

Denton Independent School District
Guyer High School
2024-2025 Campus Improvement Plan



GUYER
HIGH SCHOOL

Mission Statement

Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. engage our students, parents, staff, and community in the learning process.

Vision

Guyer High School will provide a high quality education that prepares students to be responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

School Values

We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

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| Guiding Outcome 3: Growth & Management - In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce | 26 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Guyer High School is a comprehensive, four-year, public high school in Denton, Texas. In the sixteen years since John H. Guyer High School opened, we have established a standard and tradition for excellence in all areas. Currently, 2586 students are enrolled at GHS. We are classified as a 6A school by the University Interscholastic League. Academically we have continued to grow and achieve at levels above the local, state, and national levels. We continue to see an increase in student participation in College Board Advanced Placement programming. Additionally, in recent years, students have taken advantage of the dual-credit option with a partnership with Texas Woman's University which allows students to receive college credit through classes taken on the high school campus. Students are graduating with higher numbers of college credits through participation in the Advanced Placement and Dual Credit programs at Guyer HS.

Guyer High School continues to place a high priority on employing and retaining a high-quality, talented professional and paraprofessional staff. We strive to ensure that our staff members embody the talent, skill, and will necessary to help ensure that our students' potential is maximized and that our mission, vision, values, and goals are realized daily.

Mission Statement: Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural, and physical aspects of learning in a positive environment.

*Rigorous and relevant curriculum that is cognitively demanding and challenging to students

*Students engaged in the learning process

*Parents and community engaged as partners in the learning process

*Stakeholder involvement in the planning and improvement process

Vision Statement: Guyer High School will provide a high quality education that prepares students to be responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

*Professional learning community collaboration

*Focused and critical examination of our instructional practices

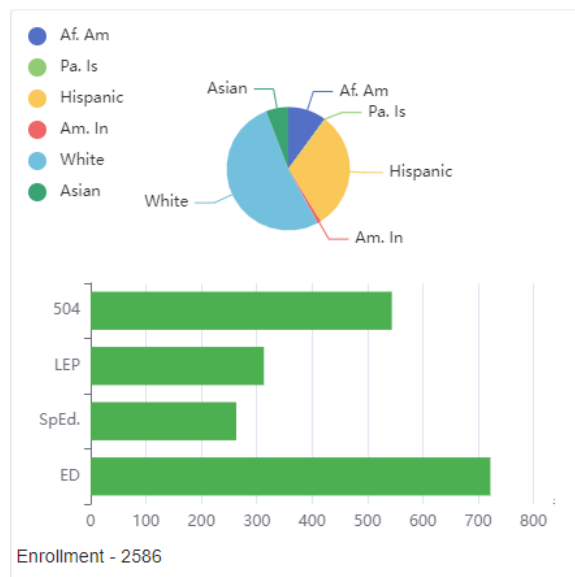
*Maintaining fidelity in data-driven decision-making

*Focus on results

School Values: We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

We continue to seek opportunities to work vertically with our Guyer Zone schools and to continue our horizontal collaboration with the other district comprehensive high schools.

Our parent community is supportive of our efforts and remains committed to our school-home partnership. The Guyer High School student body is in tune with the needs of the community and has collectively participated in many worthy causes. Many of our organizations contain some component of community service as a requirement for membership. Some of these include: Interact Club, I Am Second, Girls Soccer, French Club, National Honor Society, English National Honor Society, SADD (Students Against Destructive Decisions), Art Club, HOSA (Health Occupations Students of America) and DOCS (Discovering Opportunities and Careers for Students in Medicine), GHS Baseball partnership with Salvation Army GHS Orchestra partners with American Red Cross, Spirit Horse (therapy for children using horses), and performs for senior living centers. Student Council partners with a local food pantry, Keep Denton Beautiful, and sponsors classrooms who adopt pre-kindergarten students in Denton ISD. Our choral program consists of over 200 students who comprise six performing choirs. Numerous Guyer students have made the TMEA All State Choir over the past six years, and each of our choirs has earned Sweepstakes Choir over the past six years. The Guyer theater program consistently receives accolades and recognition for outstanding work. They perform numerous programs each year for our school and our community at large. They have been nominated by the Dallas Summer Musicals High School Theater Awards yearly in the following categories: Best Musical, Best Lighting, Best Ensemble, Best Direction, Best Costumes, Best Actress, Best Actor, Best Technical Execution, and Best Choreography. In four out of the last five years, a Guyer High School student has been honored with the coveted Top Actor and Actress award presented by Dallas Summer Musical Theatre, which qualified the students to participate in the National High School Musical Theatre Awards, known as “The Jimmy’s”, on Broadway in New York City. In UIL State One Act Play competition. GHS has advanced through district, regional, and area competition to compete at the state multiple times over the last five years. All three performing orchestras have consistently earned UIL Concert and Sight-reading sweepstakes awards, with our Varsity Orchestra winning every year since Guyer has opened. Our orchestra has previously been recognized as a TMEA Texas Honor Orchestra Competition finalist. Air Force Junior ROTC: Our Air Force Junior Reserve Officer Training Corp continues to be an important part of John Guyer High School, helping future leaders grow and succeed. Listed are some of the group’s notable achievements: Since beginning the unit in 2005, GHS has produced more service academy graduates than any other high school in North Texas In 2019, GHS graduates were awarded the largest amount of Department of Defense funded scholarships ever awarded to a public high school Recognized as a Distinguished Unit with Merit during this year’s inspection. Provides a yearly presentation by current service academy cadets/midshipmen for students interested in attending a service Conducted interview and application prep for 100 area students competing for academy appointments. Volunteered over 5000 hours completing over 150 community service projects.



Demographics Strengths

Guyer High School's demographic strengths are as follows:

- *Consistent academic performance/ratings, as it relates to TEA Accountability System
- *Increasing College, Career, and Military Readiness measures
- *Exceptionally high graduation/completion rate
- *High student attendance rate
- *Teacher/student ratios allows for highly effective instruction
- *Traditionally low student mobility/student stability rate
- *Traditionally strong truancy prevention measures
- *Growing diversity in student population
- *Strong community ties/support

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the diverse needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Student Learning Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, Denton ISD Curriculum & Instruction documents, and the results of ongoing campus based assessments. At the beginning of each grading period and during ongoing district-allotted PLC days/times, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught and assessed for the upcoming instructional period. During PLC collaboration opportunities, to ensure that learning plans are aligned with campus, district, and state standards and expectations, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs. Students are encouraged to enroll in advanced academics programs offered at Guyer HS, including honors, advanced placement, and dual credit courses. Our goal is to provide students with a learning experience that is catered to their goals and abilities. By ensuring that all of our programming is of the highest standard, we will meet and/or exceed student, family, school, and community expectations as they relate to serving all of our students' needs.

| 2024 Preliminary Accountability Report Card - High School (with CCMR) | | | | | | | |
|--|-----------------|-------------|---------------|--|----|--------|-------|
| What 2024 Accountability would look like based on Proposed 2024 Accountability Manual and possible "raw scores" for each component | | | | | | | |
| Campus Name | GUYER H 5 | | Campus Number | 061901007 | | | |
| %EcoDis (Fall 2023 Snapshot) | 24.7 | | | | | | |
| | Component Score | Scale Score | Letter Grade | Overall Grade Components | | Weight | Total |
| Domain I - Student Achievement STAAR Performance | | 89 | B | Best Scale Score: 89 Domain I or Domain II | 89 | 70% | 62.3 |
| STAAR Performance (40%) | 64 | 91 | A | | | | |
| CCMR (40%) | 83 | 85 | B | | | | |
| Graduation Rate (20%) | 99.8 | 95 | A | | | | |
| Domain II - School Progress (Better of Part A or Part B) | | 83 | B | Domain III Scale Score | 93 | 30% | 27.9 |
| Part A - Academic Growth | 69 | 72 | C | | | | |
| Part B - Relative Performance | | 83 | B | | | | |
| STAAR Performance (50%) | 64 | 82 | B | | | | |
| CCMR (50%) | 83 | 83 | B | | | | |
| Domain III - Closing the Gaps | 81 | 93 | A | | | | |
| | | | | Overall Score | | 90 | |
| | | | | Overall Letter Grade | | A | |
| lead4ward | | | | REV 04/17/2024 | | | |

Leadership Data Dig

STAAR Performance Calculation Report

Calculate your Campus Overall STAAR Performance:

| STAAR Performance | | | | | | |
|-------------------------|------|------|---------|----------------|-------|-----------------------------------|
| Calculation Report | | | | | | |
| | RLA | Math | Science | Social Studies | Total | %age (Rounded to whole number) |
| Total Tests | 1348 | 487 | 667 | 551 | 3053 | |
| Approaches GL or Above | 1144 | 429 | 628 | 540 | 2741 | 90 |
| Meets GL or Above | 1034 | 252 | 495 | 468 | 2249 | 74 |
| Masters GL | 306 | 118 | 177 | 275 | 876 | 29 |
| Total Percentage Points | | | | | | 193 |
| Component Score | | | | | | 64 |

Calculate your STAAR Performance: for each subject

| STAAR Performance-RLA | | | STAAR Performance- Math | | |
|---------------------------|------|----|---------------------------|-----|----|
| Calculation Report | | | Calculation Report | | |
| | # | % | | # | % |
| Total Tests | 1348 | | Total Tests | 487 | |
| Approaches GL or Above | 1144 | 85 | Approaches GL or Above | 429 | 88 |
| Meets GL or Above | 1034 | 77 | Meets GL or Above | 252 | 52 |
| Masters GL | 306 | 23 | Masters GL | 118 | 24 |
| Total Percentage Points | 185 | | Total Percentage Points | 164 | |
| Component Score | 62 | | Component Score | 55 | |
| Scale Score (If Domain I) | 91 | | Scale Score (If Domain I) | 83 | |

| STAAR Performance- Science | | | STAAR Performance- Soc Studies | | |
|----------------------------|-----|----|--------------------------------|-----|----|
| Calculation Report | | | Calculation Report | | |
| | # | % | | # | % |
| Total Tests | 667 | | Total Tests | 551 | |
| Approaches GL or Above | 628 | 94 | Approaches GL or Above | 540 | 98 |
| Meets GL or Above | 495 | 74 | Meets GL or Above | 468 | 85 |
| Masters GL | 177 | 26 | Masters GL | 275 | 50 |
| Total Percentage Points | 194 | | Total Percentage Points | 233 | |
| Component Score | 65 | | Component Score | 78 | |
| Scale Score (If Domain I) | 91 | | Scale Score (If Domain I) | 95 | |

Student Learning Strengths

*Guyer HS is scheduled to receive an "A" for our overall letter grade in TEA's accountability system.

*Student Achievement STAAR Performance Domain is scheduled to receive an "A" accountability rating from TEA.

*Closing the Gaps Domain is scheduled to receive an "A" accountability rating from TEA.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As it pertains to our 2023-24 accountability measures in Academic Growth, a growing number/percentage of students did not show evidence of at least one year of academic growth as measured by STAAR End of Course results. **Root Cause:** Lack of consistent, monitored focus, alignment, and implementation on research-based, campus-adopted instructional models, instructional practices, and instructional strategies.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, the Denton ISD Curriculum & Instruction curriculum documents, and the results of ongoing campus based assessments. At the beginning of each grading period, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught for the upcoming grading period. During PLC collaboration opportunities, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs.

Through utilizing the tools provided by Denton ISD Human Resources, as well as campus-based protocols and procedures, we seek to recruit, support, and retain a highly-talented staff. Our staff commonly reports how they feel supported on campus, and this is also reflected in the high staff retention rate each year.

Our organizational structures support collaboration, innovation, and calculated risk-taking. Administratively, our administrative team is structured into two teams: Instructional Leadership Team and Organizational Leadership Team. The Instructional Leadership Team is tasked with leading the instructional focus and initiatives, while our Organizational Leadership Team is tasked with leading our operational/ organizational focus. Our department chairs lead their core academic departments, and we have lead teachers who assist in leader content areas within their departments. Our structure collectively support collegiality and high levels of professional learning.

School Processes & Programs Strengths

School Processes & Programs Strengths are as follows:

- *Association/Collaboration/Partnership with the Guyer Zone
- *Staff and Student Well-being Focus
- *Professional Learning Communities Culture
- *Campus Guiding Coalition
- *Assessment for Learning Strategies
- *Extracurricular and Co-curricular activities/offerings for students
- *Denton Multi-tiered System of Supports
- *Strengths-Based education
- *Dual credit opportunities
- *Open enrollment in Honors and AP coursework
- *Advanced Technology Center opportunities
- *Credit Recovery programming

- *English Language Learner support
- *Special Education Services
- *Administrative Leadership Team
- *Partnership with City of Denton for School Resource Officers
- *1:1 Technology with Chromebook initiative
- *Counseling/Social Work Team
- *Teacher Leadership Team (Department Chairs)
- *Campus Leadership Team
- *Teacher Selection Processes
- *Instructional Leadership Team
- *Organizational Leadership
- *Team Leadership Development
- *High Teacher Retention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Implementation of PLC/PLT processes vary amongst PLTs, departments, and other collaborative teams. **Root Cause:** Lack of administrative oversight and PLT leadership leads to inconsistent protocols/expectations carried out in collaborative meetings.

Perceptions

Perceptions Summary

All Guyer High School staff members have a common shared vision for ensuring that our students maximize their potential during their time at GHS. Our learning community is committed to fulfilling our mission of providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. We focus on research best practices, and, to the greatest extent possible, seek to provide a personal, individualized, targeted plan of instruction which moves our students closer to realizing their goals. Guyer High School is a tradition-rich campus that is known for excellence in academics, fine arts, and athletics. GHS is consistently named to U. S. News and World Reports list of "Top U. S. High Schools", and we were recently named one of the top STEM high schools in the United States. Because the school has historically been successful, the standard of expectation within and outside of the campus continues to rise. Our strong campus culture reflects and embodies what we mean by #TheGuyerWay.

Perceptions Strengths

Perception Strengths are as follows:

- *Clear campus mission, vision, values, and goals
- *Tradition-rich campus leads to positive campus culture and climate
- *A growth mindset is valued amongst students and staff
- *High standards for both academic and character success
- *Highly supportive Parent, Teachers, Student Association (PTSA)
- *Highly qualified professional and paraprofessional staff Family Culture-"Once a Wildcat, Always a Wildcat"
- *Creating and fostering relationships in the learning environment to support the academic and social/emotional needs of our learners

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As reflected in the 2023 Employee Engagement Survey, GHS staff members' mean rating was below the Denton ISD mean rating on the survey item related to "At work, I have the opportunity to do what I do best every day." **Root Cause:** Currently, obstacles exist in staff members' daily work-related activities and environment that hinder their abilities to do what they do best on a daily basis.

Priority Problem Statements

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.

Root Cause 1: A diverse population requires deep understanding of the diverse needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As it pertains to our 2023-24 accountability measures in Academic Growth, a growing number/percentage of students did not show evidence of at least one year of academic growth as measured by STAAR End of Course results.

Root Cause 2: Lack of consistent, monitored focus, alignment, and implementation on research-based, campus-adopted instructional models, instructional practices, and instructional strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Implementation of PLC/PLT processes vary amongst PLTs, departments, and other collaborative teams.

Root Cause 3: Lack of administrative oversight and PLT leadership leads to inconsistent protocols/expectations carried out in collaborative meetings.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: As reflected in the 2023 Employee Engagement Survey, GHS staff members' mean rating was below the Denton ISD mean rating on the survey item related to "At work, I have the opportunity to do what I do best every day."

Root Cause 4: Currently, obstacles exist in staff members' daily work-related activities and environment that hinder their abilities to do what they do best on a daily basis.

Problem Statement 4 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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
- Violence and/or violence prevention 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By June 2025, through an enhanced focus on improving the effectiveness of Tier 1 instruction for all students via enhanced implementation of aligned curriculum and instruction, implementation of a system-wide academic instruction, intervention, acceleration, and enrichment plan, implementation of an effective progress monitoring system, and facilitation of an effective formative and summative assessment system plan, Guyer High School students will perform in the top quartile of our comparable schools group in Student Achievement (Domain I), School Progress (Domain II), and Closing the Gaps (Domain III), as measured by the Texas Education Agency's campus accountability ratings.

High Priority

Evaluation Data Sources: BOY, MOY, EOY Assessments
 STAAR EOC Assessments
 TEA Accountability Ratings

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Implement effective PLC/PLT protocols that focus on curriculum and instruction clarity and alignment, analyzing student work and student data, and creation, administration, and review of formative and summative assessments.</p> <p>During the 2024-2025 school year, the Guyer Math Department will use PLT meeting time to create common formative and summative assessments that can be used to evaluate student progress at subsequent meetings. Additionally, teachers will discuss and come to a consensus on scoring to ensure that students across different classes receive comparable scores on the standards being assessed.</p> <p>During the 2024-2025 school year, the CTE department will use PLCs to focus on curriculum alignment with industry standards as well as IBCs. In addition, we will create an effective monitoring system to track IBCs in order to increase the percentage of students meeting CCMR.</p> <p>During the 2024-2025 academic year, the World Languages Department at Guyer High School will use PLC meeting time to work with</p> | Formative | | |
| | Dec | Mar | May |

colleagues, organized by subject and grade, to collaborate on common and formative assessments according to subject and level and to reach consensus on scoring guidelines of the assessments. Scores will inform our teaching. Single-subject teachers (German & ASL) will meet (in person or via Teams/Zoom) with colleagues throughout Denton ISD.

During the 2024-2025 school year, the Guyer Special Education Department will use PLC/PLT time to support and collaborate with content areas to evaluate student progress. We will utilize the data collection procedures developed by each area to increase the success of each special education student.

During the 2024-2025 school year, the Guyer English Department will use PLT time to develop lessons that have the students' cumulative results in mind. Lesson development will include major, minor, and formative assessments used as checkpoints to help adjust instruction and provide students with feedback as they navigate the knowledge and skills necessary to achieve the end goal.

2024-2025 Social Studies Department Goal: Strategy 1

Target: Increase student proficiency in critical thinking, analysis, and historical inquiry by 10%.

Focus: Improve Tier 1 instruction using evidence-based teaching strategies.

Measurement: 10% growth in student performance (benchmarks, state exams, classroom assessments).

Increase in students achieving Mastery Level on the STAAR Exam by 10%.

Guyer HS Library:

The GHS Library Refresh, supported through an approved Lantana Education Foundation grant, will aim to ensure that our library is a welcoming, accommodating, and engaging learning environment for our Guyer community. The refresh will:

-support collaboration through opportunities for small group work

-provide teachers with whole-class instruction opportunities with direct access to library programming and resources

-provide/offer enrichment opportunities for students, staff, and community

Strategy's Expected Result/Impact: Improved curriculum alignment and Tier 1 instruction, improvement in student work meeting appropriate levels of expectation and increased assessment scores.

Staff Responsible for Monitoring: GHS Administration, GHS teaching staff

ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Funding Sources: Itemized library furniture/learning environment consultation associated with the approved grant - LEF Grant Funds - \$54,000

Strategy 2 Details

Formative Reviews

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 2: Consistent implementation of Assessment for Learning (AFL) strategies during classroom instruction:</p> <ol style="list-style-type: none"> 1) Provide students with a clear and understandable vision of the learning target 2) Use examples and models of strong and weak work 3) Offer regular feedback 4) Teach students to self-assess and set goals 5) Design lessons to focus on one learning target or aspect of quality at a time 6) Teach students focused revision 7) Engage students in self-reflection and let them keep track of and share their learning <p>During the 2024-2025 school year, the Guyer Math Department will commit to offering specific and actionable feedback to students at least once a week on the learning targets addressed during that time. Examples of such feedback include but are not limited to formative assessment with comments, small group reteaching, and individualized assistance (tutorials).</p> <p>For the 2024-2025 school year, the Guyer Special Education Department will focus on delivering targeted and practical feedback to students at least weekly with regard to their IEP goals. This feedback may include, but is not limited to, formative assessments with detailed comments, small group instruction, and one-on-one support (such as tutorials).</p> <p>Throughout the 2024-2025 school year, Guyer Science will develop and share learning targets with students at the beginning of each lesson in order to communicate clear expectations for learning outcomes.</p> <p>During the 2024-2025 school year, the Guyer CTE department will provide students with examples of both strong and weak work for each unit in order to demonstrate what meets the learning target.</p> <p>During the 2024-2025 school year, the Guyer High School English Department will integrate and consistently apply Assessment for Learning (AFL) strategies to enhance student engagement and improve learning outcomes. We commit to regularly using formative and minor assessments as opportunities to offer timely and constructive feedback, models of strong and weak work, and involve students in self-assessment and goal-setting to foster a culture of continuous improvement and ownership of learning.</p> <p>2024-2025 Social Studies Department Goal: Strategy 2 and 3 Strategies: PLC/PLT Protocols: Ensuring curriculum alignment and instructional clarity.</p> <p>Assessment for Learning (AFL) Strategies: Provide a clear vision of learning targets. Use models of strong and weak work. Focus on one learning target or aspect of quality at a time.</p> <p>Additional Considerations for Success: Ongoing Monitoring: Schedule regular check-ins to assess progress on benchmark assessments and adjust instruction as needed. Student Feedback: Incorporate student reflections on their learning process to help refine instruction. Professional Development: Offer continuous training on AFL and critical thinking instruction techniques. Collaboration & Support: Encourage collaborative lesson planning and peer observations to share classroom AFL strategies. Work collectively as a department to improve student performance growth at every 9th - 12th grade level. Develop and share differentiation strategies specific to our subject (e.g., WG, WH, USH), focusing on adapting content, process, and product.</p> | Formative | | |
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Through differentiated instruction, teachers will tailor instruction to meet the needs of individual students.

Strategy's Expected Result/Impact: Improved Tier 1 instructional strategies implementation, improvement in student work meeting appropriate levels of expectation and increased assessment scores.

Staff Responsible for Monitoring: GHS administration, GHS teaching staff

ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

| | | |
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Strategy 3 Details

Formative Reviews

Strategy 3: Through differentiated instruction, teachers will tailor instruction to meet the needs of individual students.

Formative

By the end of the 2024-2025 school year, Guyer Science will implement differentiated instruction techniques to address our students' diverse academic needs.

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Action Steps:
Develop and share differentiation strategies specific to our subject area (bio, chem, physics, etc.), focusing on adapting content, process, and product.
Regularly use formative assessments to adjust instruction and provide targeted support to students.
Engage in collaborative planning to design differentiated lessons that cater to various learning styles and abilities.

Measurement:
Collect and analyze student performance data to evaluate the effectiveness of differentiation strategies.
Gather feedback from students regarding the clarity and relevance of differentiated instruction.

During the 2024-2025 school year, the Guyer Math Department will use PLT meetings to create differentiated lesson options to push students who require more advanced mathematical stimulation as well as scaffold those who need more assistance to master the learning targets. Examples of such options include but are not limited to challenge problems, puzzles that address the standards, SAT Practice problems, remediation videos, and the use of IXL diagnostic practice.

During the 2024-2025 school year, the Guyer High School English Department will implement and refine differentiation strategies to meet the diverse learning needs of all students. We commit to tailoring instruction, assessments, and learning activities by:
Modifying reading materials through Book Clubs and Newsela to provide texts at varying levels of complexity to support both struggling readers and advanced learners.
Using flexible grouping to allow students to work in teams based on their skills, interests, or learning needs, ensuring targeted instruction. Small group settings will be used regularly with opportunities for more advanced students to perform independently on more advanced skills, while those who need more intervention will receive more one-on-one instruction with the teacher before rejoining the group or working independently.
Offering choice in assignments, such as allowing students to choose between writing essays, creating presentations, or developing creative projects, so they can demonstrate understanding in ways that suit their strengths.
Providing scaffolded instruction for students needing additional support, including sentence starters, graphic organizers, and one-on-one conferencing.
Incorporating enrichment activities for advanced students, such as independent reading projects, in-depth literary analysis, or research-based assignments.

During the 2024-2025 school year, the Guyer Special Education Department will review student data and carefully design and provide

differentiated instruction and support as outlined in each SPED student's IEP incorporating appropriate accommodations. Success will be measured by progress and mastery of student's IEP goals.

2024-2025 Social Studies Department Goal: Strategy 3

Develop and share differentiation strategies specific to our subject (e.g., WG, WH, USH), focusing on adapting content, process, and product. Through differentiated instruction, teachers will tailor instruction to meet the needs of individual students.

Strategy's Expected Result/Impact: Instruction will be targeted to individual student needs. Individual learning pathways will be created for students in need of assistance.

Staff Responsible for Monitoring: GHS administration, GHS teaching staff

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: As it pertains to our 2023-24 accountability measures in Academic Growth, a growing number/percentage of students did not show evidence of at least one year of academic growth as measured by STAAR End of Course results. **Root Cause:** Lack of consistent, monitored focus, alignment, and implementation on research-based, campus-adopted instructional models, instructional practices, and instructional strategies.

School Processes & Programs

Problem Statement 1: Implementation of PLC/PLT processes vary amongst PLTs, departments, and other collaborative teams. **Root Cause:** Lack of administrative oversight and PLT leadership leads to inconsistent protocols/expectations carried out in collaborative meetings.

Guiding Outcome 2: Culture & Climate -

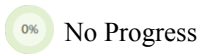
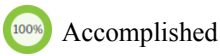
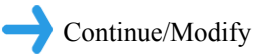

In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By June 2025, through the facilitation of an effective Guiding Coalition focused on improving the culture and climate of campus, by modeling a continuous improvement model associated with ensuring a positive working environment, we will see an improvement in the results of an our annual employee engagement surveys, particularly in the area of staff reporting that they have an opportunity to do what they do best every day in the professional capacities.

High Priority

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: *Promote a healthy work-life balance to ensure that personal needs are as essential to being met as professional requirements.</p> <p>*Provide effective constructive feedback to staff aimed at improving staff performance and building trust with colleagues.</p> <p>*Encourage meaningful work, outside of content-specific actions, to drive commitment to students, including student groups, social organizations, etc.</p> <p>*Set clear expectations for staff to improve engagement and productivity.</p> <p>*Encourage innovation through providing the autonomy to do things differently, think creatively, and take calculated, research-based risks.</p> <p>*Delegate opportunities to develop the leadership capacity in staff members which allows them to grow personally and professionally.</p> <p>Strategy's Expected Result/Impact: Increased work satisfaction; staff report being provided increased opportunities to do what they do best in their professional capacities; high staff retention</p> <p>Staff Responsible for Monitoring: GHS Administration; GHS Guiding Coalition</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 1: As reflected in the 2023 Employee Engagement Survey, GHS staff members' mean rating was below the Denton ISD mean rating on the survey item related to "At work, I have the opportunity to do what I do best every day." Root Cause: Currently, obstacles exist in staff members' daily work-related activities and environment that hinder their abilities to do what they do best on a daily basis.</p> |

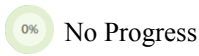
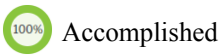
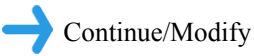

Guiding Outcome 3: Growth & Management -

In pursuit of excellence, we will:

- * Recruit, employ and retain high quality teachers
- * Remain committed to providing equitable and outstanding opportunities for every student on every campus
- * Work with the community in planning and facility development
- * Utilize citizens' advisory committees to focus on short and long-term tasks
- * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
- * Demonstrate effective and efficient management of district resources
- * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
- * Encourage teachers and staff to pursue advanced degrees
- * Pursue energy efficiency and conservation principles
- * Develop a budget focused on student and professional learning
- * Maintain a diverse workforce

Performance Objective 1: Guyer High School will recruit and retain high quality staff members who are skilled in supporting and meeting the needs of our student body.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: *Cultivate a culture of collaboration through our PLC and Guiding Coalition processes</p> <p>*Early identification of needs; Early employee screening; Early hiring</p> <p>*Provide high-quality professional learning opportunities (embedded in the work day)</p> <p>*Develop teacher leadership through collaboration during department/PLT opportunities</p> <p>*Provide high-quality on-campus mentorship program</p> <p>*Provide effective feedback/assessment/evaluation on job performance</p> <p>*Proactively and publicly celebrate the great things happening on campus</p> <p>Strategy's Expected Result/Impact: Continued high rate of staff annual retention</p> <p>Staff Responsible for Monitoring: GHS Administration; Guiding Coalition</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 1: As reflected in the 2023 Employee Engagement Survey, GHS staff members' mean rating was below the Denton ISD mean rating on the survey item related to "At work, I have the opportunity to do what I do best every day." Root Cause: Currently, obstacles exist in staff members' daily work-related activities and environment that hinder their abilities to do what they do best on a daily basis.</p> |

Guiding Outcome 4: Opportunities for Students -





In pursuit of excellence, we will:

- * Support college, career, military and life readiness
- * Engage students in extracurricular clubs and organizations
- * Advocate for public education across the state and nation
- * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Agency's College, Career, and Military Readiness Indicators, the Guyer HS CCMR rating will be in the top quartile of our comparable schools group by June 2025. Additionally, Guyer High School will ensure that the percentage of students engaged in school and community activities and organizations increases by June 2025.

High Priority

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Currently identify CCMR deficient students and have them meet with counselors to discuss the benefits of taking the TSIA and getting them to sign up for future assessment dates.</p> <p>Strategy's Expected Result/Impact: Increase in the number and percentage of students receiving a CTE certification and gaining CCMR point.</p> <p>Staff Responsible for Monitoring: GHS administration, GHS Counseling, CTE teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: A focus on ensuring students are enrolled in a CTE course that has a certification test attached to it; students take and pass the certification test.</p> <p>Strategy's Expected Result/Impact: Increase in the number and percentage of students receiving a CTE certification and gaining CCMR point.</p> <p>Staff Responsible for Monitoring: GHS administration, GHS Counseling, CTE teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: All students are provided the opportunity to enroll in an Advanced Academic classes in order to fulfill their CCMR requirement.</p> <p>Strategy's Expected Result/Impact: Increase in the number and percentage of students receiving a CTE certification and gaining CCMR point.</p> <p>Staff Responsible for Monitoring: GHS administration, GHS Counseling, Department Chairs, Advanced Placement teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: A diverse population requires deep understanding of the diverse needs of various learners while implementing a common set of values and expectations as a school.</p> |

Campus Funding Summary

| LEF Grant Funds | | | | | |
|------------------|-----------|----------|---|--------------|--------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Itemized library furniture/learning environment consultation associated with the approved grant | | \$54,000.00 |
| Sub-Total | | | | | \$54,000.00 |

Denton Independent School District
Crownover Middle School
2024-2025 Campus Improvement Plan



CROWNOWER
MIDDLE SCHOOL

Mission Statement

At Ronny Crownover Middle School, we are committed to providing a positive and safe learning environment that encourages students to become lifelong learners. We strive to partner with parents to model and teach leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse population.

Vision

Dedicated to Students-Committed to Excellence

School Values

Collective Commitments

- We will build relationships with students and staff
- We will value the whole child
- We will operate with a collaborative mindset always
- We will take pride in our campus
- We will communicate effectively and keep open lines of communication with all stakeholders

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| Guiding Outcomes | 11 |
| Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors | 11 |
| Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognition to the Denton ISD community | 15 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crownover Middle School was established in 2002 and is named after Ronny Crownover, a local veterinarian and Texas state representative who was an advocate for public education.

Crownover is known for its friendly environment, which includes everything from hosting special events for our incoming 6th graders, spirit/school community days, Crownover staff going out into our community, and occasional “Maroon Outs” to showcase school spirit.

Crownover’s motto is “our students, our future” and it goes hand-in-hand with the school’s philosophy of student, family and staff involvement in education. Crownover students can enroll in gifted and talented courses, career and technology courses, and explore careers in a variety of industries.

The school also offers band, choir, orchestra, art, cheerleading and a variety of athletics options: football, volleyball, tennis, boys and girls basketball and boys and girls track. In addition, Crownover has nationally-recognized programs like the National Junior Honor Society, Student Council and numerous community-oriented clubs to help students adapt and socialize together.

