | *               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%   |
| Graduates and TxCHSE                               | 92.2% | 98.3%    | <b>100.0%</b> | 100.0%           | 100.0%   | 100.0% | *               | *     | -                | *                 | 100.0%     | 100.0%      | 100.0% |

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                                    | State | District | Campus | African American | Hispanic | White  | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL  |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Graduates, TxCHSE, and Continuers                                  | 93.2% | 98.8%    | 100.0% | 100.0%           | 100.0%   | 100.0% | *               | *     | -                | *                 | 100.0%     | 100.0%      | 100.0% |
| <b>Class of 2021</b>                                               |       |          |        |                  |          |        |                 |       |                  |                   |            |             |        |
| Graduated                                                          | 92.2% | 98.9%    | 100.0% | 100.0%           | 100.0%   | 100.0% | -               | -     | -                | *                 | *          | 100.0%      | *      |
| Received TxCHSE                                                    | 0.4%  | 0.1%     | 0.0%   | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 0.0%        | *      |
| Continued HS                                                       | 1.0%  | 0.1%     | 0.0%   | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 0.0%        | *      |
| Dropped Out                                                        | 6.3%  | 0.9%     | 0.0%   | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 0.0%        | *      |
| Graduates and TxCHSE                                               | 92.7% | 99.0%    | 100.0% | 100.0%           | 100.0%   | 100.0% | -               | -     | -                | *                 | *          | 100.0%      | *      |
| Graduates, TxCHSE, and Continuers                                  | 93.7% | 99.1%    | 100.0% | 100.0%           | 100.0%   | 100.0% | -               | -     | -                | *                 | *          | 100.0%      | *      |
| <b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>                 |       |          |        |                  |          |        |                 |       |                  |                   |            |             |        |
| <b>Class of 2021</b>                                               |       |          |        |                  |          |        |                 |       |                  |                   |            |             |        |
| Graduated                                                          | 92.7% | 98.8%    | 100.0% | 100.0%           | 100.0%   | 100.0% | -               | -     | -                | *                 | *          | 100.0%      | *      |
| Received TxCHSE                                                    | 0.5%  | 0.1%     | 0.0%   | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 0.0%        | *      |
| Continued HS                                                       | 0.5%  | 0.1%     | 0.0%   | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 0.0%        | *      |
| Dropped Out                                                        | 6.3%  | 0.9%     | 0.0%   | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 0.0%        | *      |
| Graduates and TxCHSE                                               | 93.2% | 99.0%    | 100.0% | 100.0%           | 100.0%   | 100.0% | -               | -     | -                | *                 | *          | 100.0%      | *      |
| Graduates, TxCHSE, and Continuers                                  | 93.7% | 99.1%    | 100.0% | 100.0%           | 100.0%   | 100.0% | -               | -     | -                | *                 | *          | 100.0%      | *      |
| <b>Class of 2020</b>                                               |       |          |        |                  |          |        |                 |       |                  |                   |            |             |        |
| Graduated                                                          | 92.7% | 98.6%    | 97.6%  | 92.9%            | 100.0%   | 100.0% | -               | -     | -                | *                 | *          | 95.8%       | *      |
| Received TxCHSE                                                    | 0.5%  | 0.3%     | 0.0%   | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 0.0%        | *      |
| Continued HS                                                       | 0.5%  | 0.2%     | 0.0%   | 0.0%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 0.0%        | *      |
| Dropped Out                                                        | 6.2%  | 0.9%     | 2.4%   | 7.1%             | 0.0%     | 0.0%   | -               | -     | -                | *                 | *          | 4.2%        | *      |
| Graduates and TxCHSE                                               | 93.2% | 98.9%    | 97.6%  | 92.9%            | 100.0%   | 100.0% | -               | -     | -                | *                 | *          | 95.8%       | *      |
| Graduates, TxCHSE, and Continuers                                  | 93.8% | 99.1%    | 97.6%  | 92.9%            | 100.0%   | 100.0% | -               | -     | -                | *                 | *          | 95.8%       | *      |
| <b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b> |       |          |        |                  |          |        |                 |       |                  |                   |            |             |        |
| Class of 2023                                                      | 90.3% | 97.0%    | 78.8%  | 100.0%           | 61.1%    | 91.7%  | -               | *     | -                | *                 | 80.0%      | 65.4%       | 57.1%  |
| Class of 2022                                                      | 89.7% | 96.5%    | 79.6%  | 75.0%            | 68.8%    | 94.4%  | *               | *     | -                | *                 | 85.7%      | 81.3%       | 71.4%  |
| <b>RHSP/DAP Graduates (Longitudinal Rate)</b>                      |       |          |        |                  |          |        |                 |       |                  |                   |            |             |        |
| Class of 2023                                                      | 72.3% | -        | -      | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -      |
| Class of 2022                                                      | 59.5% | -        | -      | -                | -        | -      | -               | -     | -                | -                 | -          | -           | -      |
| <b>FHSP-E Graduates (Longitudinal Rate)</b>                        |       |          |        |                  |          |        |                 |       |                  |                   |            |             |        |
| Class of 2023                                                      | 4.3%  | 1.0%     | 0.0%   | 0.0%             | 0.0%     | 0.0%   | -               | *     | -                | -                 | *          | 0.0%        | *      |
| Class of 2022                                                      | 3.7%  | 2.2%     | 7.0%   | 0.0%             | 9.1%     | 11.8%  | -               | *     | -                | *                 | 0.0%       | 7.7%        | 0.0%   |
| <b>FHSP-DLA Graduates (Longitudinal Rate)</b>                      |       |          |        |                  |          |        |                 |       |                  |                   |            |             |        |

Texas Education Agency  
**2023-24 Attendance, Graduation, and Dropout Rates (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                                         | State | District | Campus       | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2023                                                           | 84.3% | 86.4%    | <b>39.0%</b> | 0.0%             | 45.5%    | 45.5% | -               | *     | -                | -                 | *          | 29.4%       | *     |
| Class of 2022                                                           | 84.3% | 85.6%    | <b>55.8%</b> | 66.7%            | 45.5%    | 58.8% | -               | *     | -                | *                 | 0.0%       | 57.7%       | 60.0% |
| <b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>           |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Class of 2023                                                           | 88.6% | 87.4%    | <b>39.0%</b> | 0.0%             | 45.5%    | 45.5% | -               | *     | -                | -                 | *          | 29.4%       | *     |
| Class of 2022                                                           | 88.0% | 87.8%    | <b>62.8%</b> | 66.7%            | 54.5%    | 70.6% | -               | *     | -                | *                 | 0.0%       | 65.4%       | 60.0% |
| <b>RHSP/DAP Graduates (Annual Rate)</b>                                 |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2022-23                                                                 | 38.4% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| 2021-22                                                                 | 23.6% | -        | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>FHSP-E Graduates (Annual Rate)</b>                                   |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2022-23                                                                 | 4.4%  | 1.0%     | <b>1.6%</b>  | 0.0%             | 5.6%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 3.1%        | 0.0%  |
| 2021-22                                                                 | 3.9%  | 2.1%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>FHSP-DLA Graduates (Annual Rate)</b>                                 |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2022-23                                                                 | 82.5% | 85.0%    | <b>37.7%</b> | 29.4%            | 33.3%    | 47.8% | *               | -     | -                | *                 | 14.3%      | 25.0%       | 20.0% |
| 2021-22                                                                 | 82.3% | 83.7%    | <b>40.9%</b> | 47.4%            | 35.0%    | 39.1% | -               | *     | -                | *                 | 0.0%       | 41.0%       | 42.9% |
| <b>Texas First DLA Graduates (Annual Rate)</b>                          |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2022-23                                                                 | 0.1%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | 0.0%            | -     | -                | -                 | 0.0%       | 0.0%        | 0.0%  |
| <b>RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)</b> |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| 2022-23                                                                 | 86.8% | 86.0%    | <b>39.3%</b> | 29.4%            | 38.9%    | 47.8% | *               | -     | -                | *                 | 14.3%      | 28.1%       | 20.0% |
| 2021-22                                                                 | 86.0% | 85.7%    | <b>40.9%</b> | 47.4%            | 35.0%    | 39.1% | -               | *     | -                | *                 | 0.0%       | 41.0%       | 42.9% |

Texas Education Agency  
**2023-24 Graduation Profile (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                             | Campus<br>Count | Campus<br>Percent | District<br>Count | State<br>Count |
|-------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| <b>Graduates (2022-23 Annual Graduates)</b>                 |                 |                   |                   |                |
| Total Graduates                                             | 61              | 100.0%            | 2,250             | 377,367        |
| <b>By Ethnicity:</b>                                        |                 |                   |                   |                |
| African American                                            | 17              | 27.9%             | 467               | 46,822         |
| Hispanic                                                    | 18              | 29.5%             | 707               | 197,333        |
| White                                                       | 23              | 37.7%             | 914               | 103,009        |
| American Indian                                             | 1               | 1.6%              | 13                | 1,181          |
| Asian                                                       | 0               | 0.0%              | 71                | 19,151         |
| Pacific Islander                                            | 0               | 0.0%              | 2                 | 574            |
| Two or More Races                                           | 2               | 3.3%              | 76                | 9,297          |
| <b>By Graduation Type:</b>                                  |                 |                   |                   |                |
| Minimum H.S. Program                                        | 0               | 0.0%              | 0                 | 433            |
| Recommended H.S. Program/Distinguished Achievement Program  | 0               | 0.0%              | 0                 | 270            |
| Foundation H.S. Program (No Endorsement)                    | 37              | 60.7%             | 315               | 49,278         |
| Foundation H.S. Program (Endorsement)                       | 1               | 1.6%              | 22                | 16,475         |
| Foundation H.S. Program (DLA)                               | 23              | 37.7%             | 1,913             | 310,689        |
| Texas First Early H.S. Completion Program (Texas First-DLA) | 0               | 0.0%              | 0                 | 222            |
|                                                             |                 |                   |                   |                |
| Special Education Graduates                                 | 7               | 11.5%             | 249               | 34,589         |
| Economically Disadvantaged Graduates                        | 32              | 52.5%             | 910               | 206,367        |
| Emergent Bilingual (EB)/English Learner (EL) Graduates      | 5               | 8.2%              | 252               | 50,229         |
| At-Risk Graduates                                           | 42              | 68.9%             | 631               | 168,430        |
| CTE Completers                                              | 3               | 4.9%              | 679               | 116,959        |

Texas Education Agency  
**2023-24 College, Career, and Military Readiness (CCMR) (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

| Academic Year                                                                                                            | State | District | Campus       | African American | Hispanic | White  | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>College, Career, and Military Ready Graduates (Student Achievement)†</b>                                              |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| <b>College, Career, or Military Ready (Annual Graduates)</b>                                                             |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 76.3% | 76.1%    | <b>75.4%</b> | 70.6%            | 77.8%    | 82.6%  | *               | -     | -                | *                 | 71.4%      | 68.8%       | 40.0% |
| 2021-22                                                                                                                  | 70.0% | 72.4%    | <b>89.4%</b> | 78.9%            | 85.0%    | 100.0% | -               | *     | -                | *                 | 90.0%      | 84.6%       | 85.7% |
| <b>College Ready Graduates†</b>                                                                                          |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| <b>College Ready (Annual Graduates)†</b>                                                                                 |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 61.9% | 45.4%    | <b>8.2%</b>  | 0.0%             | 5.6%     | 17.4%  | *               | -     | -                | *                 | 14.3%      | 0.0%        | 0.0%  |
| <b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>                                                |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 62.8% | 51.6%    | <b>16.4%</b> | 0.0%             | 11.1%    | 30.4%  | *               | -     | -                | *                 | 0.0%       | 12.5%       | 0.0%  |
| 2021-22                                                                                                                  | 57.1% | 54.5%    | <b>22.7%</b> | 31.6%            | 15.0%    | 17.4%  | -               | *     | -                | *                 | 0.0%       | 25.6%       | 0.0%  |
| <b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>                                                          |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 54.3% | 36.1%    | <b>4.9%</b>  | 0.0%             | 0.0%     | 13.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| 2021-22                                                                                                                  | 48.2% | 39.2%    | <b>12.1%</b> | 10.5%            | 10.0%    | 8.7%   | -               | *     | -                | *                 | 0.0%       | 10.3%       | 0.0%  |
| <b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>                                                        |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 48.4% | 34.3%    | <b>4.9%</b>  | 0.0%             | 0.0%     | 13.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| 2021-22                                                                                                                  | 42.2% | 36.7%    | <b>9.1%</b>  | 5.3%             | 10.0%    | 4.3%   | -               | *     | -                | *                 | 0.0%       | 7.7%        | 0.0%  |
| <b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>                                                            |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 20.4% | 18.1%    | <b>3.3%</b>  | 0.0%             | 0.0%     | 8.7%   | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| 2021-22                                                                                                                  | 20.5% | 22.4%    | <b>3.0%</b>  | 0.0%             | 5.0%     | 4.3%   | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>Associate Degree (Annual Graduates)</b>                                                                               |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 2.5%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| 2021-22                                                                                                                  | 2.4%  | 0.0%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>Dual Course Credits in Any Subject (Annual Graduates)</b>                                                             |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 23.6% | 14.1%    | <b>1.6%</b>  | 0.0%             | 0.0%     | 4.3%   | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| 2021-22                                                                                                                  | 24.0% | 15.8%    | <b>1.5%</b>  | 0.0%             | 0.0%     | 4.3%   | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>Onramps Course Credits (Annual Graduates)</b>                                                                         |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 4.8%  | 0.1%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| 2021-22                                                                                                                  | 4.4%  | 0.1%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b> |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                                                                  | 5.6%  | 5.6%     | <b>1.6%</b>  | 0.0%             | 5.6%     | 0.0%   | *               | -     | -                | *                 | 14.3%      | 0.0%        | 0.0%  |
| 2021-22                                                                                                                  | 5.0%  | 4.5%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>Career / Military Ready Graduates†</b>                                                                                |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| <b>Career or Military Ready (Annual Graduates)†</b>                                                                      |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |

Texas Education Agency  
**2023-24 College, Career, and Military Readiness (CCMR) (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

| Academic Year                                                                 | State | District | Campus       | African American | Hispanic | White  | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2022-23                                                                       | 36.4% | 55.5%    | <b>72.1%</b> | 70.6%            | 77.8%    | 73.9%  | *               | -     | -                | *                 | 71.4%      | 68.8%       | 40.0% |
| <b>Approved Industry-Based Certification (Annual Graduates)</b>               |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                       | 33.4% | 53.1%    | <b>72.1%</b> | 70.6%            | 77.8%    | 73.9%  | *               | -     | -                | *                 | 71.4%      | 68.8%       | 40.0% |
| 2021-22                                                                       | 28.0% | 41.5%    | <b>83.3%</b> | 78.9%            | 70.0%    | 100.0% | -               | *     | -                | *                 | 80.0%      | 76.9%       | 85.7% |
| <b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>      |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                       | 0.8%  | 0.4%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| 2021-22                                                                       | 0.7%  | 0.2%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b> |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                       | 2.7%  | 3.1%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| 2021-22                                                                       | 2.5%  | 3.5%     | <b>1.5%</b>  | 0.0%             | 5.0%     | 0.0%   | -               | *     | -                | *                 | 10.0%      | 2.6%        | 0.0%  |
| <b>U.S. Armed Forces Enlistment (Annual Graduates)</b>                        |       |          |              |                  |          |        |                 |       |                  |                   |            |             |       |
| 2022-23                                                                       | 0.6%  | 0.8%     | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%   | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |

- Indicates there are no students in the group.

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

‡ Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced diploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

Texas Education Agency  
**2023-24 CCMR-Related Indicators (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                                                  | Academic Year | State | District | Campus      | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------------|---------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>               |               |       |          |             |                  |          |       |                 |       |                  |                   |            |             |       |
| Reading                                                                          | 2022-23       | 21.0% | 5.7%     | <b>4.9%</b> | 0.0%             | 0.0%     | 8.7%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2021-22       | 22.8% | 12.0%    | <b>9.1%</b> | 10.5%            | 5.0%     | 4.3%  | -               | *     | -                | *                 | 0.0%       | 10.3%       | 0.0%  |
| Mathematics                                                                      | 2022-23       | 19.9% | 9.6%     | <b>1.6%</b> | 0.0%             | 0.0%     | 4.3%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2021-22       | 18.7% | 11.4%    | <b>7.6%</b> | 5.3%             | 5.0%     | 4.3%  | -               | *     | -                | *                 | 0.0%       | 7.7%        | 0.0%  |
| Both Subjects                                                                    | 2022-23       | 12.5% | 2.3%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2021-22       | 12.6% | 3.6%     | <b>3.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 5.1%        | 0.0%  |
| <b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b> |               |       |          |             |                  |          |       |                 |       |                  |                   |            |             |       |
| English Language Arts                                                            | 2022-23       | 18.2% | 1.8%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2021-22       | 11.7% | 0.0%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| Mathematics                                                                      | 2022-23       | 20.2% | 2.5%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2021-22       | 14.0% | 0.9%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| Both Subjects                                                                    | 2022-23       | 12.5% | 0.6%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2021-22       | 7.5%  | 0.0%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>AP/IB-Results (Participation) (Grades 11-12)</b>                              |               |       |          |             |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects                                                                     | 2023          | 24.2% | 19.7%    | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2022          | 23.0% | 18.8%    | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| English Language Arts                                                            | 2023          | 13.8% | 8.8%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2022          | 13.2% | 8.7%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| Mathematics                                                                      | 2023          | 7.4%  | 4.0%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2022          | 6.9%  | 4.9%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| Science                                                                          | 2023          | 10.3% | 9.9%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2022          | 9.6%  | 9.5%     | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| Social Studies                                                                   | 2023          | 13.1% | 11.3%    | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | *               | -     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                  | 2022          | 12.5% | 10.8%    | <b>0.0%</b> | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>                  |               |       |          |             |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects                                                                     | 2023          | 53.3% | 57.2%    | -           | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|                                                                                  | 2022          | 53.3% | 62.9%    | -           | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| English Language Arts                                                            | 2023          | 52.3% | 63.2%    | -           | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|                                                                                  | 2022          | 53.2% | 76.3%    | -           | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| Mathematics                                                                      | 2023          | 50.1% | 57.8%    | -           | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|                                                                                  | 2022          | 50.4% | 57.9%    | -           | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| Science                                                                          | 2023          | 44.8% | 44.8%    | -           | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|                                                                                  | 2022          | 44.7% | 45.1%    | -           | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |

Texas Education Agency  
**2023-24 CCMR-Related Indicators (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                             | Academic Year | State | District | Campus       | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies                              | 2023          | 42.0% | 41.0%    | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|                                             | 2022          | 41.9% | 47.5%    | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| <b>SAT/ACT Results (Annual Graduates)</b>   |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Tested                                      | 2022-23       | 79.3% | 90.4%    | <b>9.8%</b>  | 11.8%            | 5.6%     | 8.7%  | *               | -     | -                | *                 | 0.0%       | 12.1%       | 0.0%  |
|                                             | 2021-22       | 71.5% | 78.2%    | <b>18.2%</b> | 21.1%            | 20.0%    | 17.4% | -               | *     | -                | *                 | 10.0%      | 20.5%       | 14.3% |
| At/Above Criterion for All Examinees        | 2022-23       | 28.9% | 28.4%    | <b>16.7%</b> | *                | *        | *     | -               | -     | -                | *                 | -          | *           | -     |
|                                             | 2021-22       | 32.1% | 36.6%    | <b>16.7%</b> | *                | *        | *     | -               | -     | -                | -                 | *          | 0.0%        | *     |
| <b>Average SAT Score (Annual Graduates)</b> |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects                                | 2022-23       | 978   | 964      | <b>982</b>   | *                | *        | *     | -               | -     | -                | *                 | -          | *           | -     |
|                                             | 2021-22       | 1001  | 1005     | <b>906</b>   | 923              | 900      | 895   | -               | -     | -                | -                 | 800        | 896         | 850   |
| English Language Arts and Writing           | 2022-23       | 497   | 494      | <b>518</b>   | *                | *        | *     | -               | -     | -                | *                 | -          | *           | -     |
|                                             | 2021-22       | 506   | 508      | <b>464</b>   | 495              | 433      | 465   | -               | -     | -                | -                 | 430        | 460         | 390   |
| Mathematics                                 | 2022-23       | 482   | 470      | <b>463</b>   | *                | *        | *     | -               | -     | -                | *                 | -          | *           | -     |
|                                             | 2021-22       | 496   | 496      | <b>442</b>   | 428              | 468      | 430   | -               | -     | -                | -                 | 370        | 436         | 460   |
| <b>Average ACT Score (Annual Graduates)</b> |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| All Subjects                                | 2022-23       | 19.2  | 21.7     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|                                             | 2021-22       | 19.5  | 22.4     | <b>26.0</b>  | 26.0             | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| English Language Arts                       | 2022-23       | 18.8  | 21.7     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|                                             | 2021-22       | 19.2  | 22.6     | <b>26.0</b>  | 26.0             | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| Mathematics                                 | 2022-23       | 18.9  | 21.1     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|                                             | 2021-22       | 19.3  | 21.2     | <b>24.0</b>  | 24.0             | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
| Science                                     | 2022-23       | 19.5  | 22.0     | -            | -                | -        | -     | -               | -     | -                | -                 | -          | -           | -     |
|                                             | 2021-22       | 19.8  | 22.5     | <b>26.0</b>  | 26.0             | -        | -     | -               | -     | -                | -                 | -          | -           | -     |

- Indicates there are no students in the group.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

n/a Indicates data reporting is not applicable for this group.

Texas Education Agency  
**2023-24 Other Postsecondary Indicators (TAPR)**  
**FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY**

|                                                                                                       | Academic Year | State | District | Campus       | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| <b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>                                           |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
| Any Subject                                                                                           | 2022-23       | 45.4% | 39.9%    | <b>2.0%</b>  | 3.8%             | 3.1%     | 0.0%  | *               | *     | -                | *                 | 0.0%       | 1.9%        | 0.0%  |
|                                                                                                       | 2021-22       | 44.2% | 37.8%    | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| English Language Arts                                                                                 | 2022-23       | 17.4% | 12.7%    | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | *               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                                       | 2021-22       | 16.6% | 11.6%    | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| Mathematics                                                                                           | 2022-23       | 19.5% | 14.3%    | <b>1.4%</b>  | 5.9%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                                       | 2021-22       | 19.9% | 14.7%    | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| Science                                                                                               | 2022-23       | 21.5% | 17.3%    | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | *               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                                       | 2021-22       | 21.1% | 18.7%    | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | *     |
| Social Studies                                                                                        | 2022-23       | 24.0% | 24.3%    | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
|                                                                                                       | 2021-22       | 22.8% | 22.4%    | <b>0.0%</b>  | 0.0%             | 0.0%     | 0.0%  | -               | *     | -                | *                 | 0.0%       | 0.0%        | 0.0%  |
| <b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>                           |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
|                                                                                                       | 2021-22       | 47.6% | 38.1%    | <b>15.2%</b> | 15.8%            | 5.0%     | 21.7% | -               | *     | -                | *                 | 20.0%      | 5.1%        | 0.0%  |
|                                                                                                       | 2020-21       | 46.7% | 36.6%    | <b>21.6%</b> | 33.3%            | 7.7%     | 26.7% | -               | -     | -                | -                 | *          | 15.8%       | *     |
| <b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b> |               |       |          |              |                  |          |       |                 |       |                  |                   |            |             |       |
|                                                                                                       | 2021-22       | 53.6% | 53.2%    | <b>30.0%</b> | *                | *        | 20.0% | -               | *     | -                | -                 | *          | *           | -     |
|                                                                                                       | 2020-21       | 53.6% | 52.2%    | <b>50.0%</b> | *                | *        | *     | -               | -     | -                | -                 | *          | *           | *     |

- Indicates there are no students in the group.

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? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                   | Membership |               |               |                  | Enrollment |               |               |                  |
|---------------------------------------------------|------------|---------------|---------------|------------------|------------|---------------|---------------|------------------|
|                                                   | Campus     |               |               |                  | Campus     |               |               |                  |
| Student Information                               | Count      | Percent       | District      | State            | Count      | Percent       | District      | State            |
| <b>Total Students</b>                             | <b>60</b>  | <b>100.0%</b> | <b>32,779</b> | <b>5,517,464</b> | <b>62</b>  | <b>100.0%</b> | <b>32,866</b> | <b>5,531,236</b> |
| <b>Students by Grade</b>                          |            |               |               |                  |            |               |               |                  |
| Grade 9                                           | 3          | 5.0%          | 7.7%          | 8.6%             | 3          | 4.8%          | 7.7%          | 8.5%             |
| Grade 10                                          | 11         | 18.3%         | 7.7%          | 8.0%             | 11         | 17.7%         | 7.7%          | 7.9%             |
| Grade 11                                          | 12         | 20.0%         | 7.5%          | 7.4%             | 12         | 19.4%         | 7.5%          | 7.4%             |
| Grade 12                                          | 34         | 56.7%         | 7.3%          | 6.6%             | 36         | 58.1%         | 7.3%          | 6.7%             |
| <b>Ethnic Distribution</b>                        |            |               |               |                  |            |               |               |                  |
| African American                                  | 7          | 11.7%         | 21.4%         | 12.8%            | 7          | 11.3%         | 21.3%         | 12.8%            |
| Hispanic                                          | 35         | 58.3%         | 35.1%         | 53.2%            | 36         | 58.1%         | 35.0%         | 53.2%            |
| White                                             | 16         | 26.7%         | 33.7%         | 25.0%            | 16         | 25.8%         | 33.7%         | 25.0%            |
| American Indian                                   | 0          | 0.0%          | 0.3%          | 0.3%             | 0          | 0.0%          | 0.3%          | 0.3%             |
| Asian                                             | 1          | 1.7%          | 4.4%          | 5.4%             | 1          | 1.6%          | 4.4%          | 5.4%             |
| Pacific Islander                                  | 0          | 0.0%          | 0.2%          | 0.2%             | 0          | 0.0%          | 0.2%          | 0.2%             |
| Two or More Races                                 | 1          | 1.7%          | 5.0%          | 3.1%             | 2          | 3.2%          | 5.0%          | 3.1%             |
| <b>Sex</b>                                        |            |               |               |                  |            |               |               |                  |
| Female                                            | 35         | 58.3%         | 48.9%         | 48.9%            | 36         | 58.1%         | 48.8%         | 48.8%            |
| Male                                              | 25         | 41.7%         | 51.1%         | 51.1%            | 26         | 41.9%         | 51.2%         | 51.2%            |
| <b>Other Student Cohorts</b>                      |            |               |               |                  |            |               |               |                  |
| Economically Disadvantaged                        | 36         | 60.0%         | 50.6%         | 62.3%            | 38         | 61.3%         | 50.5%         | 62.2%            |
| Non-Educationally Disadvantaged                   | 24         | 40.0%         | 49.4%         | 37.7%            | 24         | 38.7%         | 49.5%         | 37.8%            |
| Section 504 Students                              | 18         | 30.0%         | 10.8%         | 7.2%             | 18         | 29.0%         | 10.7%         | 7.2%             |
| EB Students/EL                                    | 11         | 18.3%         | 18.7%         | 24.4%            | 11         | 17.7%         | 18.7%         | 24.3%            |
| Students w/ Disciplinary Placements (2022-23)     | 4          | 3.1%          | 1.9%          | 1.9%             |            |               |               |                  |
| Students w/ Dyslexia                              | 7          | 11.7%         | 8.1%          | 6.0%             | 7          | 11.3%         | 8.1%          | 6.0%             |
| Foster Care                                       | 0          | 0.0%          | 0.4%          | 0.2%             | 0          | 0.0%          | 0.4%          | 0.2%             |
| Homeless                                          | 1          | 1.7%          | 0.8%          | 1.4%             | 1          | 1.6%          | 0.8%          | 1.4%             |
| Immigrant                                         | 0          | 0.0%          | 1.5%          | 2.9%             | 0          | 0.0%          | 1.5%          | 2.9%             |
| Migrant                                           | 0          | 0.0%          | 0.0%          | 0.2%             | 0          | 0.0%          | 0.0%          | 0.2%             |
| Title I                                           | 1          | 1.7%          | 34.0%         | 65.7%            | 1          | 1.6%          | 34.0%         | 65.7%            |
| Military Connected                                | 3          | 5.0%          | 2.6%          | 3.9%             | 3          | 4.8%          | 2.5%          | 3.9%             |
| At-Risk                                           | 60         | 100.0%        | 31.2%         | 53.2%            | 62         | 100.0%        | 31.1%         | 53.2%            |
| <b>Students by Instructional Program</b>          |            |               |               |                  |            |               |               |                  |
| Bilingual/ESL Education                           | 11         | 18.3%         | 19.5%         | 24.5%            | 11         | 17.7%         | 19.4%         | 24.4%            |
| Career and Technical Education                    | 32         | 53.3%         | 30.4%         | 26.9%            | -          | -             | -             | -                |
| Career and Technical Education (9-12 grades only) | 32         | 53.3%         | 80.4%         | 73.3%            | -          | -             | -             | -                |
| Gifted and Talented Education                     | 6          | 10.0%         | 10.0%         | 8.5%             | 6          | 9.7%          | 10.0%         | 8.5%             |
| Special Education                                 | 9          | 15.0%         | 14.5%         | 13.9%            | 9          | 14.5%         | 14.7%         | 14.0%            |

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                                                 | Membership |              |              |              | Enrollment |         |          |       |
|-----------------------------------------------------------------|------------|--------------|--------------|--------------|------------|---------|----------|-------|
|                                                                 | Campus     |              |              |              | Campus     |         |          |       |
| Student Information                                             | Count      | Percent      | District     | State        | Count      | Percent | District | State |
| <b>Students with Disabilities by Type of Primary Disability</b> |            |              |              |              |            |         |          |       |
| <b>Total Students with Disabilities</b>                         | <b>9</b>   |              |              |              |            |         |          |       |
| Students with Intellectual Disabilities                         | **         | **           | 35.9%        | 45.7%        |            |         |          |       |
| Students with Physical Disabilities                             | 0          | 0.0%         | 21.1%        | 18.9%        |            |         |          |       |
| Students with Autism                                            | 0          | 0.0%         | 15.7%        | 16.2%        |            |         |          |       |
| Students with Behavioral Disabilities                           | *          | *            | 25.9%        | 17.6%        |            |         |          |       |
| Students with Non-Categorical Early Childhood                   | 0          | 0.0%         | 1.4%         | 1.7%         |            |         |          |       |
| <b>Mobility (2022-23)</b>                                       |            |              |              |              |            |         |          |       |
| <b>Total Mobile Students</b>                                    | <b>108</b> | <b>85.7%</b> | <b>17.7%</b> | <b>16.1%</b> |            |         |          |       |
| African American                                                | 27         | 21.4%        | 6.1%         | 3.4%         |            |         |          |       |
| Hispanic                                                        | 39         | 31.0%        | 5.6%         | 8.5%         |            |         |          |       |
| White                                                           | 37         | 29.4%        | 4.3%         | 3.1%         |            |         |          |       |
| American Indian                                                 | 1          | 0.8%         | 0.1%         | 0.1%         |            |         |          |       |
| Asian                                                           | 1          | 0.8%         | 0.6%         | 0.5%         |            |         |          |       |
| Pacific Islander                                                | 0          | 0.0%         | 0.0%         | 0.0%         |            |         |          |       |
| Two or More Races                                               | 3          | 2.4%         | 1.1%         | 0.5%         |            |         |          |       |
| Special Ed Students who are Mobile                              | 12         | 85.7%        | 21.3%        | 17.6%        |            |         |          |       |
| Count and Percent of EB Students/EL who are Mobile              | 11         | 84.6%        | 16.9%        | 16.3%        |            |         |          |       |
| Count and Percent of Econ Dis Students who are Mobile           | 65         | 85.5%        | 23.8%        | 18.6%        |            |         |          |       |
| <b>Student Attrition (2022-23)</b>                              |            |              |              |              |            |         |          |       |
| <b>Total Student Attrition</b>                                  | <b>20</b>  | <b>66.7%</b> | <b>19.6%</b> | <b>18.1%</b> |            |         |          |       |

|                                 | Non-Special Education Rates |          |       | Special Education Rates |          |       |
|---------------------------------|-----------------------------|----------|-------|-------------------------|----------|-------|
| Student Information             | Campus                      | District | State | Campus                  | District | State |
| <b>Retention Rates by Grade</b> |                             |          |       |                         |          |       |
| Grade 9                         | 0.0%                        | 1.5%     | 7.9%  | 0.0%                    | 3.1%     | 11.9% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| <b>Secondary</b>       |        |          |       |
| English/Language Arts  | 1.9    | 20.0     | 16.3  |
| Foreign Languages      | 2.4    | 18.7     | 18.8  |
| Mathematics            | 1.8    | 20.9     | 17.5  |

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Science                | 1.5    | 21.7     | 18.5  |
| Social Studies         | 1.6    | 22.1     | 18.8  |

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

|                                              | Campus        |               |               |               |
|----------------------------------------------|---------------|---------------|---------------|---------------|
| Staff Information                            | Count/Average | Percent       | District      | State         |
| <b>Total Staff</b>                           | <b>10.7</b>   | <b>100.0%</b> | <b>100.0%</b> | <b>100.0%</b> |
| Professional Staff                           | 10.7          | 100.0%        | 70.6%         | 63.9%         |
| Teachers                                     | 6.6           | 61.7%         | 54.6%         | 48.3%         |
| Professional Support                         | 3.1           | 28.9%         | 12.9%         | 11.1%         |
| Campus Administration (School Leadership)    | 1.0           | 9.4%          | 2.5%          | 3.3%          |
| Educational Aides                            | 0.0           | 0.0%          | 10.4%         | 11.4%         |
| <b>Librarians and Counselors (Headcount)</b> |               |               |               |               |
| Full-time Librarians                         | 0.0           | n/a           | 38.0          | 4,187.0       |
| Part-time Librarians                         | 0.0           | n/a           | 3.0           | 651.0         |
| Full-time Counselors                         | 1.0           | n/a           | 82.0          | 13,870.0      |
| Part-time Counselors                         | 0.0           | n/a           | 25.0          | 1,172.0       |
| <b>Total Minority Staff</b>                  | <b>2.3</b>    | <b>21.1%</b>  | <b>36.2%</b>  | <b>54.4%</b>  |
| <b>Teachers by Ethnicity</b>                 |               |               |               |               |
| African American                             | 1.0           | 15.2%         | 10.3%         | 12.6%         |
| Hispanic                                     | 0.0           | 0.0%          | 16.3%         | 30.1%         |
| White                                        | 5.6           | 84.8%         | 70.0%         | 53.4%         |
| American Indian                              | 0.0           | 0.0%          | 0.5%          | 0.3%          |
| Asian                                        | 0.0           | 0.0%          | 0.8%          | 2.1%          |
| Pacific Islander                             | 0.0           | 0.0%          | 0.0%          | 0.1%          |
| Two or More Races                            | 0.0           | 0.0%          | 2.1%          | 1.3%          |
| <b>Teachers by Sex</b>                       |               |               |               |               |
| Males                                        | 1.0           | 15.2%         | 25.2%         | 24.5%         |
| Females                                      | 5.6           | 84.8%         | 74.8%         | 75.5%         |
| <b>Teachers by Highest Degree Held</b>       |               |               |               |               |
| No Degree                                    | 0.0           | 0.0%          | 1.8%          | 2.5%          |
| Bachelors                                    | 4.6           | 70.7%         | 66.9%         | 71.7%         |
| Masters                                      | 1.9           | 29.3%         | 30.3%         | 24.9%         |
| Doctorate                                    | 0.0           | 0.0%          | 1.1%          | 0.8%          |
| <b>Teachers by Years of Experience</b>       |               |               |               |               |
| Beginning Teachers                           | 0.0           | 0.0%          | 8.1%          | 8.7%          |
| 1-5 Years Experience                         | 1.0           | 15.2%         | 25.4%         | 27.4%         |
| 6-10 Years Experience                        | 1.8           | 26.7%         | 20.9%         | 20.2%         |
| 11-20 Years Experience                       | 1.8           | 27.6%         | 29.1%         | 27.1%         |
| 21-30 Years Experience                       | 2.0           | 30.4%         | 14.4%         | 13.7%         |
| Over 30 Years Experience                     | 0.0           | 0.0%          | 2.1%          | 3.0%          |
| Number of Students per Teacher               | 9.1           | n/a           | 13.1          | 14.7          |

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
 FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

| Staff Information                                                          | Campus    | District | State    |
|----------------------------------------------------------------------------|-----------|----------|----------|
| <b>Experience of Campus Leadership</b>                                     |           |          |          |
| Average Years Experience of Principals                                     | 3.0       | 6.3      | 6.0      |
| Average Years Experience of Principals with District                       | 3.0       | 6.1      | 5.1      |
| Average Years Experience of Assistant Principals                           | 0.0       | 5.0      | 5.1      |
| Average Years Experience of Assistant Principals with District             | 0.0       | 4.6      | 4.3      |
| Average Years Experience of Teachers                                       | 14.0      | 11.0     | 11.1     |
| Average Years Experience of Teachers with District                         | 11.1      | 7.1      | 6.9      |
| <b>Average Teacher Salary by Years of Experience (regular duties only)</b> |           |          |          |
| Beginning Teachers                                                         | -         | \$50,410 | \$54,272 |
| 1-5 Years Experience                                                       | \$60,462  | \$60,454 | \$58,185 |
| 6-10 Years Experience                                                      | \$62,752  | \$62,552 | \$61,494 |
| 11-20 Years Experience                                                     | \$65,920  | \$66,578 | \$65,219 |
| 21-30 Years Experience                                                     | \$68,506  | \$69,564 | \$69,723 |
| Over 30 Years Experience                                                   | -         | \$74,283 | \$74,014 |
| <b>Average Actual Salaries (regular duties only)</b>                       |           |          |          |
| Teachers                                                                   | \$65,030  | \$63,469 | \$62,474 |
| Professional Support                                                       | \$73,297  | \$74,532 | \$73,783 |
| Campus Administration (School Leadership)                                  | \$119,430 | \$94,588 | \$86,738 |
| Instructional Staff Percent                                                | n/a       | 70.6%    | 65.0%    |
| Contracted Instructional Staff (not incl. above)                           | 0.0       | 0.0      | 1,970.1  |

|                                                | Campus |         |          |       |
|------------------------------------------------|--------|---------|----------|-------|
| Program Information                            | Count  | Percent | District | State |
| <b>Teachers by Program (population served)</b> |        |         |          |       |
| Bilingual/ESL Education                        | 0.0    | 0.0%    | 2.5%     | 6.0%  |
| Career and Technical Education                 | 0.5    | 7.6%    | 4.9%     | 5.5%  |
| Compensatory Education                         | 0.0    | 0.0%    | 1.8%     | 3.1%  |
| Gifted and Talented Education                  | 0.0    | 0.0%    | 1.1%     | 1.6%  |
| Regular Education                              | 6.0    | 92.0%   | 77.4%    | 69.8% |
| Special Education                              | 0.0    | 0.4%    | 6.7%     | 10.3% |
| Other                                          | 0.0    | 0.0%    | 5.7%     | 3.7%  |

- Indicates there is no data for the item.

\* Indicates results are masked due to small numbers.

\*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency  
**2023-24 Staff Information (TAPR)**  
FRED MOORE H S (061901039) - DENTON ISD - DENTON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)  
(To open link in a new window, press the "Ctrl" key and click on the link.)



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Algebra I All Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |  |         | Number of Students Tested | Average Scale Score | Results for Each Reporting Category |      |                     |     |       |        |         |     |                              |     |                                                                       |     |                                                                   |     |                                   |                           |                                     |     |     |     |
|-----------------------------------------------------|--|---------|---------------------------|---------------------|-------------------------------------|------|---------------------|-----|-------|--------|---------|-----|------------------------------|-----|-----------------------------------------------------------------------|-----|-------------------------------------------------------------------|-----|-----------------------------------|---------------------------|-------------------------------------|-----|-----|-----|
|                                                     |  |         |                           |                     | 1                                   |      | 2                   |     | 3     |        | 4       |     | 5                            |     |                                                                       |     |                                                                   |     |                                   |                           |                                     |     |     |     |
| Number                                              |  | Percent |                           |                     | Did Not Meet                        |      | Approaches          |     | Meets |        | Masters |     | Number and Algebraic Methods |     | Describing and Graphing Linear Functions, Equations, and Inequalities |     | Writing and Solving Linear Functions, Equations, and Inequalities |     | Quadratic Functions and Equations |                           | Exponential Functions and Equations |     |     |     |
|                                                     |  |         |                           |                     |                                     |      |                     |     |       |        |         |     |                              |     |                                                                       |     |                                                                   |     |                                   |                           |                                     |     |     |     |
| Students Tested                                     |  |         |                           |                     | 14                                  | 93   | Students Not Tested |     |       | Absent |         |     | 1                            | 7   | Other                                                                 |     |                                                                   | 0   | 0                                 | Total Documents Submitted |                                     |     | 15  | 100 |
| Legend                                              |  |         |                           |                     | Number of Points Possible           |      |                     |     |       |        |         |     |                              |     |                                                                       |     |                                                                   |     |                                   |                           |                                     |     |     |     |
| --- = No Data Reported For Fewer Than Five Students |  |         |                           |                     | Avg. # of Points / % Achieved       |      |                     |     |       |        |         |     |                              |     |                                                                       |     |                                                                   |     |                                   |                           |                                     |     |     |     |
|                                                     |  |         |                           |                     | #                                   | %    | #                   | %   | #     | %      | #       | %   | #                            | %   | #                                                                     | %   | #                                                                 | %   | #                                 | %                         | #                                   | %   |     |     |
| All Students                                        |  |         |                           |                     | 14                                  | 3726 | 4                   | 29  | 10    | 71     | 2       | 14  | 1                            | 7   | 5.6                                                                   | 46  | 4.9                                                               | 38  | 5.7                               | 38                        | 4.9                                 | 40  | 3.1 | 44  |
| Male                                                |  |         |                           |                     | 9                                   | 3854 | 2                   | 22  | 7     | 78     | 2       | 22  | 1                            | 11  | 6.1                                                                   | 51  | 5.9                                                               | 45  | 6.0                               | 40                        | 5.8                                 | 48  | 3.6 | 51  |
| Female                                              |  |         | 5                         | 3495                | 2                                   | 40   | 3                   | 60  | 0     | 0      | 0       | 0   | 4.6                          | 38  | 3.2                                                                   | 25  | 5.2                                                               | 35  | 3.2                               | 27                        | 2.2                                 | 31  |     |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- |     |     |
| Hispanic/Latino                                     |  |         | 7                         | 3633                | 3                                   | 43   | 4                   | 57  | 1     | 14     | 0       | 0   | 5.7                          | 48  | 4.4                                                                   | 34  | 5.0                                                               | 33  | 4.3                               | 36                        | 2.6                                 | 37  |     |     |
| American Indian or Alaska Native                    |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- |     |     |
| Asian                                               |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- |     |     |
| Black or African American                           |  |         | 3                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- |     |     |
| Native Hawaiian or Other Pacific Islander           |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- |     |     |
| White                                               |  |         | 4                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- |     |     |
| Two or More Races                                   |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- |     |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- |     |     |
| Economically Disadvantaged                          |  |         | Yes                       | 7                   | 3898                                | 1    | 14                  | 6   | 86    | 2      | 29      | 1   | 14                           | 6.6 | 55                                                                    | 5.7 | 44                                                                | 7.0 | 47                                | 5.7                       | 48                                  | 3.6 | 51  |     |
|                                                     |  |         | No                        | 7                   | 3554                                | 3    | 43                  | 4   | 57    | 0      | 0       | 0   | 0                            | 4.6 | 38                                                                    | 4.1 | 32                                                                | 4.4 | 30                                | 4.0                       | 33                                  | 2.6 | 37  |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Title I, Part A                                     |  |         | Participants              | 0                   | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
|                                                     |  |         | Nonparticipants           | 14                  | 3726                                | 4    | 29                  | 10  | 71    | 2      | 14      | 1   | 7                            | 5.6 | 46                                                                    | 4.9 | 38                                                                | 5.7 | 38                                | 4.9                       | 40                                  | 3.1 | 44  |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Migrant                                             |  |         | Yes                       | 0                   | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
|                                                     |  |         | No                        | 12                  | 3790                                | 3    | 25                  | 9   | 75    | 2      | 17      | 1   | 8                            | 5.9 | 49                                                                    | 5.3 | 41                                                                | 6.2 | 41                                | 5.0                       | 42                                  | 3.2 | 45  |     |
| No Information Provided                             |  |         | 2                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Identified as Emergent Bilingual (EB)               |  |         | 3                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Monitored 1st Year (M1), reclassified from EB       |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Monitored 2nd Year (M2), reclassified from EB       |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Monitored 3rd Year (M3), reclassified from EB       |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Monitored 4th Year (M4), reclassified from EB       |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Former EB (Post Monitoring)                         |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Non-Emergent Bilingual (Non-EB)                     |  |         | 11                        | 3687                | 4                                   | 36   | 7                   | 64  | 1     | 9      | 1       | 9   | 5.3                          | 44  | 4.7                                                                   | 36  | 5.6                                                               | 38  | 4.5                               | 38                        | 3.0                                 | 43  |     |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Bilingual                                           |  |         | Participants              | 0                   | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
|                                                     |  |         | Nonparticipants           | 14                  | 3726                                | 4    | 29                  | 10  | 71    | 2      | 14      | 1   | 7                            | 5.6 | 46                                                                    | 4.9 | 38                                                                | 5.7 | 38                                | 4.9                       | 40                                  | 3.1 | 44  |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| ESL                                                 |  |         | Participants              | 3                   | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
|                                                     |  |         | Nonparticipants           | 11                  | 3687                                | 4    | 36                  | 7   | 64    | 1      | 9       | 1   | 9                            | 5.3 | 44                                                                    | 4.7 | 36                                                                | 5.6 | 38                                | 4.5                       | 38                                  | 3.0 | 43  |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Special Education                                   |  |         | Yes                       | 2                   | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
|                                                     |  |         | No                        | 12                  | 3803                                | 2    | 17                  | 10  | 83    | 2      | 17      | 1   | 8                            | 6.1 | 51                                                                    | 5.2 | 40                                                                | 6.3 | 42                                | 5.2                       | 43                                  | 3.2 | 45  |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Section 504                                         |  |         | Yes                       | 5                   | 3731                                | 1    | 20                  | 4   | 80    | 1      | 20      | 0   | 0                            | 6.0 | 50                                                                    | 4.2 | 32                                                                | 6.8 | 45                                | 4.4                       | 37                                  | 2.6 | 37  |     |
|                                                     |  |         | No                        | 9                   | 3723                                | 3    | 33                  | 6   | 67    | 1      | 11      | 1   | 11                           | 5.3 | 44                                                                    | 5.3 | 41                                                                | 5.1 | 34                                | 5.1                       | 43                                  | 3.3 | 48  |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| Gifted/Talented                                     |  |         | Participants              | 11                  | 3775                                | 3    | 27                  | 8   | 73    | 2      | 18      | 1   | 9                            | 6.0 | 50                                                                    | 5.1 | 39                                                                | 6.2 | 41                                | 4.9                       | 41                                  | 3.0 | 43  |     |
|                                                     |  |         | Nonparticipants           | 3                   | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| At-Risk                                             |  |         | Yes                       | 14                  | 3726                                | 4    | 29                  | 10  | 71    | 2      | 14      | 1   | 7                            | 5.6 | 46                                                                    | 4.9 | 38                                                                | 5.7 | 38                                | 4.9                       | 40                                  | 3.1 | 44  |     |
|                                                     |  |         | No                        | 0                   | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |
| No Information Provided                             |  |         | 0                         | ---                 | ---                                 | ---  | ---                 | --- | ---   | ---    | ---     | --- | ---                          | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | ---                       | ---                                 | --- | --- |     |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Algebra I