Located in Corinth, Crownover was the first district middle school to be built outside the city of Denton.

Established: 2002

Mascot: Cowboys

Colors: Maroon and Silver Grey

Priorities:

- RCMS will continue to seek current professional development and programs that assist staff in meeting the academic, behavioral, and social/emotional needs of our growing diverse population.
- Continue to build close community relations with all stakeholders.
- Strengthen instructional practices to meet the varied needs of our diverse student population.
- Continue implementation of the Cowboy Coalition to provide increased teacher voice.

| Student Groups | Count | Percent |
|----------------|-------|---------|
| All | 886 | 100% |
| 6th | 306 | 34.54% |
| 7th | 263 | 29.68% |

| Student Groups | Count | Percent |
|----------------------------|--------------|----------------|
| 8th | 317 | 35.78% |
| African American | 81 | 9.14% |
| Hispanic | 278 | 31.38% |
| White | 429 | 48.42% |
| Asian | 65 | 7.34% |
| Other | 33 | 3.72% |
| Economically Disadvantaged | 296 | 33.41% |
| Section 504 | 176 | 19.86% |
| English Learners | 145 | 16.37% |
| At-Risk | 158 | 17.83% |
| Special Education | 119 | 13.4% |
| Gifted and Talented | 149 | 16.82% |

Demographics Strengths

Strengths:

- Diverse student body make-up
- Strong feeder elementary campuses

- Great student exposure to cultures different than their own

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our student body continues to increase with changes in varying manners, we need to strengthen our professional development and conversations around this to ensure we are meeting the varied needs of our students. **Root Cause:** Shift in the make-up of the student body which needs to be addressed in greater detail and continue throughout the school year.

Student Learning

Student Learning Summary

Priorities

- RCMS will continue to utilize and monitor Professional Learning Community (PLC) processes to ensure lesson development that addresses students' needs as well as focuses on instructional classroom rigor levels satisfying a Meets level performance as measured by state assessments.
- Continue development and implementation of workshop/small group model strategies to best meet the individual needs and foster growth in our students.
- Implement more targeted intervention during the class period to better meet the needs of our students and address gaps.
- Utilize student half days to focus on intervention time for students that are lacking progress or have gaps in their learning.

Student Learning Strengths

Strengths:

- Increased used of common assessment and formative check data to drive instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As our student body continues to increase with changes in varying manners, we need to re-evaluate our instructional practices to ensure that we are addressing all student needs and learning styles in the classroom so that we can close gaps and students can progress in their learning. **Root Cause:** Some staff relying on old teaching practices. Lack of exposure to different teaching practices or styles.

School Processes & Programs

School Processes & Programs Summary

Priorities:

- RCMS will continue to improve in the area of communication, recognition, and community involvement for students, parents, and staff.
- Continue to utilize positive reinforcement through positive office referrals submitted by staff members.
- RCMS will utilize Professional Learning Community (PLC) process to ensure lesson development addresses students' needs, as well as, focus on instructional rigor level satisfying a Meets student proficiency level as measured by state assessments.
- Continue to strengthen staff capacity to serve as a first line of defense in dealing with student differences in behavior and emotional needs.

School Processes & Programs Strengths

Strengths:

- Strong PTA involvement.
- Well-developed community-based mental health support systems have been established.
- Teacher representation for TCC, EIC, Team, Department leader, and Cowboy Coalition team meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The change in our demographics has proven the need for social emotional and differences among other training for our staff. **Root Cause:** Lack of training centered on differences amongst our student body. Lack of exposure to students/situations of varied backgrounds.

Perceptions

Perceptions Summary

Priorities:

- Continue adult to student mentorship to improve student connectedness with Corinth PD partnerships.
- Continue weekly character-building promotion through student announcements and interactions in the classroom.
- Continue to offer after-school clubs.
- Continue to offer positive office referrals.
- Continue to improve in the area of communication and community involvement for students, parents, and staff as seen through the weekly campus community newsletters (both staff and parent/guardian) and RCMS Facebook.

Perceptions Strengths

Strengths:

- Students and parents feel that rules are reinforced.
- Students feel friendships and positive peer relationships are encouraged on campus.
- New students feel that RCMS is a friendly and welcoming environment - strengthened by student ambassador program.
- Students feel they are encouraged to learn skills such as empathy, decision making, problem-solving, communication, and conflict resolution.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to continue to promote and celebrate the differences on our campus including race and abilities. **Root Cause:** Lack of exposure to other cultures or ways of life for both staff and students.

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors


Performance Objective 1: By June of 2025, through implementation of a system wide academic intervention, acceleration, and enrichment plan in core courses, we will increase student achievement as measured by students performing at grade level by 10% in Reading, Math, Science and Social Studies.


Evaluation Data Sources: State Report Card (TAPR)

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: All core content teachers will participate in CORE time by grade-level 3x/week to develop common lesson plans and assessments to ensure horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Student work, common formative assessments, and common summative assessments.</p> <p>Staff Responsible for Monitoring: Administrators, CORE departments (ELAR, Math, Science and Social Studies) teachers.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Bi-weekly MTSS grade-level team meetings will be held to identify and monitor students progress in all Core classes to reduce the achievement gap.</p> <p>Strategy's Expected Result/Impact: Increased student achievement by reducing the number of students on MTSS Tier 2 and Tier 3 targeted lists.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, DMTSS campus team, CORE content teachers.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 3: ELAR teachers will continue to utilize workshop model strategies to strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students.</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement as measured by TAPR, campus scorecard, and student work.</p> <p>Staff Responsible for Monitoring: Administration and ELAR teachers.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Build opportunities within the classroom for students to engage in talking and writing about their learning.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of material and better student engagement.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Cowboy Coalition, Administrators</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Support learning and growth of students in Math which will be achieved by intentional intervention between the district quick checks and the common assessment.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of math concepts and growth in their learning</p> <p>Staff Responsible for Monitoring: Math department, PLC, classroom teachers, administrators</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Social Studies will work with essential strategies for teaching vocabulary based on common aligned content for 6th-8th grades to support student learning.</p> <p>Strategy's Expected Result/Impact: Vertical support of student learning in Social Studies and deeper understanding of common vocabulary.</p> <p>Staff Responsible for Monitoring: Social studies department, PLTs, classrooms teachers and administrators</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: By June of 2025, we will increase student progress (Index #2) by 5 points as measured on the State Report Card.

Evaluation Data Sources: State Report Card (TAPR)

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Strengthen implementation of the DMTSS (Denton Multi-Tiered Support System) team to monitor student academic and behavioral progress.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students listed on Tier 2 and 3 Intervention lists and increase student progress by 5 points as measured on the State Report Card.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, DMTSS Team, Interventionists, and Core teachers.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Implementation of teacher managed campus scorecard in ELAR, Math, Science and Social Studies for 6th, 7th and 8th grades to track progress.</p> <p>Strategy's Expected Result/Impact: Teachers will update their scorecard and collaborate on ways to meet the needs of the students through analyzing the data collected.</p> <p>Staff Responsible for Monitoring: Administration, ELAR/Math/SS/Science teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: 6th, 7th, and 8th-grade students will utilize MAP testing as the universal screener to determine individual student's reading and math progress.</p> <p>Strategy's Expected Result/Impact: Analysis of student performance data to improve STAAR performance as measured on 6-8th-grade STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration, Math and Reading teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 4: Implementation of Reading and Math Intervention to support identified students showing significant gaps in progress - including both push-in and pull-out supported based on the needs of the student.</p> <p>Strategy's Expected Result/Impact: Improvement in on-level readiness in regards to student achievement in 6-8th-grade STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionist, and ELAR teachers.</p> <p>Funding Sources: Campus Interventionist - State Compensatory Education (SCE) - \$76,919</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Ongoing before/after school and Saturday tutoring offered by individual core content teachers specifically targeting identified students not meeting standard on summative or common assessments or experiencing attendance problems.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate a year's growth as measured by state assessments.</p> <p>Staff Responsible for Monitoring: Administration, Math teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Implementation of modified intervention schedule for early release days to allow for additional intervention time with fluid intervention groupings.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize additional targeted class time to address specific needs of students to fill gaps.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Classroom Teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Opportunities for differentiated learning for the staff to meet the varied learning needs of our students to assist in filling gaps and aid in student progress.</p> <p>Strategy's Expected Result/Impact: Student progress in filling gaps and varied instructional strategies utilized by staff.</p> <p>Staff Responsible for Monitoring: Admin, teachers, specialists, counselors</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognition to the Denton ISD community

Performance Objective 1: Improve student and family communication and engagement by 5% as measured by campus and district engagement surveys to create a positive culture through events, programs, and timely and effective communication with students and families.

Evaluation Data Sources: District community survey and campus developed surveys

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Continue school-wide recognition for the student of the month. Strategy's Expected Result/Impact: Student of the month will be recommended by grade level team and submitted to the counseling team. Selected students will be recognized in school announcements, staff and parent newsletters, and campus social media websites. Staff Responsible for Monitoring: Campus administration, Counselors, and Team Leaders.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Continuation of Positive Office Referral. Students will be recognized by teachers through a referral form for positive behaviors. Strategy's Expected Result/Impact: As more students are recognized for positive behaviors, the campus will see a decrease in negative behavior office referrals. Staff Responsible for Monitoring: Administration, Counselors, and Staff.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Use of in-school announcements, school messenger, and campus website and calendar to ensure consistent communication. Strategy's Expected Result/Impact: Continue to improve effective and timely feedback to support district-level communication. Staff Responsible for Monitoring: Administration and campus personnel.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognition to the Denton ISD community

Performance Objective 2: Improve staff engagement by 5% as measured by campus and district engagement surveys to create a positive culture with high staff morale.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Continue school-wide recognition for a staff member of the month, and teacher of the month. Strategy's Expected Result/Impact: Teacher and staff recognition will be lead by their campus peers in which all staff members have an opportunity to nominate and vote. Selected staff members and teachers will be recognized in school announcements, staff and parent newsletters, and campus social media websites.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Continuation of trainings for strategies for staff to work with and become more aware of our growing changes in student population. Strategy's Expected Result/Impact: Staff increase in ability to navigate their classes effectively and form strong relationships with all students. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Continued implementation and expansion of campus Sunshine Committee. Strategy's Expected Result/Impact: Increase and improve teacher input, campus voice, and feedback as measured by the campus-level decision-making process. Staff Responsible for Monitoring: Administration and Sunshine Committee</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 4: Continuation of The Lasso to be sent out weekly (staff communication memo) so staff is aware of upcoming events and dates, celebrate the successes of each other and minimize emails throughout the week.</p> <p>Strategy's Expected Result/Impact: Weekly newsletter developed through the use of the SMORE online communication tool to improve teacher feedback and communication loop.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Continuation of quarterly (minimum) staff outings/events to foster collegiality.</p> <p>Strategy's Expected Result/Impact: Continue to strengthen the staff relationships.</p> <p>Staff Responsible for Monitoring: Admin and counselors</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Continuation and expansion in scope of work of Cowboy Coalition to offer input on decisions on campus and shared leadership.</p> <p>Strategy's Expected Result/Impact: With added teacher voice in decisions made across campus, staff will feel more engaged and empowered.</p> <p>Staff Responsible for Monitoring: Admin and Cowboy Coalition</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Campus Improvement Plan Advisory Committee

| Committee Role | Name | Position |
|----------------------------|--------------------------|------------------------------------|
| Parent | Michelle del Carpio | PTA President |
| Classroom Teacher | Haley Barton | Special Ed Inclusion |
| Administrator | Tania Seda | Assistant Principal |
| Classroom Teacher | Angela Harvey | Orchestra Director |
| Classroom Teacher | BJ Garcia | CTE Teacher |
| Classroom Teacher | Lauren Beck | ELAR Teacher |
| Classroom Teacher | Taylor Hotchkiss | ELAR Teacher |
| Classroom Teacher | Cameryn Graves | ESL |
| Non-classroom Professional | Billie Stone | Librarian |
| Classroom Teacher | Linda Williams | Math Teacher |
| Classroom Teacher | Sarah Erbele | Math Teacher |
| Paraprofessional | Tanya Temple | Principal Administrative Assistant |
| Classroom Teacher | Emily Graf | Science Teacher |
| Classroom Teacher | Zsuzanna Ratliff-Johnson | ELAR Teacher |
| Administrator | Reagan Glenn | Assistant Principal |
| Administrator | Lacey Hailey | Principal |

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|------------------------|--------------|--------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 4 | Campus Interventionist | | \$76,919.00 |
| Sub-Total | | | | | \$76,919.00 |

Addendums



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | |
|---|---------|--|---|---------------------|-------------------------------------|-----|-----|-----|-----|------------|-----|-------------------------------|------|---------|-------|------|-----|--|--|
| | | | | | Did Not Meet | | | | | Approaches | | | | | Meets | | | | |
| Number | Percent | | | | | | | | | | | 1 | | 2 | | | | | |
| | | | | | | | | | | | | Reading | | Writing | | | | | |
| | | | | | | | | | | | | Number of Points Possible | | | | | | | |
| | | | | | | | | | | | | 28 | | 28 | | | | | |
| | | | | | | | | | | | | Avg. # of Points / % Achieved | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | |
| All Students | | | 251 | 1674 | 51 | 20 | 200 | 80 | 152 | 61 | 82 | 33 | 16.8 | 60 | 15.1 | 54 | | | |
| Male | | | 123 | 1650 | 31 | 25 | 92 | 75 | 66 | 54 | 29 | 24 | 16.3 | 58 | 13.6 | 48 | | | |
| Female | | | 128 | 1697 | 20 | 16 | 108 | 84 | 86 | 67 | 53 | 41 | 17.3 | 62 | 16.6 | 59 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 78 | 1638 | 24 | 31 | 54 | 69 | 39 | 50 | 20 | 26 | 15.6 | 56 | 13.2 | 47 | | | |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 21 | 1839 | 0 | 0 | 21 | 100 | 20 | 95 | 16 | 76 | 22.0 | 79 | 22.1 | 79 | | | |
| Black or African American | | | 32 | 1595 | 9 | 28 | 23 | 72 | 15 | 47 | 3 | 9 | 14.5 | 52 | 12.1 | 43 | | | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 120 | 1690 | 18 | 15 | 102 | 85 | 78 | 65 | 43 | 36 | 17.3 | 62 | 15.9 | 57 | | | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 77 | 1601 | 32 | 42 | 45 | 58 | 27 | 35 | 12 | 16 | 14.3 | 51 | 11.3 | 40 | | |
| | | | No | 174 | 1706 | 19 | 11 | 155 | 89 | 125 | 72 | 70 | 40 | 17.9 | 64 | 16.8 | 60 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Nonparticipants | 251 | 1674 | 51 | 20 | 200 | 80 | 152 | 61 | 82 | 33 | 16.8 | 60 | 15.1 | 54 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | No Information Provided | 251 | 1674 | 51 | 20 | 200 | 80 | 152 | 61 | 82 | 33 | 16.8 | 60 | 15.1 | 54 | | |
| Identified as Emergent Bilingual/English Learner | | | | | | | | | | | | | | | | | | | |
| | | | Monitored 1st Year, reclassified from EB/EL | 35 | 1585 | 14 | 40 | 21 | 60 | 11 | 31 | 7 | 20 | 14.0 | 50 | 10.7 | 38 | | |
| | | | Monitored 2nd Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Monitored 3rd Year, reclassified from EB/EL | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Monitored 4th Year, reclassified from EB/EL | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Former EB/EL (Post Monitoring) | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Non-Emergent Bilingual/Non-English Learner | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | No Information Provided | 207 | 1679 | 37 | 18 | 170 | 82 | 132 | 64 | 66 | 32 | 17.0 | 61 | 15.4 | 55 | | |
| Bilingual | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Nonparticipants | 251 | 1674 | 51 | 20 | 200 | 80 | 152 | 61 | 82 | 33 | 16.8 | 60 | 15.1 | 54 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 19 | 1581 | 8 | 42 | 11 | 58 | 5 | 26 | 4 | 21 | 14.0 | 50 | 10.3 | 37 | | |
| | | | Nonparticipants | 232 | 1682 | 43 | 19 | 189 | 81 | 147 | 63 | 78 | 34 | 17.1 | 61 | 15.5 | 55 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 34 | 1520 | 22 | 65 | 12 | 35 | 4 | 12 | 1 | 3 | 11.9 | 43 | 7.1 | 25 | | |
| | | | No | 217 | 1698 | 29 | 13 | 188 | 87 | 148 | 68 | 81 | 37 | 17.6 | 63 | 16.4 | 58 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 45 | 1636 | 8 | 18 | 37 | 82 | 28 | 62 | 10 | 22 | 16.4 | 59 | 13.6 | 49 | | |
| | | | No | 206 | 1682 | 43 | 21 | 163 | 79 | 124 | 60 | 72 | 35 | 16.9 | 60 | 15.4 | 55 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 49 | 1844 | 0 | 0 | 49 | 100 | 48 | 98 | 38 | 78 | 22.2 | 79 | 22.4 | 80 | | |
| | | | Nonparticipants | 202 | 1633 | 51 | 25 | 151 | 75 | 104 | 51 | 44 | 22 | 15.5 | 55 | 13.3 | 48 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 38 | 1605 | 15 | 39 | 23 | 61 | 13 | 34 | 9 | 24 | 14.3 | 51 | 11.4 | 41 | | |
| | | | No | 213 | 1686 | 36 | 17 | 177 | 83 | 139 | 65 | 73 | 34 | 17.3 | 62 | 15.8 | 56 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | |
|---|-------------------------|------|---------------------------|---------------------|-------------------------------------|-----|------------|-----|-------|-----|---------|-----|---|------|--|-----|--------------------------|-----|---|---|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | 11 | | 15 | | 7 | |
| | | | | | Did Not Meet | | Approaches | | Meets | | Masters | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Tested | 250 | 100 | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 1 | 0 | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 251 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | 250 | 1737 | 61 | 24 | 189 | 76 | 111 | 44 | 41 | 16 | 4.8 | 43 | 8.5 | 57 | 3.6 | 52 | 5.7 | 57 | | |
| Male | 122 | 1734 | 33 | 27 | 89 | 73 | 57 | 47 | 18 | 15 | 4.8 | 43 | 8.4 | 56 | 3.6 | 51 | 5.6 | 56 | | |
| Female | 128 | 1741 | 28 | 22 | 100 | 78 | 54 | 42 | 23 | 18 | 4.8 | 43 | 8.6 | 57 | 3.6 | 52 | 5.8 | 58 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Hispanic/Latino | 78 | 1696 | 25 | 32 | 53 | 68 | 28 | 36 | 5 | 6 | 4.1 | 37 | 7.6 | 50 | 3.0 | 43 | 5.3 | 53 | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Asian | 21 | 1934 | 0 | 0 | 21 | 100 | 19 | 90 | 13 | 62 | 7.9 | 71 | 12.8 | 85 | 5.4 | 78 | 7.9 | 79 | | |
| Black or African American | 32 | 1655 | 13 | 41 | 19 | 59 | 8 | 25 | 0 | 0 | 4.0 | 36 | 6.7 | 44 | 2.8 | 39 | 4.7 | 47 | | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| White | 119 | 1752 | 23 | 19 | 96 | 81 | 56 | 47 | 23 | 19 | 4.9 | 44 | 8.8 | 59 | 3.9 | 56 | 5.9 | 59 | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Economically Disadvantaged | Yes | 77 | 1673 | 37 | 48 | 40 | 52 | 22 | 29 | 6 | 8 | 3.8 | 35 | 6.8 | 46 | 3.0 | 42 | 4.5 | 45 | |
| | No | 173 | 1766 | 24 | 14 | 149 | 86 | 89 | 51 | 35 | 20 | 5.2 | 47 | 9.2 | 62 | 3.9 | 56 | 6.3 | 63 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | Nonparticipants | 250 | 1737 | 61 | 24 | 189 | 76 | 111 | 44 | 41 | 16 | 4.8 | 43 | 8.5 | 57 | 3.6 | 52 | 5.7 | 57 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No Information Provided | 250 | 1737 | 61 | 24 | 189 | 76 | 111 | 44 | 41 | 16 | 4.8 | 43 | 8.5 | 57 | 3.6 | 52 | 5.7 | 57 | |
| Identified as Emergent Bilingual/English Learner | 35 | 1658 | 19 | 54 | 16 | 46 | 9 | 26 | 2 | 6 | 3.9 | 35 | 6.6 | 44 | 2.4 | 34 | 4.6 | 46 | | |
| Monitored 1st Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Former EB/EL (Post Monitoring) | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | 206 | 1741 | 42 | 20 | 164 | 80 | 93 | 45 | 34 | 17 | 4.8 | 43 | 8.6 | 57 | 3.7 | 53 | 5.8 | 58 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | Nonparticipants | 250 | 1737 | 61 | 24 | 189 | 76 | 111 | 44 | 41 | 16 | 4.8 | 43 | 8.5 | 57 | 3.6 | 52 | 5.7 | 57 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| ESL | Participants | 19 | 1670 | 10 | 53 | 9 | 47 | 6 | 32 | 1 | 5 | 4.1 | 37 | 7.1 | 47 | 2.5 | 35 | 4.7 | 47 | |
| | Nonparticipants | 231 | 1743 | 51 | 22 | 180 | 78 | 105 | 45 | 40 | 17 | 4.8 | 44 | 8.6 | 57 | 3.7 | 53 | 5.8 | 58 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Special Education | Yes | 33 | 1614 | 22 | 67 | 11 | 33 | 3 | 9 | 1 | 3 | 3.1 | 28 | 4.7 | 32 | 2.4 | 35 | 4.0 | 40 | |
| | No | 217 | 1756 | 39 | 18 | 178 | 82 | 108 | 50 | 40 | 18 | 5.0 | 45 | 9.1 | 60 | 3.8 | 54 | 6.0 | 60 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Section 504 | Yes | 45 | 1737 | 8 | 18 | 37 | 82 | 22 | 49 | 9 | 20 | 5.2 | 47 | 8.6 | 57 | 3.8 | 55 | 5.5 | 55 | |
| | No | 205 | 1737 | 53 | 26 | 152 | 74 | 89 | 43 | 32 | 16 | 4.7 | 42 | 8.5 | 56 | 3.6 | 51 | 5.8 | 58 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Gifted/Talented | Participants | 49 | 1919 | 0 | 0 | 49 | 100 | 46 | 94 | 29 | 59 | 7.8 | 71 | 12.3 | 82 | 5.4 | 78 | 7.9 | 79 | |
| | Nonparticipants | 201 | 1693 | 61 | 30 | 140 | 70 | 65 | 32 | 12 | 6 | 4.0 | 36 | 7.5 | 50 | 3.2 | 45 | 5.2 | 52 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| At-Risk | Yes | 38 | 1669 | 20 | 53 | 18 | 47 | 11 | 29 | 3 | 8 | 4.0 | 36 | 6.8 | 46 | 2.6 | 36 | 4.7 | 47 | |
| | No | 212 | 1750 | 41 | 19 | 171 | 81 | 100 | 47 | 38 | 18 | 4.9 | 44 | 8.8 | 59 | 3.8 | 54 | 5.9 | 59 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 061-901 DENTON ISD
 Campus: 041 CROWNOVER MIDDLE

Grade 7 Reading Language Arts

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | |
|---|---------|--|---------------------------|---------------------|-------------------------------------|-----|--------------|-----|------------------|------------|--------------|-----|------------------|------|--------------|------|-----|--|--|
| | | | | | Did Not Meet | | | | | Approaches | | | | | Meets | | | | |
| Number | Percent | | | | # | | % | | # | | % | | # | | % | | | | |
| | | | | | 28 | | 28 | | 28 | | 28 | | 28 | | 28 | | | | |
| | | | | | Avg. # of Points | | / % Achieved | | Avg. # of Points | | / % Achieved | | Avg. # of Points | | / % Achieved | | | | |
| Legend | | | | | # | % | # | % | # | % | # | % | # | % | # | % | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | |
| All Students | | | 284 | 1722 | 49 | 17 | 235 | 83 | 186 | 65 | 112 | 39 | 17.6 | 63 | 18.6 | 66 | | | |
| Male | | | 142 | 1688 | 31 | 22 | 111 | 78 | 83 | 58 | 44 | 31 | 17.1 | 61 | 16.7 | 60 | | | |
| Female | | | 142 | 1756 | 18 | 13 | 124 | 87 | 103 | 73 | 68 | 48 | 18.1 | 65 | 20.4 | 73 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 78 | 1675 | 21 | 27 | 57 | 73 | 42 | 54 | 22 | 28 | 16.3 | 58 | 16.4 | 59 | | | |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 22 | 1841 | 0 | 0 | 22 | 100 | 20 | 91 | 15 | 68 | 20.3 | 72 | 23.7 | 85 | | | |
| Black or African American | | | 33 | 1695 | 7 | 21 | 26 | 79 | 20 | 61 | 12 | 36 | 16.8 | 60 | 17.7 | 63 | | | |
| Native Hawaiian or Other Pacific Islander | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 146 | 1744 | 18 | 12 | 128 | 88 | 104 | 71 | 63 | 43 | 18.3 | 66 | 19.5 | 70 | | | |
| Two or More Races | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | | | Yes | 85 | 1623 | 33 | 39 | 52 | 61 | 35 | 41 | 15 | 18 | 14.7 | 52 | 14.1 | 50 | | |
| | | | No | 199 | 1764 | 16 | 8 | 183 | 92 | 151 | 76 | 97 | 49 | 18.8 | 67 | 20.4 | 73 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | | | Participants | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Nonparticipants | 282 | 1722 | 49 | 17 | 233 | 83 | 185 | 66 | 112 | 40 | 17.6 | 63 | 18.6 | 66 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | No | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | No Information Provided | 282 | 1723 | 48 | 17 | 234 | 83 | 186 | 66 | 112 | 40 | 17.6 | 63 | 18.6 | 67 | | |
| Identified as Emergent Bilingual/English Learner | | | 41 | 1637 | 17 | 41 | 24 | 59 | 22 | 54 | 9 | 22 | 15.2 | 54 | 14.9 | 53 | | | |
| Monitored 1st Year, reclassified from EB/EL | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 2nd Year, reclassified from EB/EL | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 4th Year, reclassified from EB/EL | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Former EB/EL (Post Monitoring) | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-Emergent Bilingual/Non-English Learner | | | 235 | 1731 | 32 | 14 | 203 | 86 | 156 | 66 | 95 | 40 | 17.8 | 64 | 19.0 | 68 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Nonparticipants | 284 | 1722 | 49 | 17 | 235 | 83 | 186 | 65 | 112 | 39 | 17.6 | 63 | 18.6 | 66 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | | | Participants | 41 | 1637 | 17 | 41 | 24 | 59 | 22 | 54 | 9 | 22 | 15.2 | 54 | 14.9 | 53 | | |
| | | | Nonparticipants | 243 | 1736 | 32 | 13 | 211 | 87 | 164 | 67 | 103 | 42 | 18.0 | 64 | 19.2 | 68 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | | | Yes | 36 | 1540 | 22 | 61 | 14 | 39 | 8 | 22 | 1 | 3 | 12.4 | 44 | 10.0 | 36 | | |
| | | | No | 248 | 1748 | 27 | 11 | 221 | 89 | 178 | 72 | 111 | 45 | 18.4 | 66 | 19.8 | 71 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | | | Yes | 54 | 1681 | 8 | 15 | 46 | 85 | 26 | 48 | 13 | 24 | 16.4 | 59 | 16.9 | 61 | | |
| | | | No | 230 | 1731 | 41 | 18 | 189 | 82 | 160 | 70 | 99 | 43 | 17.9 | 64 | 18.9 | 68 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | | | Participants | 47 | 1875 | 0 | 0 | 47 | 100 | 45 | 96 | 38 | 81 | 22.0 | 79 | 24.3 | 87 | | |
| | | | Nonparticipants | 237 | 1691 | 49 | 21 | 188 | 79 | 141 | 59 | 74 | 31 | 16.7 | 60 | 17.4 | 62 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | | | Yes | 56 | 1638 | 22 | 39 | 34 | 61 | 29 | 52 | 14 | 25 | 15.2 | 54 | 15.0 | 54 | | |
| | | | No | 228 | 1742 | 27 | 12 | 201 | 88 | 157 | 69 | 98 | 43 | 18.2 | 65 | 19.4 | 69 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 7 Mathematics

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | | |
|--|---|-----------------|---|---------------------|-------------------------------------|-----|-------|-----|---------|-----|---|-----|--|-----|--------------------------|------|---|-----|-----|-----|-----|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | 6 | | 20 | | 11 | | 9 |
| | | Students Tested | | Did Not Meet | Approaches | | Meets | | Masters | | Probability and Numerical Representations | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | | | | |
| # | % | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| Students Tested | | | 173 | 100 | 79 | 46 | 94 | 54 | 45 | 26 | 3 | 2 | 2.4 | 41 | 8.9 | 45 | 4.7 | 43 | 5.2 | 58 | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Other | | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | | | 173 | 100 | | | | | | | | | | | | | | | | | |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | |
| All Students | | | 173 | 1727 | 79 | 46 | 94 | 54 | 45 | 26 | 3 | 2 | 2.4 | 41 | 8.9 | 45 | 4.7 | 43 | 5.2 | 58 | |
| Male | | | 81 | 1723 | 39 | 48 | 42 | 52 | 24 | 30 | 2 | 2 | 2.4 | 40 | 9.1 | 46 | 4.5 | 41 | 5.0 | 55 | |
| Female | | | 92 | 1732 | 40 | 43 | 52 | 57 | 21 | 23 | 1 | 1 | 2.5 | 42 | 8.8 | 44 | 4.9 | 44 | 5.3 | 59 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Hispanic/Latino | | | 55 | 1695 | 37 | 67 | 18 | 33 | 9 | 16 | 0 | 0 | 2.2 | 36 | 7.9 | 40 | 4.3 | 39 | 4.6 | 51 | |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Asian | | | 8 | 1795 | 2 | 25 | 6 | 75 | 3 | 38 | 1 | 13 | 3.0 | 50 | 11.1 | 56 | 5.1 | 47 | 6.1 | 68 | |
| Black or African American | | | 22 | 1696 | 10 | 45 | 12 | 55 | 4 | 18 | 0 | 0 | 2.1 | 36 | 8.8 | 44 | 4.0 | 36 | 4.3 | 48 | |
| Native Hawaiian or Other Pacific Islander | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| White | | | 83 | 1755 | 27 | 33 | 56 | 67 | 29 | 35 | 2 | 2 | 2.7 | 45 | 9.6 | 48 | 5.2 | 48 | 5.7 | 63 | |
| Two or More Races | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Economically Disadvantaged | | | Yes | 69 | 1677 | 45 | 65 | 24 | 35 | 6 | 9 | 1 | 1 | 2.0 | 33 | 7.5 | 38 | 3.7 | 34 | 4.5 | 50 |
| | | | No | 104 | 1761 | 34 | 33 | 70 | 67 | 39 | 38 | 2 | 2 | 2.8 | 46 | 9.9 | 49 | 5.3 | 49 | 5.6 | 62 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 173 | 1727 | 79 | 46 | 94 | 54 | 45 | 26 | 3 | 2 | 2.4 | 41 | 8.9 | 45 | 4.7 | 43 | 5.2 | 58 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No Information Provided | 171 | 1727 | 78 | 46 | 93 | 54 | 45 | 26 | 3 | 2 | 2.4 | 41 | 8.9 | 45 | 4.7 | 43 | 5.2 | 57 |
| Identified as Emergent Bilingual/English Learner | | | 29 | 1695 | 19 | 66 | 10 | 34 | 5 | 17 | 1 | 3 | 2.1 | 36 | 7.6 | 38 | 4.4 | 40 | 4.7 | 52 | |
| Monitored 1st Year, reclassified from EB/EL | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Former EB/EL (Post Monitoring) | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | | | 141 | 1733 | 60 | 43 | 81 | 57 | 38 | 27 | 2 | 1 | 2.5 | 42 | 9.2 | 46 | 4.7 | 43 | 5.3 | 59 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 173 | 1727 | 79 | 46 | 94 | 54 | 45 | 26 | 3 | 2 | 2.4 | 41 | 8.9 | 45 | 4.7 | 43 | 5.2 | 58 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | | | Participants | 29 | 1695 | 19 | 66 | 10 | 34 | 5 | 17 | 1 | 3 | 2.1 | 36 | 7.6 | 38 | 4.4 | 40 | 4.7 | 52 |
| | | | Nonparticipants | 144 | 1734 | 60 | 42 | 84 | 58 | 40 | 28 | 2 | 1 | 2.5 | 42 | 9.2 | 46 | 4.8 | 43 | 5.3 | 59 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | | | Yes | 33 | 1660 | 24 | 73 | 9 | 27 | 4 | 12 | 0 | 0 | 1.9 | 32 | 7.0 | 35 | 3.7 | 34 | 4.1 | 45 |
| | | | No | 140 | 1743 | 55 | 39 | 85 | 61 | 41 | 29 | 3 | 2 | 2.6 | 43 | 9.4 | 47 | 4.9 | 45 | 5.4 | 60 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 504 | | | Yes | 37 | 1719 | 16 | 43 | 21 | 57 | 7 | 19 | 0 | 0 | 2.4 | 40 | 8.8 | 44 | 4.5 | 41 | 5.1 | 56 |
| | | | No | 136 | 1730 | 63 | 46 | 73 | 54 | 38 | 28 | 3 | 2 | 2.5 | 41 | 9.0 | 45 | 4.7 | 43 | 5.2 | 58 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | | | Participants | 8 | 1804 | 2 | 25 | 6 | 75 | 3 | 38 | 1 | 13 | 3.4 | 56 | 10.0 | 50 | 6.1 | 56 | 6.5 | 72 |
| | | | Nonparticipants | 165 | 1724 | 77 | 47 | 88 | 53 | 42 | 25 | 2 | 1 | 2.4 | 40 | 8.9 | 44 | 4.6 | 42 | 5.1 | 57 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | | | Yes | 38 | 1690 | 26 | 68 | 12 | 32 | 7 | 18 | 1 | 3 | 2.0 | 33 | 7.7 | 39 | 4.3 | 39 | 4.5 | 50 |
| | | | No | 135 | 1738 | 53 | 39 | 82 | 61 | 38 | 28 | 2 | 1 | 2.6 | 43 | 9.3 | 46 | 4.8 | 44 | 5.4 | 60 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Reading Language Arts