#### First-Time Tested Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |  |         | Number of Students Tested | Average Scale Score | Results for Each Reporting Category |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|-----------------------------------------------------|--|---------|---------------------------|---------------------|-------------------------------------|--|-----------------------------------------------------------------------|--|-------------------------------------------------------------------|--|-----------------------------------|--|-------------------------------------|--|--|--|--|--|--|--|
|                                                     |  |         |                           |                     | 1                                   |  | 2                                                                     |  | 3                                                                 |  | 4                                 |  | 5                                   |  |  |  |  |  |  |  |
| Number                                              |  | Percent |                           |                     | Number and Algebraic Methods        |  | Describing and Graphing Linear Functions, Equations, and Inequalities |  | Writing and Solving Linear Functions, Equations, and Inequalities |  | Quadratic Functions and Equations |  | Exponential Functions and Equations |  |  |  |  |  |  |  |
| Students Tested                                     |  | 89      |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
| Students Not Tested                                 |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
| Absent                                              |  | 11      |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
| Other                                               |  | 0       |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
| Total Documents Submitted                           |  | 9100    |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
| Legend                                              |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
| --- = No Data Reported For Fewer Than Five Students |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
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|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
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|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
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|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
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|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
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|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
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|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
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|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |
|                                                     |  |         |                           |                     |                                     |  |                                                                       |  |                                                                   |  |                                   |  |                                     |  |  |  |  |  |  |  |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Algebra I Retested Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |                 |                               | Number of Students Tested | Average Scale Score | Did Not Meet |     | Approaches |     | Meets |     | Masters |     | Results for Each Reporting Category                                   |     |                                                                   |     |                                   |     |                                     |     |     |  |
|-----------------------------------------------------|-----------------|-------------------------------|---------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-----------------------------------------------------------------------|-----|-------------------------------------------------------------------|-----|-----------------------------------|-----|-------------------------------------|-----|-----|--|
|                                                     |                 |                               |                           |                     |              |     |            |     |       |     |         |     | 1                                                                     |     | 2                                                                 |     | 3                                 |     | 4                                   |     | 5   |  |
| Number                                              | Percent         | Number and Algebraic Methods  |                           |                     |              |     |            |     |       |     |         |     | Describing and Graphing Linear Functions, Equations, and Inequalities |     | Writing and Solving Linear Functions, Equations, and Inequalities |     | Quadratic Functions and Equations |     | Exponential Functions and Equations |     |     |  |
| Students Tested                                     | 6               |                               |                           |                     |              |     |            |     |       |     |         |     |                                                                       |     |                                                                   |     |                                   |     |                                     |     | 100 |  |
| Students Not Tested                                 |                 |                               |                           |                     |              |     |            |     |       |     |         |     |                                                                       |     |                                                                   |     |                                   |     |                                     |     |     |  |
| Absent                                              | 0               | 0                             |                           |                     |              |     |            |     |       |     |         |     |                                                                       |     |                                                                   |     |                                   |     |                                     |     |     |  |
| Other                                               | 0               | 0                             |                           |                     |              |     |            |     |       |     |         |     |                                                                       |     |                                                                   |     |                                   |     |                                     |     |     |  |
| Total Documents Submitted                           | 6               | 100                           |                           |                     |              |     |            |     |       |     |         |     |                                                                       |     |                                                                   |     |                                   |     |                                     |     |     |  |
| Legend                                              |                 | Number of Points Possible     |                           |                     |              |     |            |     |       |     |         |     |                                                                       |     |                                                                   |     |                                   |     |                                     |     |     |  |
| --- = No Data Reported For Fewer Than Five Students |                 | 12                            |                           |                     |              |     |            |     |       |     |         |     | 13                                                                    |     | 15                                                                |     | 12                                |     | 7                                   |     |     |  |
|                                                     |                 | Avg. # of Points / % Achieved |                           |                     |              |     |            |     |       |     |         |     |                                                                       |     |                                                                   |     |                                   |     |                                     |     |     |  |
|                                                     |                 | #                             |                           |                     |              |     |            |     |       |     |         |     | %                                                                     | #   | %                                                                 | #   | %                                 | #   | %                                   | #   | %   |  |
| All Students                                        | 6               | 3707                          | 2                         | 33                  | 4            | 67  | 1          | 17  | 0     | 0   | 5.2     | 43  | 4.5                                                                   | 35  | 5.7                                                               | 38  | 4.8                               | 40  | 3.2                                 | 45  |     |  |
| Male                                                | 4               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Female                                              | 2               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Hispanic/Latino                                     | 3               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| American Indian or Alaska Native                    | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Asian                                               | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Black or African American                           | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Native Hawaiian or Other Pacific Islander           | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| White                                               | 3               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Two or More Races                                   | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Economically Disadvantaged                          | Yes             | 3                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
|                                                     | No              | 3                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Title I, Part A                                     | Participants    | 0                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
|                                                     | Nonparticipants | 6                             | 3707                      | 2                   | 33           | 4   | 67         | 1   | 17    | 0   | 0       | 5.2 | 43                                                                    | 4.5 | 35                                                                | 5.7 | 38                                | 4.8 | 40                                  | 45  |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Migrant                                             | Yes             | 0                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
|                                                     | No              | 5                             | 3708                      | 2                   | 40           | 3   | 60         | 1   | 20    | 0   | 0       | 5.4 | 45                                                                    | 4.4 | 34                                                                | 5.8 | 39                                | 4.8 | 40                                  | 43  |     |  |
| No Information Provided                             | 1               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Identified as Emergent Bilingual (EB)               | 2               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Monitored 1st Year (M1), reclassified from EB       | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Monitored 2nd Year (M2), reclassified from EB       | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Monitored 3rd Year (M3), reclassified from EB       | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Monitored 4th Year (M4), reclassified from EB       | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Former EB (Post Monitoring)                         | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Non-Emergent Bilingual (Non-EB)                     | 4               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Bilingual                                           | Participants    | 0                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
|                                                     | Nonparticipants | 6                             | 3707                      | 2                   | 33           | 4   | 67         | 1   | 17    | 0   | 0       | 5.2 | 43                                                                    | 4.5 | 35                                                                | 5.7 | 38                                | 4.8 | 40                                  | 45  |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| ESL                                                 | Participants    | 2                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
|                                                     | Nonparticipants | 4                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Special Education                                   | Yes             | 1                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
|                                                     | No              | 5                             | 3740                      | 1                   | 20           | 4   | 80         | 1   | 20    | 0   | 0       | 5.8 | 48                                                                    | 4.0 | 31                                                                | 6.2 | 41                                | 5.2 | 43                                  | 43  |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Section 504                                         | Yes             | 3                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
|                                                     | No              | 3                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| Gifted/Talented                                     | Participants    | 5                             | 3708                      | 2                   | 40           | 3   | 60         | 1   | 20    | 0   | 0       | 5.4 | 45                                                                    | 4.4 | 34                                                                | 5.8 | 39                                | 4.8 | 40                                  | 43  |     |  |
|                                                     | Nonparticipants | 1                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| At-Risk                                             | Yes             | 6                             | 3707                      | 2                   | 33           | 4   | 67         | 1   | 17    | 0   | 0       | 5.2 | 43                                                                    | 4.5 | 35                                                                | 5.7 | 38                                | 4.8 | 40                                  | 45  |     |  |
|                                                     | No              | 0                             | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |
| No Information Provided                             | 0               | ---                           | ---                       | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                                                   | --- | ---                                                               | --- | ---                               | --- | ---                                 | --- |     |  |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Biology All Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |         |                             | Number of Students Tested | Average Scale Score | Did Not Meet | Approaches | Meets | Masters | Results for Each Reporting Category |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |     |     |
|-----------------------------------------------------|---------|-----------------------------|---------------------------|---------------------|--------------|------------|-------|---------|-------------------------------------|-----|-----------------------------------------|-----|----------------------------------|-----|----------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|
|                                                     |         |                             |                           |                     |              |            |       |         | 1                                   |     | 2                                       |     | 3                                |     | 4                                            |     | 5   |     |     |     |     |     |     |
| Number                                              | Percent | Cell Structure and Function |                           |                     |              |            |       |         | Mechanisms of Genetics              |     | Biological Evolution and Classification |     | Biological Processes and Systems |     | Interdependence within Environmental Systems |     |     |     |     |     |     |     |     |
| Students Tested                                     | 13      | 100                         |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |     |     |
| Students Not Tested                                 |         |                             |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |     |     |
| Absent                                              | 0       | 0                           |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |     |     |
| Other                                               | 0       | 0                           |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |     |     |
| Total Documents Submitted                           | 13      | 100                         |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |     |     |
| Legend                                              |         |                             |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |     |     |
| --- = No Data Reported For Fewer Than Five Students |         |                             |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |     |     |
| All Students                                        |         |                             | 13                        | 4040                | 1            | 8          | 12    | 92      | 6                                   | 46  | 2                                       | 15  | 5.6                              | 43  | 5.6                                          | 51  | 7.0 | 70  | 4.1 | 41  | 4.8 | 54  |     |
| Male                                                |         |                             | 7                         | 4009                | 0            | 0          | 7     | 100     | 3                                   | 43  | 1                                       | 14  | 5.6                              | 43  | 5.7                                          | 52  | 6.7 | 67  | 4.0 | 40  | 4.4 | 49  |     |
| Female                                              |         |                             | 6                         | 4076                | 1            | 17         | 5     | 83      | 3                                   | 50  | 1                                       | 17  | 5.7                              | 44  | 5.5                                          | 50  | 7.3 | 73  | 4.2 | 42  | 5.3 | 59  |     |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- |     |
| Hispanic/Latino                                     |         |                             | 7                         | 4032                | 1            | 14         | 6     | 86      | 4                                   | 57  | 1                                       | 14  | 5.1                              | 40  | 5.7                                          | 52  | 7.1 | 71  | 4.0 | 40  | 5.0 | 56  |     |
| American Indian or Alaska Native                    |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- |     |
| Asian                                               |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- |     |
| Black or African American                           |         |                             | 3                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- |     |
| Native Hawaiian or Other Pacific Islander           |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- |     |
| White                                               |         |                             | 3                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- |     |
| Two or More Races                                   |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- |     |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- |     |
| Economically Disadvantaged                          |         |                             | Yes                       | 8                   | 4135         | 0          | 0     | 8       | 100                                 | 4   | 50                                      | 2   | 25                               | 5.4 | 41                                           | 6.1 | 56  | 7.6 | 76  | 4.8 | 48  | 5.4 | 60  |
|                                                     |         |                             | No                        | 5                   | 3887         | 1          | 20    | 4       | 80                                  | 2   | 40                                      | 0   | 0                                | 6.0 | 46                                           | 4.8 | 44  | 6.0 | 60  | 3.0 | 30  | 4.0 | 44  |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A                                     |         |                             | Participants              | 0                   | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
|                                                     |         |                             | Nonparticipants           | 13                  | 4040         | 1          | 8     | 12      | 92                                  | 6   | 46                                      | 2   | 15                               | 5.6 | 43                                           | 5.6 | 51  | 7.0 | 70  | 4.1 | 41  | 4.8 | 54  |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant                                             |         |                             | Yes                       | 0                   | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
|                                                     |         |                             | No                        | 12                  | 4088         | 0          | 0     | 12      | 100                                 | 6   | 50                                      | 2   | 17                               | 5.8 | 45                                           | 5.8 | 53  | 7.3 | 73  | 4.3 | 43  | 4.9 | 55  |
| No Information Provided                             |         |                             | 1                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Identified as Emergent Bilingual (EB)               |         |                             | 3                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 1st Year (M1), reclassified from EB       |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 2nd Year (M2), reclassified from EB       |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 3rd Year (M3), reclassified from EB       |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 4th Year (M4), reclassified from EB       |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Former EB (Post Monitoring)                         |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-Emergent Bilingual (Non-EB)                     |         |                             | 10                        | 4089                | 1            | 10         | 9     | 90      | 5                                   | 50  | 2                                       | 20  | 6.5                              | 50  | 5.5                                          | 50  | 6.9 | 69  | 4.2 | 42  | 5.2 | 58  |     |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual                                           |         |                             | Participants              | 0                   | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
|                                                     |         |                             | Nonparticipants           | 13                  | 4040         | 1          | 8     | 12      | 92                                  | 6   | 46                                      | 2   | 15                               | 5.6 | 43                                           | 5.6 | 51  | 7.0 | 70  | 4.1 | 41  | 4.8 | 54  |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL                                                 |         |                             | Participants              | 3                   | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
|                                                     |         |                             | Nonparticipants           | 10                  | 4089         | 1          | 10    | 9       | 90                                  | 5   | 50                                      | 2   | 20                               | 6.5 | 50                                           | 5.5 | 50  | 6.9 | 69  | 4.2 | 42  | 5.2 | 58  |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education                                   |         |                             | Yes                       | 3                   | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
|                                                     |         |                             | No                        | 10                  | 4151         | 0          | 0     | 10      | 100                                 | 6   | 60                                      | 2   | 20                               | 6.2 | 48                                           | 6.4 | 58  | 7.4 | 74  | 4.5 | 45  | 5.2 | 58  |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 504                                         |         |                             | Yes                       | 2                   | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
|                                                     |         |                             | No                        | 11                  | 4005         | 1          | 9     | 10      | 91                                  | 4   | 36                                      | 2   | 18                               | 5.2 | 40                                           | 5.5 | 50  | 6.8 | 68  | 3.9 | 39  | 4.8 | 54  |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented                                     |         |                             | Participants              | 11                  | 4068         | 0          | 0     | 11      | 100                                 | 5   | 45                                      | 2   | 18                               | 5.5 | 43                                           | 5.9 | 54  | 7.2 | 72  | 4.3 | 43  | 4.8 | 54  |
|                                                     |         |                             | Nonparticipants           | 2                   | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk                                             |         |                             | Yes                       | 13                  | 4040         | 1          | 8     | 12      | 92                                  | 6   | 46                                      | 2   | 15                               | 5.6 | 43                                           | 5.6 | 51  | 7.0 | 70  | 4.1 | 41  | 4.8 | 54  |
|                                                     |         |                             | No                        | 0                   | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided                             |         |                             | 0                         | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- | --- | --- |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Biology

#### First-Time Tested Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |                 |                             | Number of Students Tested | Average Scale Score | Did Not Meet | Approaches | Meets | Masters | Results for Each Reporting Category |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |
|-----------------------------------------------------|-----------------|-----------------------------|---------------------------|---------------------|--------------|------------|-------|---------|-------------------------------------|-----|-----------------------------------------|-----|----------------------------------|-----|----------------------------------------------|-----|-----|-----|-----|-----|-----|
|                                                     |                 |                             |                           |                     |              |            |       |         | 1                                   |     | 2                                       |     | 3                                |     | 4                                            |     | 5   |     |     |     |     |
| Number                                              | Percent         | Cell Structure and Function |                           |                     |              |            |       |         | Mechanisms of Genetics              |     | Biological Evolution and Classification |     | Biological Processes and Systems |     | Interdependence within Environmental Systems |     |     |     |     |     |     |
| Students Tested                                     | 10              | 100                         |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |
| Students Not Tested                                 |                 |                             |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |
| Absent                                              | 0               | 0                           |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |
| Other                                               | 0               | 0                           |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |
| Total Documents Submitted                           | 10              | 100                         |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |
| Legend                                              |                 |                             |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |
| --- = No Data Reported For Fewer Than Five Students |                 |                             |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |     |     |
| All Students                                        | 10              | 4140                        | 1                         | 10                  | 9            | 90         | 6     | 60      | 2                                   | 20  | 6.4                                     | 49  | 6.0                              | 55  | 7.3                                          | 73  | 4.4 | 44  | 5.4 | 60  |     |
| Male                                                | 5               | 4153                        | 0                         | 0                   | 5            | 100        | 3     | 60      | 1                                   | 20  | 6.4                                     | 49  | 6.6                              | 60  | 7.4                                          | 74  | 4.2 | 42  | 5.2 | 58  |     |
| Female                                              | 5               | 4126                        | 1                         | 20                  | 4            | 80         | 3     | 60      | 1                                   | 20  | 6.4                                     | 49  | 5.4                              | 49  | 7.2                                          | 72  | 4.6 | 46  | 5.6 | 62  |     |
| No Information Provided                             | 0               | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- |     |
| Hispanic/Latino                                     | 5               | 4141                        | 1                         | 20                  | 4            | 80         | 4     | 80      | 1                                   | 20  | 6.6                                     | 51  | 5.8                              | 53  | 7.4                                          | 74  | 4.2 | 42  | 5.6 | 62  |     |
| American Indian or Alaska Native                    | 0               | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- |     |
| Asian                                               | 0               | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- |     |
| Black or African American                           | 3               | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- |     |
| Native Hawaiian or Other Pacific Islander           | 0               | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- |     |
| White                                               | 2               | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- |     |
| Two or More Races                                   | 0               | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- |     |
| No Information Provided                             | 0               | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- |     |
| Economically Disadvantaged                          | Yes             | 6                           | 4261                      | 0                   | 0            | 6          | 100   | 4       | 67                                  | 2   | 33                                      | 6.7 | 51                               | 6.3 | 58                                           | 8.0 | 80  | 5.2 | 52  | 6.0 | 67  |
|                                                     | No              | 4                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| No Information Provided                             |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Title I, Part A                                     | Participants    | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
|                                                     | Nonparticipants | 10                          | 4140                      | 1                   | 10           | 9          | 90    | 6       | 60                                  | 2   | 20                                      | 6.4 | 49                               | 6.0 | 55                                           | 7.3 | 73  | 4.4 | 44  | 5.4 | 60  |
| No Information Provided                             |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Migrant                                             | Yes             | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
|                                                     | No              | 9                           | 4215                      | 0                   | 0            | 9          | 100   | 6       | 67                                  | 2   | 22                                      | 6.8 | 52                               | 6.3 | 58                                           | 7.8 | 78  | 4.8 | 48  | 5.6 | 62  |
| No Information Provided                             |                 | 1                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Identified as Emergent Bilingual (EB)               |                 | 1                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Monitored 1st Year (M1), reclassified from EB       |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Monitored 2nd Year (M2), reclassified from EB       |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Monitored 3rd Year (M3), reclassified from EB       |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Monitored 4th Year (M4), reclassified from EB       |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Former EB (Post Monitoring)                         |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Non-Emergent Bilingual (Non-EB)                     |                 | 9                           | 4143                      | 1                   | 11           | 8          | 89    | 5       | 56                                  | 2   | 22                                      | 6.6 | 50                               | 5.9 | 54                                           | 7.1 | 71  | 4.4 | 44  | 5.6 | 62  |
| No Information Provided                             |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Bilingual                                           | Participants    | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
|                                                     | Nonparticipants | 10                          | 4140                      | 1                   | 10           | 9          | 90    | 6       | 60                                  | 2   | 20                                      | 6.4 | 49                               | 6.0 | 55                                           | 7.3 | 73  | 4.4 | 44  | 5.4 | 60  |
| No Information Provided                             |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| ESL                                                 | Participants    | 1                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
|                                                     | Nonparticipants | 9                           | 4143                      | 1                   | 11           | 8          | 89    | 5       | 56                                  | 2   | 22                                      | 6.6 | 50                               | 5.9 | 54                                           | 7.1 | 71  | 4.4 | 44  | 5.6 | 62  |
| No Information Provided                             |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Special Education                                   | Yes             | 2                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
|                                                     | No              | 8                           | 4249                      | 0                   | 0            | 8          | 100   | 6       | 75                                  | 2   | 25                                      | 7.4 | 57                               | 6.6 | 60                                           | 7.6 | 76  | 4.8 | 48  | 5.6 | 63  |
| No Information Provided                             |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Section 504                                         | Yes             | 2                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
|                                                     | No              | 8                           | 4116                      | 1                   | 13           | 7          | 88    | 4       | 50                                  | 2   | 25                                      | 6.0 | 46                               | 6.0 | 55                                           | 7.1 | 71  | 4.3 | 43  | 5.5 | 61  |
| No Information Provided                             |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| Gifted/Talented                                     | Participants    | 8                           | 4203                      | 0                   | 0            | 8          | 100   | 5       | 63                                  | 2   | 25                                      | 6.5 | 50                               | 6.5 | 59                                           | 7.6 | 76  | 4.8 | 48  | 5.5 | 61  |
|                                                     | Nonparticipants | 2                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| No Information Provided                             |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| At-Risk                                             | Yes             | 10                          | 4140                      | 1                   | 10           | 9          | 90    | 6       | 60                                  | 2   | 20                                      | 6.4 | 49                               | 6.0 | 55                                           | 7.3 | 73  | 4.4 | 44  | 5.4 | 60  |
|                                                     | No              | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |
| No Information Provided                             |                 | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- | --- | --- |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### Biology Retested Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |                         |                             | Number of Students Tested | Average Scale Score | Did Not Meet | Approaches | Meets | Masters | Results for Each Reporting Category |     |                                         |     |                                  |     |                                              |     |     |     |     |
|-----------------------------------------------------|-------------------------|-----------------------------|---------------------------|---------------------|--------------|------------|-------|---------|-------------------------------------|-----|-----------------------------------------|-----|----------------------------------|-----|----------------------------------------------|-----|-----|-----|-----|
|                                                     |                         |                             |                           |                     |              |            |       |         | 1                                   |     | 2                                       |     | 3                                |     | 4                                            |     | 5   |     |     |
| Number                                              | Percent                 | Cell Structure and Function |                           |                     |              |            |       |         | Mechanisms of Genetics              |     | Biological Evolution and Classification |     | Biological Processes and Systems |     | Interdependence within Environmental Systems |     |     |     |     |
| Students Tested                                     | 3                       | 100                         |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |
| Students Not Tested                                 |                         |                             |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |
| Absent                                              | 0                       | 0                           |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |
| Other                                               | 0                       | 0                           |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |
| Total Documents Submitted                           | 3                       | 100                         |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |
| Legend                                              |                         |                             |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |
| --- = No Data Reported For Fewer Than Five Students |                         |                             |                           |                     |              |            |       |         |                                     |     |                                         |     |                                  |     |                                              |     |     |     |     |
| All Students                                        | 3                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Male                                                | 2                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Female                                              | 1                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| No Information Provided                             | 0                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Hispanic/Latino                                     | 2                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| American Indian or Alaska Native                    | 0                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Asian                                               | 0                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Black or African American                           | 0                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander           | 0                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| White                                               | 1                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Two or More Races                                   | 0                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| No Information Provided                             | 0                       | ---                         | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Economically Disadvantaged                          | Yes                     | 2                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No                      | 1                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No Information Provided | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Title I, Part A                                     | Participants            | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | Nonparticipants         | 3                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No Information Provided | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Migrant                                             | Yes                     | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No                      | 3                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No Information Provided | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Identified as Emergent Bilingual (EB)               |                         | 2                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Monitored 1st Year (M1), reclassified from EB       |                         | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Monitored 2nd Year (M2), reclassified from EB       |                         | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Monitored 3rd Year (M3), reclassified from EB       |                         | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Monitored 4th Year (M4), reclassified from EB       |                         | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Former EB (Post Monitoring)                         |                         | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Non-Emergent Bilingual (Non-EB)                     |                         | 1                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| No Information Provided                             |                         | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Bilingual                                           | Participants            | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | Nonparticipants         | 3                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No Information Provided | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| ESL                                                 | Participants            | 2                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | Nonparticipants         | 1                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No Information Provided | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Special Education                                   | Yes                     | 1                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No                      | 2                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No Information Provided | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Section 504                                         | Yes                     | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No                      | 3                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No Information Provided | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| Gifted/Talented                                     | Participants            | 3                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | Nonparticipants         | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No Information Provided | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
| At-Risk                                             | Yes                     | 3                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No                      | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |
|                                                     | No Information Provided | 0                           | ---                       | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---                                     | --- | ---                              | --- | ---                                          | --- | --- | --- | --- |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### English I All Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |  |         | Number of Students Tested     | Average Scale Score | Results for Each Reporting Category |     |     |     |     |     |         |     |      |      |      |      |     |  |  |  |
|-----------------------------------------------------|--|---------|-------------------------------|---------------------|-------------------------------------|-----|-----|-----|-----|-----|---------|-----|------|------|------|------|-----|--|--|--|
|                                                     |  |         |                               |                     | 1                                   |     |     |     |     |     | 2       |     |      |      |      |      |     |  |  |  |
| Number                                              |  | Percent |                               |                     | Reading                             |     |     |     |     |     | Writing |     |      |      |      |      |     |  |  |  |
| Students Tested                                     |  | 21      |                               |                     |                                     |     |     |     |     |     |         |     |      |      |      |      | 100 |  |  |  |
| Students Not Tested                                 |  |         |                               |                     | Absent                              |     | 0   | 0   |     |     |         |     |      |      |      |      |     |  |  |  |
|                                                     |  |         |                               |                     | Other                               |     | 0   | 0   |     |     |         |     |      |      |      |      |     |  |  |  |
| Total Documents Submitted                           |  |         |                               |                     | 21                                  |     | 100 |     |     |     |         |     |      |      |      |      |     |  |  |  |
| Legend                                              |  |         |                               |                     | Number of Points Possible           |     |     |     |     |     |         |     |      |      |      |      |     |  |  |  |
| --- = No Data Reported For Fewer Than Five Students |  |         |                               |                     | 32                                  |     |     |     |     |     |         |     |      |      |      |      |     |  |  |  |
|                                                     |  |         | Avg. # of Points / % Achieved |                     |                                     |     |     |     |     |     |         |     |      |      |      |      |     |  |  |  |
|                                                     |  |         | #                             | %                   | #                                   | %   | #   | %   | #   | %   | #       | %   | #    | %    |      |      |     |  |  |  |
| All Students                                        |  |         | 21                            | 3845                | 8                                   | 38  | 13  | 62  | 4   | 19  | 1       | 5   | 15.3 | 48   | 15.0 | 47   |     |  |  |  |
| Male                                                |  |         | 14                            | 3856                | 5                                   | 36  | 9   | 64  | 3   | 21  | 1       | 7   | 15.3 | 48   | 15.4 | 48   |     |  |  |  |
| Female                                              |  |         | 7                             | 3823                | 3                                   | 43  | 4   | 57  | 1   | 14  | 0       | 0   | 15.4 | 48   | 14.1 | 44   |     |  |  |  |
| No Information Provided                             |  |         | 0                             | ---                 | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  |     |  |  |  |
| Hispanic/Latino                                     |  |         | 12                            | 3775                | 5                                   | 42  | 7   | 58  | 1   | 8   | 0       | 0   | 14.4 | 45   | 13.8 | 43   |     |  |  |  |
| American Indian or Alaska Native                    |  |         | 0                             | ---                 | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  |     |  |  |  |
| Asian                                               |  |         | 0                             | ---                 | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  |     |  |  |  |
| Black or African American                           |  |         | 4                             | ---                 | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  |     |  |  |  |
| Native Hawaiian or Other Pacific Islander           |  |         | 0                             | ---                 | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  |     |  |  |  |
| White                                               |  |         | 5                             | 3889                | 2                                   | 40  | 3   | 60  | 1   | 20  | 0       | 0   | 16.0 | 50   | 15.8 | 49   |     |  |  |  |
| Two or More Races                                   |  |         | 0                             | ---                 | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  |     |  |  |  |
| No Information Provided                             |  |         | 0                             | ---                 | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  |     |  |  |  |
| Economically Disadvantaged                          |  |         | Yes                           | 13                  | 3856                                | 4   | 31  | 9   | 69  | 2   | 15      | 1   | 8    | 15.8 | 49   | 14.8 | 46  |  |  |  |
|                                                     |  |         | No                            | 8                   | 3827                                | 4   | 50  | 4   | 50  | 2   | 25      | 0   | 0    | 14.6 | 46   | 15.1 | 47  |  |  |  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Title I, Part A                                     |  |         | Participants                  | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
|                                                     |  |         | Nonparticipants               | 21                  | 3845                                | 8   | 38  | 13  | 62  | 4   | 19      | 1   | 5    | 15.3 | 48   | 15.0 | 47  |  |  |  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Migrant                                             |  |         | Yes                           | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
|                                                     |  |         | No                            | 19                  | 3854                                | 7   | 37  | 12  | 63  | 4   | 21      | 1   | 5    | 15.3 | 48   | 15.4 | 48  |  |  |  |
| No Information Provided                             |  |         |                               | 2                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Identified as Emergent Bilingual (EB)               |  |         |                               | 6                   | 3681                                | 3   | 50  | 3   | 50  | 0   | 0       | 0   | 0    | 12.0 | 38   | 13.2 | 41  |  |  |  |
| Monitored 1st Year (M1), reclassified from EB       |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Monitored 2nd Year (M2), reclassified from EB       |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Monitored 3rd Year (M3), reclassified from EB       |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Monitored 4th Year (M4), reclassified from EB       |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Former EB (Post Monitoring)                         |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Non-Emergent Bilingual (Non-EB)                     |  |         |                               | 15                  | 3911                                | 5   | 33  | 10  | 67  | 4   | 27      | 1   | 7    | 16.7 | 52   | 15.7 | 49  |  |  |  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Bilingual                                           |  |         | Participants                  | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
|                                                     |  |         | Nonparticipants               | 21                  | 3845                                | 8   | 38  | 13  | 62  | 4   | 19      | 1   | 5    | 15.3 | 48   | 15.0 | 47  |  |  |  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| ESL                                                 |  |         | Participants                  | 6                   | 3681                                | 3   | 50  | 3   | 50  | 0   | 0       | 0   | 0    | 12.0 | 38   | 13.2 | 41  |  |  |  |
|                                                     |  |         | Nonparticipants               | 15                  | 3911                                | 5   | 33  | 10  | 67  | 4   | 27      | 1   | 7    | 16.7 | 52   | 15.7 | 49  |  |  |  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Special Education                                   |  |         | Yes                           | 2                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
|                                                     |  |         | No                            | 17                  | 3865                                | 6   | 35  | 11  | 65  | 4   | 24      | 1   | 6    | 15.4 | 48   | 15.7 | 49  |  |  |  |
| No Information Provided                             |  |         |                               | 2                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Section 504                                         |  |         | Yes                           | 5                   | 3830                                | 3   | 60  | 2   | 40  | 1   | 20      | 0   | 0    | 15.4 | 48   | 14.2 | 44  |  |  |  |
|                                                     |  |         | No                            | 14                  | 3863                                | 4   | 29  | 10  | 71  | 3   | 21      | 1   | 7    | 15.2 | 48   | 15.8 | 49  |  |  |  |
| No Information Provided                             |  |         |                               | 2                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| Gifted/Talented                                     |  |         | Participants                  | 18                  | 3832                                | 7   | 39  | 11  | 61  | 3   | 17      | 1   | 6    | 15.0 | 47   | 14.8 | 46  |  |  |  |
|                                                     |  |         | Nonparticipants               | 1                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| No Information Provided                             |  |         |                               | 2                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| At-Risk                                             |  |         | Yes                           | 21                  | 3845                                | 8   | 38  | 13  | 62  | 4   | 19      | 1   | 5    | 15.3 | 48   | 15.0 | 47  |  |  |  |
|                                                     |  |         | No                            | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | --- | --- | --- | --- | ---     | --- | ---  | ---  | ---  | ---  | --- |  |  |  |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### English I

#### First-Time Tested Students

District: 061-901 DENTON ISD

Campus: 039 FRED MOORE H S

Report Date: SPRING 2025

Date of Testing: SPRING 2025

| Administration Summary                              |         |         | Number of Students Tested | Average Scale Score |         |     |     |     |     |     |     |     |                               |     | Results for Each Reporting Category |     |   |  |
|-----------------------------------------------------|---------|---------|---------------------------|---------------------|---------|-----|-----|-----|-----|-----|-----|-----|-------------------------------|-----|-------------------------------------|-----|---|--|
|                                                     |         |         |                           |                     |         |     |     |     |     |     |     |     |                               |     | 1                                   |     | 2 |  |
| Number                                              | Percent | Reading |                           |                     | Writing |     |     |     |     |     |     |     |                               |     |                                     |     |   |  |
| Students Tested                                     | 10      |         |                           |                     |         |     | 100 |     |     |     |     |     |                               |     |                                     |     |   |  |
| Students Not Tested                                 |         |         |                           |                     |         |     |     |     |     |     |     |     |                               |     |                                     |     |   |  |
| Absent                                              | 0       |         |                           |                     |         |     | 0   |     |     |     |     |     |                               |     |                                     |     |   |  |
| Other                                               | 0       |         |                           |                     |         |     | 0   |     |     |     |     |     |                               |     |                                     |     |   |  |
| Total Documents Submitted                           | 10      | 100     |                           |                     |         |     |     |     |     |     |     |     |                               |     |                                     |     |   |  |
| Legend                                              |         |         |                           |                     |         |     |     |     |     |     |     |     | Number of Points Possible     |     |                                     |     |   |  |
| --- = No Data Reported For Fewer Than Five Students |         |         |                           |                     |         |     |     |     |     |     |     |     | 32                            |     | 32                                  |     |   |  |
|                                                     |         |         |                           |                     |         |     |     |     |     |     |     |     | Avg. # of Points / % Achieved |     |                                     |     |   |  |
|                                                     |         |         | #                         | %                   | #       | %   | #   | %   | #   | %   | #   | %   | #                             | %   |                                     |     |   |  |
| All Students                                        |         |         | 10                        | 3963                | 3       | 30  | 7   | 70  | 4   | 40  | 1   | 10  | 17.2                          | 54  | 16.9                                | 53  |   |  |
| Male                                                |         |         | 6                         | 3999                | 2       | 33  | 4   | 67  | 3   | 50  | 1   | 17  | 17.2                          | 54  | 18.0                                | 56  |   |  |
| Female                                              |         |         | 4                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No Information Provided                             |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Hispanic/Latino                                     |         |         | 4                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| American Indian or Alaska Native                    |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Asian                                               |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Black or African American                           |         |         | 3                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Native Hawaiian or Other Pacific Islander           |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| White                                               |         |         | 3                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Two or More Races                                   |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No Information Provided                             |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Economically Disadvantaged                          |         |         | 6                         | 3954                | 2       | 33  | 4   | 67  | 2   | 33  | 1   | 17  | 17.3                          | 54  | 16.0                                | 50  |   |  |
| Yes                                                 |         |         | 4                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No                                                  |         |         | 4                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No Information Provided                             |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Title I, Part A                                     |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Participants                                        |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Nonparticipants                                     |         |         | 10                        | 3963                | 3       | 30  | 7   | 70  | 4   | 40  | 1   | 10  | 17.2                          | 54  | 16.9                                | 53  |   |  |
| No Information Provided                             |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Migrant                                             |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Yes                                                 |         |         | 8                         | 4014                | 2       | 25  | 6   | 75  | 4   | 50  | 1   | 13  | 17.5                          | 55  | 18.4                                | 57  |   |  |
| No                                                  |         |         | 2                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No Information Provided                             |         |         | 2                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Identified as Emergent Bilingual (EB)               |         |         | 1                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Monitored 1st Year (M1), reclassified from EB       |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Monitored 2nd Year (M2), reclassified from EB       |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Monitored 3rd Year (M3), reclassified from EB       |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Monitored 4th Year (M4), reclassified from EB       |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Former EB (Post Monitoring)                         |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Non-Emergent Bilingual (Non-EB)                     |         |         | 9                         | 3968                | 3       | 33  | 6   | 67  | 4   | 44  | 1   | 11  | 17.6                          | 55  | 16.7                                | 52  |   |  |
| No Information Provided                             |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Bilingual                                           |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Participants                                        |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Nonparticipants                                     |         |         | 10                        | 3963                | 3       | 30  | 7   | 70  | 4   | 40  | 1   | 10  | 17.2                          | 54  | 16.9                                | 53  |   |  |
| No Information Provided                             |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| ESL                                                 |         |         | 1                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Participants                                        |         |         | 1                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Nonparticipants                                     |         |         | 9                         | 3968                | 3       | 33  | 6   | 67  | 4   | 44  | 1   | 11  | 17.6                          | 55  | 16.7                                | 52  |   |  |
| No Information Provided                             |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Special Education                                   |         |         | 1                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Yes                                                 |         |         | 7                         | 4035                | 2       | 29  | 5   | 71  | 4   | 57  | 1   | 14  | 17.6                          | 55  | 19.0                                | 59  |   |  |
| No                                                  |         |         | 2                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No Information Provided                             |         |         | 2                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Section 504                                         |         |         | 2                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Yes                                                 |         |         | 6                         | 4035                | 1       | 17  | 5   | 83  | 3   | 50  | 1   | 17  | 17.5                          | 55  | 19.0                                | 59  |   |  |
| No                                                  |         |         | 2                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No Information Provided                             |         |         | 2                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Gifted/Talented                                     |         |         | 7                         | 3980                | 2       | 29  | 5   | 71  | 3   | 43  | 1   | 14  | 17.1                          | 54  | 17.4                                | 54  |   |  |
| Participants                                        |         |         | 1                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| Nonparticipants                                     |         |         | 1                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No Information Provided                             |         |         | 2                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| At-Risk                                             |         |         | 10                        | 3963                | 3       | 30  | 7   | 70  | 4   | 40  | 1   | 10  | 17.2                          | 54  | 16.9                                | 53  |   |  |
| Yes                                                 |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No                                                  |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |
| No Information Provided                             |         |         | 0                         | ---                 | ---     | --- | --- | --- | --- | --- | --- | --- | ---                           | --- | ---                                 | --- |   |  |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### English I Retested Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |                         |         | Number of Students Tested | Average Scale Score | Results for Each Reporting Category |     |     |     |     |     |      |      |      |      |                               |  |  |  |  |         |  |  |  |  |
|-----------------------------------------------------|-------------------------|---------|---------------------------|---------------------|-------------------------------------|-----|-----|-----|-----|-----|------|------|------|------|-------------------------------|--|--|--|--|---------|--|--|--|--|
|                                                     |                         |         |                           |                     |                                     |     |     |     |     |     |      |      |      |      | 1                             |  |  |  |  | 2       |  |  |  |  |
| Number                                              |                         | Percent |                           |                     |                                     |     |     |     |     |     |      |      |      |      | Reading                       |  |  |  |  | Writing |  |  |  |  |
| Students Tested                                     | 11                      | 100     |                           |                     |                                     |     |     |     |     |     |      |      |      |      |                               |  |  |  |  |         |  |  |  |  |
| Students Not Tested                                 |                         |         |                           |                     |                                     |     |     |     |     |     |      |      |      |      |                               |  |  |  |  |         |  |  |  |  |
| Absent                                              | 0                       | 0       |                           |                     |                                     |     |     |     |     |     |      |      |      |      |                               |  |  |  |  |         |  |  |  |  |
| Other                                               | 0                       | 0       |                           |                     |                                     |     |     |     |     |     |      |      |      |      |                               |  |  |  |  |         |  |  |  |  |
| Total Documents Submitted                           | 11                      | 100     |                           |                     |                                     |     |     |     |     |     |      |      |      |      | Number of Points Possible     |  |  |  |  |         |  |  |  |  |
| Legend                                              | 32                      |         |                           |                     |                                     |     |     |     |     |     |      |      |      |      | 32                            |  |  |  |  |         |  |  |  |  |
| --- = No Data Reported For Fewer Than Five Students |                         |         |                           |                     |                                     |     |     |     |     |     |      |      |      |      | Avg. # of Points / % Achieved |  |  |  |  |         |  |  |  |  |
|                                                     |                         |         | #                         | %                   | #                                   | %   | #   | %   | #   | %   | #    | %    |      |      |                               |  |  |  |  |         |  |  |  |  |
| All Students                                        | 11                      | 3738    | 5                         | 45                  | 6                                   | 55  | 0   | 0   | 0   | 0   | 13.6 | 43   | 13.2 | 41   |                               |  |  |  |  |         |  |  |  |  |
| Male                                                | 8                       | 3748    | 3                         | 38                  | 5                                   | 63  | 0   | 0   | 0   | 0   | 13.9 | 43   | 13.4 | 42   |                               |  |  |  |  |         |  |  |  |  |
| Female                                              | 3                       | ---     | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |                               |  |  |  |  |         |  |  |  |  |
| No Information Provided                             | 0                       | ---     | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |                               |  |  |  |  |         |  |  |  |  |
| Hispanic/Latino                                     | 8                       | 3714    | 4                         | 50                  | 4                                   | 50  | 0   | 0   | 0   | 0   | 13.4 | 42   | 12.8 | 40   |                               |  |  |  |  |         |  |  |  |  |
| American Indian or Alaska Native                    | 0                       | ---     | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |                               |  |  |  |  |         |  |  |  |  |
| Asian                                               | 0                       | ---     | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |                               |  |  |  |  |         |  |  |  |  |
| Black or African American                           | 1                       | ---     | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |                               |  |  |  |  |         |  |  |  |  |
| Native Hawaiian or Other Pacific Islander           | 0                       | ---     | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |                               |  |  |  |  |         |  |  |  |  |
| White                                               | 2                       | ---     | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |                               |  |  |  |  |         |  |  |  |  |
| Two or More Races                                   | 0                       | ---     | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |                               |  |  |  |  |         |  |  |  |  |
| No Information Provided                             | 0                       | ---     | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  |                               |  |  |  |  |         |  |  |  |  |
| Economically Disadvantaged                          | Yes                     | 7       | 3772                      | 2                   | 29                                  | 5   | 71  | 0   | 0   | 0   | 0    | 14.4 | 45   | 13.9 | 43                            |  |  |  |  |         |  |  |  |  |
|                                                     | No                      | 4       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
|                                                     | No Information Provided | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Title I, Part A                                     | Participants            | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
|                                                     | Nonparticipants         | 11      | 3738                      | 5                   | 45                                  | 6   | 55  | 0   | 0   | 0   | 0    | 13.6 | 43   | 13.2 | 41                            |  |  |  |  |         |  |  |  |  |
|                                                     | No Information Provided | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Migrant                                             | Yes                     | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
|                                                     | No                      | 11      | 3738                      | 5                   | 45                                  | 6   | 55  | 0   | 0   | 0   | 0    | 13.6 | 43   | 13.2 | 41                            |  |  |  |  |         |  |  |  |  |
|                                                     | No Information Provided | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Identified as Emergent Bilingual (EB)               |                         | 5       | 3635                      | 3                   | 60                                  | 2   | 40  | 0   | 0   | 0   | 0    | 11.6 | 36   | 12.0 | 38                            |  |  |  |  |         |  |  |  |  |
| Monitored 1st Year (M1), reclassified from EB       |                         | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Monitored 2nd Year (M2), reclassified from EB       |                         | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Monitored 3rd Year (M3), reclassified from EB       |                         | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Monitored 4th Year (M4), reclassified from EB       |                         | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Former EB (Post Monitoring)                         |                         | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Non-Emergent Bilingual (Non-EB)                     |                         | 6       | 3824                      | 2                   | 33                                  | 4   | 67  | 0   | 0   | 0   | 0    | 15.3 | 48   | 14.2 | 44                            |  |  |  |  |         |  |  |  |  |
| No Information Provided                             |                         | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Bilingual                                           | Participants            | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
|                                                     | Nonparticipants         | 11      | 3738                      | 5                   | 45                                  | 6   | 55  | 0   | 0   | 0   | 0    | 13.6 | 43   | 13.2 | 41                            |  |  |  |  |         |  |  |  |  |
|                                                     | No Information Provided | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| ESL                                                 | Participants            | 5       | 3635                      | 3                   | 60                                  | 2   | 40  | 0   | 0   | 0   | 0    | 11.6 | 36   | 12.0 | 38                            |  |  |  |  |         |  |  |  |  |
|                                                     | Nonparticipants         | 6       | 3824                      | 2                   | 33                                  | 4   | 67  | 0   | 0   | 0   | 0    | 15.3 | 48   | 14.2 | 44                            |  |  |  |  |         |  |  |  |  |
|                                                     | No Information Provided | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Special Education                                   | Yes                     | 1       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
|                                                     | No                      | 10      | 3747                      | 4                   | 40                                  | 6   | 60  | 0   | 0   | 0   | 0    | 13.8 | 43   | 13.4 | 42                            |  |  |  |  |         |  |  |  |  |
|                                                     | No Information Provided | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Section 504                                         | Yes                     | 3       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
|                                                     | No                      | 8       | 3734                      | 3                   | 38                                  | 5   | 63  | 0   | 0   | 0   | 0    | 13.5 | 42   | 13.4 | 42                            |  |  |  |  |         |  |  |  |  |
|                                                     | No Information Provided | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| Gifted/Talented                                     | Participants            | 11      | 3738                      | 5                   | 45                                  | 6   | 55  | 0   | 0   | 0   | 0    | 13.6 | 43   | 13.2 | 41                            |  |  |  |  |         |  |  |  |  |
|                                                     | Nonparticipants         | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
|                                                     | No Information Provided | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
| At-Risk                                             | Yes                     | 11      | 3738                      | 5                   | 45                                  | 6   | 55  | 0   | 0   | 0   | 0    | 13.6 | 43   | 13.2 | 41                            |  |  |  |  |         |  |  |  |  |
|                                                     | No                      | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |
|                                                     | No Information Provided | 0       | ---                       | ---                 | ---                                 | --- | --- | --- | --- | --- | ---  | ---  | ---  | ---  | ---                           |  |  |  |  |         |  |  |  |  |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### English II All Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |                 |         | Number of Students Tested     | Average Scale Score | Did Not Meet | Approaches | Meets | Masters | Results for Each Reporting Category |     |      |      |      |      |     |
|-----------------------------------------------------|-----------------|---------|-------------------------------|---------------------|--------------|------------|-------|---------|-------------------------------------|-----|------|------|------|------|-----|
|                                                     |                 |         |                               |                     |              |            |       |         | 1                                   |     | 2    |      |      |      |     |
| Number                                              | Percent         | Reading |                               |                     |              |            |       |         | Writing                             |     |      |      |      |      |     |
| Students Tested                                     | 26              |         |                               |                     |              |            |       |         |                                     |     | 100  |      |      |      |     |
| Students Not Tested                                 |                 |         |                               |                     |              |            |       |         |                                     |     |      |      |      |      |     |
| Absent                                              | 0               |         |                               |                     |              |            |       |         |                                     |     | 0    |      |      |      |     |
| Other                                               | 0               | 0       |                               |                     |              |            |       |         |                                     |     |      |      |      |      |     |
| Total Documents Submitted                           | 26              | 100     |                               |                     |              |            |       |         |                                     |     |      |      |      |      |     |
| Legend                                              |                 |         |                               |                     |              |            |       |         | Number of Points Possible           |     |      |      |      |      |     |
| --- = No Data Reported For Fewer Than Five Students |                 |         | 33                            |                     | 31           |            |       |         |                                     |     |      |      |      |      |     |
|                                                     |                 |         | Avg. # of Points / % Achieved |                     |              |            |       |         |                                     |     |      |      |      |      |     |
|                                                     |                 |         | #                             | %                   | #            | %          |       |         |                                     |     |      |      |      |      |     |
| All Students                                        | 26              | 3837    | 12                            | 46                  | 14           | 54         | 7     | 27      | 0                                   | 0   | 17.6 | 53   | 12.0 | 39   |     |
| Male                                                | 14              | 3816    | 8                             | 57                  | 6            | 43         | 4     | 29      | 0                                   | 0   | 16.9 | 51   | 12.2 | 39   |     |
| Female                                              | 12              | 3862    | 4                             | 33                  | 8            | 67         | 3     | 25      | 0                                   | 0   | 18.4 | 56   | 11.8 | 38   |     |
| No Information Provided                             | 0               | ---     | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Hispanic/Latino                                     | 18              | 3748    | 10                            | 56                  | 8            | 44         | 2     | 11      | 0                                   | 0   | 16.4 | 50   | 10.2 | 33   |     |
| American Indian or Alaska Native                    | 0               | ---     | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Asian                                               | 0               | ---     | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Black or African American                           | 2               | ---     | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Native Hawaiian or Other Pacific Islander           | 0               | ---     | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| White                                               | 6               | 3954    | 2                             | 33                  | 4            | 67         | 3     | 50      | 0                                   | 0   | 19.0 | 58   | 14.8 | 48   |     |
| Two or More Races                                   | 0               | ---     | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| No Information Provided                             | 0               | ---     | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Economically Disadvantaged                          | Yes             | 18      | 3848                          | 9                   | 50           | 9          | 50    | 5       | 28                                  | 0   | 0    | 17.7 | 54   | 12.2 | 39  |
|                                                     | No              | 8       | 3814                          | 3                   | 38           | 5          | 63    | 2       | 25                                  | 0   | 0    | 17.3 | 52   | 11.6 | 38  |
| No Information Provided                             |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Title I, Part A                                     | Participants    | 1       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | Nonparticipants | 25      | 3850                          | 11                  | 44           | 14         | 56    | 7       | 28                                  | 0   | 0    | 17.8 | 54   | 12.2 | 39  |
| No Information Provided                             |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Migrant                                             | Yes             | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | No              | 24      | 3804                          | 12                  | 50           | 12         | 50    | 6       | 25                                  | 0   | 0    | 17.2 | 52   | 11.4 | 37  |
| No Information Provided                             |                 | 2       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Identified as Emergent Bilingual (EB)               |                 | 10      | 3676                          | 7                   | 70           | 3          | 30    | 0       | 0                                   | 0   | 0    | 15.2 | 46   | 8.8  | 28  |
| Monitored 1st Year (M1), reclassified from EB       |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Monitored 2nd Year (M2), reclassified from EB       |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Monitored 3rd Year (M3), reclassified from EB       |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Monitored 4th Year (M4), reclassified from EB       |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Former EB (Post Monitoring)                         |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Non-Emergent Bilingual (Non-EB)                     |                 | 16      | 3938                          | 5                   | 31           | 11         | 69    | 7       | 44                                  | 0   | 0    | 19.1 | 58   | 14.1 | 45  |
| No Information Provided                             |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Bilingual                                           | Participants    | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | Nonparticipants | 26      | 3837                          | 12                  | 46           | 14         | 54    | 7       | 27                                  | 0   | 0    | 17.6 | 53   | 12.0 | 39  |
| No Information Provided                             |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| ESL                                                 | Participants    | 9       | 3651                          | 7                   | 78           | 2          | 22    | 0       | 0                                   | 0   | 0    | 15.2 | 46   | 8.0  | 26  |
|                                                     | Nonparticipants | 17      | 3936                          | 5                   | 29           | 12         | 71    | 7       | 41                                  | 0   | 0    | 18.8 | 57   | 14.2 | 46  |
| No Information Provided                             |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Special Education                                   | Yes             | 3       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | No              | 21      | 3800                          | 11                  | 52           | 10         | 48    | 5       | 24                                  | 0   | 0    | 17.1 | 52   | 11.3 | 36  |
| No Information Provided                             |                 | 2       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Section 504                                         | Yes             | 8       | 3811                          | 4                   | 50           | 4          | 50    | 3       | 38                                  | 0   | 0    | 18.4 | 56   | 10.8 | 35  |
|                                                     | No              | 16      | 3800                          | 8                   | 50           | 8          | 50    | 3       | 19                                  | 0   | 0    | 16.6 | 50   | 11.7 | 38  |
| No Information Provided                             |                 | 2       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Gifted/Talented                                     | Participants    | 24      | 3804                          | 12                  | 50           | 12         | 50    | 6       | 25                                  | 0   | 0    | 17.2 | 52   | 11.4 | 37  |
|                                                     | Nonparticipants | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| No Information Provided                             |                 | 2       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| At-Risk                                             | Yes             | 24      | 3825                          | 12                  | 50           | 12         | 50    | 6       | 25                                  | 0   | 0    | 17.4 | 53   | 11.8 | 38  |
|                                                     | No              | 2       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| No Information Provided                             |                 | 0       | ---                           | ---                 | ---          | ---        | ---   | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### English II