District: 061-901 DENTON ISD
 Campus: 041 CROWNOVER MIDDLE

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | |
|---|---------|--|---------------------------|---------------------|-------------------------------------|-----|-----|-----|-----|------------|-----|---------|------|---------|------|------|-----|
| | | | | | Did Not Meet | | | | | Approaches | | | | | 1 | | 2 |
| Number | Percent | | | | | | | | | | | Reading | | Writing | | | |
| Students Tested | | | 270 | 100 | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | |
| Absent | | | 0 | 0 | | | | | | | | | | | | | |
| Other | | | 0 | 0 | | | | | | | | | | | | | |
| Total Documents Submitted | | | 270 | 100 | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | | | |
| All Students | | | 270 | 1767 | 25 | 9 | 245 | 91 | 187 | 69 | 100 | 37 | 17.6 | 63 | 16.6 | 59 | |
| Male | | | 153 | 1744 | 18 | 12 | 135 | 88 | 96 | 63 | 47 | 31 | 16.9 | 60 | 15.5 | 55 | |
| Female | | | 117 | 1798 | 7 | 6 | 110 | 94 | 91 | 78 | 53 | 45 | 18.4 | 66 | 18.0 | 64 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Hispanic/Latino | | | 83 | 1733 | 14 | 17 | 69 | 83 | 50 | 60 | 27 | 33 | 16.0 | 57 | 15.5 | 55 | |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Asian | | | 18 | 1849 | 0 | 0 | 18 | 100 | 15 | 83 | 10 | 56 | 20.3 | 73 | 19.6 | 70 | |
| Black or African American | | | 40 | 1752 | 2 | 5 | 38 | 95 | 27 | 68 | 11 | 28 | 17.4 | 62 | 15.6 | 56 | |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| White | | | 127 | 1787 | 8 | 6 | 119 | 94 | 95 | 75 | 52 | 41 | 18.4 | 66 | 17.3 | 62 | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Economically Disadvantaged | | | Yes | 84 | 1709 | 16 | 19 | 68 | 81 | 44 | 52 | 22 | 26 | 15.5 | 55 | 14.2 | 51 |
| | | | No | 186 | 1794 | 9 | 5 | 177 | 95 | 143 | 77 | 78 | 42 | 18.5 | 66 | 17.6 | 63 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | | | Participants | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 269 | 1768 | 25 | 9 | 244 | 91 | 187 | 70 | 100 | 37 | 17.6 | 63 | 16.6 | 59 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No Information Provided | 268 | 1768 | 24 | 9 | 244 | 91 | 186 | 69 | 100 | 37 | 17.6 | 63 | 16.6 | 59 |
| Identified as Emergent Bilingual/English Learner | | | 35 | 1684 | 10 | 29 | 25 | 71 | 13 | 37 | 8 | 23 | 14.6 | 52 | 12.8 | 46 | |
| Monitored 1st Year, reclassified from EB/EL | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Former EB/EL (Post Monitoring) | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | | | 227 | 1776 | 15 | 7 | 212 | 93 | 166 | 73 | 85 | 37 | 17.8 | 64 | 17.0 | 61 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 269 | 1769 | 24 | 9 | 245 | 91 | 187 | 70 | 100 | 37 | 17.6 | 63 | 16.6 | 59 |
| | | | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | | | Participants | 17 | 1674 | 5 | 29 | 12 | 71 | 5 | 29 | 2 | 12 | 14.0 | 50 | 12.3 | 44 |
| | | | Nonparticipants | 252 | 1775 | 19 | 8 | 233 | 92 | 182 | 72 | 98 | 39 | 17.8 | 64 | 16.9 | 60 |
| | | | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | | | Yes | 32 | 1626 | 11 | 34 | 21 | 66 | 9 | 28 | 2 | 6 | 12.2 | 44 | 10.3 | 37 |
| | | | No | 238 | 1786 | 14 | 6 | 224 | 94 | 178 | 75 | 98 | 41 | 18.3 | 65 | 17.4 | 62 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 504 | | | Yes | 43 | 1751 | 4 | 9 | 39 | 91 | 27 | 63 | 11 | 26 | 16.8 | 60 | 15.8 | 57 |
| | | | No | 227 | 1771 | 21 | 9 | 206 | 91 | 160 | 70 | 89 | 39 | 17.7 | 63 | 16.7 | 60 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | | | Participants | 31 | 1930 | 0 | 0 | 31 | 100 | 29 | 94 | 27 | 87 | 23.2 | 83 | 22.6 | 81 |
| | | | Nonparticipants | 239 | 1746 | 25 | 10 | 214 | 90 | 158 | 66 | 73 | 31 | 16.8 | 60 | 15.8 | 56 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | | | Yes | 49 | 1691 | 13 | 27 | 36 | 73 | 20 | 41 | 11 | 22 | 15.0 | 54 | 13.0 | 47 |
| | | | No | 221 | 1785 | 12 | 5 | 209 | 95 | 167 | 76 | 89 | 40 | 18.1 | 65 | 17.3 | 62 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Mathematics

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | | |
|---|-------------------------|------|---------------------------|---------------------|-------------------------------------|-----|--------------|-----|------------|-----|-------|-----|---------|------|------|------|-----|-----|-----|---|---|
| | | | | | Number Percent | | Did Not Meet | | Approaches | | Meets | | Masters | | 1 | | 2 | | 3 | | 4 |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| Students Tested | 305 | 100 | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 305 | 100 | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | |
| All Students | 305 | 1889 | 48 | 16 | 257 | 84 | 177 | 58 | 51 | 17 | 3.1 | 77 | 11.7 | 62 | 9.7 | 51 | 2.9 | 49 | | | |
| Male | 172 | 1887 | 26 | 15 | 146 | 85 | 98 | 57 | 29 | 17 | 3.1 | 77 | 11.7 | 61 | 9.6 | 50 | 3.0 | 50 | | | |
| Female | 133 | 1891 | 22 | 17 | 111 | 83 | 79 | 59 | 22 | 17 | 3.1 | 78 | 11.8 | 62 | 9.9 | 52 | 2.8 | 47 | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | 82 | 1846 | 19 | 23 | 63 | 77 | 39 | 48 | 8 | 10 | 3.1 | 77 | 10.5 | 55 | 8.4 | 44 | 2.6 | 43 | | | |
| American Indian or Alaska Native | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | 20 | 1951 | 0 | 0 | 20 | 100 | 16 | 80 | 5 | 25 | 3.4 | 84 | 13.3 | 70 | 11.7 | 62 | 3.8 | 63 | | | |
| Black or African American | 45 | 1858 | 10 | 22 | 35 | 78 | 22 | 49 | 5 | 11 | 3.0 | 75 | 11.0 | 58 | 9.0 | 47 | 2.4 | 39 | | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | 156 | 1913 | 19 | 12 | 137 | 88 | 100 | 64 | 33 | 21 | 3.1 | 77 | 12.4 | 65 | 10.5 | 55 | 3.1 | 52 | | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | Yes | 83 | 1831 | 26 | 31 | 57 | 69 | 34 | 41 | 6 | 7 | 3.0 | 75 | 9.9 | 52 | 7.9 | 42 | 2.5 | 42 | | |
| | No | 222 | 1910 | 22 | 10 | 200 | 90 | 143 | 64 | 45 | 20 | 3.1 | 78 | 12.4 | 65 | 10.4 | 55 | 3.1 | 51 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | Participants | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 302 | 1891 | 46 | 15 | 256 | 85 | 177 | 59 | 51 | 17 | 3.1 | 78 | 11.8 | 62 | 9.8 | 52 | 2.9 | 49 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No Information Provided | 303 | 1889 | 48 | 16 | 255 | 84 | 177 | 58 | 51 | 17 | 3.1 | 77 | 11.7 | 62 | 9.8 | 51 | 2.9 | 49 | | |
| Identified as Emergent Bilingual/English Learner | 44 | 1844 | 14 | 32 | 30 | 68 | 21 | 48 | 5 | 11 | 3.1 | 77 | 10.3 | 54 | 8.6 | 45 | 2.5 | 42 | | | |
| Monitored 1st Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 2nd Year, reclassified from EB/EL | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 4th Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Former EB/EL (Post Monitoring) | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Non-Emergent Bilingual/Non-English Learner | 255 | 1894 | 34 | 13 | 221 | 87 | 150 | 59 | 44 | 17 | 3.1 | 77 | 11.9 | 63 | 9.9 | 52 | 2.9 | 49 | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 304 | 1889 | 47 | 15 | 257 | 85 | 177 | 58 | 51 | 17 | 3.1 | 77 | 11.7 | 62 | 9.8 | 51 | 2.9 | 49 | | |
| | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | Participants | 28 | 1840 | 9 | 32 | 19 | 68 | 13 | 46 | 2 | 7 | 3.0 | 75 | 10.0 | 53 | 8.5 | 45 | 2.5 | 42 | | |
| | Nonparticipants | 276 | 1894 | 38 | 14 | 238 | 86 | 164 | 59 | 49 | 18 | 3.1 | 78 | 11.9 | 63 | 9.9 | 52 | 3.0 | 49 | | |
| | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | Yes | 34 | 1781 | 19 | 56 | 15 | 44 | 8 | 24 | 3 | 9 | 2.6 | 65 | 8.1 | 42 | 6.3 | 33 | 2.4 | 40 | | |
| | No | 271 | 1902 | 29 | 11 | 242 | 89 | 169 | 62 | 48 | 18 | 3.2 | 79 | 12.2 | 64 | 10.2 | 54 | 3.0 | 50 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | Yes | 52 | 1836 | 11 | 21 | 41 | 79 | 20 | 38 | 4 | 8 | 2.9 | 73 | 10.3 | 54 | 8.3 | 44 | 2.4 | 40 | | |
| | No | 253 | 1900 | 37 | 15 | 216 | 85 | 157 | 62 | 47 | 19 | 3.1 | 78 | 12.0 | 63 | 10.0 | 53 | 3.0 | 50 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | Participants | 41 | 2020 | 0 | 0 | 41 | 100 | 38 | 93 | 19 | 46 | 3.5 | 87 | 14.6 | 77 | 13.8 | 73 | 4.1 | 69 | | |
| | Nonparticipants | 264 | 1868 | 48 | 18 | 216 | 82 | 139 | 53 | 32 | 12 | 3.0 | 76 | 11.3 | 59 | 9.1 | 48 | 2.7 | 45 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | Yes | 62 | 1835 | 20 | 32 | 42 | 68 | 25 | 40 | 7 | 11 | 3.0 | 76 | 9.8 | 52 | 8.2 | 43 | 2.6 | 43 | | |
| | No | 243 | 1903 | 28 | 12 | 215 | 88 | 152 | 63 | 44 | 18 | 3.1 | 78 | 12.2 | 64 | 10.1 | 53 | 3.0 | 50 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Social Studies

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | | | |
|--|-------------------------|------|---|---------------------|-------------------------------------|-----|------------|-----|-------|-----|---------|------|-----|-----|---------|-----|-----------------------|-----|----------------------------|---|---|---|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | History | | Geography and Culture | | Government and Citizenship | | Economics, Science, Technology, and Society | |
| | | | | | Did Not Meet | | Approaches | | Meets | | Masters | | 22 | | 10 | | 11 | | 6 | | | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Tested | 270 | 100 | | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 270 | 100 | | | | | | | | | | | | | | | | | | | | |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | |
| All Students | 270 | 3744 | 108 | 40 | 162 | 60 | 75 | 28 | 40 | 15 | 10.9 | 50 | 5.4 | 54 | 4.2 | 39 | 3.7 | 62 | | | | |
| Male | 153 | 3733 | 62 | 41 | 91 | 59 | 42 | 27 | 19 | 12 | 11.0 | 50 | 5.3 | 53 | 4.1 | 37 | 3.8 | 64 | | | | |
| Female | 117 | 3758 | 46 | 39 | 71 | 61 | 33 | 28 | 21 | 18 | 10.9 | 49 | 5.6 | 56 | 4.5 | 40 | 3.6 | 60 | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | 83 | 3673 | 43 | 52 | 40 | 48 | 22 | 27 | 14 | 17 | 10.6 | 48 | 5.0 | 50 | 3.9 | 35 | 3.5 | 59 | | | | |
| American Indian or Alaska Native | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | 18 | 3945 | 4 | 22 | 14 | 78 | 7 | 39 | 4 | 22 | 12.1 | 55 | 6.2 | 62 | 5.4 | 49 | 4.2 | 69 | | | | |
| Black or African American | 40 | 3604 | 22 | 55 | 18 | 45 | 9 | 23 | 2 | 5 | 10.0 | 45 | 5.0 | 50 | 3.8 | 34 | 3.1 | 52 | | | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | 127 | 3814 | 37 | 29 | 90 | 71 | 37 | 29 | 20 | 16 | 11.3 | 51 | 5.8 | 58 | 4.5 | 41 | 4.0 | 67 | | | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | Yes | 84 | 3564 | 48 | 57 | 36 | 43 | 16 | 19 | 8 | 10 | 9.9 | 45 | 4.8 | 48 | 3.5 | 32 | 3.1 | 51 | | | |
| | No | 186 | 3825 | 60 | 32 | 126 | 68 | 59 | 32 | 32 | 17 | 11.4 | 52 | 5.7 | 57 | 4.6 | 42 | 4.0 | 67 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | Participants | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 269 | 3747 | 107 | 40 | 162 | 60 | 75 | 28 | 40 | 15 | 10.9 | 50 | 5.4 | 54 | 4.3 | 39 | 3.7 | 62 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No Information Provided | 268 | 3746 | 107 | 40 | 161 | 60 | 75 | 28 | 40 | 15 | 10.9 | 50 | 5.4 | 54 | 4.3 | 39 | 3.7 | 62 | | | |
| Identified as Emergent Bilingual/English Learner | 35 | 3498 | 23 | 66 | 12 | 34 | 5 | 14 | 3 | 9 | 9.7 | 44 | 4.1 | 41 | 3.1 | 28 | 3.0 | 50 | | | | |
| Monitored 1st Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 2nd Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 3rd Year, reclassified from EB/EL | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 4th Year, reclassified from EB/EL | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Former EB/EL (Post Monitoring) | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-Emergent Bilingual/Non-English Learner | 227 | 3767 | 85 | 37 | 142 | 63 | 64 | 28 | 34 | 15 | 11.0 | 50 | 5.6 | 56 | 4.3 | 39 | 3.8 | 63 | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 269 | 3746 | 107 | 40 | 162 | 60 | 75 | 28 | 40 | 15 | 10.9 | 50 | 5.4 | 54 | 4.3 | 39 | 3.7 | 62 | | | |
| | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | Participants | 17 | 3471 | 12 | 71 | 5 | 29 | 2 | 12 | 1 | 6 | 9.4 | 43 | 3.9 | 39 | 3.1 | 28 | 3.1 | 52 | | | |
| | Nonparticipants | 252 | 3764 | 95 | 38 | 157 | 62 | 73 | 29 | 39 | 15 | 11.0 | 50 | 5.5 | 55 | 4.3 | 39 | 3.8 | 63 | | | |
| | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | Yes | 32 | 3324 | 26 | 81 | 6 | 19 | 2 | 6 | 1 | 3 | 8.5 | 39 | 3.8 | 38 | 2.3 | 21 | 2.4 | 40 | | | |
| | No | 238 | 3800 | 82 | 34 | 156 | 66 | 73 | 31 | 39 | 16 | 11.2 | 51 | 5.7 | 57 | 4.5 | 41 | 3.9 | 65 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | Yes | 43 | 3675 | 19 | 44 | 24 | 56 | 9 | 21 | 3 | 7 | 10.6 | 48 | 5.0 | 50 | 3.9 | 35 | 3.7 | 61 | | | |
| | No | 227 | 3757 | 89 | 39 | 138 | 61 | 66 | 29 | 37 | 16 | 11.0 | 50 | 5.5 | 55 | 4.3 | 39 | 3.7 | 62 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | Participants | 31 | 4243 | 3 | 10 | 28 | 90 | 21 | 68 | 16 | 52 | 14.6 | 66 | 7.2 | 72 | 6.3 | 57 | 5.1 | 85 | | | |
| | Nonparticipants | 239 | 3679 | 105 | 44 | 134 | 56 | 54 | 23 | 24 | 10 | 10.4 | 47 | 5.2 | 52 | 4.0 | 36 | 3.6 | 59 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | Yes | 49 | 3503 | 31 | 63 | 18 | 37 | 8 | 16 | 3 | 6 | 9.6 | 44 | 4.5 | 45 | 3.2 | 29 | 2.9 | 48 | | | |
| | No | 221 | 3797 | 77 | 35 | 144 | 65 | 67 | 30 | 37 | 17 | 11.2 | 51 | 5.7 | 57 | 4.5 | 41 | 3.9 | 65 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Science

District: 061-901 DENTON ISD
 Campus: 041 CROWNOVER MIDDLE

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

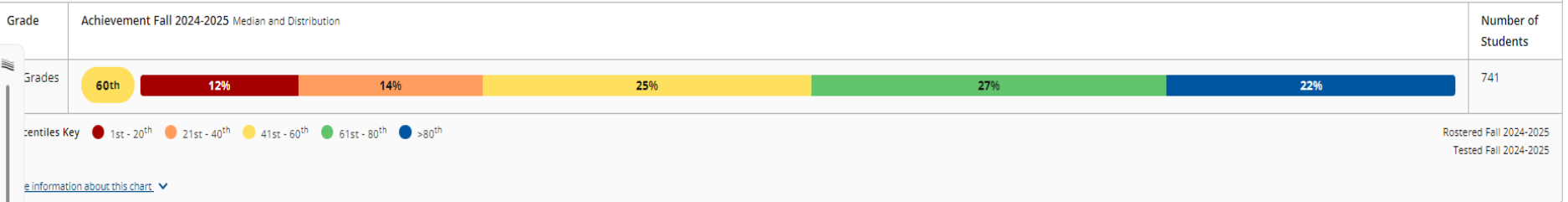
| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | |
|--|-------------------------|------|---|---------------------|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------------|-----|---------------------------|-----|-----------------|--|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | Matter and Energy | | Force, Motion, and Energy | | Earth and Space | |
| Students Tested | 270 | 100 | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | Did Not Meet | |
| Absent | 0 | 0 | | | | | | | | | 12 | | 9 | | 13 | | 12 | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 270 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | |
| All Students | 270 | 4115 | 45 | 17 | 225 | 83 | 142 | 53 | 49 | 18 | 7.9 | 65 | 5.1 | 57 | 6.5 | 50 | 6.8 | 56 | | |
| Male | 153 | 4095 | 25 | 16 | 128 | 84 | 84 | 55 | 26 | 17 | 7.7 | 64 | 5.2 | 58 | 6.4 | 50 | 6.8 | 57 | | |
| Female | 117 | 4142 | 20 | 17 | 97 | 83 | 58 | 50 | 23 | 20 | 8.1 | 68 | 4.9 | 55 | 6.6 | 51 | 6.7 | 56 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | 83 | 3981 | 22 | 27 | 61 | 73 | 37 | 45 | 12 | 14 | 7.5 | 62 | 4.6 | 51 | 5.9 | 46 | 6.3 | 52 | | |
| American Indian or Alaska Native | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | 18 | 4489 | 0 | 0 | 18 | 100 | 14 | 78 | 7 | 39 | 9.2 | 76 | 6.4 | 71 | 8.1 | 62 | 7.7 | 64 | | |
| Black or African American | 40 | 3895 | 9 | 23 | 31 | 78 | 12 | 30 | 4 | 10 | 7.1 | 59 | 4.5 | 49 | 5.5 | 42 | 5.9 | 49 | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | 127 | 4234 | 12 | 9 | 115 | 91 | 79 | 62 | 26 | 20 | 8.2 | 68 | 5.5 | 61 | 7.0 | 54 | 7.3 | 61 | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | Yes | 84 | 3890 | 25 | 30 | 59 | 70 | 32 | 38 | 10 | 12 | 7.0 | 58 | 4.3 | 47 | 5.7 | 44 | 6.1 | 50 | |
| | No | 186 | 4217 | 20 | 11 | 166 | 89 | 110 | 59 | 39 | 21 | 8.2 | 69 | 5.5 | 61 | 6.9 | 53 | 7.1 | 59 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | Participants | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 269 | 4119 | 44 | 16 | 225 | 84 | 142 | 53 | 49 | 18 | 7.9 | 66 | 5.1 | 57 | 6.5 | 50 | 6.8 | 57 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No Information Provided | 268 | 4118 | 45 | 17 | 223 | 83 | 142 | 53 | 49 | 18 | 7.9 | 66 | 5.1 | 57 | 6.5 | 50 | 6.8 | 57 | |
| Identified as Emergent Bilingual/English Learner | 35 | 3814 | 13 | 37 | 22 | 63 | 11 | 31 | 4 | 11 | 6.7 | 55 | 4.1 | 46 | 5.3 | 41 | 5.9 | 49 | | |
| Monitored 1st Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 2nd Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 3rd Year, reclassified from EB/EL | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 4th Year, reclassified from EB/EL | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Former EB/EL (Post Monitoring) | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Non-Emergent Bilingual/Non-English Learner | 227 | 4140 | 32 | 14 | 195 | 86 | 124 | 55 | 40 | 18 | 8.0 | 67 | 5.2 | 58 | 6.6 | 51 | 6.8 | 57 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 269 | 4118 | 44 | 16 | 225 | 84 | 142 | 53 | 49 | 18 | 7.9 | 66 | 5.1 | 57 | 6.5 | 50 | 6.8 | 56 | |
| | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | Participants | 17 | 3699 | 6 | 35 | 11 | 65 | 5 | 29 | 1 | 6 | 6.5 | 54 | 3.5 | 39 | 4.9 | 38 | 5.5 | 46 | |
| | Nonparticipants | 252 | 4146 | 38 | 15 | 214 | 85 | 137 | 54 | 48 | 19 | 8.0 | 66 | 5.2 | 58 | 6.6 | 51 | 6.9 | 57 | |
| | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | Yes | 32 | 3523 | 15 | 47 | 17 | 53 | 4 | 13 | 0 | 0 | 5.7 | 47 | 3.0 | 33 | 4.3 | 33 | 4.7 | 39 | |
| | No | 238 | 4195 | 30 | 13 | 208 | 87 | 138 | 58 | 49 | 21 | 8.2 | 68 | 5.4 | 60 | 6.8 | 52 | 7.1 | 59 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | Yes | 43 | 4054 | 7 | 16 | 36 | 84 | 21 | 49 | 6 | 14 | 7.3 | 61 | 5.0 | 56 | 6.1 | 47 | 7.0 | 58 | |
| | No | 227 | 4127 | 38 | 17 | 189 | 83 | 121 | 53 | 43 | 19 | 8.0 | 66 | 5.1 | 57 | 6.6 | 51 | 6.7 | 56 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | Participants | 31 | 4789 | 1 | 3 | 30 | 97 | 28 | 90 | 19 | 61 | 9.8 | 82 | 7.1 | 79 | 9.2 | 70 | 9.1 | 76 | |
| | Nonparticipants | 239 | 4028 | 44 | 18 | 195 | 82 | 114 | 48 | 30 | 13 | 7.6 | 63 | 4.8 | 54 | 6.2 | 47 | 6.5 | 54 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | Yes | 49 | 3809 | 18 | 37 | 31 | 63 | 15 | 31 | 6 | 12 | 6.7 | 55 | 4.1 | 45 | 5.4 | 42 | 5.7 | 48 | |
| | No | 221 | 4183 | 27 | 12 | 194 | 88 | 127 | 57 | 43 | 19 | 8.1 | 68 | 5.3 | 59 | 6.7 | 52 | 7.0 | 58 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |

Ronny Crownover Middle School

School Profile

Achievement Overview

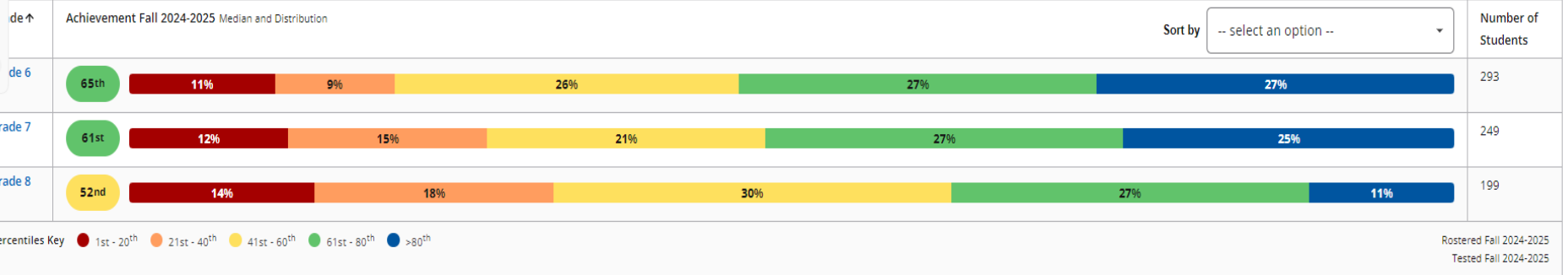
Ronny Crownover Middle School | Math K-12



School Profile

Achievement by Grade

Ronny Crownover Middle School | Math K-12



Ronny Crossover Middle School

School Profile

Achievement Overview

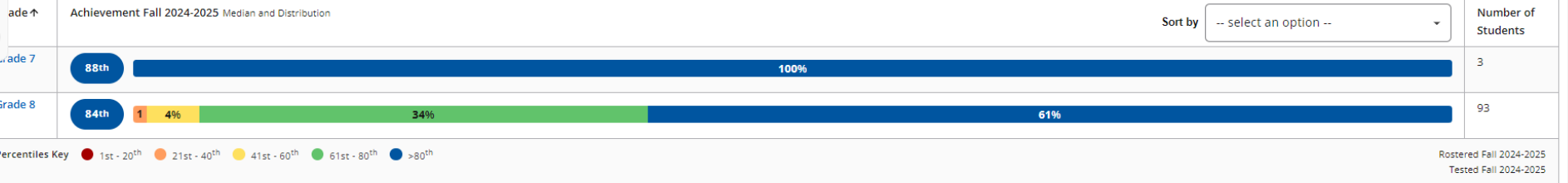
Ronny Crossover Middle School | Algebra 1



School Profile

Achievement by Grade

Ronny Crossover Middle School | Algebra 1

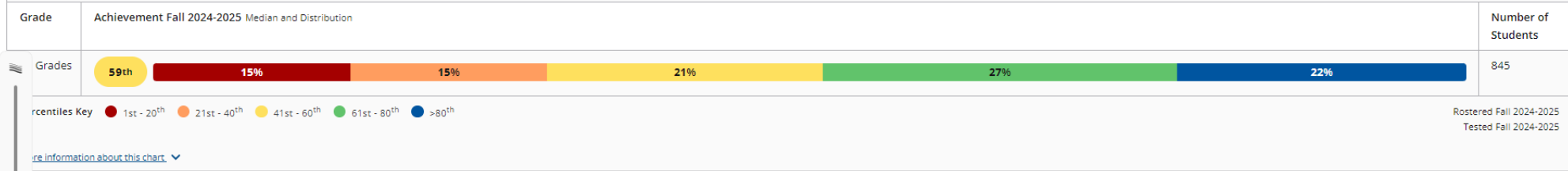


Ronny Crownover Middle School

School Profile

Achievement Overview

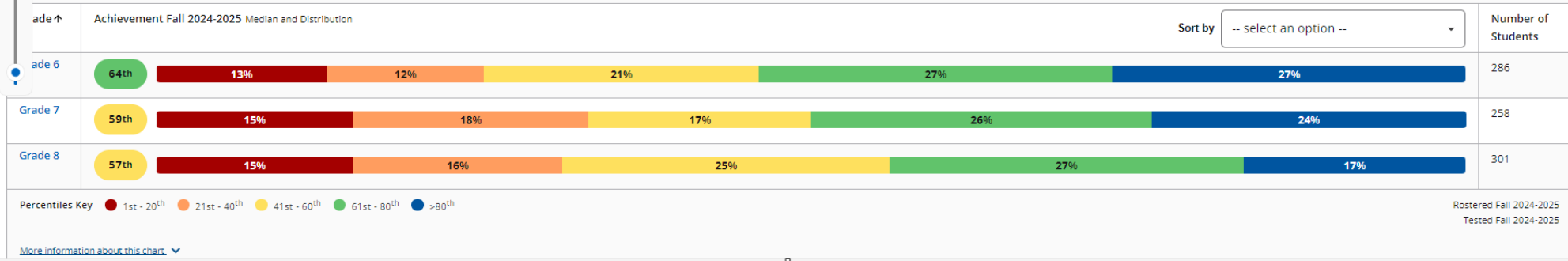
Ronny Crownover Middle School | Reading



School Profile

Achievement by Grade

Ronny Crownover Middle School | Reading



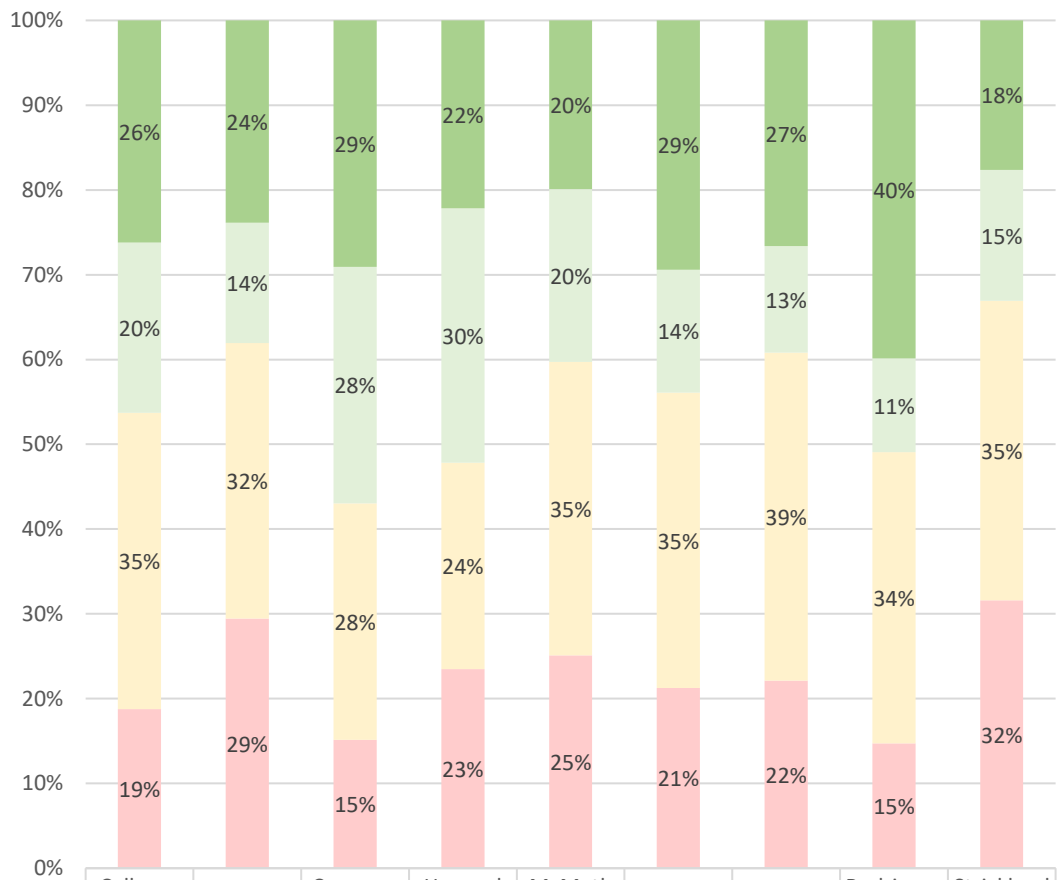
Performance Indicator Changes

STAAR Reading 6 2023 to STAAR Reading 7 2024

Guiding Questions:

- Are students getting better at reading each year?
- What percentage of students taking STAAR Reading 7 in 2024 had an improved assessment indicator as compared to their STAAR Reading 6 results from 2023?

| | Total Students | Students Excluded or With Missing Data | Eligible for Study | # of Students Who Improved Performance Levels | # Students Without Room for Growth (Masters to Masters) | # of Students Who Maintained Performance Levels | # of Students Who Decreased Performance Levels |
|---------------|----------------|--|--------------------|---|---|---|--|
| Calhoun MS | 304 | 75 | 229 | 60 | 46 | 80 | 43 |
| Cheek MS | 269 | 72 | 197 | 47 | 28 | 64 | 58 |
| Crownover MS | 299 | 48 | 251 | 73 | 70 | 70 | 38 |
| Harpool MS | 273 | 43 | 230 | 51 | 69 | 56 | 54 |
| McMath MS | 271 | 60 | 211 | 42 | 43 | 73 | 53 |
| Myers MS | 308 | 87 | 221 | 65 | 32 | 77 | 47 |
| Navo MS | 302 | 103 | 199 | 53 | 25 | 77 | 44 |
| Rodriguez MS | 242 | 79 | 163 | 65 | 18 | 56 | 24 |
| Strickland MS | 346 | 74 | 272 | 48 | 42 | 96 | 86 |



| | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| ■ % Improved Performance Levels | 26% | 24% | 29% | 22% | 20% | 29% | 27% | 40% | 18% |
| ■ % Masters to Masters | 20% | 14% | 28% | 30% | 20% | 14% | 13% | 11% | 15% |
| ■ % Maintained Performance Levels | 35% | 32% | 28% | 24% | 35% | 35% | 39% | 34% | 35% |
| ■ % Decreased Performance Levels | 19% | 29% | 15% | 23% | 25% | 21% | 22% | 15% | 32% |

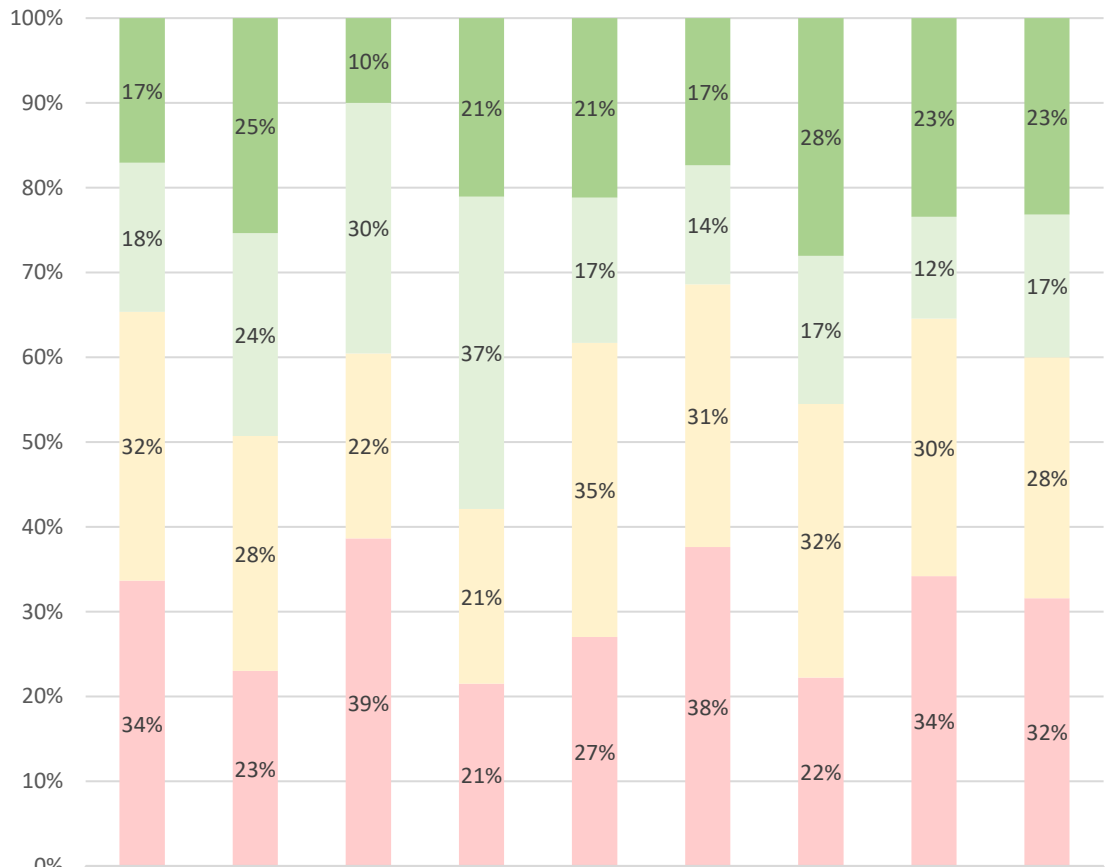
Performance Indicator Changes

STAAR Reading 5 2023 to STAAR Reading 6 2024

Guiding Questions:

- Are students getting better at reading each year?
- What percentage of students taking STAAR Reading 6 in 2024 had an improved assessment indicator as compared to their STAAR Reading 5 results from 2023?

| | Total Students | Students Excluded or With Missing Data | Eligible for Study | # of Students Who Improved Performance Levels | # Students Without Room for Growth (Masters to Masters) | # of Students Who Maintained Performance Levels | # of Students Who Decreased Performance Levels |
|---------------|----------------|--|--------------------|---|---|---|--|
| Calhoun MS | 285 | 80 | 205 | 35 | 36 | 65 | 69 |
| Cheek MS | 293 | 80 | 213 | 54 | 51 | 59 | 49 |
| Crownover MS | 269 | 49 | 220 | 22 | 65 | 48 | 85 |
| Harpool MS | 278 | 50 | 228 | 48 | 84 | 47 | 49 |
| McMath MS | 289 | 67 | 222 | 47 | 38 | 77 | 60 |
| Myers MS | 330 | 88 | 242 | 42 | 34 | 75 | 91 |
| Navo MS | 276 | 87 | 189 | 53 | 33 | 61 | 42 |
| Rodriguez MS | 237 | 79 | 158 | 37 | 19 | 48 | 54 |
| Strickland MS | 351 | 66 | 285 | 66 | 48 | 81 | 90 |



| | | | | | | | | | |
|-----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| ■ % Improved Performance Levels | 17% | 25% | 10% | 21% | 21% | 17% | 28% | 23% | 23% |
| ■ % Masters to Masters | 18% | 24% | 30% | 37% | 17% | 14% | 17% | 12% | 17% |
| ■ % Maintained Performance Levels | 32% | 28% | 22% | 21% | 35% | 31% | 32% | 30% | 28% |
| ■ % Decreased Performance Levels | 34% | 23% | 39% | 21% | 27% | 38% | 22% | 34% | 32% |

Performance Indicator Changes

STAAR Reading 7 2023 to STAAR Reading 8 2024

Guiding Questions:

- Are students getting better at reading each year?
- What percentage of students taking STAAR Reading 8 in 2024 had an improved assessment indicator as compared to their STAAR Reading 7 results from 2023?

| | Total Students | Students Excluded or With Missing Data | Eligible for Study | # of Students Who Improved Performance Levels | # Students Without Room for Growth (Masters to Masters) | # of Students Who Maintained Performance Levels | # of Students Who Decreased Performance Levels |
|---------------|----------------|--|--------------------|---|---|---|--|
| Calhoun MS | 245 | 59 | 186 | 58 | 35 | 57 | 36 |
| Cheek MS | 235 | 77 | 158 | 39 | 16 | 59 | 44 |
| Crownover MS | 284 | 41 | 243 | 50 | 72 | 67 | 54 |
| Harpool MS | 303 | 44 | 259 | 49 | 131 | 50 | 29 |
| McMath MS | 300 | 64 | 236 | 64 | 39 | 85 | 48 |
| Myers MS | 307 | 70 | 237 | 65 | 34 | 63 | 86 |
| Navo MS | 287 | 90 | 197 | 73 | 24 | 56 | 35 |
| Rodriguez MS | 262 | 78 | 184 | 73 | 24 | 56 | 31 |
| Strickland MS | 356 | 67 | 289 | 85 | 57 | 83 | 64 |



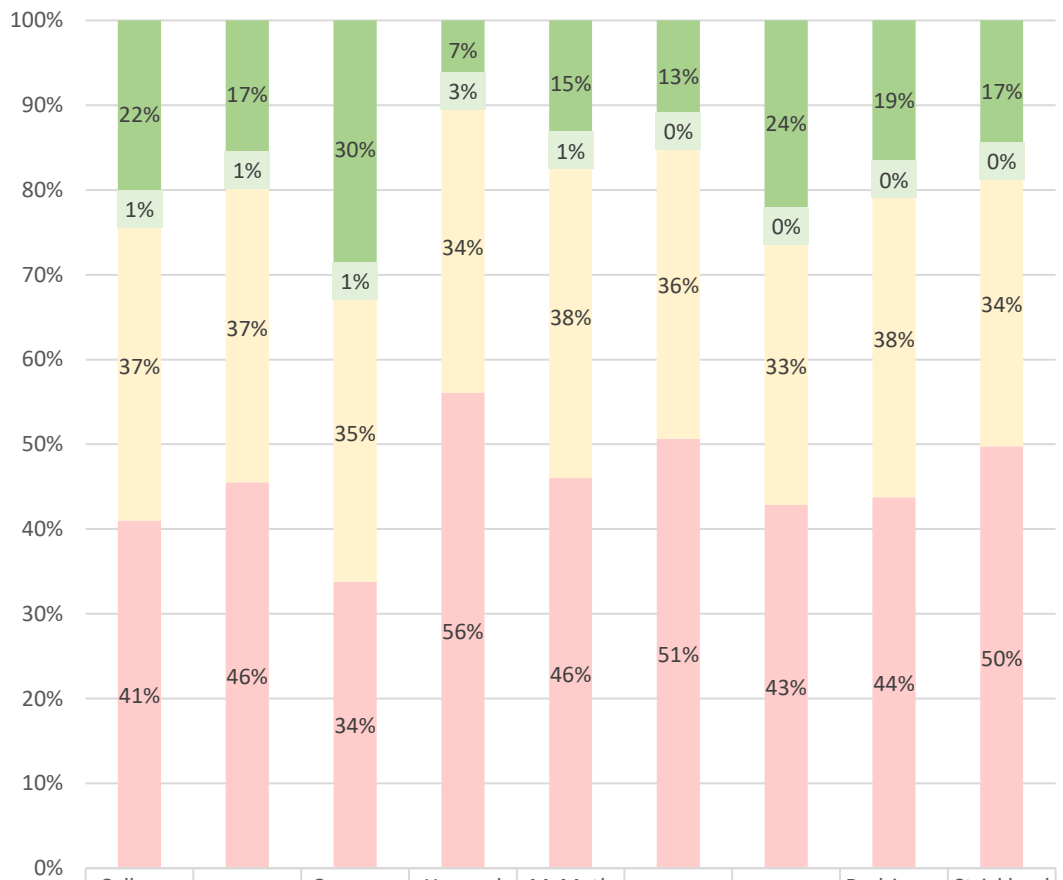
Performance Indicator Changes

STAAR Math 6 2023 to STAAR Math 7 2024

Guiding Questions:

- Are students getting better at reading each year?
- What percentage of students taking STAAR Math 7 in 2024 had an improved assessment indicator as compared to their STAAR Math 6 results from 2023?

| | Total Students | Students Excluded or With Missing Data | Eligible for Study | # of Students Who Improved Performance Levels | # Students Without Room for Growth (Masters to Masters) | # of Students Who Maintained Performance Levels | # of Students Who Decreased Performance Levels |
|---------------|----------------|--|--------------------|---|---|---|--|
| Calhoun MS | 303 | 125 | 178 | 39 | 1 | 65 | 73 |
| Cheek MS | 257 | 112 | 145 | 54 | 1 | 53 | 66 |
| Crownover MS | 294 | 149 | 145 | 44 | 1 | 51 | 49 |
| Harpool MS | 269 | 112 | 157 | 11 | 4 | 54 | 88 |
| McMath MS | 268 | 118 | 150 | 22 | 2 | 57 | 69 |
| Myers MS | 309 | 155 | 154 | 20 | 0 | 56 | 78 |
| Navo MS | 298 | 137 | 161 | 39 | 0 | 53 | 69 |
| Rodriguez MS | 240 | 112 | 128 | 24 | 0 | 48 | 53 |
| Strickland MS | 337 | 144 | 193 | 32 | 0 | 65 | 96 |



| | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| ■ % Improved Performance Levels | 22% | 17% | 30% | 7% | 15% | 13% | 24% | 19% | 17% |
| ■ % Masters to Masters | 1% | 1% | 1% | 3% | 1% | 0% | 0% | 0% | 0% |
| ■ % Maintained Performance Levels | 37% | 37% | 35% | 34% | 38% | 36% | 33% | 38% | 34% |
| ■ % Decreased Performance Levels | 41% | 46% | 34% | 56% | 46% | 51% | 43% | 44% | 50% |

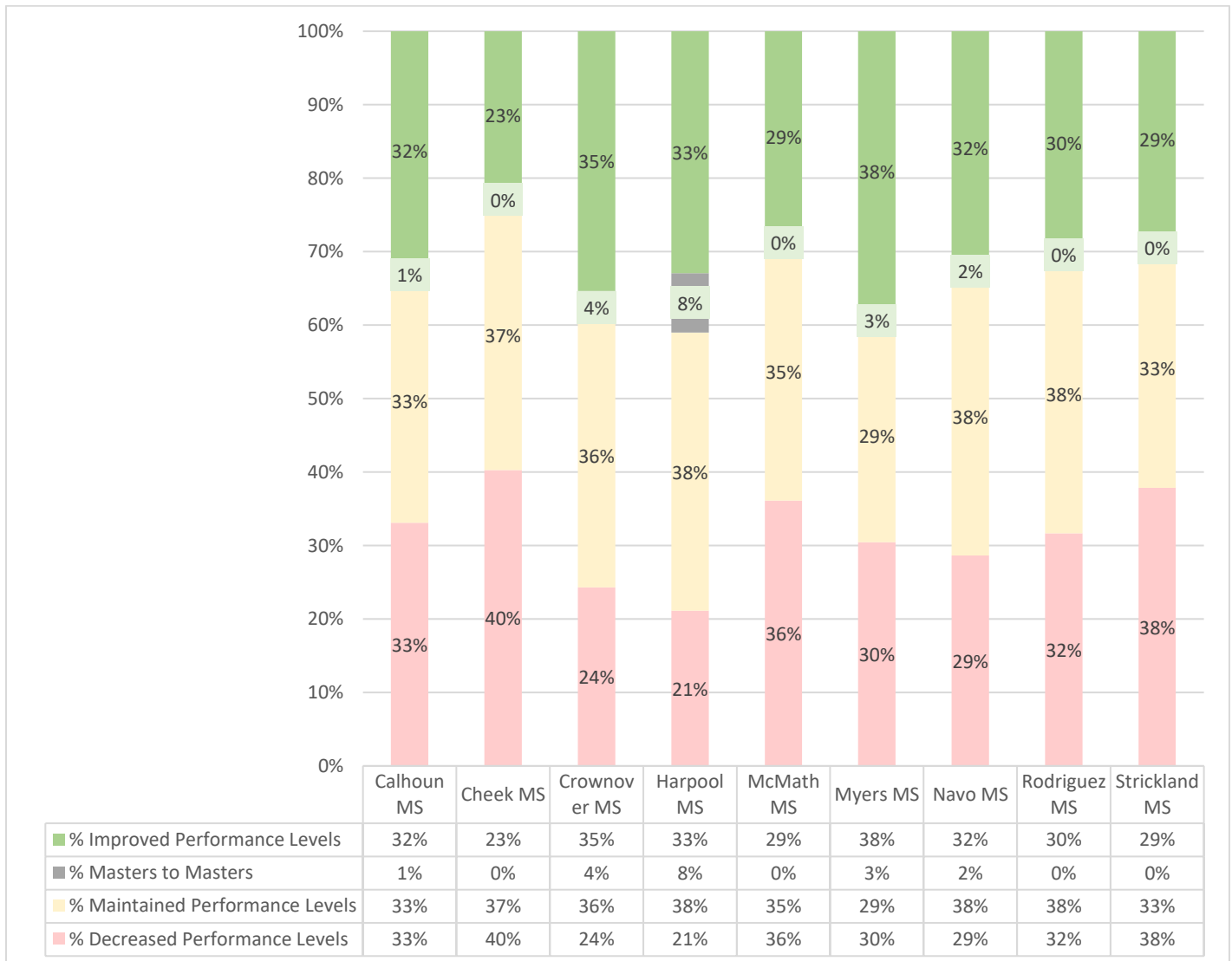
Performance Indicator Changes

STAAR Math 7 2023 to STAAR Math 8 2024

Guiding Questions:

- Are students getting better at reading each year?
- What percentage of students taking STAAR Math 8 in 2024 had an improved assessment indicator as compared to their STAAR Math 7 results from 2023?

| | Total Students | Students Excluded or With Missing Data | Eligible for Study | # of Students Who Improved Performance Levels | # Students Without Room for Growth (Masters to Masters) | # of Students Who Maintained Performance Levels | # of Students Who Decreased Performance Levels |
|---------------|----------------|--|--------------------|---|---|---|--|
| Calhoun MS | 296 | 145 | 151 | 49 | 2 | 50 | 50 |
| Cheek MS | 288 | 144 | 144 | 33 | 0 | 53 | 58 |
| Crownover MS | 380 | 199 | 181 | 64 | 8 | 65 | 44 |
| Harpool MS | 368 | 207 | 161 | 53 | 13 | 61 | 34 |
| McMath MS | 358 | 167 | 191 | 55 | 0 | 67 | 69 |
| Myers MS | 372 | 175 | 197 | 75 | 5 | 57 | 60 |
| Navo MS | 326 | 162 | 164 | 52 | 3 | 62 | 47 |
| Rodriguez MS | 300 | 139 | 161 | 49 | 0 | 61 | 51 |
| Strickland MS | 438 | 224 | 214 | 63 | 0 | 70 | 81 |



Performance Indicator Changes

STAAR MATH 5 2023 TO STAAR MATH 6 2024

Guiding Questions:

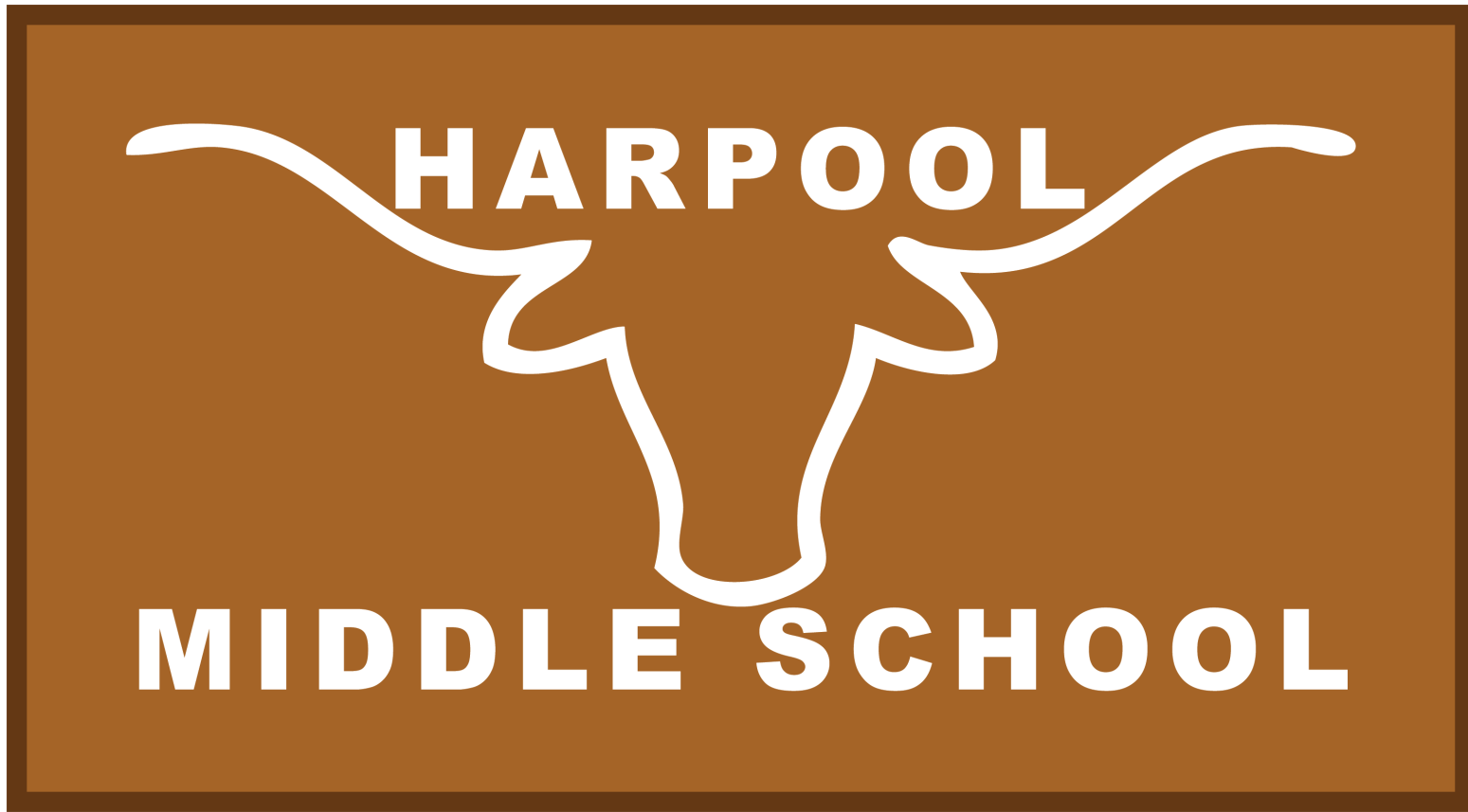
- Are students getting better at math each year?
- What percentage of students taking STAAR Math 6 in 2024 had an improved assessment indicator as compared to their STAAR Math 5 results from 2023?

| | Total Students | Students Excluded or With Missing Data | Eligible for Study | # of Students Who Improved Performance Levels | # Students Without Room for Growth (Masters to Masters) | # of Students Who Maintained Performance Levels | # of Students Who Decreased Performance Levels |
|---------------|----------------|--|--------------------|---|---|---|--|
| Calhoun MS | 281 | 95 | 186 | 27 | 11 | 51 | 97 |
| Cheek MS | 293 | 81 | 212 | 24 | 8 | 56 | 124 |
| Crownover MS | 268 | 50 | 218 | 13 | 36 | 37 | 132 |
| Harpool MS | 278 | 48 | 230 | 45 | 48 | 69 | 68 |
| McMath MS | 289 | 83 | 206 | 24 | 22 | 41 | 119 |
| Myers MS | 332 | 104 | 228 | 15 | 12 | 54 | 147 |
| Navo MS | 277 | 88 | 189 | 37 | 4 | 70 | 78 |
| Rodriguez MS | 235 | 76 | 159 | 36 | 6 | 47 | 70 |
| Strickland MS | 349 | 75 | 274 | 45 | 10 | 86 | 133 |



| | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| ■ % Improved Performance Levels | 15% | 11% | 6% | 20% | 12% | 7% | 20% | 23% | 16% |
| ■ % Masters to Masters | 6% | 4% | 17% | 21% | 11% | 5% | 2% | 4% | 4% |
| ■ % Maintained Performance Levels | 27% | 26% | 17% | 30% | 20% | 24% | 37% | 30% | 31% |
| ■ % Decreased Performance Levels | 52% | 58% | 61% | 30% | 58% | 64% | 41% | 44% | 49% |

Denton Independent School District
Harpool Middle School
2024-2025 Campus Improvement Plan



Mission Statement

Lead with integrity.

Act with compassion.

Strive for excellence.

Together.

Vision

Harpool Middle School will be a safe, respectful, and united community that supports one another in the pursuit of excellence.

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| School Processes & Programs | 8 |
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| Priority Problem Statements | 11 |
| Comprehensive Needs Assessment Data Documentation | 12 |
| Guiding Outcomes | 14 |
| Guiding Outcome 1: Teaching & Learning In pursuit of excellence we will: *Develop and maintain a culture where learning remains our first priority *Develop and practice accountability based on measurement of individual student progress over time *Cultivate a network of professional learning communities that address the educational needs of every child *Incorporate best practices in teaching and learning *Be committed to the continuous improvement process | 14 |
| Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: *Foster a culture of respect among students * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community * Honor the dedication and professionalism of all staff *Intentionally engage members of our school community | 17 |
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Overall, Harpool performs well above the state average on all STAAR assessments. We have a high parent engagement level with many parents volunteering consistently throughout the year. Student surveys indicate a high number of negative peer to peer interactions. Student surveys also indicate they feel as though their teachers support them in their academic growth. Student attendance hovers around 96% consistently throughout the year. Employee engagement has increased over the past couple of years and teachers report they feel supported in their professional growth.

Demographics

Demographics Summary

Harpool Middle School was established in 2008 and is named after Tom Harpool, a local businessman and Denton High graduate who consistently gave back to the schools and community. Mr. Harpool, who also was a huge proponent of clean water and preserving nature, also has a water treatment facility in Denton County named after him. Harpool is known for its inviting atmosphere and its encouragement of student initiatives.

Harpool is “the home of the Longhorns” and the family-like interaction between students, parents and staff create an environment that feels like home. Students at Harpool can enroll in gifted and talented courses, career and technology courses, and take part in a variety of activities to find their niche on campus.

The school also offers band, choir, orchestra, art, cheerleading and a variety of athletic options: football, volleyball, tennis, boys and girls basketball and boys and girls track. In addition, Harpool has nationally recognized programs such as National Junior Honor Society, Student Council and numerous community-oriented clubs to help students adapt and socialize together.

Located in Argyle, Harpool is the southernmost middle school in the district. It’s a hub for Denton ISD parents who live in the Lantana community. At Harpool, our staff are working to align with the 4 elementary feeder schools that send us students, as well as Guyer High School, where we send our students once they have completed 8th grade. We are in year 2 of implementation of our mission statement that is: Lead with integrity. Act with compassion. Strive for excellence. Together. This mission statement was developed in the summer of 2022 after the campus needs assessment was complete.

At Harpool, we have a highly engaged parent community rich with support. On the last published TAPR report, our student demographics were: 7% African American, 20% Hispanic, 65% white, 6% Asian, and 3% two or more races. 13% of our students were coded economically disadvantaged. 20% of our students were coded gifted and talented, and 12% were coded Special Education. Our emergent bilingual percentage is 5% and we had a 7% mobility rate.

At Harpool, we have a low rate of teacher turnover of 15%, and many experienced teachers on staff. As a staff we are working on modeling being lifelong learners as we try to meet the needs of our students.

Demographics Strengths

We have a highly supportive, engaged parent community. Our teachers have access to resources needed in order to best support their students. As a whole, most of our parents are actively engaged in their child's learning and want to participate in supporting their learning. Because of the strong foundation of early childhood education most of our students have, many of them come to us performing on grade level. Many of our students have educated parents and attend strong elementary schools, so they are set up for success in middle school. Many of our students are motivated to learn and have a desire to perform well. Many of our students are involved in extracurricular activities including fine arts, athletics and various clubs and organizations. 83% of our students report that there is at least one staff member in the school that cares about them. This speaks to how our staff build connections with their students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 52% of our students reported that their peers do not respect others with differences, including gender, race, culture, disability, learning differences for the 2023-2024 school year. **Root Cause:** This could be a result of a lack of relationships with others that are different than they are, a lack of diversity, or a lack of empathy or compassion.

Student Learning

Student Learning Summary

Students at Harpool score well above the district average on state and local assessments (see addendums). On the 2023 state report card, Harpool earned a B rating with a distinction in closing the gaps. Harpool historically falls within the middle range within the TEA comparable groups for each tested subject. Teachers work with within the district scope and sequence and work with collaborative teams on lesson design and planning. The district curriculum departments have identified essentials for each grade level and some departments have developed lessons for teachers to utilize. Last school year an intervention and enrichment time was introduced to teachers so that they could intervene (or extend) lessons as necessary based on student data.

See addendums for specific data.

Student Learning Strengths

Most students at Harpool are eager to learn and possess some degree of intrinsic motivation. Additionally, most students are able to access materials at home or attend tutoring before and after school. For the 23-24 school year, the failure rate on all STAAR assessments was below 10% with the exception of 7th grade math. For each STAAR assessment, we had anywhere from 3%-77% of students earn mastery on the STAAR assessments, with the highest percentage being 77% for the Algebra assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For math, we have 8-32% of students that did not meet standard on the 6th, 7th and 8th math STAAR assessments. **Root Cause:** This percentage of students are struggling with essential standards in mathematics and would benefit from targeted timely intervention.

School Processes & Programs

School Processes & Programs Summary

*Teachers at Harpool Middle School are supported by the district teaching and learning team.

*Teachers engaged in professional learning prior to the 24-25 school year that was focused on the following: various campus systems including MTSS, enrichment, PLCs, discipline management, and connecting with counselors.

*Harpool has a CLT and a Guiding Coalition. The CLT is composed of team leaders and department chairs. The guiding coalition is composed of teacher leaders who are passionate about bringing positive change to our campus.

*Harpool sends a weekly newsletter home to parents that includes grade level plans for the week, as well as general announcements and information.

*Bi-weekly PLC Department Data Meetings for each content.

*Master schedule built off of course requests.

Here is a snapshot of our professional learning plan:

24-25 PL Plan

Goals:

1. Enhancing Tier 1 instruction, focusing on differentiation
2. Student progress monitoring and timely intervention
3. Character Strong Professional Learning and Implementation

Roadmap:

July 29th: GC Meeting-CIP Goal Refinement and PL Vision Casting

July 31st: Intro to campus focus on Tier 1-Admin Team

August 5th: Character Strong PD

August 30th: Defining Differentiation with GC. What does it look like and sound in our classrooms?

September 20th: Follow Up and Check in on Implementation with staff (lunch provided by admin)

October 11th: GC Meeting and Check In

November 1st: Breakout Sessions (if not able to do on 11/6)

November 5th: Potential district day?

December 2nd: GC Meetings with sub-committees (subs provided-planning for 1/6)

December 19th: Implementation Check In and MOY survey check in (staff pot luck)

January 17th: **Breakout sessions based off of feedback**

February 14th: **Follow Up and Check in on Implementation**. Lunch Provided by PTA & Admin).

March 7th: **GC meeting and CIP formative review**

April 11th: **GC Meeting and Check In** or **Optional Sessions based off Formative Review**

May 21st: EOY Celebrations with Staff

School Processes & Programs Strengths

Harpool's master schedule is conducive to the teachers meeting with their content partner for the purpose of collaborative planning and student progress monitoring. Each core teacher has at least one planning period off with their partner. Teacher leaders are being trained in the practices of professional learning communities and the four essential questions of 1) What do we want students to learn? 2) How will we know if they have learned it? 3) How will we respond if they didn't learn it? 4) How will we respond if they did learn it? The 23-24 school year we implemented a teacher scorecard developed by the teachers and their teams that have essential standards identified. We are utilizing the teacher scorecard again this year 24-25, with refinement from last year.

Embedded in the master schedule this year is department time where all core teachers are off with their department. We will utilize this time to focus on standards and alignment across grade levels, in addition to looking at student data and progress monitoring.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are collecting data on students but struggling to respond to the data. **Root Cause:** This could be because teachers are unsure HOW to respond.

Problem Statement 2 (Prioritized): There is not consistent vertical alignment among core departments. **Root Cause:** Prior to this year, there has not been an intentional focus on alignment, nor time embedded in the school day for those alignment conversations to occur.

Perceptions

Perceptions Summary

We have a high percentage of parent volunteers every year. Our parents will volunteer for PTA, Longhorn Day, Renaissance rewards, in addition to various athletic and fine art opportunities. Our parents report that Harpool is a welcoming place when they come into the office.

Last year, we began having monthly "coffee talk" meetings with parents that covered topics related to transitioning well to middle school, counseling topics, safety, etc. While allowing parent input, it also allows parents to see our campus culture first-hand.

For student of the month, we work with the Lantana Fire Department. We provide breakfast for our students of the month and parents are invited to attend.

We have a high staff retention rate at Harpool, with approximately 12 staff members that are original staff members from when Harpool opened.

Some parts of our community do not feel we address student issues adequately enough. This is informal data based off of social media pages such as Facebook.

Staff fill out surveys at middle of the year and end of the year to share how they feel the administration and counselors are doing. Overall, the Harpool staff feel as they though are valued, heard, and cared for. They do feel as though more is added to their plates consistently.

Perceptions Strengths

Our community views our environment as welcoming and friendly. The front office staff are engaging, welcoming, and warm.

We have used grade level newsletters to better update parents on what is happening in the classroom. We have also added a paper agenda to be filled out in each class weekly to help with parent communication.

Parents are being welcomed to our campus in as many ways as we can come up with. This includes Career Day, monthly Coffee Talk meetings, Volunteer Opportunities, Longhorn Day, etc.

We are viewed as a successful school within our district based off of test scores.

Our staff report that the admin and counseling team listen to them and take their opinions into account.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some parents feel that the school does not address student issues appropriately. **Root Cause:** Lack of understanding and knowledge from parents about how and what discipline looks like when offenses occur.

Problem Statement 2 (Prioritized): Teachers feel as though more is added to their plate and students are taking less and less responsibility. This can result in feeling underappreciated and overworked. **Root Cause:** There have been a lack of systems at Harpool and the current administration has been implementing many systems and changes. Some teachers do not understand the reason or need for changing the existing processes.

Priority Problem Statements

Problem Statement 1: 52% of our students reported that their peers do not respect others with differences, including gender, race, culture, disability, learning differences for the 2023-2024 school year.

Root Cause 1: This could be a result of a lack of relationships with others that are different than they are, a lack of diversity, or a lack of empathy or compassion.

Problem Statement 1 Areas: Demographics

Problem Statement 2: For math, we have 8-32% of students that did not meet standard on the 6th, 7th and 8th math STAAR assessments.

Root Cause 2: This percentage of students are struggling with essential standards in mathematics and would benefit from targeted timely intervention.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Some parents feel that the school does not address student issues appropriately.

Root Cause 3: Lack of understanding and knowledge from parents about how and what discipline looks like when offenses occur.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is not consistent vertical alignment among core departments.

Root Cause 4: Prior to this year, there has not been an intentional focus on alignment, nor time embedded in the school day for those alignment conversations to occur.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Teachers are collecting data on students but struggling to respond to the data.

Root Cause 5: This could be because teachers are unsure HOW to respond.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers feel as though more is added to their plate and students are taking less and less responsibility. This can result in feeling underappreciated and overworked.

Root Cause 6: There have been a lack of systems at Harpool and the current administration has been implementing many systems and changes. Some teachers do not understand the reason or need for changing the existing processes.

Problem Statement 6 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence we will:

- *Develop and maintain a culture where learning remains our first priority
- *Develop and practice accountability based on measurement of individual student progress over time
- *Cultivate a network of professional learning communities that address the educational needs of every child
- *Incorporate best practices in teaching and learning
- *Be committed to the continuous improvement process





Performance Objective 1: 75% of students will be on grade level (meets) or above (masters) on all STAAR assessments for reading, math, social studies, and science.

High Priority

Evaluation Data Sources: 23-24 STAAR Performance Data

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Core intervention time offered 3 days a week during the school day. Additional time could be before or after school as needed.</p> <p>Strategy's Expected Result/Impact: Targeted intervention by standard.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Materials and Planning Time - LEF Grant Funds - \$500, Interventionist - State Compensatory Education (SCE) - \$80,025</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Each content team will develop an individual teacher scorecard by student by standard.</p> <p>Strategy's Expected Result/Impact: Teachers will know areas of growth for each student so that targeted intervention can occur.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will engage in professional learning centered around response to intervention, professional learning communities, and differentiation.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow in professional practices that improve student success.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p> <p>Funding Sources: Professional Learning and Development - LEF Grant Funds - \$15,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: The Guiding Coalition will lead the campus in conducting learning mosaic walks modeled for PLTs.</p> <p>Strategy's Expected Result/Impact: Teachers will have an opportunity to observe other teachers teaching and see different instructional practices.</p> <p>Staff Responsible for Monitoring: Administration and guiding coalition</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Substitutes-Lantana - LEF Grant Funds - \$1,500</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 5: Core departments will meet at least every other week to discuss horizontal and vertical alignment and analyze essential standards.</p> <p>Strategy's Expected Result/Impact: Increase collaboration and rigor within the department.</p> <p>Staff Responsible for Monitoring: Administrators and Department Chairs</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: For math, we have 8-32% of students that did not meet standard on the 6th, 7th and 8th math STAAR assessments. Root Cause: This percentage of students are struggling with essential standards in mathematics and would benefit from targeted timely intervention.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Teachers are collecting data on students but struggling to respond to the data. Root Cause: This could be because teachers are unsure HOW to respond.</p> <p>Problem Statement 2: There is not consistent vertical alignment among core departments. Root Cause: Prior to this year, there has not been an intentional focus on alignment, nor time embedded in the school day for those alignment conversations to occur.</p> |
| Perceptions |
| <p>Problem Statement 1: Some parents feel that the school does not address student issues appropriately. Root Cause: Lack of understanding and knowledge from parents about how and what discipline looks like when offenses occur.</p> |

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:





- *Foster a culture of respect among students
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community
- * Honor the dedication and professionalism of all staff
- *Intentionally engage members of our school community

Performance Objective 1: Students will increase positive peer interactions by 10%.

High Priority

Evaluation Data Sources: Student survey data

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: At least 2 meetings per semester with student advisory council that provides ideas for engaging student body in mutual respect.</p> <p>Strategy's Expected Result/Impact: Ideas to build a mutually respectful environment.</p> <p>Staff Responsible for Monitoring: Administration and counseling</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: We will celebrate 12 students each month, 4 from each grade level that represent each value in our mission statement, for student of the month. Students will select one teacher to attend. Parents are welcome to attend.</p> <p>Strategy's Expected Result/Impact: Celebrate and grow positive student leadership.</p> <p>Staff Responsible for Monitoring: Administration and counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Food for celebrations - LEF Grant Funds - \$500</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 3: Students will have at least one whole school assembly/pep rally each 9 weeks and at least one grade level assembly each 9 weeks. The whole school assembly will highlight specific students groups relative to who is in season or recently competed in a UIL event. The grade level assembly will be specific to the grade level and staff will highlight what the grade is doing well as well as areas the grade level need to work on.</p> <p>Strategy's Expected Result/Impact: This will help build camaraderie among the student body and celebrate others' successes.</p> <p>Staff Responsible for Monitoring: Guiding Coalition Culture Committee and Administrators</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: 52% of our students reported that their peers do not respect others with differences, including gender, race, culture, disability, learning differences for the 2023-2024 school year. Root Cause: This could be a result of a lack of relationships with others that are different than they are, a lack of diversity, or a lack of empathy or compassion.</p> |

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:





- *Foster a culture of respect among students
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community
- * Honor the dedication and professionalism of all staff
- *Intentionally engage members of our school community

Performance Objective 2: Harpool staff will increase feeling valued and appreciated from Q1-Q3 by 10%.

High Priority

Evaluation Data Sources: Q12 Gallup survey, Campus surveys

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: We will celebrate a staff and teacher of the month, nominated by their colleagues. Strategy's Expected Result/Impact: Help with positive recognition of staff. Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Administrators will provide monthly treats/meals for staff and facilitate staff lunches once per quarter. Strategy's Expected Result/Impact: Promote a culture of togetherness and family. Staff Responsible for Monitoring: Administrators and counselors</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Food/Materials for lunches - LEF Grant Funds</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 3: Biweekly Harpool Hoorays</p> <p>Strategy's Expected Result/Impact: Provide a place for staff to recognize one another on a consistent basis.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 2 Problem Statements:

| Perceptions |
|--|
| <p>Problem Statement 2: Teachers feel as though more is added to their plate and students are taking less and less responsibility. This can result in feeling underappreciated and overworked. Root Cause: There have been a lack of systems at Harpool and the current administration has been implementing many systems and changes. Some teachers do not understand the reason or need for changing the existing processes.</p> |

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

- *Foster a culture of respect among students
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community
- * Honor the dedication and professionalism of all staff
- *Intentionally engage members of our school community

Performance Objective 3: Harpool middle school will increase school community engagement and will be measured by individual strategies listed below.

Evaluation Data Sources: Harpool Facebook Page Engagement
 Community Engagement Survey
 Harpool Parent Survey

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Admin team will post at least 3 times a week on Harpool Facebook.</p> <p>Strategy's Expected Result/Impact: This will increase our social media presence to highlight things our students are doing.</p> <p>Staff Responsible for Monitoring: Grindle and Ogal</p> <p>Problem Statements: Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Admin and counseling team will host at least 3 Coffee Talks a semester that cover a variety of topics relevant to student and parent needs.</p> <p>Strategy's Expected Result/Impact: This will foster open communication between administration and parents to help build trust.</p> <p>Staff Responsible for Monitoring: Admin and Counseling Teams</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Money for Refreshments - LEF Grant Funds - \$1,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 3: We will develop a program titled "Lunch Duty Dads" to help increase parent engagement on campus with at least one dad visiting a week.</p> <p>Strategy's Expected Result/Impact: This will help parents have a better understanding of the Harpool school environment and build connections with campus staff.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 3 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 1: Some parents feel that the school does not address student issues appropriately. Root Cause: Lack of understanding and knowledge from parents about how and what discipline looks like when offenses occur.</p> |

Campus Leadership Team

| Committee Role | Name | Position |
|----------------------------|------------------|-----------------------|
| District Rep | Elisha Ellsworth | Technology Supervisor |
| Parent/Community Member | Jim Bridges | Parent |
| Administrator | Colleen Grindle | |
| Non-classroom Professional | Katie Shropshire | |
| Non-classroom Professional | Misti Price | |
| Non-classroom Professional | Hope Lewis | |
| Non-classroom Professional | Sara Sartor | |
| Classroom Teacher | Melanie Beiling | |
| Classroom Teacher | Chris Harmon | |
| Classroom Teacher | Jaclyn Pirtle | |
| Classroom Teacher | Lauren Murphy | |
| Classroom Teacher | Tressa Barrera | |
| Classroom Teacher | Jamie Shockley | |
| Classroom Teacher | Stephanie Hall | |
| Classroom Teacher | Drake Lawson | |
| Classroom Teacher | Jamie Mayfield | |
| Classroom Teacher | Charley Saiz | |
| Classroom Teacher | Anna Melka | |
| Administrator | Amy Miller | |
| Administrator | Ashley Ogal | |

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|---------------------------------------|--------------|--------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Interventionist | | \$80,025.00 |
| Sub-Total | | | | | \$80,025.00 |
| LEF Grant Funds | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Materials and Planning Time | | \$500.00 |
| 1 | 1 | 3 | Professional Learning and Development | | \$15,000.00 |
| 1 | 1 | 4 | Substitutes-Lantana | | \$1,500.00 |
| 2 | 1 | 2 | Food for celebrations | | \$500.00 |
| 2 | 2 | 2 | Food/Materials for lunches | | \$0.00 |
| 2 | 3 | 2 | Money for Refreshments | | \$1,000.00 |
| Sub-Total | | | | | \$18,500.00 |

Addendums

Admin Meetings-Monday morning at 8:30

Department Data Meetings

Week of August 26th, September 9th, 23rd; October 7th, 21st; November 4th, 18th; December 9th; January 13th, 27th; February 10th, 24th; March 17th, 31st; April 14th, 28th; May 5th

Grade Level Meetings Before School at 7:40-8:10

Week of August 19th, September 3rd, 16th; October 1st, 15th, 28th; November 11th; December 2nd and 16th; January 6th, 21st; February 3rd, 18th; March 3rd, 24th; April 7th, 22nd; May 12th

Staff Meetings (Wednesdays before or after school)

September 20th
October 11th
November 20th
December 19th
January 17th
February 14th
March 19th or 26 *STAAR Test Training
April 16th
May 22nd, 1:15, lunch provided

CLT Meetings

September 11th
November 13th
February 5th
March 5th
May 7th

Guided Coalition Meetings

August 30th
September 20th
October 11th
November 1st
December 2nd **during the day, subs provided
December 19th (½ day) at 1:00 (lunch provided)
January 17th
February 14th
March 7th
April 11th

Student Advisory Committee, TBD after a month in. Monthly meetings

Coffee Talks (with parents in the library)

September 6th - Success for middle school and beyond, introduce SchoolLinks

October 18th- Drug/alcohol awareness

November 15th -

January 10th -College & Career Readiness, Conversations with ATC students... Course planning (for next year) conversations

February 7th - Showing LOVE/How to connect with your kid

March 21st - Test Prep/Coping with Test Anxiety

April - not meeting

May 9th - Wrap up! Parent feedback/suggestions.

STAAR Dates:

April 8th, ELAR

April 15th, 8th grade Science

April 23rd, 8th grade Social Studies

April 29th, Math

Campus Drills

Fire Drills

September 6th -1:40 PM

December 6th- 9:50 AM

March 21st-1:40

October 18th - 1:40 PM

January 10th-1:40 PM

April 25th -9:50 AM

November 8th

February 7th-9:50AM

May 2nd-1:40 PM

Lockdown

September 6th-1:40 PM

October 11th 11:45

November 8th

February 28th 1:56 PM

March 7th 11:45

Severe Weather

November 1st- 11:45AM

February 14th-11:45 AM

Site Evacuation Drill

November 8th

BERT Meeting

September 11th-3:45 PM

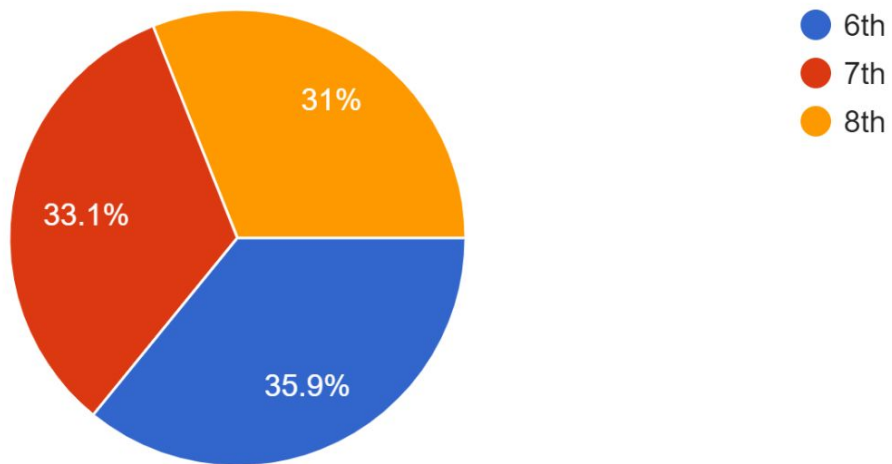
February 14th-3:00PM

23-24 EOY STUDENT RESPONSES

Campus Needs Assessment

What grade are you currently in?

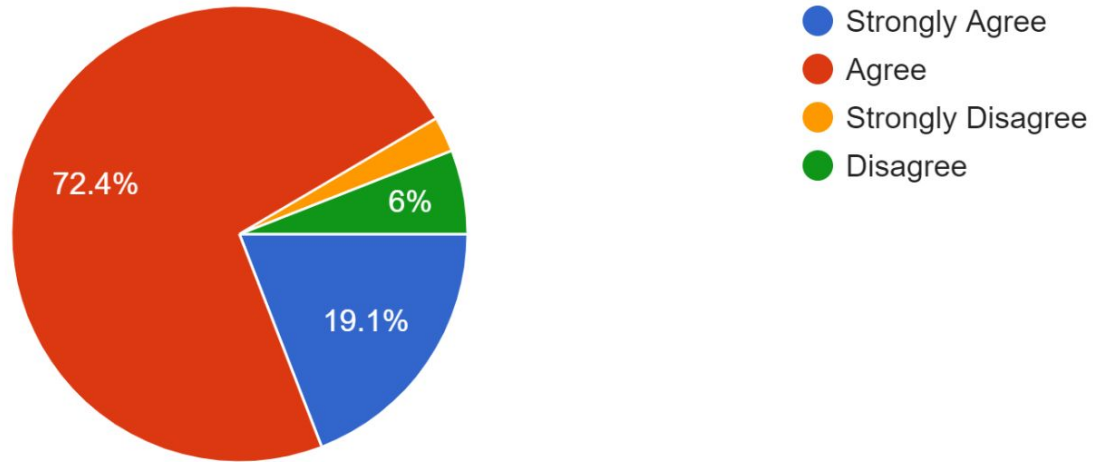
638 responses



Academic

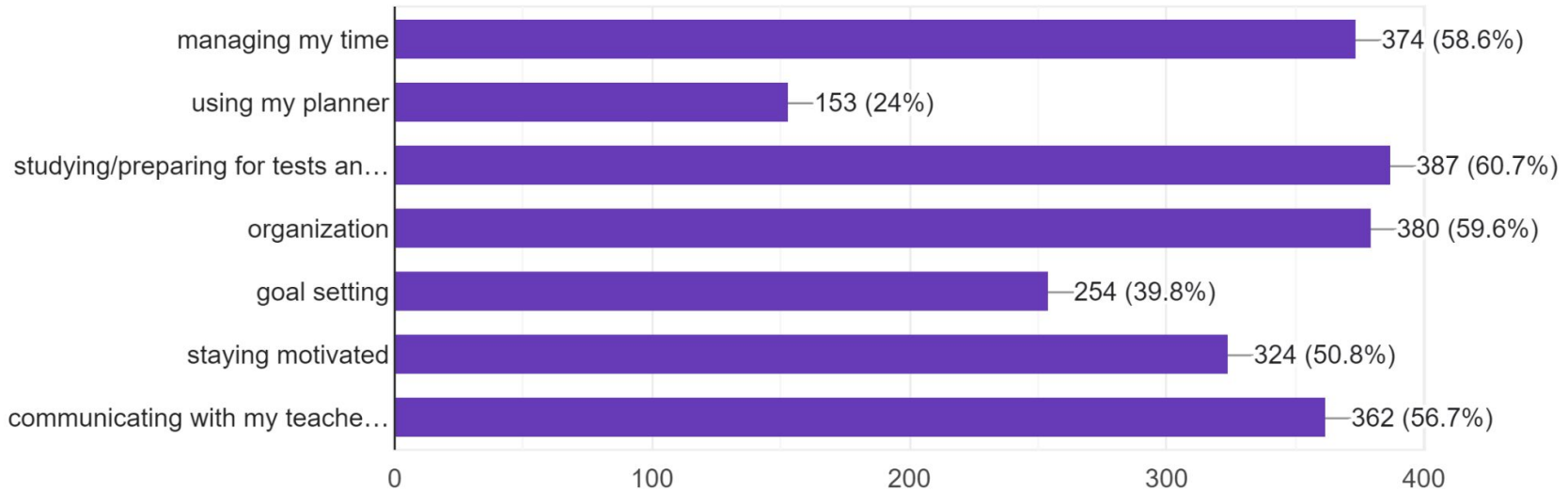
I feel the school supports my academic needs.

638 responses



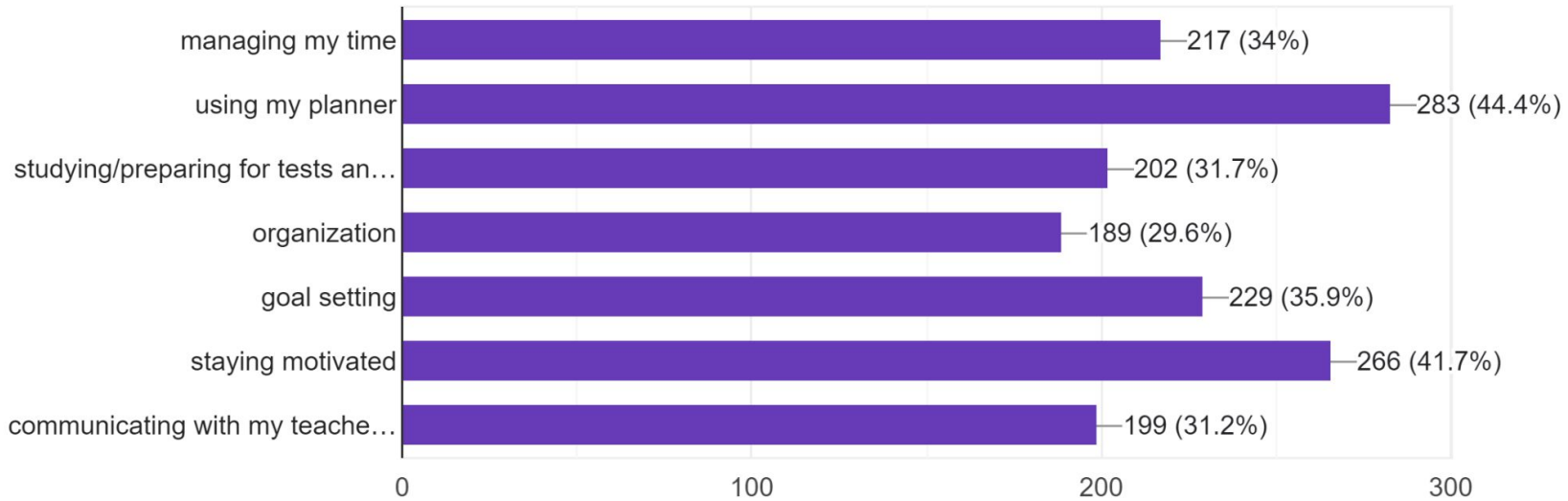
I do well in the following areas (select all that apply)

638 responses



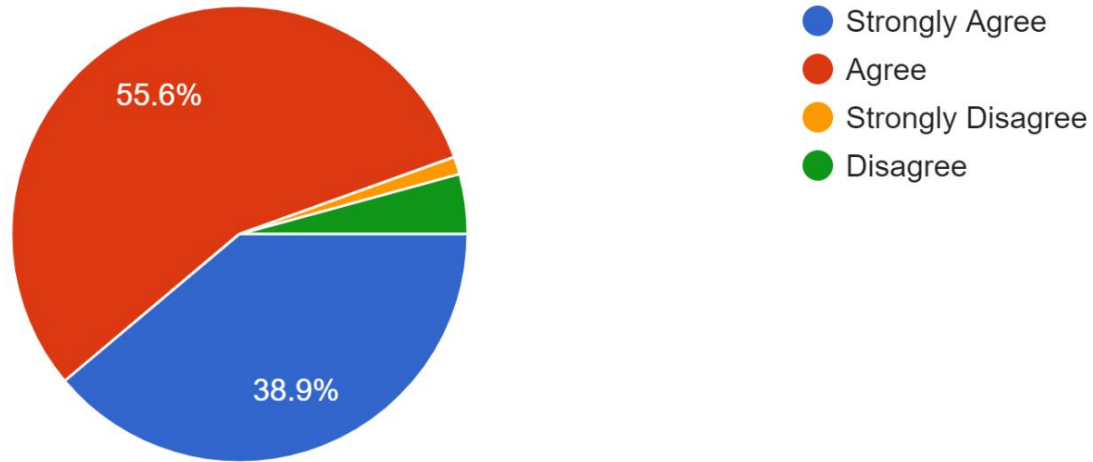
I need help in the following areas (select all that apply)

638 responses



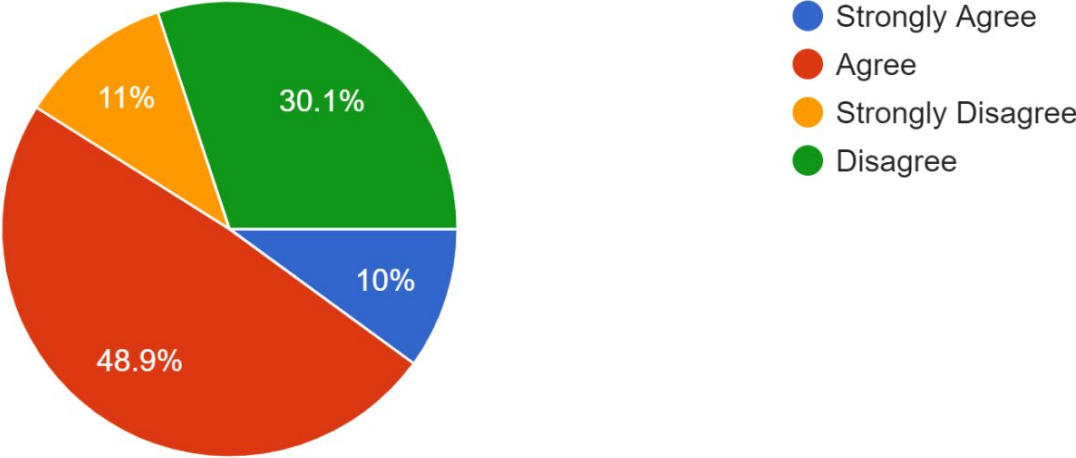
I know what my teachers expect of me in my classes.

638 responses



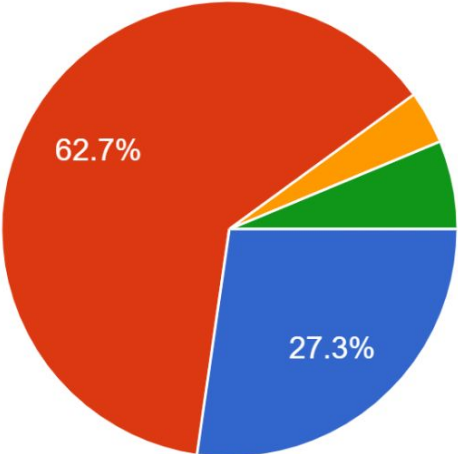
My teachers regularly let me know how I am doing in class.

638 responses



My teachers grade me fairly.

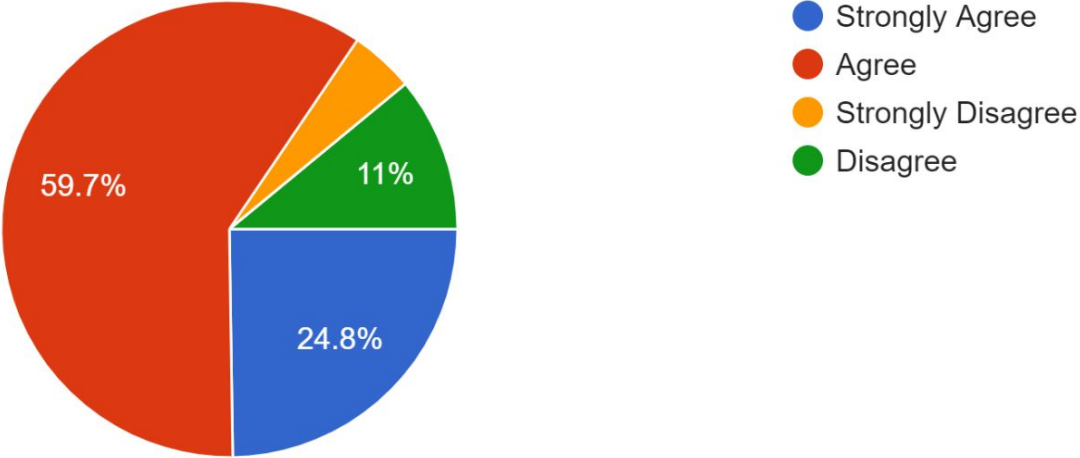
638 responses



- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

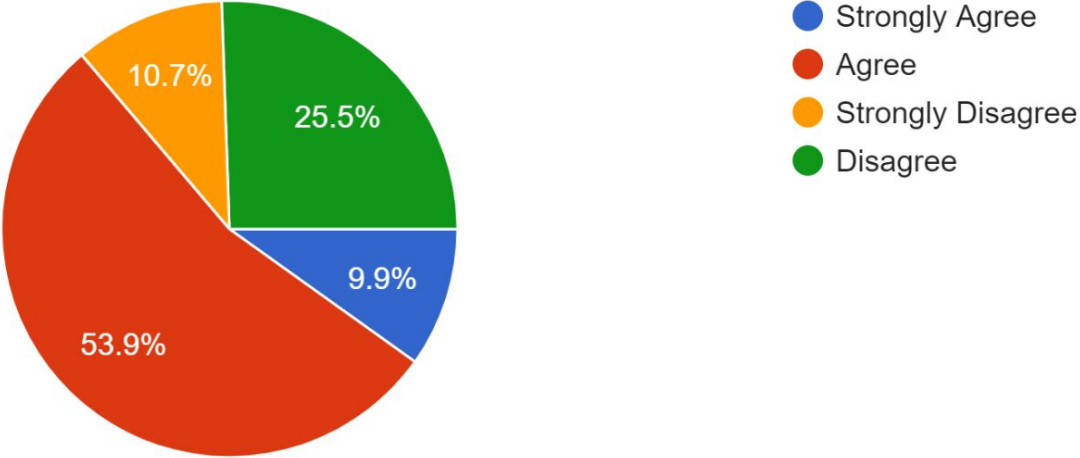
My teachers encourage me to learn as much as I can in class.