#### First-Time Tested Students

District: 061-901 DENTON ISD

Campus: 039 FRED MOORE H S

Report Date: SPRING 2025

Date of Testing: SPRING 2025

| Administration Summary                              |                           |         | Number of Students Tested | Average Scale Score | Did Not Meet | Approaches | Meets                         | Masters | Results for Each Reporting Category |     |      |      |      |      |     |
|-----------------------------------------------------|---------------------------|---------|---------------------------|---------------------|--------------|------------|-------------------------------|---------|-------------------------------------|-----|------|------|------|------|-----|
|                                                     |                           |         |                           |                     |              |            |                               |         | 1                                   |     | 2    |      |      |      |     |
| Number                                              | Percent                   | Reading |                           |                     |              |            |                               |         | Writing                             |     |      |      |      |      |     |
| Students Tested                                     | 17                        | 100     |                           |                     |              |            |                               |         |                                     |     |      |      |      |      |     |
| Students Not Tested                                 |                           |         |                           |                     |              |            |                               |         |                                     |     |      |      |      |      |     |
| Absent                                              | 0                         | 0       |                           |                     |              |            |                               |         |                                     |     |      |      |      |      |     |
| Other                                               | 0                         | 0       |                           |                     |              |            |                               |         |                                     |     |      |      |      |      |     |
| Total Documents Submitted                           | 17                        | 100     |                           |                     |              |            |                               |         |                                     |     |      |      |      |      |     |
| Legend                                              | Number of Points Possible |         |                           |                     |              |            |                               |         |                                     |     |      |      |      |      |     |
| --- = No Data Reported For Fewer Than Five Students |                           |         | 33                        |                     | 31           |            | Avg. # of Points / % Achieved |         |                                     |     |      |      |      |      |     |
|                                                     |                           |         | #                         | %                   | #            | %          | #                             | %       | #                                   | %   | #    | %    | #    | %    |     |
| All Students                                        | 17                        | 3934    | 5                         | 29                  | 12           | 71         | 7                             | 41      | 0                                   | 0   | 19.0 | 58   | 13.9 | 45   |     |
| Male                                                | 9                         | 3896    | 4                         | 44                  | 5            | 56         | 4                             | 44      | 0                                   | 0   | 18.0 | 55   | 13.9 | 45   |     |
| Female                                              | 8                         | 3977    | 1                         | 13                  | 7            | 88         | 3                             | 38      | 0                                   | 0   | 20.1 | 61   | 13.9 | 45   |     |
| No Information Provided                             | 0                         | ---     | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Hispanic/Latino                                     | 9                         | 3841    | 3                         | 33                  | 6            | 67         | 2                             | 22      | 0                                   | 0   | 17.9 | 54   | 11.8 | 38   |     |
| American Indian or Alaska Native                    | 0                         | ---     | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Asian                                               | 0                         | ---     | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Black or African American                           | 2                         | ---     | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Native Hawaiian or Other Pacific Islander           | 0                         | ---     | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| White                                               | 6                         | 3954    | 2                         | 33                  | 4            | 67         | 3                             | 50      | 0                                   | 0   | 19.0 | 58   | 14.8 | 48   |     |
| Two or More Races                                   | 0                         | ---     | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| No Information Provided                             | 0                         | ---     | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  |     |
| Economically Disadvantaged                          | Yes                       | 14      | 3915                      | 5                   | 36           | 9          | 64                            | 5       | 36                                  | 0   | 0    | 18.6 | 56   | 13.6 | 44  |
|                                                     | No                        | 3       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | No Information Provided   | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Title I, Part A                                     | Participants              | 1       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | Nonparticipants           | 16      | 3961                      | 4                   | 25           | 12         | 75                            | 7       | 44                                  | 0   | 0    | 19.4 | 59   | 14.3 | 46  |
|                                                     | No Information Provided   | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Migrant                                             | Yes                       | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | No                        | 15      | 3893                      | 5                   | 33           | 10         | 67                            | 6       | 40                                  | 0   | 0    | 18.5 | 56   | 13.1 | 42  |
|                                                     | No Information Provided   | 2       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Identified as Emergent Bilingual (EB)               |                           | 4       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Monitored 1st Year (M1), reclassified from EB       |                           | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Monitored 2nd Year (M2), reclassified from EB       |                           | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Monitored 3rd Year (M3), reclassified from EB       |                           | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Monitored 4th Year (M4), reclassified from EB       |                           | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Former EB (Post Monitoring)                         |                           | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Non-Emergent Bilingual (Non-EB)                     |                           | 13      | 4027                      | 2                   | 15           | 11         | 85                            | 7       | 54                                  | 0   | 0    | 20.4 | 62   | 15.7 | 51  |
| No Information Provided                             |                           | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Bilingual                                           | Participants              | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | Nonparticipants           | 17      | 3934                      | 5                   | 29           | 12         | 71                            | 7       | 41                                  | 0   | 0    | 19.0 | 58   | 13.9 | 45  |
|                                                     | No Information Provided   | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| ESL                                                 | Participants              | 4       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | Nonparticipants           | 13      | 4027                      | 2                   | 15           | 11         | 85                            | 7       | 54                                  | 0   | 0    | 20.4 | 62   | 15.7 | 51  |
|                                                     | No Information Provided   | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Special Education                                   | Yes                       | 3       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | No                        | 12      | 3910                      | 4                   | 33           | 8          | 67                            | 5       | 42                                  | 0   | 0    | 18.8 | 57   | 13.3 | 43  |
|                                                     | No Information Provided   | 2       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Section 504                                         | Yes                       | 5       | 4006                      | 1                   | 20           | 4          | 80                            | 3       | 60                                  | 0   | 0    | 21.4 | 65   | 14.0 | 45  |
|                                                     | No                        | 10      | 3837                      | 4                   | 40           | 6          | 60                            | 3       | 30                                  | 0   | 0    | 17.1 | 52   | 12.6 | 41  |
|                                                     | No Information Provided   | 2       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| Gifted/Talented                                     | Participants              | 15      | 3893                      | 5                   | 33           | 10         | 67                            | 6       | 40                                  | 0   | 0    | 18.5 | 56   | 13.1 | 42  |
|                                                     | Nonparticipants           | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | No Information Provided   | 2       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
| At-Risk                                             | Yes                       | 15      | 3927                      | 5                   | 33           | 10         | 67                            | 6       | 40                                  | 0   | 0    | 18.9 | 57   | 13.8 | 45  |
|                                                     | No                        | 2       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |
|                                                     | No Information Provided   | 0       | ---                       | ---                 | ---          | ---        | ---                           | ---     | ---                                 | --- | ---  | ---  | ---  | ---  | --- |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### English II Retested Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |                 |         | Number of Students Tested | Average Scale Score |                               |     |     |     |     |     |      |      |     |      | Results for Each Reporting Category |  |   |  |
|-----------------------------------------------------|-----------------|---------|---------------------------|---------------------|-------------------------------|-----|-----|-----|-----|-----|------|------|-----|------|-------------------------------------|--|---|--|
|                                                     |                 |         |                           |                     |                               |     |     |     |     |     |      |      |     |      | 1                                   |  | 2 |  |
| Number                                              | Percent         | Reading |                           |                     | Writing                       |     |     |     |     |     |      |      |     |      |                                     |  |   |  |
| Students Tested                                     | 9               |         |                           |                     |                               |     | 100 |     |     |     |      |      |     |      |                                     |  |   |  |
| Students Not Tested                                 |                 |         |                           |                     |                               |     |     |     |     |     |      |      |     |      |                                     |  |   |  |
| Absent                                              | 0               |         |                           |                     |                               |     | 0   |     |     |     |      |      |     |      |                                     |  |   |  |
| Other                                               | 0               |         |                           |                     |                               |     | 0   |     |     |     |      |      |     |      |                                     |  |   |  |
| Total Documents Submitted                           | 9               | 100     |                           |                     | Number of Points Possible     |     |     |     |     |     |      |      |     |      |                                     |  |   |  |
| Legend                                              | 33              |         |                           |                     | 31                            |     |     |     |     |     |      |      |     |      |                                     |  |   |  |
| --- = No Data Reported For Fewer Than Five Students |                 |         |                           |                     | Avg. # of Points / % Achieved |     |     |     |     |     |      |      |     |      |                                     |  |   |  |
|                                                     |                 |         | #                         | %                   | #                             | %   |     |     |     |     |      |      |     |      |                                     |  |   |  |
| All Students                                        | 9               | 3655    | 7                         | 78                  | 2                             | 22  | 0   | 0   | 0   | 0   | 14.9 | 45   | 8.6 | 28   |                                     |  |   |  |
| Male                                                | 5               | 3673    | 4                         | 80                  | 1                             | 20  | 0   | 0   | 0   | 0   | 14.8 | 45   | 9.2 | 30   |                                     |  |   |  |
| Female                                              | 4               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Hispanic/Latino                                     | 9               | 3655    | 7                         | 78                  | 2                             | 22  | 0   | 0   | 0   | 0   | 14.9 | 45   | 8.6 | 28   |                                     |  |   |  |
| American Indian or Alaska Native                    | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Asian                                               | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Black or African American                           | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Native Hawaiian or Other Pacific Islander           | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| White                                               | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Two or More Races                                   | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Economically Disadvantaged                          | Yes             | 4       | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
|                                                     | No              | 5       | 3688                      | 3                   | 60                            | 2   | 40  | 0   | 0   | 0   | 0    | 15.0 | 45  | 9.6  | 31                                  |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Title I, Part A                                     | Participants    | 0       | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
|                                                     | Nonparticipants | 9       | 3655                      | 7                   | 78                            | 2   | 22  | 0   | 0   | 0   | 0    | 14.9 | 45  | 8.6  | 28                                  |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Migrant                                             | Yes             | 0       | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
|                                                     | No              | 9       | 3655                      | 7                   | 78                            | 2   | 22  | 0   | 0   | 0   | 0    | 14.9 | 45  | 8.6  | 28                                  |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Identified as Emergent Bilingual (EB)               | 6               | 3705    | 4                         | 67                  | 2                             | 33  | 0   | 0   | 0   | 0   | 15.7 | 47   | 9.3 | 30   |                                     |  |   |  |
| Monitored 1st Year (M1), reclassified from EB       | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Monitored 2nd Year (M2), reclassified from EB       | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Monitored 3rd Year (M3), reclassified from EB       | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Monitored 4th Year (M4), reclassified from EB       | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Former EB (Post Monitoring)                         | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Non-Emergent Bilingual (Non-EB)                     | 3               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Bilingual                                           | Participants    | 0       | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
|                                                     | Nonparticipants | 9       | 3655                      | 7                   | 78                            | 2   | 22  | 0   | 0   | 0   | 0    | 14.9 | 45  | 8.6  | 28                                  |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| ESL                                                 | Participants    | 5       | 3667                      | 4                   | 80                            | 1   | 20  | 0   | 0   | 0   | 0    | 15.8 | 48  | 8.0  | 26                                  |  |   |  |
|                                                     | Nonparticipants | 4       | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Special Education                                   | Yes             | 0       | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
|                                                     | No              | 9       | 3655                      | 7                   | 78                            | 2   | 22  | 0   | 0   | 0   | 0    | 14.9 | 45  | 8.6  | 28                                  |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Section 504                                         | Yes             | 3       | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
|                                                     | No              | 6       | 3738                      | 4                   | 67                            | 2   | 33  | 0   | 0   | 0   | 0    | 15.7 | 47  | 10.2 | 33                                  |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| Gifted/Talented                                     | Participants    | 9       | 3655                      | 7                   | 78                            | 2   | 22  | 0   | 0   | 0   | 0    | 14.9 | 45  | 8.6  | 28                                  |  |   |  |
|                                                     | Nonparticipants | 0       | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| At-Risk                                             | Yes             | 9       | 3655                      | 7                   | 78                            | 2   | 22  | 0   | 0   | 0   | 0    | 14.9 | 45  | 8.6  | 28                                  |  |   |  |
|                                                     | No              | 0       | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |
| No Information Provided                             | 0               | ---     | ---                       | ---                 | ---                           | --- | --- | --- | --- | --- | ---  | ---  | --- | ---  |                                     |  |   |  |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### U.S. History All Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |         |         | Number of Students Tested     | Average Scale Score | Did Not Meet |     | Approaches |     | Meets |     | Masters |     | Results for Each Reporting Category |      |                            |     |                                             |     |     |     |     |
|-----------------------------------------------------|---------|---------|-------------------------------|---------------------|--------------|-----|------------|-----|-------|-----|---------|-----|-------------------------------------|------|----------------------------|-----|---------------------------------------------|-----|-----|-----|-----|
|                                                     |         |         |                               |                     |              |     |            |     |       |     |         |     | 1                                   |      | 2                          |     | 3                                           |     | 4   |     |     |
| Number                                              | Percent | History |                               |                     |              |     |            |     |       |     |         |     | Geography and Culture               |      | Government and Citizenship |     | Economics, Science, Technology, and Society |     |     |     |     |
| Students Tested                                     | 20      |         |                               |                     |              |     |            |     |       |     |         |     |                                     |      |                            |     |                                             |     | 100 |     |     |
| Students Not Tested                                 |         |         |                               |                     |              |     |            |     |       |     |         |     |                                     |      |                            |     |                                             |     |     |     |     |
| Absent                                              | 0       |         |                               |                     |              |     |            |     |       |     |         |     |                                     |      |                            |     |                                             |     | 0   |     |     |
| Other                                               | 0       |         |                               |                     |              |     |            |     |       |     |         |     |                                     |      |                            |     |                                             |     | 0   |     |     |
| Total Documents Submitted                           | 20      | 100     | Number of Points Possible     |                     |              |     |            |     |       |     |         |     |                                     |      |                            |     |                                             |     |     |     |     |
| Legend                                              | 34      |         | 13                            |                     | 12           |     | 19         |     |       |     |         |     |                                     |      |                            |     |                                             |     |     |     |     |
| --- = No Data Reported For Fewer Than Five Students |         |         | Avg. # of Points / % Achieved |                     |              |     |            |     |       |     |         |     |                                     |      |                            |     |                                             |     |     |     |     |
|                                                     |         |         | #                             | %                   | #            | %   | #          | %   | #     | %   | #       | %   | #                                   | %    | #                          | %   |                                             |     |     |     |     |
| All Students                                        |         |         | 20                            | 3940                | 3            | 15  | 17         | 85  | 7     | 35  | 3       | 15  | 14.6                                | 43   | 6.9                        | 53  | 4.2                                         | 35  | 8.9 | 47  |     |
| Male                                                |         |         | 10                            | 3823                | 3            | 30  | 7          | 70  | 3     | 30  | 1       | 10  | 12.9                                | 38   | 5.9                        | 45  | 3.8                                         | 32  | 8.5 | 45  |     |
| Female                                              |         |         | 10                            | 4058                | 0            | 0   | 10         | 100 | 4     | 40  | 2       | 20  | 16.2                                | 48   | 7.9                        | 61  | 4.5                                         | 38  | 9.3 | 49  |     |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- |     |
| Hispanic/Latino                                     |         |         | 14                            | 3867                | 1            | 7   | 13         | 93  | 5     | 36  | 1       | 7   | 13.8                                | 41   | 6.6                        | 51  | 3.7                                         | 31  | 8.4 | 44  |     |
| American Indian or Alaska Native                    |         |         | 1                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- |     |
| Asian                                               |         |         | 1                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- |     |
| Black or African American                           |         |         | 2                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- |     |
| Native Hawaiian or Other Pacific Islander           |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- |     |
| White                                               |         |         | 2                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- |     |
| Two or More Races                                   |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- |     |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- |     |
| Economically Disadvantaged                          |         |         | Yes                           | 16                  | 3891         | 3   | 19         | 13  | 81    | 5   | 31      | 1   | 6                                   | 13.8 | 40                         | 6.8 | 52                                          | 3.9 | 32  | 8.6 | 45  |
|                                                     |         |         | No                            | 4                   | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Title I, Part A                                     |         |         | Participants                  | 1                   | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
|                                                     |         |         | Nonparticipants               | 19                  | 3962         | 2   | 11         | 17  | 89    | 7   | 37      | 3   | 16                                  | 14.8 | 44                         | 7.0 | 54                                          | 4.3 | 36  | 9.1 | 48  |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Migrant                                             |         |         | Yes                           | 0                   | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
|                                                     |         |         | No                            | 20                  | 3940         | 3   | 15         | 17  | 85    | 7   | 35      | 3   | 15                                  | 14.6 | 43                         | 6.9 | 53                                          | 4.2 | 35  | 8.9 | 47  |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Identified as Emergent Bilingual (EB)               |         |         | 6                             | 3761                | 1            | 17  | 5          | 83  | 2     | 33  | 0       | 0   | 10.8                                | 32   | 5.8                        | 45  | 4.2                                         | 35  | 8.3 | 44  |     |
| Monitored 1st Year (M1), reclassified from EB       |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Monitored 2nd Year (M2), reclassified from EB       |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Monitored 3rd Year (M3), reclassified from EB       |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Monitored 4th Year (M4), reclassified from EB       |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Former EB (Post Monitoring)                         |         |         | 1                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Non-Emergent Bilingual (Non-EB)                     |         |         | 13                            | 4024                | 2            | 15  | 11         | 85  | 5     | 38  | 3       | 23  | 16.2                                | 48   | 7.3                        | 56  | 4.4                                         | 37  | 9.2 | 48  |     |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Bilingual                                           |         |         | Participants                  | 0                   | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
|                                                     |         |         | Nonparticipants               | 20                  | 3940         | 3   | 15         | 17  | 85    | 7   | 35      | 3   | 15                                  | 14.6 | 43                         | 6.9 | 53                                          | 4.2 | 35  | 8.9 | 47  |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| ESL                                                 |         |         | Participants                  | 6                   | 3761         | 1   | 17         | 5   | 83    | 2   | 33      | 0   | 0                                   | 10.8 | 32                         | 5.8 | 45                                          | 4.2 | 35  | 8.3 | 44  |
|                                                     |         |         | Nonparticipants               | 14                  | 4017         | 2   | 14         | 12  | 86    | 5   | 36      | 3   | 21                                  | 16.1 | 47                         | 7.4 | 57                                          | 4.1 | 35  | 9.1 | 48  |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Special Education                                   |         |         | Yes                           | 5                   | 3770         | 2   | 40         | 3   | 60    | 1   | 20      | 1   | 20                                  | 12.4 | 36                         | 6.0 | 46                                          | 2.8 | 23  | 8.2 | 43  |
|                                                     |         |         | No                            | 15                  | 3997         | 1   | 7          | 14  | 93    | 6   | 40      | 2   | 13                                  | 15.3 | 45                         | 7.2 | 55                                          | 4.6 | 38  | 9.1 | 48  |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Section 504                                         |         |         | Yes                           | 8                   | 3886         | 1   | 13         | 7   | 88    | 3   | 38      | 1   | 13                                  | 14.9 | 44                         | 6.6 | 51                                          | 3.6 | 30  | 8.0 | 42  |
|                                                     |         |         | No                            | 12                  | 3977         | 2   | 17         | 10  | 83    | 4   | 33      | 2   | 17                                  | 14.3 | 42                         | 7.1 | 54                                          | 4.5 | 38  | 9.5 | 50  |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| Gifted/Talented                                     |         |         | Participants                  | 20                  | 3940         | 3   | 15         | 17  | 85    | 7   | 35      | 3   | 15                                  | 14.6 | 43                         | 6.9 | 53                                          | 4.2 | 35  | 8.9 | 47  |
|                                                     |         |         | Nonparticipants               | 0                   | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| At-Risk                                             |         |         | Yes                           | 20                  | 3940         | 3   | 15         | 17  | 85    | 7   | 35      | 3   | 15                                  | 14.6 | 43                         | 6.9 | 53                                          | 4.2 | 35  | 8.9 | 47  |
|                                                     |         |         | No                            | 0                   | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |
| No Information Provided                             |         |         | 0                             | ---                 | ---          | --- | ---        | --- | ---   | --- | ---     | --- | ---                                 | ---  | ---                        | --- | ---                                         | --- | --- | --- | --- |



# STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

## Summary Report

### U.S. History

### First-Time Tested Students

District: 061-901 DENTON ISD  
Campus: 039 FRED MOORE H S

Report Date: SPRING 2025  
Date of Testing: SPRING 2025

| Administration Summary                              |  |         | Number of Students Tested     | Average Scale Score | Results for Each Reporting Category |     |                       |     |                            |     |                                             |     |      |      |     |     |     |     |     |     |     |
|-----------------------------------------------------|--|---------|-------------------------------|---------------------|-------------------------------------|-----|-----------------------|-----|----------------------------|-----|---------------------------------------------|-----|------|------|-----|-----|-----|-----|-----|-----|-----|
|                                                     |  |         |                               |                     | 1                                   |     | 2                     |     | 3                          |     | 4                                           |     |      |      |     |     |     |     |     |     |     |
| Number                                              |  | Percent |                               |                     | History                             |     | Geography and Culture |     | Government and Citizenship |     | Economics, Science, Technology, and Society |     |      |      |     |     |     |     |     |     |     |
| Students Tested                                     |  | 20      |                               |                     |                                     |     |                       |     |                            |     |                                             |     | 100  |      |     |     |     |     |     |     |     |
| Students Not Tested                                 |  |         |                               |                     |                                     |     |                       |     |                            |     |                                             |     |      |      |     |     |     |     |     |     |     |
| Absent                                              |  | 0       |                               |                     |                                     |     |                       |     |                            |     |                                             |     | 0    |      |     |     |     |     |     |     |     |
| Other                                               |  | 0       |                               |                     | 0                                   |     |                       |     |                            |     |                                             |     |      |      |     |     |     |     |     |     |     |
| Total Documents Submitted                           |  | 20      |                               |                     | 100                                 |     |                       |     |                            |     |                                             |     |      |      |     |     |     |     |     |     |     |
| Legend                                              |  |         | Number of Points Possible     |                     |                                     |     |                       |     |                            |     |                                             |     |      |      |     |     |     |     |     |     |     |
| --- = No Data Reported For Fewer Than Five Students |  |         | 34                            |                     | 13                                  |     | 12                    |     | 19                         |     |                                             |     |      |      |     |     |     |     |     |     |     |
|                                                     |  |         | Avg. # of Points / % Achieved |                     |                                     |     |                       |     |                            |     |                                             |     |      |      |     |     |     |     |     |     |     |
|                                                     |  |         | #                             | %                   | #                                   | %   | #                     | %   | #                          | %   | #                                           | %   | #    | %    | #   | %   | #   | %   |     |     |     |
| All Students                                        |  |         | 20                            | 3940                | 3                                   | 15  | 17                    | 85  | 7                          | 35  | 3                                           | 15  | 14.6 | 43   | 6.9 | 53  | 4.2 | 35  | 8.9 | 47  |     |
| Male                                                |  |         | 10                            | 3823                | 3                                   | 30  | 7                     | 70  | 3                          | 30  | 1                                           | 10  | 12.9 | 38   | 5.9 | 45  | 3.8 | 32  | 8.5 | 45  |     |
| Female                                              |  |         | 10                            | 4058                | 0                                   | 0   | 10                    | 100 | 4                          | 40  | 2                                           | 20  | 16.2 | 48   | 7.9 | 61  | 4.5 | 38  | 9.3 | 49  |     |
| No Information Provided                             |  |         | 0                             | ---                 | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- |     |
| Hispanic/Latino                                     |  |         | 14                            | 3867                | 1                                   | 7   | 13                    | 93  | 5                          | 36  | 1                                           | 7   | 13.8 | 41   | 6.6 | 51  | 3.7 | 31  | 8.4 | 44  |     |
| American Indian or Alaska Native                    |  |         | 1                             | ---                 | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- |     |
| Asian                                               |  |         | 1                             | ---                 | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- |     |
| Black or African American                           |  |         | 2                             | ---                 | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- |     |
| Native Hawaiian or Other Pacific Islander           |  |         | 0                             | ---                 | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- |     |
| White                                               |  |         | 2                             | ---                 | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- |     |
| Two or More Races                                   |  |         | 0                             | ---                 | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- |     |
| No Information Provided                             |  |         | 0                             | ---                 | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- |     |
| Economically Disadvantaged                          |  |         | Yes                           | 16                  | 3891                                | 3   | 19                    | 13  | 81                         | 5   | 31                                          | 1   | 6    | 13.8 | 40  | 6.8 | 52  | 3.9 | 32  | 8.6 | 45  |
|                                                     |  |         | No                            | 4                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A                                     |  |         | Participants                  | 1                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
|                                                     |  |         | Nonparticipants               | 19                  | 3962                                | 2   | 11                    | 17  | 89                         | 7   | 37                                          | 3   | 16   | 14.8 | 44  | 7.0 | 54  | 4.3 | 36  | 9.1 | 48  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Migrant                                             |  |         | Yes                           | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
|                                                     |  |         | No                            | 20                  | 3940                                | 3   | 15                    | 17  | 85                         | 7   | 35                                          | 3   | 15   | 14.6 | 43  | 6.9 | 53  | 4.2 | 35  | 8.9 | 47  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Identified as Emergent Bilingual (EB)               |  |         |                               | 6                   | 3761                                | 1   | 17                    | 5   | 83                         | 2   | 33                                          | 0   | 0    | 10.8 | 32  | 5.8 | 45  | 4.2 | 35  | 8.3 | 44  |
| Monitored 1st Year (M1), reclassified from EB       |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Monitored 2nd Year (M2), reclassified from EB       |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Monitored 3rd Year (M3), reclassified from EB       |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Monitored 4th Year (M4), reclassified from EB       |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Former EB (Post Monitoring)                         |  |         |                               | 1                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Non-Emergent Bilingual (Non-EB)                     |  |         |                               | 13                  | 4024                                | 2   | 15                    | 11  | 85                         | 5   | 38                                          | 3   | 23   | 16.2 | 48  | 7.3 | 56  | 4.4 | 37  | 9.2 | 48  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Bilingual                                           |  |         | Participants                  | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
|                                                     |  |         | Nonparticipants               | 20                  | 3940                                | 3   | 15                    | 17  | 85                         | 7   | 35                                          | 3   | 15   | 14.6 | 43  | 6.9 | 53  | 4.2 | 35  | 8.9 | 47  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| ESL                                                 |  |         | Participants                  | 6                   | 3761                                | 1   | 17                    | 5   | 83                         | 2   | 33                                          | 0   | 0    | 10.8 | 32  | 5.8 | 45  | 4.2 | 35  | 8.3 | 44  |
|                                                     |  |         | Nonparticipants               | 14                  | 4017                                | 2   | 14                    | 12  | 86                         | 5   | 36                                          | 3   | 21   | 16.1 | 47  | 7.4 | 57  | 4.1 | 35  | 9.1 | 48  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Special Education                                   |  |         | Yes                           | 5                   | 3770                                | 2   | 40                    | 3   | 60                         | 1   | 20                                          | 1   | 20   | 12.4 | 36  | 6.0 | 46  | 2.8 | 23  | 8.2 | 43  |
|                                                     |  |         | No                            | 15                  | 3997                                | 1   | 7                     | 14  | 93                         | 6   | 40                                          | 2   | 13   | 15.3 | 45  | 7.2 | 55  | 4.6 | 38  | 9.1 | 48  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Section 504                                         |  |         | Yes                           | 8                   | 3886                                | 1   | 13                    | 7   | 88                         | 3   | 38                                          | 1   | 13   | 14.9 | 44  | 6.6 | 51  | 3.6 | 30  | 8.0 | 42  |
|                                                     |  |         | No                            | 12                  | 3977                                | 2   | 17                    | 10  | 83                         | 4   | 33                                          | 2   | 17   | 14.3 | 42  | 7.1 | 54  | 4.5 | 38  | 9.5 | 50  |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented                                     |  |         | Participants                  | 20                  | 3940                                | 3   | 15                    | 17  | 85                         | 7   | 35                                          | 3   | 15   | 14.6 | 43  | 6.9 | 53  | 4.2 | 35  | 8.9 | 47  |
|                                                     |  |         | Nonparticipants               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| At-Risk                                             |  |         | Yes                           | 20                  | 3940                                | 3   | 15                    | 17  | 85                         | 7   | 35                                          | 3   | 15   | 14.6 | 43  | 6.9 | 53  | 4.2 | 35  | 8.9 | 47  |
|                                                     |  |         | No                            | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided                             |  |         |                               | 0                   | ---                                 | --- | ---                   | --- | ---                        | --- | ---                                         | --- | ---  | ---  | --- | --- | --- | --- | --- | --- | --- |

**Denton Independent School District**

**LaGrone Academy**

**2025-2026 Campus Improvement Plan**



# Mission Statement

We will teach students to think and learn focusing on career pathways.

## Vision

At LaGrone Academy, we will:

- Build respectful relationships
- Appreciate uniqueness in each student
- Ensure college and career readiness
- Teach critical thinking
- Listen to our students
- Love students first

## Value Statement

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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# Comprehensive Needs Assessment

Revised/Approved: May 22, 2026

## Demographics

### Demographics Summary

LaGrone Academy is a Denton ISD school of choice that opened in August 2021 serving 11th & 12th grade students full-time and all DISD campuses part-time with a focus on career and industry. Our gender enrollment consists of 52% female and 48% male. The majority of our students are white (41.6%) with Hispanic/Latin (36.8%) and Black/African American (14.4%) rounding out the top 3. 6.8% of our students are served with an IEP and 9.2% of the LaGrone population are Emerging Bilingual. 21.2% of the LaGrone students are served under Section 504. Most of our staff members are teaching CTE courses, with all CTE instructors joining us from Industry. Eight teachers are responsible for our core subjects (2 each in Math, Science, Social Studies, and English) and one designated teacher for Special Education support and instruction.

### Demographics Strengths

LaGrone Academy is a School of Choice for DISD, providing students with an educational environment specifically focused on the student's areas of career-interest.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists.

**Root Cause:** Awareness of LaGrone Academy as a school of choice within Denton ISD is limited among students and families. Many do not fully understand the opportunities available for 11th and 12th grade students, resulting in underutilization of programs. While marketing efforts exist, they have not yet reached or engaged all potential stakeholders, creating a need for more intentional and creative outreach.

**Problem Statement 2 (Prioritized):** Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way.

**Root Cause:** LaGrone Academy serves both full-time and part-time students, drawing not only from the four comprehensive high schools in Denton ISD but also from surrounding districts and communities.

# Student Learning

## Student Learning Summary

LaGrone Academy serves 11th and 12th grade students. The US History EOC is the only state exam administered based on grade-level needs, while additional EOCs are given to students needing re-tests. Other exams include the following: **PSAT, TSI, and SAT**. In addition, our career-focused campus strives for industry-based certifications to be earned by each student.

LaGrone is proud of the success with Graduation and US History STAAR...

- **100% US History STAAR pass rate** for the past two years
- **100% graduation rate** since the school opened in 2021–2022

Academic support classes are built into the school day for credit recovery and EOC instructional needs. LaGrone emphasizes CCMR accountability, achieving **81% CCMR point acquisition in 2024–2025**, with a **goal of 90%+ in 2025–2026**.

## Student Learning Strengths

**Master Schedule** - Our strengths include built in academic support through a carefully crafted master schedule. Additionally, academic support is provided through an 85-minute mid-day section between 2nd and 3rd period.

**Smaller Learning Environment** – Our setting is designed to accommodate 11th and 12th grades only. There is a current enrollment of 250 with an expected maximum capacity of approximately 300.

**Career-Focused** – Traditional high schools, with a focus on the core curriculum, often find elective coursework in isolation from core curriculum. Students have proven to be more engaged when new information can be related to areas of interest. Thus, the LaGrone Academy focuses on career pathways. In doing so, our staff seeks opportunities for the core to simultaneously support and strengthen the career content, allowing students to achieve the essential knowledge and skills of both. Students have opportunity through internships and practicums, certifications, and relevant student organizations related to their fields of study.

**Culture & School of Choice** – Our school of choice model significantly benefits the LaGrone learning environment. Because all students have chosen to attend LaGrone, a strong and positive culture is evident.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Incoming LaGrone students often arrive with academic gaps and previous STAAR failures, which hinder their preparedness for EOCs, reduce opportunities for CCMR point acquisition, and create challenges for meeting campus accountability targets.

**Root Cause:** Many incoming LaGrone students enroll with existing academic gaps, often having failed one or more prior STAAR assessments. These deficits stem from challenges academically, at their home campuses or earlier grade levels, and they directly impact student readiness for success on required EOCs, overall CCMR measures and campus accountability.

# School Processes & Programs

## School Processes & Programs Summary

The primary focus of LaGrone Academy is career and industry with our core classes acting as a supplement to student learning. We offer several CTE Programs of Study: Architecture & Construction; Arts, A/V Technology & Communications; Education & Training; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security, Government; Manufacturing; Science, Technology, Engineering & Mathematics; Automotive; Transportation, Distribution & Logistics. While the curriculum for each program and course is vertically aligned, we strive to connect our core teachers to our career teachers by engaging in cross-curricular opportunities as often as possible. Doing so enhances student engagement, allowing students to recognize the connection between their chosen career area and their core subjects.

## School Processes & Programs Strengths

LaGrone Academy's strength concerning school processes and the programs it offers is in the cross-curricular opportunities between CTE courses and core subjects. Students recognize the connections between the two, resulting in enhanced engagement, and an *All In* attitude!

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists.

**Root Cause:** Awareness of LaGrone Academy as a school of choice within Denton ISD is limited among students and families. Many do not fully understand the opportunities available for 11th and 12th grade students, resulting in underutilization of programs. While marketing efforts exist, they have not yet reached or engaged all potential stakeholders, creating a need for more intentional and creative outreach.

**Problem Statement 2 (Prioritized):** Incoming LaGrone students often arrive with academic gaps and previous STAAR failures, which hinder their preparedness for EOCs, reduce opportunities for CCMR point acquisition, and create challenges for meeting campus accountability targets.

**Root Cause:** Many incoming LaGrone students enroll with existing academic gaps, often having failed one or more prior STAAR assessments. These deficits stem from challenges academically, at their home campuses or earlier grade levels, and they directly impact student readiness for success on required EOCs, overall CCMR measures and campus accountability.

**Problem Statement 3 (Prioritized):** Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way.

**Root Cause:** LaGrone Academy serves both full-time and part-time students, drawing not only from the four comprehensive high schools in Denton ISD but also from surrounding districts and communities.

### Problem Statement 4:

Maintaining strong partnerships, fostering mentorships, and engaging community involvement remain ongoing challenges for LaGrone Academy. These real-world connections are essential to our career campus, as they provide students with early exposure to career fields and help establish clear pathways for education, certification, and employment within their chosen career pathways.

**Root Cause:** A refocused effort is needed to prioritize resources for fostering partnerships and community connections. Limited allocation of time and budget investment toward marketing and engagement has hindered the consistent development of mentorships, industry partnerships, and community involvement that are essential for supporting student career pathways.

# Perceptions

## Perceptions Summary

LaGrone has focused efforts to engage our students in a variety of ways. Daily, we have staff members greet students as they arrive (our "first impressions" team) while upbeat music plays throughout our atrium area. On Fridays, we dance! Students and staff enthusiastically participate in group dances and encourage others to do so. In 2025/2026, we will be hosting *Coffee Talk* with administration and parents and students. We have surveyed the students to gain insight into interests and have several clubs and events in the works based upon the results. We frequently welcome outside visitors as all teachers are encouraged to invite speakers/experts to share experiences and ideas. In addition, and while it is informal, we daily make an effort to question students on how we're doing, how they are feeling, asking for suggestions on how to make LaGrone Academy better.

## Perceptions Strengths

We have a positive vibe on the LaGrone campus. Students are slowly opening up to the freedoms that a smaller campus with a solid campus culture can offer them. Students that were struggling on the traditional campus are making good choices, good friends, good connections with their teachers, and good grades!

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way.

**Root Cause:** LaGrone Academy serves both full-time and part-time students, drawing not only from the four comprehensive high schools in Denton ISD but also from surrounding districts and communities.

**Problem Statement 2 (Prioritized):** LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists.

**Root Cause:** Awareness of LaGrone Academy as a school of choice within Denton ISD is limited among students and families. Many do not fully understand the opportunities available for 11th and 12th grade students, resulting in underutilization of programs. While marketing efforts exist, they have not yet reached or engaged all potential stakeholders, creating a need for more intentional and creative outreach.

# Priority Problem Statements

**Problem Statement 1:** LaGrone Academy is a school of choice with no students zoned to this campus. Increasing the number of students depends wholly on students attending the 4 home campuses, knowing that the opportunity to attend this campus exists.

**Root Cause 1:** Awareness of LaGrone Academy as a school of choice within Denton ISD is limited among students and families. Many do not fully understand the opportunities available for 11th and 12th grade students, resulting in underutilization of programs. While marketing efforts exist, they have not yet reached or engaged all potential stakeholders, creating a need for more intentional and creative outreach.

**Problem Statement 1 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 2:** Incoming LaGrone students often arrive with academic gaps and previous STAAR failures, which hinder their preparedness for EOCs, reduce opportunities for CCMR point acquisition, and create challenges for meeting campus accountability targets.

**Root Cause 2:** Many incoming LaGrone students enroll with existing academic gaps, often having failed one or more prior STAAR assessments. These deficits stem from challenges academically, at their home campuses or earlier grade levels, and they directly impact student readiness for success on required EOCs, overall CCMR measures and campus accountability.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Campus identity takes time to form yearly. Students take time to acclimate to the LaGrone way.

**Root Cause 3:** LaGrone Academy serves both full-time and part-time students, drawing not only from the four comprehensive high schools in Denton ISD but also from surrounding districts and communities.

**Problem Statement 3 Areas:** Demographics - School Processes & Programs - Perceptions

# Compass Points

## Compass Point 1: Excellence In Student Outcomes

**Performance Objective 1:** Improve the percentage of students who are College, Career, Military Ready from approximately 81% for 2024-2025 student group to 90%+ for 2025-2026 student group.

### High Priority

### HB3 Compass Point

**Evaluation Data Sources:** Student Performance Indicators:

TSIA2 Results  
SAT Scores  
ACT Scores  
AP Exam Scores  
Dual Credit Completion  
Industry-Based Certifications (with completion of associated pathways)  
Military Enlistment

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> A schedule was created to support Academic Support classes utilization of the lunch break schedule for focused test preparation, including TSIA2 Math and English for Seniors, SAT Math and English for Juniors, as well as support and preparation for industry-based certifications.<br><br><b>Strategy's Expected Result/Impact:</b> Track students' progress toward achieving a College, Career, and Military Readiness point through individualized meetings, identifying areas where additional support is needed to help them reach this benchmark.<br><br><b>Staff Responsible for Monitoring:</b> Bourland, Principal; Oehlschlaeger, Assistant Principal; Livingston, CTC; Reyes, CTE Counselor;<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Implementing measures to accurately track students' progress toward achieving concentrator status (completion of 2 or more courses for at least 2 credits) and completer status (completion of 3 or more courses for 4 or more credits, including an advanced course), in alignment with the relevant Industry-Based Certification.<br><b>Strategy's Expected Result/Impact:</b> Increase the overall College, Career, Military Readiness achievements for students.<br><b>Staff Responsible for Monitoring:</b> Bourland, Principal; Oehlschlaeger, Assistant Principal; Livingston, CTC; Reyes, CTE Counselor;<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <b>Strategy 3:</b> Testing Timelines: We plan to conduct certification testing earlier to allow teachers time for any necessary reteaching and to provide students the opportunity for retesting if needed. Additionally, we are working to shift certifications to the junior year, where applicable, rather than waiting until the senior year.<br><b>Strategy's Expected Result/Impact:</b> Earlier completion of Industry-Based Certifications.<br><b>Staff Responsible for Monitoring:</b> Bourland, Principal; Oehlschlaeger, Assistant Principal; Livingston, CTC; Reyes, CTE Counselor;<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                                                                                                                      | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Incoming LaGrone students often arrive with academic gaps and previous STAAR failures, which hinder their preparedness for EOCs, reduce opportunities for CCMR point acquisition, and create challenges for meeting campus accountability targets. <b>Root Cause:</b> Many incoming LaGrone students enroll with existing academic gaps, often having failed one or more prior STAAR assessments. These deficits stem from challenges academically, at their home campuses or earlier grade levels, and they directly impact student readiness for success on required EOCs, overall CCMR measures and campus accountability. |

**School Processes & Programs**

**Problem Statement 2:** Incoming LaGrone students often arrive with academic gaps and previous STAAR failures, which hinder their preparedness for EOCs, reduce opportunities for CCMR point acquisition, and create challenges for meeting campus accountability targets. **Root Cause:** Many incoming LaGrone students enroll with existing academic gaps, often having failed one or more prior STAAR assessments. These deficits stem from challenges academically, at their home campuses or earlier grade levels, and they directly impact student readiness for success on required EOCs, overall CCMR measures and campus accountability.