638 responses



My teachers make lessons interesting and engaging.

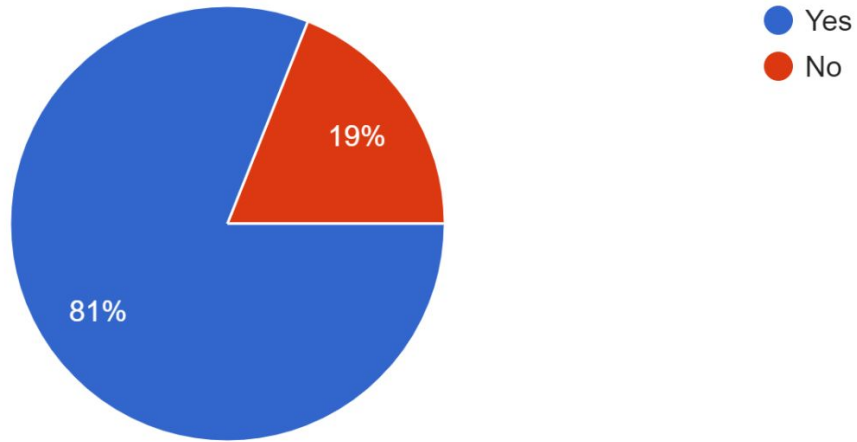
638 responses



School Culture

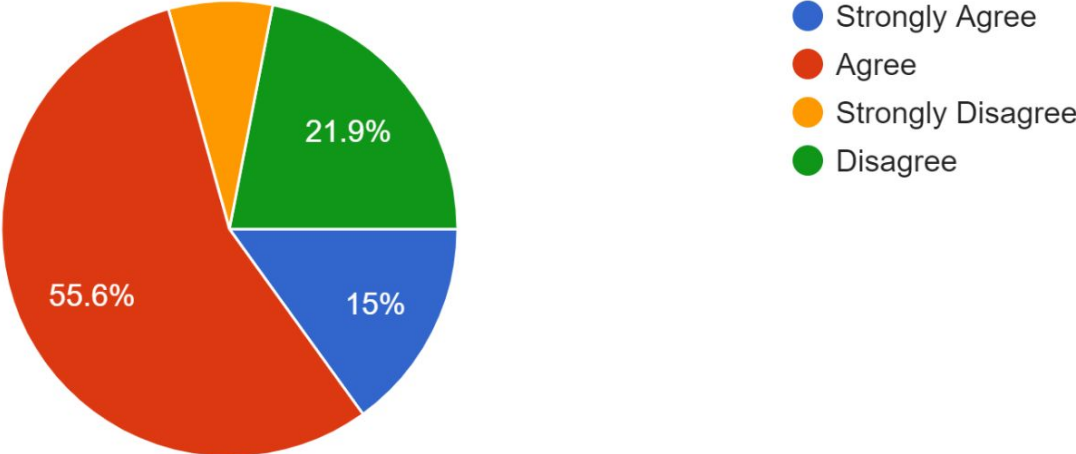
I have received some type of positive recognition from a staff member for any of the following areas
(academic achievement, effort, behavior, character)

638 responses



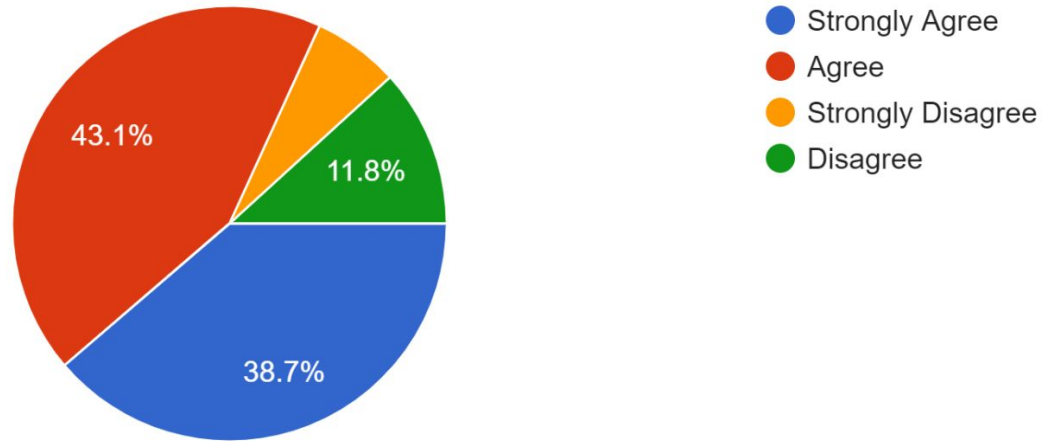
My school tries to get students to join after school activities.

638 responses



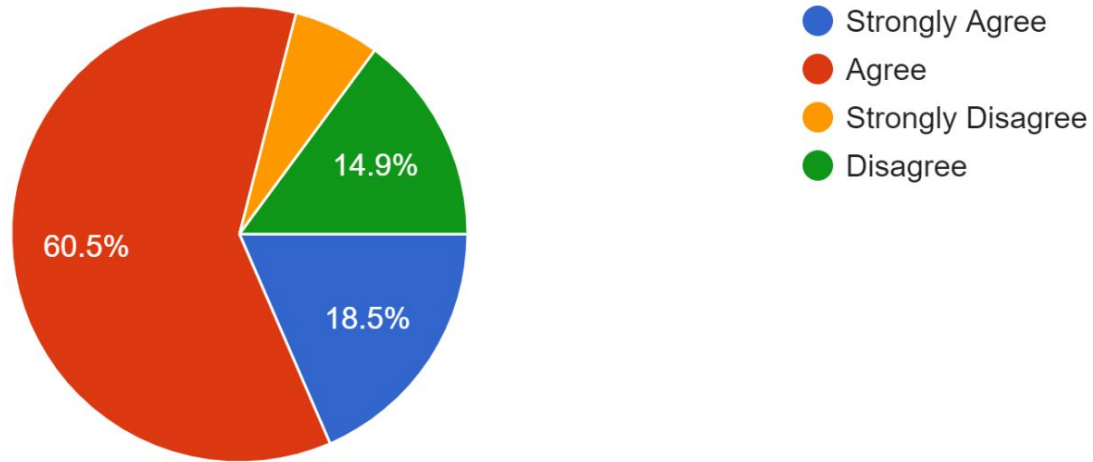
There is at least one staff member in the school that I believe cares deeply about me and my success.

638 responses



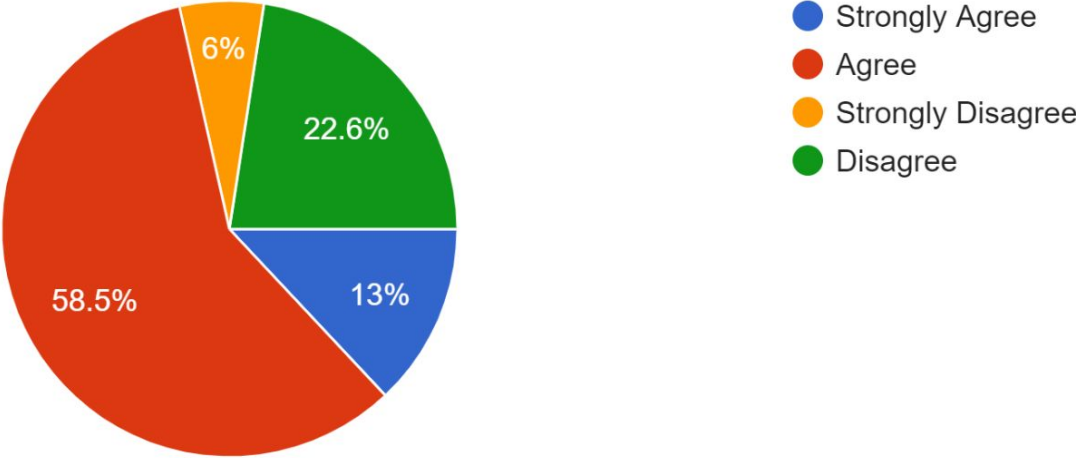
Adults at my school treat students with respect.

638 responses



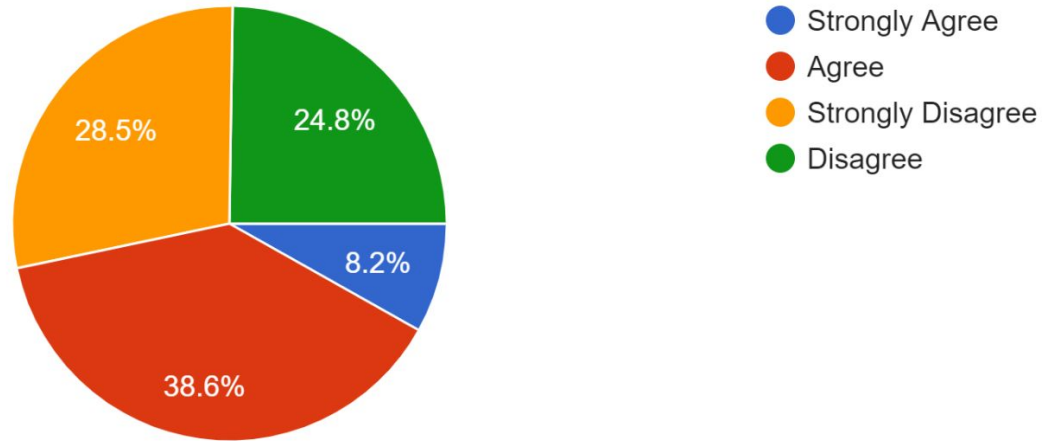
In school, we talk about ways to be a good person.

638 responses



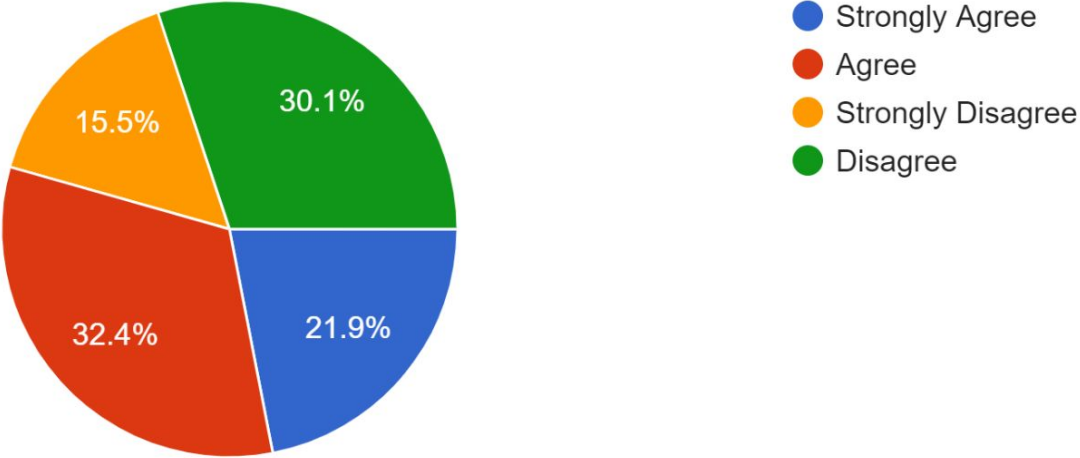
Students in my school respect each other's differences (for example, gender, race, culture, disability, learning difference, etc.)

638 responses



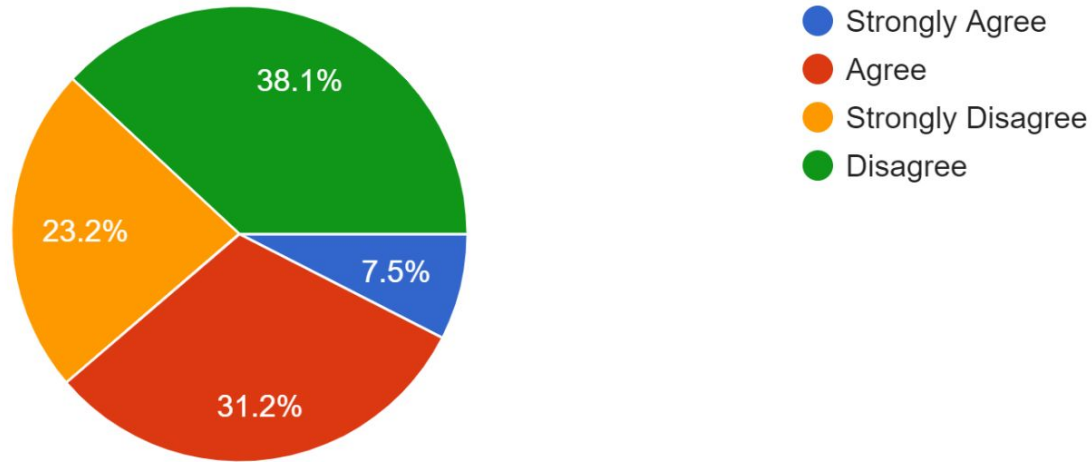
I have been insulted, teased, or harassed more than once in my school.

638 responses



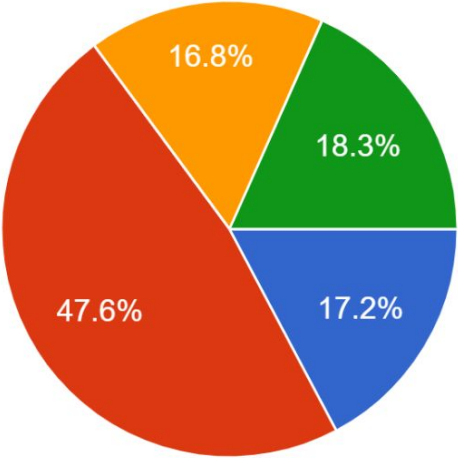
The students in my school will try to stop other students from threatening or harassing others.

638 responses



While at school, I feel safe in the bathrooms.

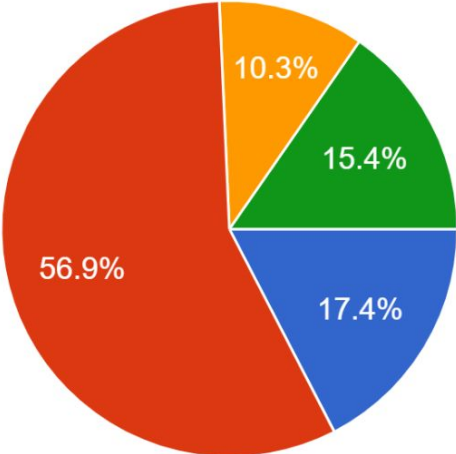
638 responses



- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

While at school, I feel safe in the hallways.

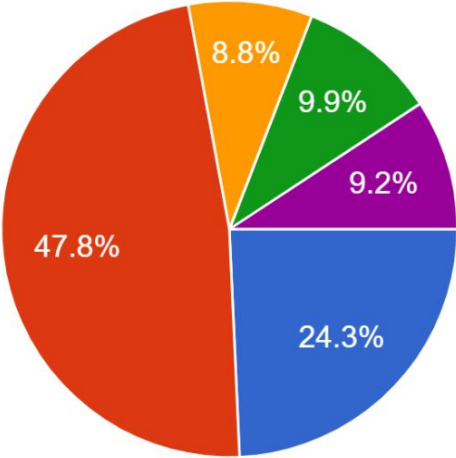
638 responses



- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

While at school, I feel safe in the locker room.

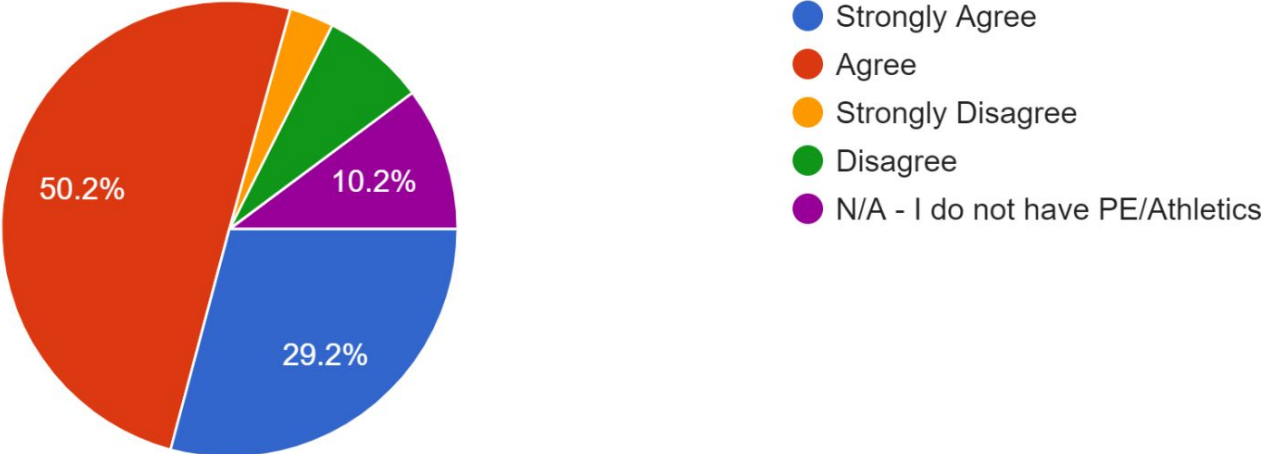
638 responses



- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- N/A - I do not have PE/Athletics

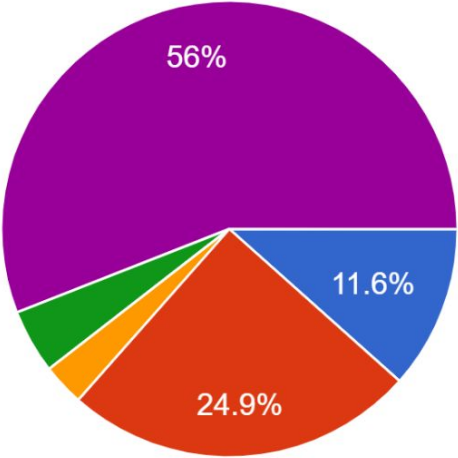
While at school, I feel safe when I am in the gym, or in PE/Athletics.

638 responses



While at school, I feel safe in the bus lane.

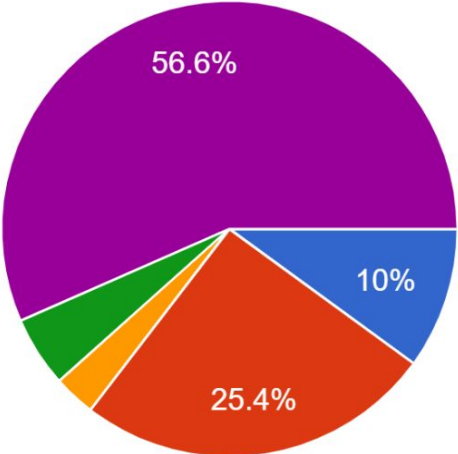
638 responses



- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- N/A - I do not ride the Bus

While traveling to school, I feel safe on my school bus.

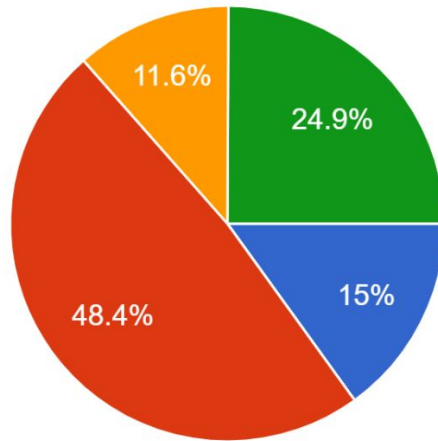
638 responses



- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- N/A - I do not ride the bus

I am comfortable going to an adult at my school about issues related to bullying, harassment, physical violence, and teen dating violence.

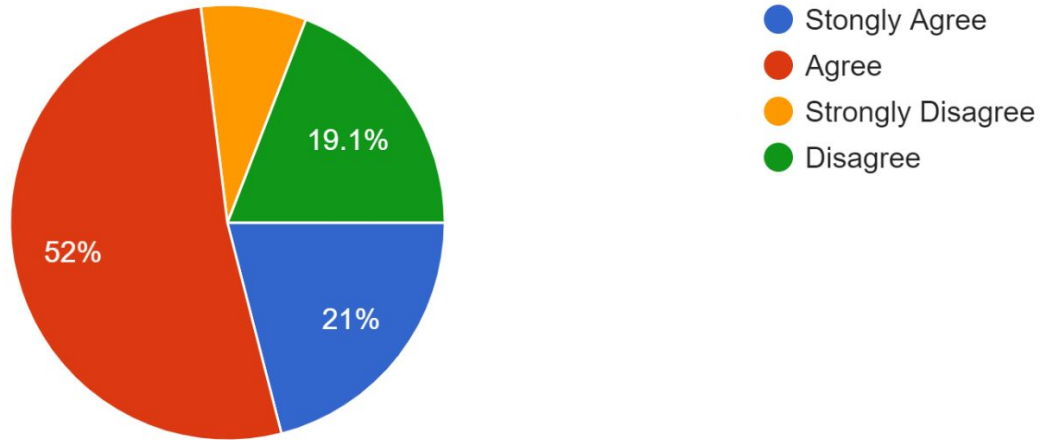
638 responses



- Strongly Agree
- Agree
- Strongly Disagree
- Disagree

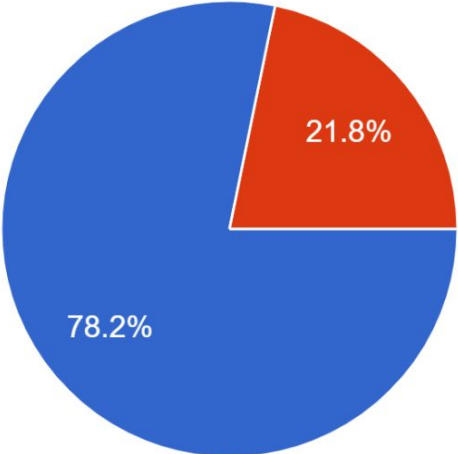
I am aware of my school's online anonymous reporting system (StopIt), where I can report inappropriate behavior.

638 responses



I feel a sense of belonging at Harpool.

638 responses

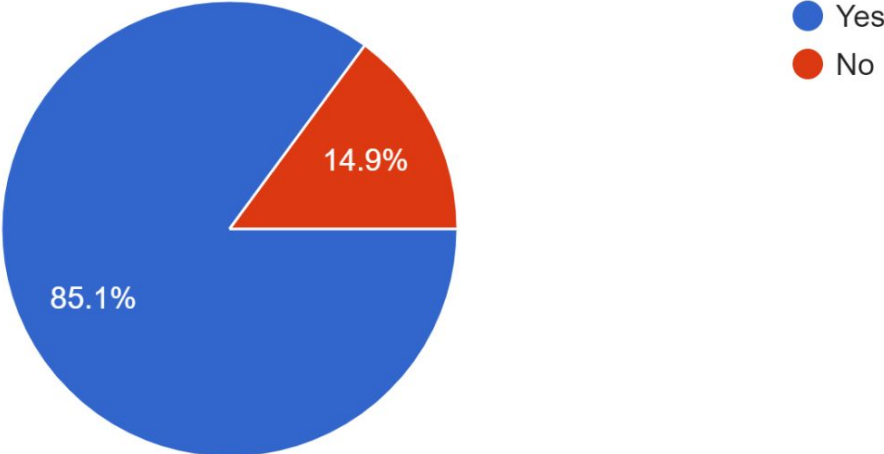


- Yes
- No

College & Career Readiness

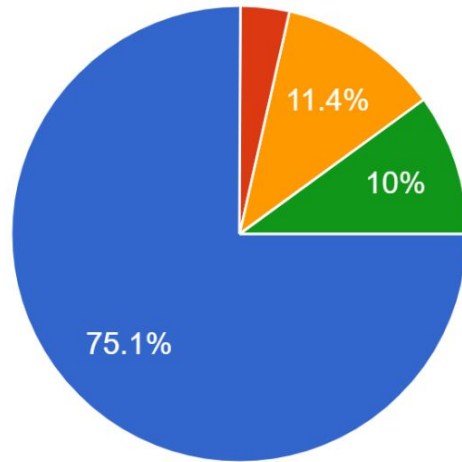
I know how to access and use resources in Schoolinks for college and career planning.

638 responses



Upon high school graduation, I plan to...

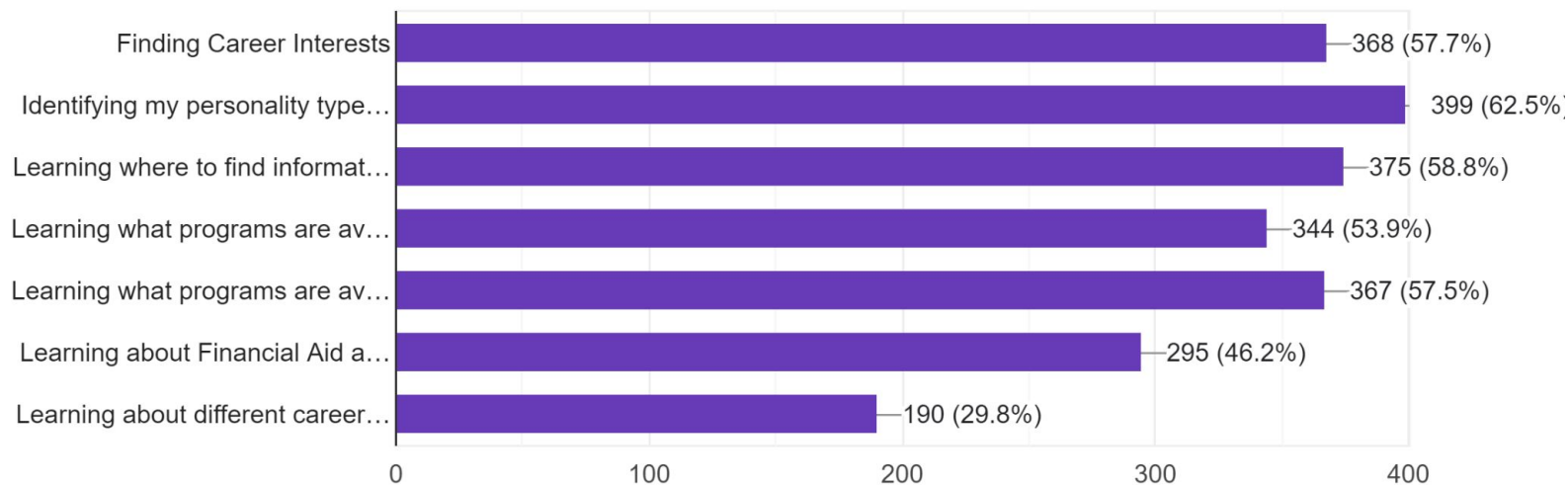
638 responses



- Attend a training program/college/university
- Enroll in the military
- Start my career
- I still need guidance on the best option for me.

What topics would be useful to know to help you prepare to make decisions about college programs or career interests in the future? (Check all that apply)

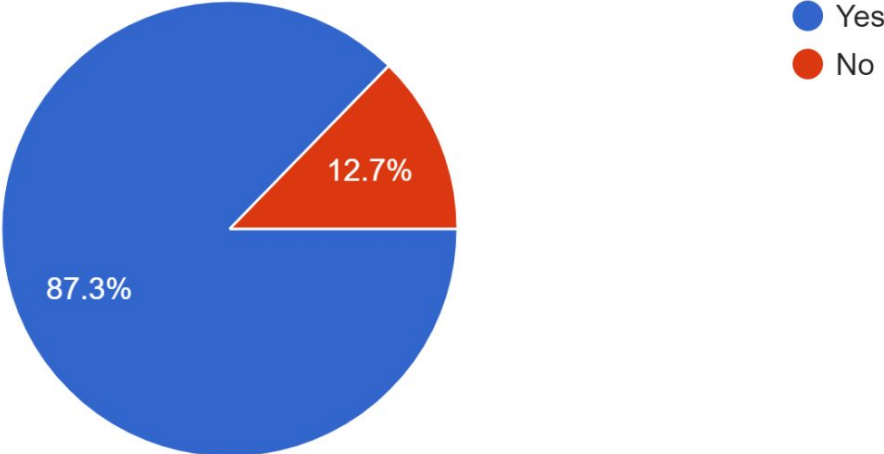
638 responses



Counseling Services

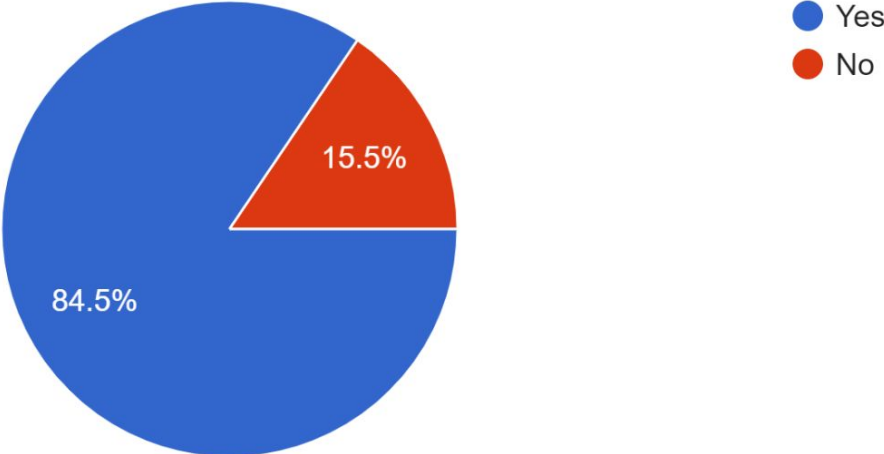
I know who my school counselor is.

638 responses



I know how to access my school counselor if needed.

638 responses



Average Score and Performance Distribution, by Assessment: HARPOOL MIDDLE, 2023-2024

Features & Tools

Filtered By **Rosters:** All Rosters | **Test Administrations:** All Test Administrations

| Assessment Name | Program | Test Grade | Test Administration | Student Count | Average Score | Performance Distribution | Date Last Taken | | | | | | | | | | |
|---|-----------------|------------|----------------------------|---------------|---------------|--|-----------------|-----|-----|-----|-------|-------|----|----|------------|----|------------|
| Spring 2024 STAAR Grade 6 Mathematics Online, ASL, and Proctored Administration Forms | STAAR Summative | 6 | STAAR 3-8 Spring 2024 Math | 251 | 1811 <i>i</i> | <table border="1"> <tr> <td>Percent</td> <td>8%</td> <td>23%</td> <td>42%</td> <td>27%</td> </tr> <tr> <td>Count</td> <td>20</td> <td>57</td> <td>106</td> <td>68</td> </tr> </table> | Percent | 8% | 23% | 42% | 27% | Count | 20 | 57 | 106 | 68 | 05/03/2024 |
| Percent | 8% | 23% | 42% | 27% | | | | | | | | | | | | | |
| Count | 20 | 57 | 106 | 68 | | | | | | | | | | | | | |
| Spring 2024 STAAR Grade 7 Mathematics Online, ASL, and Proctored Administration Forms | STAAR Summative | 7 | STAAR 3-8 Spring 2024 Math | 172 | 1761 <i>i</i> | <table border="1"> <tr> <td>Percent</td> <td>30%</td> <td>31%</td> <td>36%</td> <td>3%</td> </tr> <tr> <td>Count</td> <td>51</td> <td>54</td> <td>62</td> <td>5</td> </tr> </table> | Percent | 30% | 31% | 36% | 3% | Count | 51 | 54 | 62 | 5 | 05/03/2024 |
| Percent | 30% | 31% | 36% | 3% | | | | | | | | | | | | | |
| Count | 51 | 54 | 62 | 5 | | | | | | | | | | | | | |
| Spring 2024 STAAR Grade 8 Mathematics Online, ASL, and Proctored Administration Forms | STAAR Summative | 8 | STAAR 3-8 Spring 2024 Math | 258 | 1932 <i>i</i> | <table border="1"> <tr> <td>Percent</td> <td>11%</td> <td>17%</td> <td>43%</td> <td>28%</td> </tr> <tr> <td>Count</td> <td>28</td> <td>45</td> <td>112</td> <td>73</td> </tr> </table> | Percent | 11% | 17% | 43% | 28% | Count | 28 | 45 | 112 | 73 | 05/03/2024 |
| Percent | 11% | 17% | 43% | 28% | | | | | | | | | | | | | |
| Count | 28 | 45 | 112 | 73 | | | | | | | | | | | | | |
| Spring 2024 STAAR Algebra I Online, ASL, and Proctored Administration Forms | STAAR Summative | EOC | STAAR EOC Spring 2024 Math | 101 | 4808 <i>i</i> | <table border="1"> <tr> <td>Percent</td> <td>3%</td> <td>20%</td> <td>77%</td> </tr> <tr> <td>Count</td> <td>3</td> <td>20</td> <td>78</td> </tr> </table> | Percent | 3% | 20% | 77% | Count | 3 | 20 | 78 | 04/30/2024 | | |
| Percent | 3% | 20% | 77% | | | | | | | | | | | | | | |
| Count | 3 | 20 | 78 | | | | | | | | | | | | | | |

Average Score and Performance Distribution, by Assessment: HARPOOL MIDDLE, 2023-2024

Features & Tools

Filtered By **Rosters:** All Rosters | **Test Administrations:** All Test Administrations

| Assessment Name | Program | Test Grade | Test Administration | Student Count | Average Score | Performance Distribution | Date Last Taken | | | | | | | | | | |
|---|-----------------|------------|---------------------------|---------------|---------------|--|-----------------|-----|-----|-----|-----|-------|----|----|----|-----|------------|
| Spring 2024 STAAR Grade 6 Reading Language Arts Online, ASL, and Proctored Administration Forms | STAAR Summative | 6 | STAAR 3-8 Spring 2024 RLA | 252 | 1724 <i>i</i> | <table border="1"> <tr> <td>Percent</td> <td>10%</td> <td>11%</td> <td>34%</td> <td>45%</td> </tr> <tr> <td>Count</td> <td>24</td> <td>28</td> <td>86</td> <td>114</td> </tr> </table> | Percent | 10% | 11% | 34% | 45% | Count | 24 | 28 | 86 | 114 | 04/19/2024 |
| Percent | 10% | 11% | 34% | 45% | | | | | | | | | | | | | |
| Count | 24 | 28 | 86 | 114 | | | | | | | | | | | | | |
| Spring 2024 STAAR Grade 7 Reading Language Arts Online, ASL, and Proctored Administration Forms | STAAR Summative | 7 | STAAR 3-8 Spring 2024 RLA | 250 | 1729 <i>i</i> | <table border="1"> <tr> <td>Percent</td> <td>12%</td> <td>18%</td> <td>29%</td> <td>41%</td> </tr> <tr> <td>Count</td> <td>31</td> <td>44</td> <td>72</td> <td>103</td> </tr> </table> | Percent | 12% | 18% | 29% | 41% | Count | 31 | 44 | 72 | 103 | 04/19/2024 |
| Percent | 12% | 18% | 29% | 41% | | | | | | | | | | | | | |
| Count | 31 | 44 | 72 | 103 | | | | | | | | | | | | | |
| Spring 2024 STAAR Grade 8 Reading Language Arts Online, ASL, and Proctored Administration Forms | STAAR Summative | 8 | STAAR 3-8 Spring 2024 RLA | 283 | 1809 <i>i</i> | <table border="1"> <tr> <td>Percent</td> <td>7%</td> <td>8%</td> <td>28%</td> <td>58%</td> </tr> <tr> <td>Count</td> <td>20</td> <td>22</td> <td>78</td> <td>163</td> </tr> </table> | Percent | 7% | 8% | 28% | 58% | Count | 20 | 22 | 78 | 163 | 04/19/2024 |
| Percent | 7% | 8% | 28% | 58% | | | | | | | | | | | | | |
| Count | 20 | 22 | 78 | 163 | | | | | | | | | | | | | |

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Average Score and Performance Distribution, by Assessment: HARPOOL MIDDLE, 2023-2024



Filtered By **Rosters:** All Rosters | **Test Administrations:** All Test Administrations |

| Assessment Name | Program | Test Grade | Test Administration | Student Count | Average Score | Performance Distribution | | | | | | | | | | |
|--|-----------------|------------|--------------------------------|---------------|---------------|--|---------|-----|-----|-----|-----|-------|----|----|----|-----|
| Spring 2024 STAAR Grade 8 Social Studies Online, ASL, and Proctored Administration Forms | STAAR Summative | 8 | STAAR 3-8 Spring 2024 Sci & SS | 283 | 4242 | <table border="1"> <tr> <td>Percent</td> <td>12%</td> <td>19%</td> <td>22%</td> <td>47%</td> </tr> <tr> <td>Count</td> <td>33</td> <td>55</td> <td>61</td> <td>134</td> </tr> </table> | Percent | 12% | 19% | 22% | 47% | Count | 33 | 55 | 61 | 134 |
| Percent | 12% | 19% | 22% | 47% | | | | | | | | | | | | |
| Count | 33 | 55 | 61 | 134 | | | | | | | | | | | | |



Average Score and Performance Distribution, by Assessment: HARPOOL MIDDLE, 2022-2023



Filtered By **Rosters:** All Rosters | **Test Administrations:** All Test Administrations | **Reporting Time Period:** 06/06/2023 |

| Assessment Name | Program | Test Grade | Test Administration | Student Count | Average Score | Performance Distribution | | | | | | | | | | |
|--|-----------------|------------|--------------------------------|---------------|---------------|--|---------|-----|-----|-----|-----|-------|----|----|-----|----|
| Spring 2023 STAAR Grade 8 Science Online and ASL Forms | STAAR Summative | 8 | STAAR 3-8 Spring 2023 Sci & SS | 272 | 4267 | <table border="1"> <tr> <td>Percent</td> <td>10%</td> <td>23%</td> <td>39%</td> <td>28%</td> </tr> <tr> <td>Count</td> <td>27</td> <td>63</td> <td>106</td> <td>76</td> </tr> </table> | Percent | 10% | 23% | 39% | 28% | Count | 27 | 63 | 106 | 76 |
| Percent | 10% | 23% | 39% | 28% | | | | | | | | | | | | |
| Count | 27 | 63 | 106 | 76 | | | | | | | | | | | | |

Rows per page: **10** | 1 Items: <

| Engagement Mean | Trended Mean | Mean Percentile Rank - Industry - Education - K-12 | | | Respondents | Engagement Index | |
|---|---|--|-----------|---------|--|---|--|
|  4.22 |  Change From Last Mean: 0.02 * 4.20 4.22 | 73 | | | 66 | Engaged: 61% Not Engaged: * Actively Disengaged: * | |
| | Respondents | Current Mean | Last Mean | Change | Mean Percentile Rank - Industry - Education - K-12 | Company Overall Current Mean | |
| 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? | 66 | 4.14 | 4.02 | 0.12 | 73 | 3.94 | |
| Q01: I know what is expected of me at work. | 66 | 4.52 | 4.43 | 0.09 | 68 | 4.45 | |
| Q02: I have the materials and equipment I need to do my work right. | 66 | 4.35 | 4.31 | 0.04 | 74 | 4.07 | |
| Q03: At work, I have the opportunity to do what I do best every day. | 65 | 4.45 | 4.43 | 0.02 | 81 | 4.22 | |
| Q04: In the last seven days, I have received recognition or praise for doing good work. | 64 | 3.72 | 3.71 | 0.01 | 59 | 3.58 | |
| Q05: My supervisor, or someone at work, seems to care about me as a person. | 66 | 4.58 | 4.65 | -0.07 | 75 | 4.35 | |
| Q06: There is someone at work who encourages my development. | 66 | 4.39 | 4.38 | 0.01 | 77 | 4.12 | |
| Q07: At work, my opinions seem to count. | 66 | 4.03 | 4.05 | -0.02 | 72 | 3.82 | |
| Q08: The mission or purpose of my organization makes me feel my job is important. | 65 | 4.29 | 4.26 | 0.03 | 65 | 4.15 | |
| Q09: My associates or fellow employees are committed to doing quality work. | 64 | 4.25 | 4.05 | ↑ +0.20 | 56 | 4.18 | |
| Q10: I have a best friend at work. | 64 | 3.83 | 4.08 | ↓ -0.25 | 67 | 3.81 | |
| Q11: In the last six months, someone at work has talked to me about my progress. | 62 | 4.05 | 3.78 | ↑ +0.27 | 62 | 3.77 | |
| Q12: This last year, I have had opportunities at work to learn and grow. | 61 | 4.25 | 4.23 | 0.02 | 63 | 4.18 | |

FOOTNOTES





* - Scores are not available due to data suppression.

Respondents can select multiple responses for multi-select questions.

Not shown if $n < 4$ for Mean, Top Box, Verbatim Responses, and Sentiment, $n < 10$ for Frequency, or data is 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  \geq 90th Percentile

Percent Engaged available when $n \geq 30$. All categories available when $n \geq 100$.

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 Q¹²®). 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 Q¹²® 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 organisation'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 Q¹²® 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” (TopBox) 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
Adkins Elementary
2024-2025 Campus Improvement Plan



Learn. Connect. Serve.

Mission Statement

Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world.

Learn. Connect. Serve.

Vision

We believe to accomplish our mission as a staff we must be a school that:
Is open and flexible in our thinking;
Commits to professional learning in an on-going way;
Constantly evaluates our practice to assess positive learning outcomes;
Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;
Supports students' leadership development at every opportunity;
Partners with parents in decision making and implementation;
Listens to feedback from all members of our learning community

Core Beliefs

In order to achieve our vision we have made the following commitments:
We will celebrate our students' learning successes.
We will provide a school environment that focuses on learning.
We will model, mentor, teach, and support one another in our professional development.
We will engage in a positive way.
We will engage in professional, open, and honest communication that is built on a foundation of trust.
We will implement a system of intervention that will promote student success.
We will honor our students efforts to serve others and our community as a whole

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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| Student Learning | 7 |
| School Processes & Programs | 9 |
| Perceptions | 11 |
| Priority Problem Statements | 13 |
| Comprehensive Needs Assessment Data Documentation | 14 |
| Guiding Outcomes | 16 |
| Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors | 16 |
| Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognition's to the Denton ISD community | 25 |
| Targeted Support Strategies | 30 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dorothy P. Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world. Learn.Connect. Serve.

Adkins Elementary is located within a master-planned community with over half of their residents having a bachelor's degree or higher. This close-knit community offers a variety of activities to keep their residents connected, and this includes involved parents who love to volunteer at school. Adkins Elementary also welcomes residents from surrounding towns, including Double Oak, Copper Canyon, Bartonville, Argyle, and Flower Mound. Adkins' attendance zone is the most diverse of the three elementary schools located in Lantana.

Adkins is a campus that has grown consistently over the last few years with a current enrollment of 449. There is a balanced ratio of males/females (49.55%/50.45%). The population consists of the following ethnicities: white 63%, Hispanic 19.9%, Asian 8.1%, African American 4.3%, American Indian/Alaska 0.7%, and Two or More 3.8%. Adkins' gifted and talented program includes 12.60% of enrolled students. Over the last 4 years, the Economically Disadvantaged percentage increased steadily. However, in the 2020/2021 year there was a decrease from the previous 2019/2020 school year. At that time, the economically disadvantaged percentage reached 17.05%. Then, in the 2020/21 school year it decreased to 14.48%. This percentage continued to decrease through the 2022/23 school year reaching 13.32%. In the 2023/24 school year the economically disadvantaged percentage has climbed down to 12.9%. Further, the at-risk student percentage decreased from 21/22 school year, 32.28%, to 30% in the 2022/23 school year. Additionally, 12.6% of Adkins students receive special education services which include both self-contained and inclusion settings.

Demographics Findings

See Addendum

Demographics Strengths

- Adkins has implemented a Multiculturators Club.
- Adkins has moved toward a three pillar system to support continued learning and growth for teachers. The pillars include: our Campus Leadership Team, our Guiding Coalition, and our Social Emotional Learning Taskforce. These committees gather and analyze student and teacher data that affects our campus to support the on-going and necessary learning to meet the needs of our students and teachers.
- Our SEL Taskforce led our staff in multiple Learning Labs focused on Trauma Informed Teaching and Emotional Self-Regulation skills.
- With the support of our SEL Taskforce we implemented a Tiered Behavior Continuum, If/Then Behavior Consequences, and built a teacher toolkit for handling tough behavior situations.
- Although our largest at-risk population is our EB population (30%), they were the lowest behavioral concern, with 0% office referrals.
- Students are given the opportunity to connect and learn outside of school hours through after-school clubs (Multiculturators, 5th Grade Leadership Club, ASL/D
- We had 100% teacher involvement in PTA and were awarded the "Voice For Every Child Award" from PTA.
- We implemented Student PTA Meetings to allow our students a voice and had 80 student PTA members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to our end of the year 2023-24 staff survey, behavioral issues are more prevalent in the following student groups; students with an IEP under the special education umbrella, a Section 504 plan and students participating in the Gifted and Talented program (EXPO). **Root Cause:** The root cause for the 2023-24 behavioral trends are due to lack of social skills, communication, self-regulation and conflict resolution skills.

Student Learning

Student Learning Summary

Student achievement and progress on state/local assessments, benchmarks, special education data, English language assessments & other data:

Monitoring Student Learning. We assess using multiple data points to ensure student learning and growth. Data from the following assessments is used to inform classroom instruction, targeted interventions, and extensions.

- CLI Engage (TPRI) ~ Pre K
- Primary Numeracy ~ K-2
- iReady Reading
- iReady Math
- Developmental Reading Assessment (DRA) (LLI) ~ K-5
- STAAR (previous year and interim)

As a campus we find it imperative that the needs of our students are being addressed and met. The current tools we utilize to ensure student growth are:

- DMTSS Process (for academic, behavioral and social/emotional)
- Individual Education Plans
- Section 504 Plan
- Grade-Level Intervention/Aviator Time
- Reading Interventionists
- Math Interventionist
- Emergent Bilingual Specialist
- HB4545 Minutes

Adkins Reading Scores (iReady and Independent Guiding Reading Levels)

See Addendum

Adkins Math Scores (Kinder - 2nd Grade Primary Numeracy)

See Addendum

Adkins Math Scores (K-5 iReady)

See Addendum

STAAR Interim for Reading and Math 3-5

See Addendum

See addendum

Student Learning Strengths

- Consistent use of assessment tools to determine student/teacher conferring, targeted small group lessons, and whole group lessons.
- Data-driven discussions during PLT to determine next steps for students..
- Consistent implementation of intervention for students needing additional Tier 2 or Tier 3 support.
- Collaborating and sharing students to support intervention needs.
- Impact of Interventionists and Specialists.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Adkins staff has observed that while our math and reading scores are similar our scores for short-constructed and extended-constructed responses were lower than expected. This is concerning as responding to both reading and math in writing is essential for success in higher education and the workforce. **Root Cause:** Several potential root causes may contribute to the lower writing scores. These include, a lack of writing intervention from grade-level to grade-level, a focus on reading and math small group and interventions, disruptions caused by the COVID pandemic and the lack of strong assessment tools for writing campus-wide.

Problem Statement 2 (Prioritized): Adkins staff data showed that only 20% of teachers have structured aviator time to support extension on a daily basis. We have a large percentage of students that are on or above grade level and need to have targeted, intentional extensions to bring depth and complexity to their learning. We want to ensure that all students make adequate annual growth. **Root Cause:** Our staff focus has been focused mainly on students needing gap filling instruction. Our PLT has not focused on creating intentional, purposeful plans for students needing extensions. Our Staff need more training and resources to implement extensions.

Problem Statement 3 (Prioritized): Adkins staff has observed we need well-written common formative assessments aligned to our grade-level essentials to ensure quality assessments are being used to monitor student progress. **Root Cause:** Time and support to unpacked standards, create cognitive ladders and understand depth and knowledge prior to building common assessments. Support in writing assessments.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

- We have a guaranteed and viable curriculum using district-provided curriculum.
- We use Assessment for Learning practices across all grade levels.
- Teachers attend professional development days throughout the school year to deepen their learning in both literacy and math.
- Aviator Time has been beneficial for many of the grade levels to provide intervention and extension without pulling from Core instructional learning time. Specialists working within the master schedule have been successful because of the collaborative planning of grade level teams and specialists. Interventions will be focused on content essentials in reading, writing, and math.
- Grade-level intervention time is provided outside of CORE instruction to meet the individual needs of students.
- Grades PK - 5th Grade utilize the social and emotional Zones of Regulation. Students use the zones to self monitor emotions. Teachers are able to help students with de-escalation and regulation.
- The DMTSS Process has a clearly laid out plan for brainstorming solutions, implementing intervention, and moving to testing when needed for students of concern.
- Experts from Solution Tree collaborated during PLT to offer guidance on how to be more effective and to look at data in a more individualized way.

Programs and Opportunities for Students

- We have implemented a variety of diverse after school clubs to increase engagement and community: MultiCulturators, Spanish/Dutch Club, Future Teachers (TEACH Denton), Choir, Honors Choir, Talent Show, and 5th Grade Track.
- There are a variety of ways for students to serve as leaders on campus: Safety Patrol, News Team, and Student Ambassadors,

Procedures

- We will continue to grow and recruit highly qualified, effective staff through our interviewing process.
- Our Master Schedule will continue to be created collaboratively with all stakeholders having input. Our schedule will have protected intervention times for each grade level.
- We utilize CHAMPS, Restorative Practices, and Zones of Regulation to support our students' social emotional needs.
- Our Campus Leadership team, Guiding Coalition consists of motivational, positive, leaders whose goal is to look at data and make changes to move forward as a school.
- The Social Emotional Learning Task Force consists of staff members that support our staff in learning strategies to support students' social emotional needs.

- The campus has an SSO (school security officer) to promote and ensure campus safety.

School Processes & Programs Strengths

Strengths

- Master Schedule ensures Core instruction is prioritized while also maintaining protected intervention times
- Utilizing data from key assessments to drive targeted instruction and intervention
- Workshop Model used across content and grade levels
- Lucy Calkins curriculum used across grade levels in reading and writing
- Phonics programs used in grades K-2 support the reading and writing instruction
- Primary Numeracy Assessments in K-2 identifies gaps in numeracy, which leads to both targeted interventions and/or enrichment activities
- Intentional development of Aviator groups to support differentiated needs
- Evenly Divided Membership Roles and Responsibilities for each grade level
- Consistent and transparent communication to staff, parents, leaders, and community
- CHAMPS program to ensure safety during transitions and establish a respectful learning environment
- Restorative Practices builds capacity in self-regulation and conflict-resolution while building a positive classroom culture
- Several teacher leaders in Tech innovation
- Access to chromebooks and iPads

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Adkins staff has observed that we need accelerated learning with depth and knowledge for students mastering the essential TEKS. **Root Cause:** Effective practices to extend student knowledge when students have mastered grade-level essentials. Teachers feel that they are proficient in meeting the needs of students with academic gaps, but struggle to implement strategies to meet the needs of students who need extension.

Problem Statement 2 (Prioritized): We are seeing a heightened need for behavior and social/emotional support in the classroom. Students are struggling to maintain focus, self regulate emotions, and understand how to interact appropriately with both adults and other students. This has led to an increase in office referrals and behavior concerns. **Root Cause:** The lack of socialization and consistent structure at home during the COVID pandemic has contributed to these behaviors. Lack of training in behavior management has teachers feeling unprepared to handle these negative behaviors.

Perceptions

Perceptions Summary

Perceptions Summary:

- Families and the community members are involved in school decisions through a variety of ways including feedback to PTA, teachers, and administrators. Parents are active school board meeting attendees and are involved not only in our elementary school, but are also volunteers and active participants at the district level.
- At Adkins we have a myriad of services available to support families, community members, and students to encourage healthy family relationships: Through the counseling department, we offer class guidance lessons and small groups. We offer resources for outside counseling based on the needs of the family; Administrators/PTA send out a weekly newsletter for parents including topics about family,
- School Nurse has contacts like Lions Club for free glasses; we also have free health resources for various health needs and dental needs for students and family members;
- Mission Moms annual food drive
- Staff members provide Christmas gifts to students through a yearly Angel Tree.
- Continue to keep up purposeful communication between home and school using a variety of modalities to reach all stakeholders.
- Explore new ways to incorporate Adkins Flight Crew (Father Figure Club) into our daily school routines.
- Explore new ways to connect with parents and community through technology.
- Adkins measures parent and community participation rates by tracking volunteer hours and the number of visitors on campus.

Perception of Staff

- Staff is committed to doing quality work
- Supervisor or someone at work cares about me
- Staff feels they have opportunities to grow as professionals.
- Staff feels safe at school and have a sense of belonging.
- Staff feels supported in daily work.
- Staff mostly feels supported when it comes to student behavior. We would like broader answers about when staff do feel supported and when they don't.
- New and struggling teachers feel supported, but there is a desire to beef up the mentor program.

Perception of Community

- Community feels that the school provides opportunities and are encouraged to do their best
- The school is committed to building the strengths of their children
- Feels that their children feel proud

Perception of Students (Grades 3-5)

- Majority of the 3rd through 5th grade students feel safe at school, but there are some that feel unsure at times.
- Majority of students feel they have friends they can trust, but of the 163 responses, 14% indicated they didn't.

- Majority of students feel they have a trusted adult at Adkins they can talk to, but 10% do not.
- Data is inconclusive and we need to ask a more deliberate question when looking at whether or not students feel supported when things get hard. Is it hard when thinking about school work or friendships?

Perceptions Strengths

Perceptions Strengths:

- High rates of involvement, volunteerism, participation in events
- Communication between home and school is very healthy
- Parent Partnerships created through Teams/ Zoom/ in person meetings provides important information to parents about how students are being taught
- Parent and Community Involvement on the CLT
- Active Dads Program, Flight Crew, with a variety of ways for father figures to get involved
- Partnerships with local businesses to provide donations for students and teachers
- Our school partners with Mission Moms, United Way, Bridgeway Church, Lion's Club, Eagle/Boy Scouts & Kiwanis Club to provide assistance when needed
- PTA supports students on Free and Reduced lunch to receive books, t-shirts, event tickets and yearbooks.
- Students led initiatives to serve others in need in our community that align with our school vision of Learn, Connect and Serve.
- Staff foster a classroom environment to implement the initiatives that align with our school mission (restorative practices/ CHAMPS).
- High Flyer Program
- Weekly Staff kudos to appreciate others is in place
- Student spotlight to recognize students' extra efforts in and around the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We want to cultivate connection and relationship with our diverse and new to Adkins families. Last year, we realized that parents of our diverse learners and new to Adkins families were less involved in our whole-school events and PTA. **Root Cause:** Language, cultural and other barriers hinder us from building these relationships.

Problem Statement 2: Our staff feedback from our Campus Needs Assessment showed that there was an unclear process of how we support new and struggling teachers. New teachers felt that they needed more direction on how to find information, more direct feedback about their instructional practices and a clear mentor. **Root Cause:** In the past Adkins has had very little turn over of teachers. This meant that a clear protocol and process was not built for new to Adkins Teachers.

Priority Problem Statements

Problem Statement 1: We are seeing a heightened need for behavior and social/emotional support in the classroom. Students are struggling to maintain focus, self regulate emotions, and understand how to interact appropriately with both adults and other students. This has led to an increase in office referrals and behavior concerns.

Root Cause 1: The lack of socialization and consistent structure at home during the COVID pandemic has contributed to these behaviors. Lack of training in behavior management has teachers feeling unprepared to handle these negative behaviors.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Adkins staff has observed that we need accelerated learning with depth and knowledge for students mastering the essential TEKS.

Root Cause 2: Effective practices to extend student knowledge when students have mastered grade-level essentials. Teachers feel that they are proficient in meeting the needs of students with academic gaps, but struggle to implement strategies to meet the needs of students who need extension.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Adkins staff data showed that only 20% of teachers have structured aviator time to support extension on a daily basis. We have a large percentage of students that are on or above grade level and need to have targeted, intentional extensions to bring depth and complexity to their learning. We want to ensure that all students make adequate annual growth.

Root Cause 3: Our staff focus has been focused mainly on students needing gap filling instruction. Our PLT has not focused on creating intentional, purposeful plans for students needing extensions. Our Staff need more training and resources to implement extensions.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Adkins staff has observed we need well-written common formative assessments aligned to our grade-level essentials to ensure quality assessments are being used to monitor student progress.

Root Cause 4: Time and support to unpacked standards, create cognitive ladders and understand depth and knowledge prior to building common assessments. Support in writing assessments.

Problem Statement 4 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS 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
- Action research results

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Guiding Outcome #1 - Performance Objective 1 - Reading

By the end of the 24-25 school year, based on iReady data 100% of students will show progress in reading.

By the end of the 24-25 school year, based on iReady data, students will meet typical growth for reading in each grade as evidenced by these increased percentages: Kindergarten 65%, First Grade 74%, Second Grade 62%, Third Grade 73%, Fourth Grade 82%, Fifth Grade 75%.

By the end of the 24-25 school year, based on iReady data, the percentage of students meeting stretch growth for reading in each grade will increase by 3-5% as evidenced by these percentages: Kindergarten 40%, First Grade 40%, Second Grade 35%, Third Grade 45%, Fourth Grade 55%, Fifth Grade 50%.

HB3 Guiding Outcome

Evaluation Data Sources: TxKEA

TPRI

DRA

K-2 District Created: Phonics Assessment Data


iReady Reading Data


| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Using district provided curriculum with fidelity, Kindergarten through 5th grade will build mastery of phonological awareness, phonics and comprehension skills across the text levels. (Phonics Studies, Patterns of Power, Units of Study, etc.)</p> <p>Strategy's Expected Result/Impact: Students can read accurately and fluently with comprehension.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EB Specialist</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Teachers in grades K-5 will provide leveled-text daily guided reading for all below-level readers 3-5 times weekly. Students on-level will continue to receive targeted instruction through whole class instructions, targeted small group instruction, leveled books clubs, and student/teacher conferences.</p> <p>Strategy's Expected Result/Impact: Students are expected to make typical annual growth in reading by the end of the year.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers, specialists and administrators will utilize bimonthly PLTs (Professional Learning Teams) and campus professional development days to identify grade-level essentials, unpack TEKS to create quarterly learning targets, determine cognitive ladders for each essential, create common formative assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p>Strategy's Expected Result/Impact: Students are expected to make typical annual growth in reading by the end of the year.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Team Leaders, Reading Recovery, Reading Interventionist, EB Specialist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Aviator Time will be designated on the campus master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists and specialists outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Students are expected to make typical annual growth in reading by the end of the year.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Team Leaders, Reading Recovery, Reading Interventionist, EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 5: Teachers and Specialists will provide high-quality vocabulary instruction to improve content understanding for our Emerging Bilingual students.</p> <p>Strategy's Expected Result/Impact: Students will be able to read, comprehend and transfer content specific vocabulary to enhance their reading and writing across the contents.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Team Leads, Reading Specialist, Reading Recovery, EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Teachers will implement the Depth and Complexity Framework in all Tiers of Instruction.</p> <p>Strategy's Expected Result/Impact: Students will be able to perform grade level TEKS and learning objectives at a deeper level through using depth and complexity framework.</p> <p>Staff Responsible for Monitoring: CLT, Guiding Coalition, Grade Level Teachers, Team Leaders, Reading Recovery Specialist, Reading Interventionist, EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$90,000</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: 100% of eligible HB4545/1416 students will be served by May 2025.</p> <p>Strategy's Expected Result/Impact: Student's will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Team Leaders, Special Education Teachers, Reading Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionist - At-Risk (SCE) - \$40,013</p> | Formative | | |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: By the end of the 24-25 school year, based on iReady data, students will meet typical growth for math in each grade as evidenced by these increased percentages: Kindergarten 50%, 1st grade 60%, 2nd grade 65%, 3rd grade 70%, 4th grade 65%, 5th grade 60%.





By the end of the 24-25 school year, based on iReady data, the percentage of students meeting stretch growth for math in each grade will increase by 3-5% as evidenced by these percentage: Kindergarten 35%, 1st grade 35%, 2nd grade 40%, 3rd grade 50%, 4th grade 30%, 5th grade 30%.

HB3 Guiding Outcome

Evaluation Data Sources: K-2 Primary Numeracy Assessment
 District Math Assessments
 iReady Math Benchmarks
 Campus Formative Assessments
 Math STEMscopes

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Teachers, specialists and administrators will utilize bi-weekly PLTs (Professional Learning Teams) and campus professional development days to identify grade-level essentials, unpack TEKS to create quarterly learning targets, determine cognitive ladders, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p>Strategy's Expected Result/Impact: Students are expected to make typically annual growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Team Leaders, Math Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Teachers will provided targeted intervention based on iReady, Primary Numeracy, formative assessment and summative assessment data.</p> <p>Strategy's Expected Result/Impact: Students are expected to make typically annual growth by the end of the year.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Team Leaders, Math Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Aviator Time will be designated on the campus master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists and specialists outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Students are expected to make typically annual growth by the end of the year.</p> <p>Staff Responsible for Monitoring: CLT, Guiding Coalition, Grade Level Teachers, Team Leaders, Math Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Teachers will implement the Lesson Design from Mathematics Instruction and Tasks in a PLC at work incorporating a prior knowledge routine, mathematical language routine, a balance of mathematical tasks, a mathematical discourse routine, and a lesson-closure routine. These routines will build a guaranteed lesson design vertically from PK to 5th Grade.</p> <p>Strategy's Expected Result/Impact: Students are expected to make typically annual growth by the end of the year</p> <p>Staff Responsible for Monitoring: Administrators, Grade Level Teachers, Team Leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$30,000</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 5: 100% of eligible HB1416 students will be served by May 2025.</p> <p>Strategy's Expected Result/Impact: Student's will receive targeted instruction in the essential knowledge and skills for math in grades 4 & 5.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Interventionists, Administrators, ACE tutor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionist - At-Risk (SCE) - 40,013</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Teachers and Specialists will provide high-quality vocabulary instruction to improve content understanding for our Emerging Bilingual students.</p> <p>Strategy's Expected Result/Impact: All students will improve their understanding and implementation of content-specific vocabulary to improve their math performance</p> <p>Staff Responsible for Monitoring: CLT, Grade Level Teachers, Team Leaders, Math Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Teachers will implement the Depth and Complexity Framework in all Tiers of Instruction.</p> <p>Strategy's Expected Result/Impact: Students will be able to perform grade level TEKS and learning objectives at a deeper level through using depth and complexity framework.</p> <p>Staff Responsible for Monitoring: CLT, Guiding Coalition, Grade Level Teachers, Team Leaders, Reading Recovery Specialist, Reading Interventionist, EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 3: By the end of the 24-25 school year 90% of Pre-K students will be able to name 20 or more alphabet letters.

By the end of the 24-25 school year 75% of Pre-K students will be able to produce 20 or more letters.

By the end of the 24-25 school year 75% of Pre-K students will be able to produce sounds to make words.