Compass Point 1: Excellence In Student Outcomes

**Performance Objective 2:** LaGrone Academy will implement targeted academic supports and interventions to address incoming students' learning gaps, with the objective of increasing student success rates on EOC re-test assessments to 100%.

High Priority

HB3 Compass Point

**Evaluation Data Sources:** Student Performance Indicator:  
STAAR Re-tester Results to include: English II, US History, Biology, Algebra

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Built-In Academic Support with Direct Instruction:<br>-Schedule Academic Support classes for students needing EOC retests, embedding direct instruction in tested content areas.<br>-Use diagnostic data to identify specific learning gaps for individual students and align instruction to address them.<br>-Incorporate student goal setting and progress tracking by having students set individual EOC targets, monitor benchmark data, and reflect on progress with their Academic Support teacher.<br>-Provide regular updates to parents/guardians through progress reports and goal-setting conferences to ensure home support and accountability.<br><br><b>Strategy's Expected Result/Impact:</b> 100% pass rate on STAAR re-testers.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Support Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Targeted Goal-Setting and Monitoring System:<br>-Implement a structured goal-setting framework (e.g., student goal sheets, digital progress trackers) for all EOC re-testers.<br>-Teachers and Academic Support staff will guide students in creating specific, measurable goals tied to their individual needs.<br>-Hold monthly progress checks where students review growth, celebrate progress, and adjust learning strategies.<br>-Implement interim test opportunities to determine student gaps.<br>-Engage parents by sharing student goals and progress updates, inviting them to partner in reinforcing study habits and celebrating achievements.<br><br><b>Strategy's Expected Result/Impact:</b> 100% pass rate on STAAR re-testers.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Support Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |

## Compass Point 1: Excellence In Student Outcomes

**Performance Objective 3:** Maintain or increase current CCMR percentages and EOC results while increasing enrollment of part and full-time students by 10%

### High Priority

**Evaluation Data Sources:** Enrollment data year-over-year for both Full-Time and Part-Time students.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> We are organizing career pathway showcase nights, specifically targeting pathways with growth potential. By focusing on students in grades 4-10, we aim to drive immediate growth for the 2025/2026 school year and establish a strong foundation for the next 3 to 5 years.<br><b>Strategy's Expected Result/Impact:</b> Growth overall with specific growth in Criminal Justice, Education and Training, Engineering, and Visual Arts.<br><b>Staff Responsible for Monitoring:</b> Bourland, Principal; Oehlschlaeger, Assistant Principal; Seagle, Visual Arts<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
| <b>Strategy 2:</b> Providing a 9th grade night in the Spring of 2026, to promote programs in all areas.<br><b>Strategy's Expected Result/Impact:</b> Increased visibility and understanding of pathways offered within Denton ISD, by engaging both students and parents.<br><b>Staff Responsible for Monitoring:</b> Bourland, Principal; Oehlschlaeger, Assistant Principal; Williams, Counselor;<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture                                                                                                                                                                                  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Presentations will be conducted on every high school campus, directly addressing all 9th and 10th graders in the district, to promote CTE career pathways through a targeted marketing approach.<br><b>Strategy's Expected Result/Impact:</b> Support campus counselors in delivering strategic course information to guide students in their course selection, directly impacting enrollment in CTE programs.<br><b>Staff Responsible for Monitoring:</b> Bourland, Principal; Oehlschlaeger, Assistant Principal; Williams, Counselor<br><br><b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                               |           |     |     |           |

**Compass Point 1:** Excellence In Student Outcomes

**Performance Objective 4:** By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

**Evaluation Data Sources:** Gifted and Talented Survey

## **Compass Point 1:** Excellence In Student Outcomes

**Performance Objective 5:** By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

**Evaluation Data Sources:** Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

## **Compass Point 2:** Exceptional Workplace Environment

**Performance Objective 1:** By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

**Evaluation Data Sources:** Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 1: Parent Organization Development:

LaGrone Academy will establish a structured and active parent organization that partners with staff to support student learning, campus initiatives, and school culture.

High Priority

Evaluation Data Sources: Parent involvement, meeting minutes

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> LaGrone Academy will establish an active parent organization, "Lionhearts," to partner with staff in supporting student learning, campus initiatives, and school culture. A parent survey will be distributed to identify interest and capacity for involvement (financial support, volunteering, event planning, etc.). Communication will occur through regular updates (email, newsletter, or social media), and members will collaborate with staff liaisons to align efforts with campus goals. The group will support school events, recognition activities, and traditions that build community pride and student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Establishment of a supportive Parent organization.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Guiding Coalition</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

Compass Point 3: Reciprocal Family and Community Partnerships

**Performance Objective 2:** Community & Industry Partnerships:  
LaGrone Academy will expand industry and community partnerships to provide additional internship, mentorship, and work-based learning opportunities that align with student career pathways.

High Priority

Evaluation Data Sources: CCMR data, Industry Participation, Post-Secondary data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> LaGrone Academy will expand industry and community partnerships to provide additional internship, mentorship, and work-based learning opportunities that align with student career pathways by:</p> <p>Building Diverse Partnership Opportunities - Seek partnerships that provide multiple levels of student engagement, including paid internships, job shadowing, facility tours, and mentorship experiences.</p> <p>Industry Involvement on Campus - Invite industry partners to serve on advisory committees, deliver classroom presentations, participate in job fairs, and support student employability skill development.</p> <p>Career Pathway Alignment - Prioritize partnerships that directly connect to LaGrone Academy programs of study, ensuring students gain relevant, hands-on experiences tied to their career goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number if internships, mentorships, community partnerships and overall student high school to industry success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Guiding Coalition</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 3: Parent Engagement for Student Success:

LaGrone Academy will develop and implement incentives and strategies to increase parent participation in supporting student study habits, attendance, and certification completion, directly reinforcing student growth in academics, attendance, and behavior.

Evaluation Data Sources: Attendance data, CCMR indicators for accountability, behavior data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> LaGrone Academy will strengthen parent participation by implementing "Student Growth Plans" that involve parents, students, and staff in a collaborative effort to improve academics, attendance, behavior, and CCMR indicators. Incentives and targeted strategies will be developed to encourage parents to actively support student study habits, monitor attendance, and promote certification completion, ensuring shared accountability and measurable student success.<br><b>Strategy's Expected Result/Impact:</b> Positive impact in daily attendance percentages, CCMR indicators and in student behavior incident data.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Guiding Coalition<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

### **Compass Point 3:** Reciprocal Family and Community Partnerships

**Performance Objective 4:** By May 2025, parent engagement in school activities will increase through strategies to encourage parental involvement.

**Evaluation Data Sources:** Parent Participation data; Parent-Teacher conference data; Volunteerism data

# Academic Excellence Improvement Council

| Committee Role           | Name              | Position                 |
|--------------------------|-------------------|--------------------------|
| Classroom Teacher        | Stacy Scott       | Teacher                  |
| Parent                   | Sarah Turnage     | Parent                   |
| Community Representative | Bryan Looney      | Community Representative |
| Classroom Teacher        | Michelle McCollum | Teacher                  |
| Classroom Teacher        | Courtney Koder    | Teacher                  |
| Classroom Teacher        | James Navarro     | Teacher                  |
| Classroom Teacher        | Journie Younger   | Teacher                  |
| Classroom Teacher        | Eric Peterson     | Teacher                  |
| Classroom Teacher        | Kelly Belcher     | Teacher                  |
| Classroom Teacher        | Becky Taliaferro  | Teacher                  |
| Classroom Teacher        | Kelly Golden      | Teacher                  |
| Classroom Teacher        | Jaden Perry       | Teacher                  |
| Classroom Teacher        | Paul Yarbrough    | Teacher                  |
| Administrator            | Ben Oehlschlaeger | Assistant Principal      |
| Administrator            | Marcus Bourland   | Principal                |

# **Denton Independent School District**

## **Lester Davis DAEP**

### **2025-2026 Campus Improvement Plan**



# **DAVIS**

## **SCHOOL**

# **Mission Statement**

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

## **Vision**

The Davis staff is committed to equipping students with behavioral and academic skills that will enable them to succeed in their regularly assigned classrooms and schools.

## **Value Statement**

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

In response to changes in Texas Education Code Chapter 37, Denton ISD's Disciplinary Alternative Program was created in 1996 and opened its doors as Touchstone Academy at the Fred Moore Campus. In 2002 the program was relocated to a beautifully remodeled Lester Davis School in the heart of Denton. For 20 years the Lester Davis DAEP has been serving the unique needs of students from every traditional campus across Denton ISD.

With exponential growth throughout Denton ISD, the Lester Davis DAEP is now providing services for students at 28 elementary schools, 9 middle schools, 4 comprehensive high schools, and 2 specialty campuses.

Currently, a majority of our staff is funded through State Comp Ed. We have 2 positions funded by special education and 1 position funded through our ESL/bilingual department.

### Student Demographics at Davis (approximately):

AA:42% H:40% W:14% X:5%

Targeted Placements; THC and Physical Aggression related incidents

### Demographics Strengths

- Lester Davis is staffed with several Veteran teachers, three 2nd-year solid DAEP teachers, and a new hire to Denton ISD with tons of experience in a variety of roles in multiple districts.
- Amazing instructional aides that allow us to maintain a secondary student-to-staff ratio in our classrooms at a maximum of 7.5 to 1, and elementary at 5 to 1.
- All staff members have key roles in counseling students on how to be successful at their home campus when they transition.
- Our staff is a resource for our schools in efficiently identifying needs for student assessments that will ensure appropriate services will be provided for students upon their return to their home campus.
- The whole staff operates as a team, exercising extreme flexibility as demographics change daily. We have managed to adapt to our district's exponential growth with very little additional staffing.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Denton ISD saw a jump from 529 placements in 2021-2022 to 710 placements in 2022-2023 to 730 placements in 2023-2024. 2024-2025 placements decreased to 685 but SPED numbers increased from 124 (23-24) to 156

**Root Cause:** Roughly 60% of all placements were for drug and alcohol-related offenses in our schools. Roughly 40% of all placements were for physical violence related offenses in

our schools.

# Student Learning

## Student Learning Summary

DAEPs (Disciplinary Alternative Education Programs) in Texas do not have the same state accountability measures as traditional public schools for several reasons:

**Mission and Purpose:** DAEPs serve a specific purpose, which is to provide an alternative educational setting for students who have violated the school's code of conduct or have behavioral issues. Their primary focus is on behavior modification, counseling, and support rather than traditional academic instruction. As a result, the state may not hold them to the same academic accountability standards as regular schools.

**Diverse Student Population:** Students in DAEPs often have a wide range of academic abilities and behavioral issues. Some may be significantly behind academically, making it challenging to measure their progress using standardized assessments. Thus, the state recognizes the need for a more tailored approach to evaluating success.

**Short-Term Placement:** Many students attend DAEPs for relatively short periods, typically as part of a disciplinary consequence. It may not be practical to assess their academic progress over a short duration, especially when the primary focus is on addressing behavioral issues and providing counseling.

**Flexibility for Local Control:** Texas and other states often grant local school districts and educational authorities a degree of flexibility in how they manage DAEP programs. This flexibility allows them to tailor the programs to meet the specific needs of their student population. It also means that the accountability measures may differ from district to district.

**Focus on Rehabilitation:** The primary goal of DAEPs is to rehabilitate students, address their behavioral issues, and prepare them for a successful return to their regular educational setting. This focus on rehabilitation and reintegration may take precedence over academic outcomes in the short term.

It's important to note that while DAEPs may not have the same state accountability measures for academics, they are still accountable for the safety and well-being of their students.

## Student Learning Strengths

Students struggling with day to day coping skills are provided needed support.

Students are provided academic tracking sheets and access to their home campus teachers for advance course work to stay on pace with home campus peers.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students in middle school do not have access to CTE/elective courses at Davis

**Root Cause:** System not developed in coordination with home campus.

# School Processes & Programs

## School Processes & Programs Summary

### Statement of Purpose

- Davis School is a disciplinary alternative campus designed to serve students in grades K – 12 who, due to severe or repeated violations of the Denton Independent School District Code of Conduct, policies or reasons defined in Chapter 37 of the Texas Education Code, have been removed from their home campuses for a designated period of time.
- These students are withdrawn from their home campus and assigned to Davis School in order to maintain their academic progress and address individual behavior concerns.
- Davis School is a combined effort, from student and faculty to families and community.
- Students receive instruction in four core classes: English Language Arts & Reading, Math, History, and Science.
  - The district curriculum is followed in these core subject areas.
  - In addition, students receive instruction in social skills, character education, high school electives (provided by home campus) and P.E.

### Enrollment in the (DAEP) Disciplinary Alternative Education Program

- Students are assigned to Davis School as outlined in the DISD Code of Conduct by their home campus administrators.
- Once assigned, parents are instructed to attend a Davis School Orientation Meeting.
  - These meetings are held each Monday, Tuesday, and Thursday morning at 8:20 am for enrollment and orientation to the school and its policies.
  - Students are only allowed to enroll at the school through this meeting.

### School Processes & Programs Strengths

High level of structure and consistency with everyday procedures.

Strong communication with Davis and the sending campus.

Implementation of opportunities for success through our point systems, WRAP and the SERVE group.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students are struggling with transitioning to Davis for orientation.

**Root Cause:** Lack of multiple orientation opportunities.

# Perceptions

## Perceptions Summary

See Q12 Employee Engagement results in addendums.

## Perceptions Strengths

|                                                                                                                                                                                                           |    |      |      |         |    |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------|------|---------|----|------|
| my strengths                                                                                                                                                                                              |    |      |      |         |    |      |
| Q03: At work, I have the opportunity to do what I do best every day.                                                                                                                                      | 21 | 4.71 | 4.07 | ↑ +0.64 | 92 | 4.15 |
| Staff feel that they have the opportunity to do what they do best every day as measured by the Gallup Q12 Engagement Survey. indicating a 4.71 mean score. This is a .64 increase from the previous year. |    |      |      |         |    |      |

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff indicate in the last six months, someone at work has talked to me about my progress. Based off the Q12 Engagement Survey that was our lowest mean score of 3.58.

**Root Cause:** Timely feedback and system needed to support timely feedback.

# Priority Problem Statements

**Problem Statement 1:** Denton ISD saw a jump from 529 placements in 2021-2022 to 710 placements in 2022-2023 to 730 placements in 2023-2024. 2024-2025 placements decreased to 685 but SPED numbers increased from 124 (23-24) to 156

**Root Cause 1:** Roughly 60% of all placements were for drug and alcohol-related offenses in our schools. Roughly 40% of all placements were for physical violence related offenses in our schools.

**Problem Statement 1 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- State and federal planning requirements

## **Accountability Data**

- Local Accountability Systems (LAS) data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Compass Points

## Compass Point 1: Excellence In Student Outcomes

**Performance Objective 1:** As addressed in TEA chapter 37.023 (new requirements under HB2184), our DAEP will systematically provide our students, and our Denton ISD campuses, with a transition plan that meets the individual needs of each student to ensure behavioral success upon their return to the home campus.

Our goal is to decrease our recidivism rate by 20% annually.

### HB3 Compass Point

**Evaluation Data Sources:** Available transition packets.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Each student will have a individualized transition plan to present to the home campus upon the students return to their home campus.<br><b>Strategy's Expected Result/Impact:</b> Increase student behavioral success and decrease the number of students returning to Lester Davis campus.<br><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Home Campus Administration, and Teachers<br><br><b>Funding Sources:</b> All Staff Positions - State Compensatory Education (SCE) - \$1,342,889 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide a training to teachers and staff at Davis on supporting students to build a transition plan prior to their exit.<br><b>Strategy's Expected Result/Impact:</b> Decrease the number of students who return to Lester Davis for a second time.<br><b>Staff Responsible for Monitoring:</b> Principal, Counselor                                                                                                                                                                                         | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
| <b>Strategy 3:</b> Provide substitutes to allow staff to support student transitions back to home campus.<br><b>Strategy's Expected Result/Impact:</b> Decreased recidivism<br><b>Staff Responsible for Monitoring:</b> Admin, Front Office<br><br><b>Funding Sources:</b> Substitutes - Title I, Part A - \$1,500                                                                                                                                                                                                              | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

## Compass Point 1: Excellence In Student Outcomes

**Performance Objective 2:** Implement SERVE CLUB and additional counseling sessions to meet the behavioral needs of the individual students.

### High Priority

**Evaluation Data Sources:** Serve Club Participation reports.  
Successful integration with the unique transition plans

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Weekly Serve group social skills lessons led by the counseling department.<br><br>Restorative practices to meet the individual needs of the students.<br><b>Strategy's Expected Result/Impact:</b> Students behavioral needs will be positively impacted through targeted coursework based on individual student circumstances.<br><b>Staff Responsible for Monitoring:</b> Admin, teachers, counselor<br><br><b>Funding Sources:</b> Purpose Prep Academy - Title I, Part A - \$3,497, Social Worker - Title I, Part A - \$33,247, Parent Involvement Supplies & Snacks - Title I, Part A - \$476, General Teacher - Title I, Part A - \$9,443 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 2:</b> Weekly group counseling sessions on Mondays tailored to student specific needs.<br><b>Strategy's Expected Result/Impact:</b> Students social emotional needs and behavior will be positively impacted through group counseling sessions.<br><b>Staff Responsible for Monitoring:</b> Admin, teachers, counselors                                                                                                                                                                                                                                                                                                                                | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                              |           |     |     |           |

Compass Point 2: Exceptional Workplace Environment

**Performance Objective 1:** Through targeted professional development, campus wide collaboration, and leadership opportunities we strive to intentionally promote growth and improvement for all staff members.  
Specifically, to increase current employee engagement mean of the Gallup Q12 measure. The specific areas of focus are Q09 "My associates or fellow employees are committed to doing quality work. " of 3.85 to at or above 3.93 and Q7 "In the last six months, someone at work has talked to me about my progress" of 3.58 to at or above 3.75.

High Priority

Evaluation Data Sources: 2024-2025 Q12 Employment Engagement Survey Data ( Q09. Learn and Grow and Q11. Opinions Count )

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide staff with continued professional development tied to Special Education/Behaviorism<br><b>Strategy's Expected Result/Impact:</b> Increase Special education/504 knowledge an capacity<br><b>Staff Responsible for Monitoring:</b> Admin<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>-<br><b>Funding Sources:</b> Professional Development - Title I, Part A - \$2,000 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                           | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
| <b>Strategy 2:</b> Providing staff with leadership opportunities within campus teams/committees<br><b>Strategy's Expected Result/Impact:</b> Recognition/Growth<br><b>Staff Responsible for Monitoring:</b> Admin                                                                                                                                                                                                                         | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                           | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                          |           |     |     |           |

Compass Point 2: Exceptional Workplace Environment

**Performance Objective 2:** Through targeted processes, intentionally create systems to positively impact perceptions of coworkers performance and provide feedback on individual/campus progress.  
Specifically, to increase current engagement mean of Q00. Progress from 3.90 to at or above 4.00.

High Priority

**Evaluation Data Sources:** 2024-2025 Q12 Employment Engagement Survey Data (Q00. On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work? )

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Providing staff opportunity to provide feedback and praise to a staff member bi-weekly. "Knight of the weeks."<br><b>Strategy's Expected Result/Impact:</b> Peer to peer recognition.<br><b>Staff Responsible for Monitoring:</b> Attendance Clerk/Admin<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals                                                                                        | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |     |           |

# State Compensatory

## Budget for Lester Davis DAEP

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 24

### Brief Description of SCE Services and/or Programs

Texas Education Code required program (TEC. 37.006), DAEP, designed to continue education, counsel students on how to be successful in schools, and earn their way back to their home campus as quickly as possible.

## Personnel for Lester Davis DAEP

| <u>Name</u>           | <u>Position</u>    | <u>FTE</u> |
|-----------------------|--------------------|------------|
| Amelia Mornes-Njoku   | Instructional aide | 1          |
| Anna Braudrick        | MS Teacher         | 1          |
| Becky Gomez           | SPED               | 1          |
| Beth Robertson        | Instructional aide | 1          |
| Bobbie Roberts        | Counselor          | 1          |
| Christy Everett       | HS Teacher         | 1          |
| Chukwumeziri Orabuchi | Principal          | 1          |
| David Huey            | HS Teacher         | 1          |
| Eboni Williams        | Instructional aide | 1          |
| Jacie Sparks          | Attendance Clerk   | 1          |
| Jason Steward         | SPED               | 1          |
| Jennifer Gaines       | HS Teacher         | 1          |
| Joni Rae Partridge    | HS Teacher         | 1          |
| Larry Greaves         | MS Teacher         | 1          |
| Lynda Martinez        | Instructional aide | 1          |
| Marcia Singh          | Instructional aide | 1          |
| Martha Frank          | Admin. Assistant   | 1          |
| Michael Jones         | Instructional aide | 1          |

| <u>Name</u>       | <u>Position</u>    | <u>FTE</u> |
|-------------------|--------------------|------------|
| Pat Jolly         | Nurse              | 0.5        |
| Patrick Patterson | HS Teacher         | 1          |
| Paul Beaty        | MS Teacher         | 1          |
| Pricilla Vazquez  | Social Worker      | 0.5        |
| Quincy Gulley     | Instructional aide | 1          |
| Stacy Archer      | MS Teacher         | 1          |
| Ulinda Yeahquo    | ES Teacher         | 1          |

# Campus Leadership Team

| Committee Role             | Name                  | Position               |
|----------------------------|-----------------------|------------------------|
| Parent                     | Marquis Smith         | Parent                 |
| Parent                     | Yessica Munoz         | Parent                 |
| Para                       | Martha Frank          | Registrar/Secretary    |
| Para                       | Jacie Sparks          | Attendance Clerk       |
| Administration             | Orabuchi Chukwumeziri | Principal              |
| Community Member           | Sheryl English        | Board Member           |
| Classroom Teacher          | Becky Gomez           | SPED Teacher           |
| Non-classroom Professional | Bobbie Roberts        | School Counselor       |
| Classroom Teacher          | Jason Steward         | SPED Teacher           |
| Classroom Teacher          | David Huey            | HS Teacher - team lead |
| Classroom Teacher          | Paul Beaty            | MS Teacher             |
| Classroom Teacher          | Ulinda Yeahquo        | ES Teacher             |

# Campus Funding Summary

| State Compensatory Education (SCE) |           |          |                                      |              |                |
|------------------------------------|-----------|----------|--------------------------------------|--------------|----------------|
| Compass Point                      | Objective | Strategy | Resources Needed                     | Account Code | Amount         |
| 1                                  | 1         | 1        | All Staff Positions                  |              | \$1,342,889.00 |
| Sub-Total                          |           |          |                                      |              | \$1,342,889.00 |
| Title I, Part A                    |           |          |                                      |              |                |
| Compass Point                      | Objective | Strategy | Resources Needed                     | Account Code | Amount         |
| 1                                  | 1         | 3        | Substitutes                          |              | \$1,500.00     |
| 1                                  | 2         | 1        | General Teacher                      |              | \$9,443.00     |
| 1                                  | 2         | 1        | Parent Involvement Supplies & Snacks |              | \$476.00       |
| 1                                  | 2         | 1        | Social Worker                        |              | \$33,247.00    |
| 1                                  | 2         | 1        | Purpose Prep Academy                 |              | \$3,497.00     |
| 2                                  | 1         | 1        | Professional Development             |              | \$2,000.00     |
| Sub-Total                          |           |          |                                      |              | \$50,163.00    |

# Addendums

| Engagement Mean                                                                                                                                                           |             | Trended Mean                                                                      |           | Mean Percentile Rank - Industry - Education - K-12 |                                                    | Respondents                  | Engagement Index                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------|-----------|----------------------------------------------------|----------------------------------------------------|------------------------------|-----------------------------------------------------------------------|
|                                                                                          |             |  |           | 69                                                 |                                                    | 21                           | Engagement Index is unavailable for the currently selected scorecard. |
|                                                                                                                                                                           |             | Change From Last Mean: $\uparrow + 0.37$<br>3.78   4.11   3.84   4.21             |           |                                                    |                                                    |                              |                                                                       |
|                                                                                                                                                                           | Respondents | Current Mean                                                                      | Last Mean | Change                                             | Mean Percentile Rank - Industry - Education - K-12 | Company Overall Current Mean |                                                                       |
| <b>Q00:</b> On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work? | 21          | 3.90                                                                              | 3.79      | 0.11                                               | 54                                                 | 3.85                         |                                                                       |
| <b>Q01:</b> I know what is expected of me at work.                                                                                                                        | 21          | 4.67                                                                              | 4.93      | $\downarrow -0.26$                                 | 79                                                 | 4.39                         |                                                                       |
| <b>Q02:</b> I have the materials and equipment I need to do my work right.                                                                                                | 21          | 4.24                                                                              | 3.79      | $\uparrow +0.45$                                   | 62                                                 | 3.93                         |                                                                       |
| <b>Q03:</b> At work, I have the opportunity to do what I do best every day.                                                                                               | 21          | 4.71                                                                              | 4.07      | $\uparrow +0.64$                                   | 92                                                 | 4.15                         |                                                                       |
| <b>Q04:</b> In the last seven days, I have received recognition or praise for doing good work.                                                                            | 20          | 4.00                                                                              | 3.58      | $\uparrow +0.42$                                   | 76                                                 | 3.51                         |                                                                       |
| <b>Q05:</b> My supervisor, or someone at work, seems to care about me as a person.                                                                                        | 21          | 4.43                                                                              | 4.07      | $\uparrow +0.36$                                   | 61                                                 | 4.26                         |                                                                       |
| <b>Q06:</b> There is someone at work who encourages my development.                                                                                                       | 21          | 4.24                                                                              | 3.79      | $\uparrow +0.45$                                   | 63                                                 | 4.05                         |                                                                       |
| <b>Q07:</b> At work, my opinions seem to count.                                                                                                                           | 21          | 4.05                                                                              | 3.50      | $\uparrow +0.55$                                   | 72                                                 | 3.72                         |                                                                       |
| <b>Q08:</b> The mission or purpose of my organization makes me feel my job is important.                                                                                  | 21          | 4.33                                                                              | 3.86      | $\uparrow +0.47$                                   | 69                                                 | 4.04                         |                                                                       |
| <b>Q09:</b> My associates or fellow employees are committed to doing quality work.                                                                                        | 20          | 3.85                                                                              | 3.93      | -0.08                                              | 23                                                 | 4.14                         |                                                                       |
| <b>Q10:</b> I have a best friend at work.                                                                                                                                 | 18          | 3.94                                                                              | 3.90      | 0.04                                               | 66                                                 | 3.77                         |                                                                       |
| <b>Q11:</b> In the last six months, someone at work has talked to me about my progress.                                                                                   | 19          | 3.58                                                                              | 3.07      | $\uparrow +0.51$                                   | 29                                                 | 3.69                         |                                                                       |
| <b>Q12:</b> This last year, I have had opportunities at work to learn and grow.                                                                                           | 19          | 4.42                                                                              | 3.62      | $\uparrow +0.80$                                   | 74                                                 | 4.12                         |                                                                       |

|                                                                                                                                                                           | Trended Mean                                                                        | Past Report 3 | Past Report 2 | Past Report 1 | Current Report |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------|---------------|---------------|----------------|
| <b>Q00:</b> On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work? |    | 3.62 21       | 4.15 20       | 3.79 14       | 3.90 21        |
| <b>Q01:</b> I know what is expected of me at work.                                                                                                                        |    | 4.05 21       | 4.77 22       | 4.93 14       | 4.67 21        |
| <b>Q02:</b> I have the materials and equipment I need to do my work right.                                                                                                |    | 4.29 21       | 4.43 23       | 3.79 14       | 4.24 21        |
| <b>Q03:</b> At work, I have the opportunity to do what I do best every day.                                                                                               |    | 4.05 21       | 4.52 23       | 4.07 14       | 4.71 21        |
| <b>Q04:</b> In the last seven days, I have received recognition or praise for doing good work.                                                                            |    | 2.90 21       | 3.52 21       | 3.58 12       | 4.00 20        |
| <b>Q05:</b> My supervisor, or someone at work, seems to care about me as a person.                                                                                        |    | 3.86 21       | 4.43 23       | 4.07 14       | 4.43 21        |
| <b>Q06:</b> There is someone at work who encourages my development.                                                                                                       |    | 3.71 21       | 4.00 23       | 3.79 14       | 4.24 21        |
| <b>Q07:</b> At work, my opinions seem to count.                                                                                                                           |    | 3.52 21       | 3.87 23       | 3.50 14       | 4.05 21        |
| <b>Q08:</b> The mission or purpose of my organization makes me feel my job is important.                                                                                  |  | 4.05 21       | 4.35 23       | 3.86 14       | 4.33 21        |
| <b>Q09:</b> My associates or fellow employees are committed to doing quality work.                                                                                        |  | 4.30 20       | 4.09 22       | 3.93 14       | 3.85 20        |
| <b>Q10:</b> I have a best friend at work.                                                                                                                                 |  | 3.61 18       | 3.38 21       | 3.90 10       | 3.94 18        |
| <b>Q11:</b> In the last six months, someone at work has talked to me about my progress.                                                                                   |  | 3.14 21       | 3.70 20       | 3.07 14       | 3.58 19        |
| <b>Q12:</b> This last year, I have had opportunities at work to learn and grow.                                                                                           |  | 3.85 20       | 4.29 21       | 3.62 13       | 4.42 19        |

Trended Report Details

| Past Report 3:                             | Past Report 2:                             | Past Report 1:                             | Current Report:                            |
|--------------------------------------------|--------------------------------------------|--------------------------------------------|--------------------------------------------|
| 2021 Denton ISD Employee Engagement Survey | 2022 Denton ISD Employee Engagement Survey | 2023 Denton ISD Employee Engagement Survey | 2024 Denton ISD Employee Engagement Survey |
| Oct 25, 2021 - Nov 08, 2021                | Oct 17, 2022 - Oct 31, 2022                | Oct 02, 2023 - Oct 16, 2023                | Sep 30, 2024 - Oct 15, 2024                |

FOOTNOTES

- \* - Scores are not available due to data suppression.
- Respondents can select multiple responses for multi-select questions.
- Not shown if n < 4 for all Means, Top Box, and Verbatim Responses; n < 10 for Frequency; or data are unavailable.
- Mean Percentile Rank is being calculated against other workgroup scores in the Industry - Education - K-12 database.
- Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.
- Percentile Rank in Industry - Education - K-12 Database  < 25th Percentile  25-49th Percentile  50-74th Percentile  75-89th Percentile  >= 90th Percentile
- Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.

## GLOSSARY

The glossary provides high-level definitions of terms within the engagement report. Because of the dynamic nature of this site, not all terms will be applicable to or displayed on your report. Please use the terms that are relevant to your team when discussing and interpreting the data.

### ENGAGEMENT DEFINED

**EMPLOYEE ENGAGEMENT:** Employee engagement refers to how committed an employee is to their organization, their role, their manager and their co-workers. Engagement drives performance. Gallup's research shows that more highly engaged employees give more discretionary effort at work and have higher productivity, profitability and customer service, as well as reduced turnover and safety incidents.

### THE SURVEY ITEMS/QUESTIONS

**OVERALL SATISFACTION:** Overall Satisfaction is a measure of how content your team is with the overall company as a place to work. Overall Satisfaction is not included in the Overall Workgroup Engagement (GrandMean) score. Being a satisfied employee does not equate with being engaged, though the two are highly related.

**Q01-Q12:** These items are Gallup's proprietary workgroup engagement questions (commonly referred to as the Q<sup>12</sup>®). These items were selected for their strong connection to performance outcomes and the ability to take action at the workgroup level.

**INDICES:** In addition to the Q<sup>12</sup>® items, Gallup has created a number of empirically-derived sets of indices, which are comprised of 3-4 questions each. Individual scores of each index item are provided, along with a combined index score, which measures the strength of the core index construct. These indices help companies strategically pinpoint and improve specific focus areas relevant to their current situation.

**CUSTOM ITEMS:** These items are unique to your company and can vary across companies and surveys. While these "additional" questions link to the Gallup Engagement hierarchy, they are not always within the power of the workgroup to influence or change. These questions can provide additional insights into employees' perceptions, the situational workplace environment or company-specific initiatives.

### EMPLOYEE ENGAGEMENT RESULTS

**GRANDMEAN:** The GrandMean measures overall Workgroup Engagement, which is an average of the 12 Workgroup Engagement items (Q01-Q12). The higher your score (with a maximum possible score of 5), the more engaged your fellow employees are.

**ENGAGEMENT INDEX:** The Engagement Index (EI) is a macro-level indicator of an organization's health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged and actively disengaged based on their responses to the Q<sup>12</sup>® survey items. You must have 100 employees participate to receive the full spectrum of responses for the EI. If you have 30<100 employees, the report will include the percentage of engaged employees only.

**ENGAGEMENT HIERARCHY:** Every employee has a distinct set of needs that follows a hierarchy, with basic needs at the foundation and growth at the top. Employees feel more or less engaged depending on how well they believe their needs are being met in the workplace.

### UNDERSTANDING THE SCORES

**THE SURVEY SCALE:** The engagement survey utilises a 5-point scale with 1=Strongly Disagree and 5=Strongly Agree. For each question, employees have the option to also select

“Don’t know” or “Does not apply”.

**TOTAL N:** The total number of employees who responded to the survey.

**MEAN SCORES:** The average score using the 5-point survey scale, with 5.00 being the highest score and 1.00 being the lowest.

**TOP BOX/%5:** The percentage of employees who responded “5 – Strongly Agree” to the survey item.

**DISTRIBUTION OF RESPONSES:** The percentage of employees who responded “1”, “2”, “3”, “4” or “5” to an item. If 10 or more employees respond to the survey, the report could display a full distribution of responses. Otherwise, only the percentage of employees who responded with a “5” (Top Box) and item means will display.

**SUPPRESSED DATA:** Confidentiality of responses is extremely important to Gallup. If too few employees respond to a survey item, the data will be suppressed (not published) and an asterisk (“\*”) will appear in its place.

COMPARISONS

**EXTERNAL BENCHMARKING:** (Industry - Education - K-12): Used as a benchmark to determine how your team’s results compare to other workgroups within the Industry - Education - K-12 of clients.

**PERCENTILE RANKING:** The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is in relation to the database. Used as a benchmark to determine how your team’s results compare to internal and external workgroups.

**Denton Independent School District**

**Sparks Campus**

**2025-2026 Campus Improvement Plan**



# Mission Statement

## School Mission

The Faculty and Staff of the Joe Dale Sparks Campus will strive to create a safe, positive, and nurturing learning environment where all students can succeed.

# Vision

## School Vision

The Sparks Faculty and Staff are committed to keeping detained in the Denton County Juvenile Detention Center current with their home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

# Value Statement

## School Values

The Joe Dale Sparks Campus prides itself on its ability to reach these students at the most vulnerable state and work with them to receive the highest education possible while they are away from their natural class setting.

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Teacher engagement is a must. We will assure that needed materials are provided to our teachers to help them do their job at a high level. We will also continue our work in acknowledging teachers for the great things they do. We have incorporated the Sparkle Committee. this committee will plan gatherings and help to acknowledge staff for the work they do.

# Demographics

## Demographics Summary

The nature of our student population can be described as fluid at best. We serve all of Denton County and some of the surrounding counties as well. Our population is made up of students who have been detained for violating the penal code. The racial/ ethnic breakdown fluctuates throughout the school year. We do enroll all of our students in the appropriate English, Science, Social Studies, and Math classes to meet their needs. We also enroll them in a business course along with Art and Physical Education classes. We meet all of the needs of our Special Education, 504, and Emergent Bilingual students as specified in the paperwork we receive from their home campuses. Where parent involvement is a difficult task to manage here, we do reach out and communicate with parents when enrolling students.

## Demographics Strengths

Staff is a strength here at Sparks. We have a very experienced staff who many have only ever worked here. They understand the procedures of both the school and the county.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We try to meet the academic needs of a very mobile population. We can make some gains but then the student is released or sent to a different placement

**Root Cause:** Mobility rate of over 95% it is difficult to create a sustained academic change.

# Student Learning

## Student Learning Summary

Student engagement is our best indicator of student learning. Students come to us from all over Denton county. They have often missed school often or were not engaged in their classes. We are challenged in trying to engage them in lessons daily and trying to increase their desire to read.

## Student Learning Strengths

We have minimal distractions for our students. We work in classes of 12 or less students. We can offer up help to those when need/want it.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our mobility rate limits our ability to measure effectiveness.

**Root Cause:** The average length of enrollment for our students is less than 25 days.

# School Processes & Programs

## School Processes & Programs Summary

Each of our teachers is tasked with teaching different levels of their content in each of their classes. Where an ELAR class can adjust this easily, the task is more difficult for a science, history or math teacher. This alone is a challenge but add in the different learning levels and special programs aspect of the class and now you have a balancing act like no other.

## School Processes & Programs Strengths

Teachers work to meet the needs that are very different in each of their classes. Lessons are prepared to meet these needs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We have no control on how we group our students. The county moves students around to meet their specific needs.

**Root Cause:** Students are grouped by behaviors and not age or grade. The levels are difficult to plan for.

# Perceptions

## Perceptions Summary

With new staff hires comes new opportunities to hire quality teachers. We have hired to very outgoing and positive teachers who immediately impacted the climate and culture of our campus. We need top lean on their personalities and have others feed off of them in order to continue the positive changes.

## Perceptions Strengths

We have only lost personnel to promotion or retirement. Sparks continues to be a place where people enjoy their work.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Our school is often viewed as a disciplinary placement school. The thought is all our students are dangerous and hard to reach.

**Root Cause:** Our school is not often visited and often misunderstood. Students are here because they made bad decisions not always because they are out of control.

# Priority Problem Statements

# Compass Points

## Compass Point 1: Exceptional Workplace Environment

**Performance Objective 1:** Support and recognition will continue to improve in order to encourage teachers to provide meaningful lessons that encourages students to be engaged in the work and develop the understanding.

### High Priority

**Evaluation Data Sources:** Progress reports, report cards and student attendance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> We will work with county staff and leadership to assure that the JSO's are assisting us in getting students to class. They will inform students to prepare for school and not ask the student if they are attending school.<br><b>Strategy's Expected Result/Impact:</b> Fewer class refusals<br><b>Staff Responsible for Monitoring:</b> Principal, teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture                                                                                                                                                                                          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teachers must model the level of engagement they expect from their students. Materials has been an issue in the past. We will ensure that team members know how to request what they need to do their jobs. We will help them put together purchase orders and the required documentation to complete the purchase.<br><b>Strategy's Expected Result/Impact:</b> Teachers will feel heard and prepared for their day with the materials they need to do their job well.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

Compass Point 1: Exceptional Workplace Environment

**Performance Objective 2:** Principal will intervene with any attendance concerns early in the process. Principal will meet with any students who are refusing to attend class and discuss the possible outcome associated with truancy.

High Priority

Evaluation Data Sources: Student attendance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Principal will discuss the possible issues with missing school while at Sparks Campus. The access to school library can be limited.<br>Report to court and Probation office when missing. Truancy measures are still in place here at Sparks.<br><b>Strategy's Expected Result/Impact:</b> Reduce the opportunity or desire to refuse class.<br><b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |

## Compass Point 2: Excellence In Student Outcomes

**Performance Objective 1:** 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier 1 level of the DMTS Universal Monitoring System

**Evaluation Data Sources:** report cards, progress reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> We will acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are designated to (1) improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and state students achievement standards that all children in the State are expected to meet, (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.<br><b>Strategy's Expected Result/Impact:</b> : Improved instruction across content areas and student progress on progress reports and report cards<br><b>Staff Responsible for Monitoring:</b> teachers, at risk teacher, principal<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$1,282.50 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide instructional and clerical support personnel for at-risk students<br><b>Strategy's Expected Result/Impact:</b> Improved instructional support across all content areas and student progress on IRPs and report cards.<br><b>Staff Responsible for Monitoring:</b> Principal, at risk teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |           |     |     |           |

| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Utilize At-risk Teacher to support struggling students in all core content classes. Will monitor and assist with all 504 and Emergent Bilingual students.<br><b>Strategy's Expected Result/Impact:</b> increased support and strategies for working with at risk students<br><b>Staff Responsible for Monitoring:</b> At- Risk teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>Funding Sources:</b> - Title I, Part D Subpart 2 - \$80,000                                                                                                                                                                                                                                             | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |
| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 4:</b> Provide additional clerical support to facilitate records of students when needed. This will help to minimize the time from the student arrives at the facility and the time teachers have information to provide needed accommodations, modifications, and supports for the student.<br><b>Strategy's Expected Result/Impact:</b> Records and Cumulative folders will be current and accurate.<br><b>Staff Responsible for Monitoring:</b> Registrar, secretary, and principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>Funding Sources:</b> Assistant Registrar, Attendance Clerk - Title I, Part D Subpart 2 - \$84,500                                                               | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |
| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 5:</b> Provide teacher who will teach Art and Physical Education to address the needs of the students in our facility. We previously only had one Art and one PE teacher. There were days where many students would not have a class since the teacher could only teach 6 out of 7 classes. This position will assure that students have an Art or PE teacher in class everyday.<br><b>Strategy's Expected Result/Impact:</b> Maintain a teacher who has both PE and Art certification. Students make gains in both contents since they are able to have a teacher daily.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>Funding Sources:</b> Maintain fully certified Art/ PE teacher - Title I, Part D Subpart 2 - \$78,000 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Dec       | Mar | May | May       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |

# State Compensatory

## Budget for Sparks Campus

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 19

**Brief Description of SCE Services and/or Programs**

|  |
|--|
|  |
|--|

## Personnel for Sparks Campus

| <u>Name</u>               | <u>Position</u>      | <u>FTE</u> |
|---------------------------|----------------------|------------|
| Amy Evans-Bluitt          | CTC English          | 1          |
| Ann Poston                | Det ELAR             | 1          |
| Anna Galvan               | Attendance Clerk     | 1          |
| Bianca Lopez              | Inclusion Teacher    | 1          |
| Brandi Nowicki            | PE/Art               | 1          |
| Carla Teniente Tierrafria | Bilingual Aide       | 1          |
| Chris Shapley             | Det PE               | 1          |
| David Heilein             | CTC Math             | 1          |
| David Michaelson          | CTC Social Studies   | 1          |
| Dina Sosa                 | Assistant Registrar  | 1          |
| Edith Orozco              | Det Science          | 1          |
| Elizabeth Cook            | Art                  | 1          |
| Jenneal Vincent           | Secretary, Registrar | 1          |
| Julia Laney               | Inclusion Teacher    | 1          |
| Leanne Tate               | Sped Aide            | 1          |
| Michael Smith             | CTC CTE teacher      | 1          |
| Paul Martinez             | Principal            | 1          |
| Ryan Wilcox               | Det CTE              | 1          |

| <u>Name</u>        | <u>Position</u>                      | <u>FTE</u> |
|--------------------|--------------------------------------|------------|
| Stephanie Forester | Testing Coordinator/ At Risk Teacher | 1          |

# Title I Personnel

| <u>Name</u>        | <u>Position</u>           | <u>Program</u>    | <u>FTE</u> |
|--------------------|---------------------------|-------------------|------------|
| Ana Galvan         | ATTENDANCE, LIAISON/COURT | Office Staff      | 1          |
| Brandi Nowicki     | Art/ PE Teacher           | Detention         | 1          |
| Dina Sosa          | Assistant Registrar       | Office Staff      | 1          |
| Stephanie Forester | At- Risk Teacher          | At- Risk Services | 1          |

# Site Based Decision Making Committee

| Committee Role | Name               | Position  |
|----------------|--------------------|-----------|
| Member         | Joe Cochran        | Teacher   |
| Member         | Stephanie Forester | At- Risk  |
| Member         | Paul Martinez      | Principal |
| Member         | Leanne Tate        | Para      |
| Member         | Elizabeth Cook     | Teacher   |
| Member         | Amy Bluitt         | Teacher   |
| Member         | Edith Orozco       | Teacher   |
| Member         | Julia Laney        | Teacher   |

# Campus Funding Summary

| State Compensatory Education (SCE) |           |          |                                          |              |              |
|------------------------------------|-----------|----------|------------------------------------------|--------------|--------------|
| Compass Point                      | Objective | Strategy | Resources Needed                         | Account Code | Amount       |
| 2                                  | 1         | 1        |                                          |              | \$1,282.50   |
| Sub-Total                          |           |          |                                          |              | \$1,282.50   |
| Title I, Part D Subpart 2          |           |          |                                          |              |              |
| Compass Point                      | Objective | Strategy | Resources Needed                         | Account Code | Amount       |
| 2                                  | 1         | 3        |                                          |              | \$80,000.00  |
| 2                                  | 1         | 4        | Assistant Registrar, Attendance Clerk    |              | \$84,500.00  |
| 2                                  | 1         | 5        | Maintain fully certified Art/ PE teacher |              | \$78,000.00  |
| Sub-Total                          |           |          |                                          |              | \$242,500.00 |