Evaluation Data Sources: CLI Engage Progress Monitoring Tool
Pre-K Report Card

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Pre-K students will participate in daily shared reading and small groups to target individual learning goals in reading, writing, and math. Students will participate in targeted small groups as needed, to reinforce fine motor learning targets from the district report card. Students will participate in targeted small groups as needed, to reinforce social emotional learning targets from the district report card.</p> <p>Strategy's Expected Result/Impact: PreK students will be on-level and ready for Kindergarten.</p> <p>Staff Responsible for Monitoring: PreK Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
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| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 2: Teachers will utilize PLT time to review student data and create intervention and enrichment groups based on a variety of measures including , but not limited to, our district report card, CLI, and observational data. . We will also evaluate social/emotional and fine motor learning targets based on the district report card.</p> <p>Strategy's Expected Result/Impact: PreK students will be on-level and ready for Kindergarten.</p> <p>Staff Responsible for Monitoring: PreK Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognition's to the Denton ISD community

Performance Objective 1: By May 2025, Dorothy P. Adkins Elementary School will effectively execute Zones of Regulation, CHAMPS and Circles.

100% of students will be able to identify all FOUR Zones of Regulation.

100% of students will be able to identify the components of CHAMPS

100% of students will be able to explain the difference between a green, yellow and red circle.


These school-wide initiatives will build social-emotional strategies that support self-regulation, encourage communication, and edify both teachers and students. These initiatives maintain a safe and healthy climate, bolster a culture of encouragement and results in positive change as measured through various data points.


- Evaluation Data Sources:** Teacher input
 Formative Feedback
 Parent Responses (Needs Assessment)
 Zones of Regulation Morning Check-In Data (BOY, MOY & EOY)
 CHAMPS Check-In Data (BOY, MOY & EOY)
 Circles Check-In Data (BOY, MOY & EOY)
 PK Essentials for SEL progress monitoring data
 Strengths Finder Data

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: 100% of classroom will have a regulation/calm space for student use. Teachers will model the use of this space for emotional regulation.</p> <p>Strategy's Expected Result/Impact: Students will be able to regulate their emotions with the use of the classroom regulation space.</p> <p>Staff Responsible for Monitoring: CLT, SEL Taskforce, Grade Level Teachers, Team Leaders, Guidance Counselor, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Use of daily social/emotional check-in using the Zones of Regulation, with teachers and students in grades K-5 to gauge one's social-emotional health and support self-regulation strategies. Data from this daily check-in provides ability for teachers to identify patterns and trends, and seek support for students. Teachers can use campus Behavior Google Drive and District SEL Toolbox as resources to guide their practices with students.</p> <p>Strategy's Expected Result/Impact: Teachers are able to identify how a student is feeling and address any concerns in real-time. Teacher provides individual consult and recommend regulation strategies, counselor will provide small groups for students needing additional support.</p> <p>Staff Responsible for Monitoring: SEL Taskforce, Grade Level Teachers, Guidance Counselor, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: SEL Taskforce (Guiding Coalition) will use campus and community data to drive professional development needs on the campus to support teachers' use of Restorative Practices, CHAMPS, CIRCLES and self-regulation strategies.</p> <p>Strategy's Expected Result/Impact: Teachers will be trained in by the SEL taskforce in daily targeted Green Circles, Classroom Treatment Agreements, Restorative Practices, Zones of Regulation, Emotional Regulation, Trauma Sensitive Schools, and Behavior Academies.</p> <p>Staff Responsible for Monitoring: SEL Taskforce, Grade Level Teachers, Team Leaders, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Staff will implement the Adkins Behavior Continuum to guide behavioral decisions in Tier 1, Tier 2 and Tier 3 instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will understand how to advocate for behavioral support through our campus-wide continuum.</p> <p>Staff Responsible for Monitoring: SEL Taskforce, Grade Level Teachers, Team Leaders, Guidance Counselor, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognition's to the Denton ISD community

Performance Objective 2: By May 2025, Dorothy P. Adkins School will increase the percentage of community members completing the district Family Engagement Survey by 15% by providing various opportunities for students, teachers, and parents to forge deeper connections through cultural awareness, family focused activities, and PTA attendance throughout the school year.

Evaluation Data Sources: Perception Data
 Teacher Input Survey Data (BOY, MOY & EOY)
 Family Engagement - Gallup Data (Fall)
 Student Input Survey Data (BOY, MOY & EOY)
 Parent Feedback (Needs Assessment)
 PK Essentials for SEL progress monitoring data

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: The SEL Taskforce will meet and plan cultural and heritage awareness activities.</p> <p>Strategy's Expected Result/Impact: The SEL Taskforce will gather feedback from students, teachers, and parents in order to provide opportunities to learn and celebrate various cultural and heritage celebrations throughout the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: SEL Taskforce, Administration, Guidance Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Clubs will be created to bring students together to explore the beauty of discovery in science, the arts, and humanity, while encouraging a growth mindset.</p> <p>Strategy's Expected Result/Impact: Offering diverse options for our students to explore culture, science, arts and humanity will build a school with a foundation of inclusion. These clubs will foster connection and relationships between both students and staff.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teacher Leader</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: The campus will increase and improve their communication with family and community members to bring awareness to the different opportunities to build deeper connections and become part of the Adkins culture.</p> <p>Strategy's Expected Result/Impact: More families will be highly engaged through the consistent and clear communication from Administrators, Teachers and PTA.</p> <p>Staff Responsible for Monitoring: CLT, Administrators, Guidance Counselor, Teacher Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Targeted Support Strategies

| Guiding Outcome | Objective | Strategy | Description |
|-----------------|-----------|----------|---|
| 2 | 1 | 2 | Use of daily social/emotional check-in using the Zones of Regulation, with teachers and students in grades K-5 to gauge one's social-emotional health and support self-regulation strategies. Data from this daily check-in provides ability for teachers to identify patterns and trends, and seek support for students. Teachers can use campus Behavior Google Drive and District SEL Toolbox as resources to guide their practices with students. |

State Compensatory

Personnel for Adkins Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|----------------|--------------------------|------------|
| Holly Hamilton | Reading Recovery Teacher | NaN |
| Hope Creech | Reading Interventionist | 0.5 |
| Renee Grems | Math Interventionist | 0.5 |

Plan Notes

Literacy: Trina, Shelby, Jenna, Sandy

Math: Alyson, Vicki, Macey, Michelle C.

PreK: Michelle L., Marci K, Kali

Strategy 1: Add the following to this sentence: Students will also participate in small groups as needed to reinforce fine motor **and social emotional** learning targets from the district report card.

Strategy 2: Add- District report card, CLI, observational data

SEL: Mariella, Tobie, Jamie M.

Performance Objective 1.

- TxKEA
- TPRI
- DRA

Summary of all the literacy assessments:

https://docs.google.com/document/d/1uILGqmp1QTm8tSWx_-NmYFK5dhGw60-g7rrdtUXp71w/edit

Kindergarten:

| | | | |
|---|--|--|--|
| <p>Units of Study</p> <p>*only if not previously mastered</p> | <ul style="list-style-type: none"> • Letter/ Sound Correspondence • Concepts About Print • Phonological Awareness <ul style="list-style-type: none"> ◦ rhyming ◦ blending ◦ segmenting ◦ adding | <ul style="list-style-type: none"> • *Letter/ Sound Correspondence • *Concepts About Print • Phonological Awareness <ul style="list-style-type: none"> ◦ *rhyming ◦ *blending ◦ *segmenting ◦ *adding ◦ deleting ◦ substituting • Developmental Spelling • Snap words | <ul style="list-style-type: none"> • *Letter/ Sound Correspondence • *Concepts About Print • Phonological Awareness <ul style="list-style-type: none"> ◦ *rhyming ◦ *blending ◦ *segmenting ◦ *adding ◦ *deleting ◦ *substituting • Developmental Spelling • Snap words |
|---|--|--|--|

•
First Grade

| | | | |
|------------------------------|--|--|--|
| <p>Units of Study</p> | <ul style="list-style-type: none"> ◦ Letter/ Sound Correspondence ◦ Phonological Awareness ◦ Phonic Blending (K) ◦ Developmental Spelling (Version 1) ◦ Snap words | <ul style="list-style-type: none"> ◦ Phonological Awareness ◦ Phonic Blending (Unit 2) ◦ Developmental Spelling (Version 2) ◦ Snap words | <ul style="list-style-type: none"> ◦ Phonological Awareness ◦ Phonic Blending (Unit 4) ◦ Developmental Spelling (Version 2 if needed) ◦ Snap words |
|------------------------------|--|--|--|

2nd Grade:

| | | | |
|-----------------------|---|---|---|
| Units of Study | <ul style="list-style-type: none"> • Phonological Awareness (blending, segmenting, adding, deleting and substituting) • Phonic Blending • Developmental Spelling (Version 1) • Snap Words | <ul style="list-style-type: none"> • Phonological Awareness (blending, segmenting, adding, deleting and substituting) as needed • Phonic Blending • Developmental Spelling (Version 1 as needed) • Snap Words | <ul style="list-style-type: none"> • Phonological Awareness (blending, segmenting, adding, deleting and substituting) as needed • Phonic Blending • Developmental Spelling (Version 2) • Snap Works |
| DRA or F&P | Independent Text Level | Independent Text Level | Independent Text Level |
| Istation | ISIP | ISIP | ISIP |

Lexia Core 5 K-5

Istation 2-5

Moving Readers Up Levels: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.monroe.k12.nj.us/cms/lib/NJ01000268/Centricity/domain/103/sepag/2020-21/Supporting%20Moving%20Readers%20Up%20Levels%20A-Z.pdf

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1d69ffc2-f2d1-3026-beb8-4c3a341845f6>

Padlet:

<https://padlet.com/kpayne910/96it5swo448ue1zq>

Text Bands K-W: https://docs.google.com/document/d/1tvSWqsRULjZVg-R9DUjJWzvSGLUL_PpEPEhQTbEwAa4/edit?usp=sharing

Erin and Dedra,

Do we need to add a writing goal?

Strategy 1

Staff Appreciation with weekly Staff Kudos, Staff Celebration Meetings, Staff Appreciation Events, 12-Days of Christmas from office staff Self-Care Bingo??? (Pitillo) Team shirts & jeans Monday

Strategy's Expected Result/Impact

Maintain and/or increase student and staff engagement by supporting social-emotional health and wellness

Staff Responsible for Monitoring

Administration, Counselor

Title I Schoolwide Elements None

TEA Priorities Recruit, support, retain teachers and principals

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Strategy 2

Use of Rhithm app daily with teachers and students in grades 2-5 to gauge one's social-emotional health. The Rhithm app teaches self-regulation skills and provides teachers a way to identify a student's ability to access learning. Data from Rhithm provides reports in order to identify patterns and trends, not only with individual students but with the campus as a whole.

Strategy's Expected Result/Impact

Teachers are able to instantly identify at the beginning of a day how a student is feeling and address any concerns before learning occurs. Teachers are able to ask students to "Get in Rhithm" at various points during the day if needed.

Staff Responsible for Monitoring

Teachers, Counselor, Administrators

Title I Schoolwide Elements None

TEA Priorities

Recruit, support, retain teachers and principals.

Build a strong foundation in reading, writing, and math.

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Strategy 3

SEBL Team (Social, Emotional, and Behavior Learning Team) created to support teachers' use of Restorative Practices and Rhithm app.

Strategy's Expected Result/Impact

Classrooms conduct Green Circles daily, every classroom creates a Relationship Treatment Agreement for students to have ownership in the way their classroom functions.

Staff Responsible for Monitoring

Counselor, Teachers, Administrators

Title I Schoolwide Elements None

TEA Priorities

Recruit, support, retain teachers and principals

Build a foundation of reading and math

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Strategy 4

Goal Soccer Team: Fourth and Fifth Grade students will have the opportunity to participate in our GOAL Soccer and Leadership Team.

Strategy's Expected Result/Impact

Students learn grit, resiliency, leadership skills, and teamwork through participation on and off the soccer field.

Staff Responsible for Monitoring

Volunteer -Teacher Coaches, Administrators

Title I Schoolwide Elements None

TEA Priorities

Build a strong foundation of reading, writing, and math

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Strategy 5

Culture Club being created and implemented this year to bring our students together to explore the beauty of humanity. We will also be focused on teaching a growth mindset which helps students become more accepting of others.

Strategy's Expected Result/Impact

A campus which has cultural diversity acceptance for all.

Staff Responsible for Monitoring None

Title I Schoolwide Elements None

TEA Priorities

Recruit, support, retain teachers and principals.

Build a foundation of reading, writing, and math.

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Student Learning Thinking Questions

Student Outcomes and Performance

As a campus we find it imperative that the needs of our students are being addressed and met. The current tools we have available to ensure that the student performance is being met are: the DMTSS process, students with IEPs, 504 implementations, PLC times for teachers, intervention times, resources, both reading recovery and math interventionists, as well as a designated English Language support teacher. As a campus we work as a team to support the needs of all our students. In grades K through 2nd grade we use both Primary Numeracy and the English Language Inventory as one way to monitor student growth. After taking a look at the data, following our kiddos from kindergarten who are now in second grade we saw a dramatic shift in the at risk and progressing students following the period we were not at school due to the pandemic. This likewise occurred in our current first grade classrooms as well. However, with targeted interventions we have seen a shift of our at risk students throughout the course of the year.

For Primary Numeracy we started the beginning of the year with 15% of our kindergarten students at risk or progressing. For 1st grade, 34% of our students were either at-risk or progressing. For 2nd grade, 83% of our students started the year either at-risk or progressing. That breaks down to 40% of the students entered at-risk. This was a huge increase in at-risk students from the previous year. We see this as another indication of how the pandemic adversely affected our students.

The data to measure growth for 3rd-5th graders in math is Imagine Math. For 3rd grade, 32% of the students' Imagine Math BOY scores were either Far Below or Below Basic. After small groups and intervention, that percentage went down to 8% with the MOY benchmark. 4th grade had similar results with 58% of students either Far Below or Below Basic when taking the BOY and decreasing to 11% for the MOY. 5th grade started at 38% either Far Below or Below Basic and decreased to 19% for the MOY. The EOY benchmark will be given within the next week. That data will be added to this report once it has been collected.

We focused on the reading levels to measure growth for 3rd-5th grade. At the beginning of the year, 28% of third graders were reading below grade level, 51% fourth graders, and 42% fifth graders. Once reading levels have been assessed for the end of year, that data will be added to this report.

Student Engagement

We currently have the majority of our students, 98.47% present at school. Students are currently both in person and remote for the 2020-2021 school year. This school year, we are seeing a drop in our disciplinary patterns from past school years. We currently have 39 students who have visited the office for a disciplinary reason. Of those 39 students 12 girls and 27 boys. The ethnicity for those students are: 26 white, 11 Hispanic and 2 African American. Of the visits we had 6 office referrals in the fall and 20 in April alone. Those students struggling with multiple visits have supports put in place to help them reach their social needs. Our counselor works with kiddos during lunch as part of a lunch bunch to help with social skills as well.

Staff Responses to Safety Survey

100% of staff feel safe, supported, and heard at Adkins Elementary. Words used by teachers and staff to describe the school environment are enjoyable, friendly, supported, positive, learning environment, student-centered, and respected.

Student Responses to Safety Survey

100% of the students feel safe at school. 63% of the students love coming to school, 36% of the students sometimes do not want to come to school, and 1% does not like school. 88% of the students said they do feel like they have someone at school that they can talk to while 12% did not. 92% of students say they feel respected at Adkins, 7% of the students said they do not feel respected, and 1% did not answer. 96% of the students said they have a friend at school while 3% said they did not and 1% did not answer.

Campus Funding Summary

| At-Risk (SCE) | | | | | |
|------------------------------------|-----------|----------|------------------|--------------|---------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | Interventionist | | \$40,013.00 |
| 1 | 2 | 5 | Interventionist | 40,013 | \$0.00 |
| Sub-Total | | | | | \$40,013.00 |
| State Compensatory Education (SCE) | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | | | \$90,000.00 |
| 1 | 2 | 4 | | | \$30,000.00 |
| Sub-Total | | | | | \$120,000.00 |

Addendums



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 061-901 DENTON ISD
Campus: 126 DOROTHY P ADKIN

Grade 3 Reading Language Arts

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | |
|---|---------|--|---|---------------------|-------------------------------------|-----|-----|-----|-----|------------|-----|-----|-------------------------------|------|---------|------|-----|--|--|
| | | | | | Did Not Meet | | | | | Approaches | | | | | Meets | | | | |
| Number | Percent | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | | | |
| | | | | | | | | | | | | | Reading | | Writing | | | | |
| | | | | | | | | | | | | | Number of Points Possible | | | | | | |
| | | | | | | | | | | | | | 26 | | 26 | | | | |
| | | | | | | | | | | | | | Avg. # of Points / % Achieved | | | | | | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | | | |
| All Students | | | 59 | 1536 | 8 | 14 | 51 | 86 | 39 | 66 | 24 | 41 | 16.8 | 65 | 15.4 | 59 | | | |
| Male | | | 25 | 1532 | 3 | 12 | 22 | 88 | 17 | 68 | 9 | 36 | 16.8 | 65 | 15.3 | 59 | | | |
| Female | | | 34 | 1539 | 5 | 15 | 29 | 85 | 22 | 65 | 15 | 44 | 16.8 | 64 | 15.5 | 60 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 12 | 1452 | 4 | 33 | 8 | 67 | 6 | 50 | 3 | 25 | 13.7 | 53 | 12.6 | 48 | | | |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | | | 5 | 1489 | 2 | 40 | 3 | 60 | 3 | 60 | 3 | 60 | 15.2 | 58 | 14.4 | 55 | | | |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 37 | 1560 | 2 | 5 | 35 | 95 | 26 | 70 | 15 | 41 | 17.8 | 69 | 16.0 | 62 | | | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 9 | 1373 | 5 | 56 | 4 | 44 | 3 | 33 | 1 | 11 | 10.9 | 42 | 10.0 | 38 | | |
| | | | No | 50 | 1565 | 3 | 6 | 47 | 94 | 36 | 72 | 23 | 46 | 17.9 | 69 | 16.4 | 63 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Nonparticipants | 59 | 1536 | 8 | 14 | 51 | 86 | 39 | 66 | 24 | 41 | 16.8 | 65 | 15.4 | 59 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | No Information Provided | 59 | 1536 | 8 | 14 | 51 | 86 | 39 | 66 | 24 | 41 | 16.8 | 65 | 15.4 | 59 | | |
| Identified as Emergent Bilingual/English Learner | | | | | | | | | | | | | | | | | | | |
| | | | Monitored 1st Year, reclassified from EB/EL | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Non-Emergent Bilingual/Non-English Learner | 55 | 1538 | 8 | 15 | 47 | 85 | 37 | 67 | 23 | 42 | 17.0 | 65 | 15.4 | 59 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Nonparticipants | 59 | 1536 | 8 | 14 | 51 | 86 | 39 | 66 | 24 | 41 | 16.8 | 65 | 15.4 | 59 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | Nonparticipants | 56 | 1541 | 8 | 14 | 48 | 86 | 38 | 68 | 24 | 43 | 17.1 | 66 | 15.6 | 60 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 10 | 1280 | 6 | 60 | 4 | 40 | 0 | 0 | 0 | 0 | 8.9 | 34 | 5.4 | 21 | | |
| | | | No | 49 | 1588 | 2 | 4 | 47 | 96 | 39 | 80 | 24 | 49 | 18.4 | 71 | 17.5 | 67 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | | | No | 56 | 1540 | 8 | 14 | 48 | 86 | 38 | 68 | 24 | 43 | 16.9 | 65 | 15.6 | 60 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 14 | 1688 | 0 | 0 | 14 | 100 | 14 | 100 | 12 | 86 | 21.4 | 82 | 21.2 | 82 | | |
| | | | Nonparticipants | 45 | 1489 | 8 | 18 | 37 | 82 | 25 | 56 | 12 | 27 | 15.4 | 59 | 13.6 | 52 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 5 | 1462 | 1 | 20 | 4 | 80 | 2 | 40 | 1 | 20 | 12.8 | 49 | 13.8 | 53 | | |
| | | | No | 54 | 1543 | 7 | 13 | 47 | 87 | 37 | 69 | 23 | 43 | 17.2 | 66 | 15.6 | 60 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | |
|--|-------------------------|------|---|---------------------|-------------------------------------|-----|------------|-----|-------|-----|---------|-----|---|------|--|-----|--------------------------|-----|---|---|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | 10 | | 13 | | 8 | |
| | | | | | Did Not Meet | | Approaches | | Meets | | Masters | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Tested | 59 | 100 | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 59 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | |
| All Students | 59 | 1491 | 13 | 22 | 46 | 78 | 36 | 61 | 13 | 22 | 6.5 | 65 | 7.6 | 58 | 4.2 | 53 | 3.5 | 58 | | |
| Male | 25 | 1513 | 4 | 16 | 21 | 84 | 16 | 64 | 8 | 32 | 6.9 | 69 | 8.4 | 64 | 4.2 | 53 | 3.5 | 58 | | |
| Female | 34 | 1474 | 9 | 26 | 25 | 74 | 20 | 59 | 5 | 15 | 6.2 | 62 | 7.0 | 54 | 4.2 | 53 | 3.5 | 59 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | 12 | 1462 | 3 | 25 | 9 | 75 | 6 | 50 | 2 | 17 | 5.8 | 58 | 7.1 | 54 | 4.0 | 50 | 3.2 | 53 | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Black or African American | 5 | 1472 | 2 | 40 | 3 | 60 | 3 | 60 | 3 | 60 | 6.2 | 62 | 6.6 | 51 | 4.4 | 55 | 3.4 | 57 | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | 37 | 1492 | 7 | 19 | 30 | 81 | 23 | 62 | 6 | 16 | 6.6 | 66 | 7.6 | 58 | 4.2 | 52 | 3.6 | 60 | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | Yes | 9 | 1385 | 5 | 56 | 4 | 44 | 3 | 33 | 1 | 11 | 5.3 | 53 | 4.9 | 38 | 3.1 | 39 | 2.6 | 43 | |
| | No | 50 | 1510 | 8 | 16 | 42 | 84 | 33 | 66 | 12 | 24 | 6.7 | 67 | 8.0 | 62 | 4.4 | 55 | 3.7 | 61 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 59 | 1491 | 13 | 22 | 46 | 78 | 36 | 61 | 13 | 22 | 6.5 | 65 | 7.6 | 58 | 4.2 | 53 | 3.5 | 58 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No Information Provided | 59 | 1491 | 13 | 22 | 46 | 78 | 36 | 61 | 13 | 22 | 6.5 | 65 | 7.6 | 58 | 4.2 | 53 | 3.5 | 58 | |
| Identified as Emergent Bilingual/English Learner | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Non-Emergent Bilingual/Non-English Learner | 55 | 1491 | 13 | 24 | 42 | 76 | 34 | 62 | 12 | 22 | 6.5 | 65 | 7.5 | 58 | 4.2 | 52 | 3.6 | 60 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 59 | 1491 | 13 | 22 | 46 | 78 | 36 | 61 | 13 | 22 | 6.5 | 65 | 7.6 | 58 | 4.2 | 53 | 3.5 | 58 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | Participants | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 56 | 1494 | 13 | 23 | 43 | 77 | 35 | 63 | 13 | 23 | 6.5 | 65 | 7.6 | 59 | 4.2 | 53 | 3.6 | 60 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | Yes | 10 | 1272 | 8 | 80 | 2 | 20 | 0 | 0 | 0 | 0 | 3.4 | 34 | 3.0 | 23 | 1.8 | 23 | 1.6 | 27 | |
| | No | 49 | 1535 | 5 | 10 | 44 | 90 | 36 | 73 | 13 | 27 | 7.1 | 71 | 8.5 | 65 | 4.7 | 59 | 3.9 | 65 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | Yes | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 56 | 1492 | 13 | 23 | 43 | 77 | 35 | 63 | 13 | 23 | 6.5 | 65 | 7.6 | 59 | 4.2 | 52 | 3.5 | 58 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | Participants | 14 | 1646 | 0 | 0 | 14 | 100 | 14 | 100 | 9 | 64 | 8.4 | 84 | 10.6 | 82 | 5.9 | 73 | 4.6 | 76 | |
| | Nonparticipants | 45 | 1442 | 13 | 29 | 32 | 71 | 22 | 49 | 4 | 9 | 5.9 | 59 | 6.6 | 51 | 3.7 | 46 | 3.2 | 53 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | Yes | 5 | 1435 | 1 | 20 | 4 | 80 | 2 | 40 | 1 | 20 | 5.4 | 54 | 7.2 | 55 | 3.6 | 45 | 2.6 | 43 | |
| | No | 54 | 1496 | 12 | 22 | 42 | 78 | 34 | 63 | 12 | 22 | 6.6 | 66 | 7.6 | 58 | 4.3 | 53 | 3.6 | 60 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | |
|---|---------|--|---|---------------------|-------------------------------------|-----|-----|-----|-----|------------|-----|-----|-------------------------------|------|---------|------|-----|--|--|
| | | | | | Did Not Meet | | | | | Approaches | | | | | Meets | | | | |
| Number | Percent | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | | | |
| | | | | | | | | | | | | | Reading | | Writing | | | | |
| | | | | | | | | | | | | | Number of Points Possible | | | | | | |
| | | | | | | | | | | | | | 26 | | 26 | | | | |
| | | | | | | | | | | | | | Avg. # of Points / % Achieved | | | | | | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | | | |
| All Students | | | 78 | 1635 | 6 | 8 | 72 | 92 | 57 | 73 | 33 | 42 | 17.9 | 69 | 15.6 | 60 | | | |
| Male | | | 36 | 1597 | 4 | 11 | 32 | 89 | 24 | 67 | 12 | 33 | 17.1 | 66 | 13.9 | 53 | | | |
| Female | | | 42 | 1667 | 2 | 5 | 40 | 95 | 33 | 79 | 21 | 50 | 18.6 | 72 | 17.0 | 65 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 16 | 1571 | 4 | 25 | 12 | 75 | 10 | 63 | 5 | 31 | 15.9 | 61 | 13.3 | 51 | | | |
| American Indian or Alaska Native | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 5 | 1772 | 0 | 0 | 5 | 100 | 5 | 100 | 4 | 80 | 21.4 | 82 | 21.0 | 81 | | | |
| Black or African American | | | 5 | 1528 | 1 | 20 | 4 | 80 | 3 | 60 | 1 | 20 | 15.0 | 58 | 11.0 | 42 | | | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 50 | 1646 | 1 | 2 | 49 | 98 | 37 | 74 | 21 | 42 | 18.4 | 71 | 16.0 | 61 | | | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 8 | 1483 | 4 | 50 | 4 | 50 | 3 | 38 | 2 | 25 | 13.1 | 50 | 9.1 | 35 | | |
| | | | No | 70 | 1652 | 2 | 3 | 68 | 97 | 54 | 77 | 31 | 44 | 18.5 | 71 | 16.3 | 63 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Nonparticipants | 78 | 1635 | 6 | 8 | 72 | 92 | 57 | 73 | 33 | 42 | 17.9 | 69 | 15.6 | 60 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | No Information Provided | 78 | 1635 | 6 | 8 | 72 | 92 | 57 | 73 | 33 | 42 | 17.9 | 69 | 15.6 | 60 | | |
| Identified as Emergent Bilingual/English Learner | | | | | | | | | | | | | | | | | | | |
| | | | Monitored 1st Year, reclassified from EB/EL | 6 | 1494 | 2 | 33 | 4 | 67 | 1 | 17 | 1 | 17 | 13.8 | 53 | 8.8 | 34 | | |
| | | | Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Non-Emergent Bilingual/Non-English Learner | 72 | 1647 | 4 | 6 | 68 | 94 | 56 | 78 | 32 | 44 | 18.3 | 70 | 16.1 | 62 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | | | Nonparticipants | 78 | 1635 | 6 | 8 | 72 | 92 | 57 | 73 | 33 | 42 | 17.9 | 69 | 15.6 | 60 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 6 | 1494 | 2 | 33 | 4 | 67 | 1 | 17 | 1 | 17 | 13.8 | 53 | 8.8 | 34 | | |
| | | | Nonparticipants | 72 | 1647 | 4 | 6 | 68 | 94 | 56 | 78 | 32 | 44 | 18.3 | 70 | 16.1 | 62 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 13 | 1497 | 4 | 31 | 9 | 69 | 5 | 38 | 2 | 15 | 13.8 | 53 | 9.2 | 36 | | |
| | | | No | 65 | 1662 | 2 | 3 | 63 | 97 | 52 | 80 | 31 | 48 | 18.8 | 72 | 16.8 | 65 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 18 | 1597 | 2 | 11 | 16 | 89 | 12 | 67 | 5 | 28 | 17.3 | 67 | 13.6 | 52 | | |
| | | | No | 60 | 1646 | 4 | 7 | 56 | 93 | 45 | 75 | 28 | 47 | 18.1 | 70 | 16.2 | 62 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | | | | | | | | | | | | | | | | | | | |
| | | | Participants | 26 | 1733 | 0 | 0 | 26 | 100 | 23 | 88 | 18 | 69 | 20.2 | 78 | 19.8 | 76 | | |
| | | | Nonparticipants | 52 | 1586 | 6 | 12 | 46 | 88 | 34 | 65 | 15 | 29 | 16.8 | 65 | 13.5 | 52 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | | | | | | | | | | | | | | | | | | | |
| | | | Yes | 18 | 1486 | 5 | 28 | 13 | 72 | 5 | 28 | 1 | 6 | 12.9 | 50 | 9.1 | 35 | | |
| | | | No | 60 | 1679 | 1 | 2 | 59 | 98 | 52 | 87 | 32 | 53 | 19.5 | 75 | 17.5 | 67 | | |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | | |
|--|---|--------------|---|---------------------|-------------------------------------|---|-----|-----|-----|--|-----|-----|------|--------------------------|------|-----|-----|---|-----|-----|-----|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | 11 | | 12 | | 12 | | 5 |
| | | Did Not Meet | Approaches | Meets | Masters | Numerical Representations and Relationships | | | | Computations and Algebraic Relationships | | | | Geometry and Measurement | | | | Data Analysis and Personal Financial Literacy | | | |
| | | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Tested | 78 | 100 | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 78 | 100 | | | | | | | | | | | | | | | | | | | |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | |
| All Students | 78 | 1622 | 14 | 18 | 64 | 82 | 49 | 63 | 26 | 33 | 7.6 | 69 | 6.8 | 57 | 6.9 | 57 | 3.7 | 73 | | | |
| Male | 36 | 1585 | 8 | 22 | 28 | 78 | 18 | 50 | 12 | 33 | 7.1 | 64 | 6.1 | 51 | 6.6 | 55 | 3.4 | 67 | | | |
| Female | 42 | 1654 | 6 | 14 | 36 | 86 | 31 | 74 | 14 | 33 | 8.1 | 74 | 7.3 | 61 | 7.1 | 60 | 3.9 | 79 | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | 16 | 1580 | 4 | 25 | 12 | 75 | 8 | 50 | 6 | 38 | 6.7 | 61 | 6.4 | 53 | 5.9 | 49 | 3.8 | 76 | | | |
| American Indian or Alaska Native | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | 5 | 1822 | 0 | 0 | 5 | 100 | 5 | 100 | 4 | 80 | 9.2 | 84 | 10.0 | 83 | 10.6 | 88 | 4.6 | 92 | | | |
| Black or African American | 5 | 1526 | 2 | 40 | 3 | 60 | 3 | 60 | 0 | 0 | 6.4 | 58 | 6.2 | 52 | 4.8 | 40 | 3.0 | 60 | | | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | 50 | 1617 | 8 | 16 | 42 | 84 | 31 | 62 | 14 | 28 | 7.8 | 71 | 6.5 | 54 | 6.9 | 58 | 3.6 | 72 | | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | 8 | 1435 | 5 | 63 | 3 | 38 | 1 | 13 | 1 | 13 | 4.5 | 41 | 2.9 | 24 | 4.3 | 35 | 2.6 | 53 | | |
| | No | 70 | 1644 | 9 | 13 | 61 | 87 | 48 | 69 | 25 | 36 | 8.0 | 73 | 7.2 | 60 | 7.2 | 60 | 3.8 | 76 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 78 | 1622 | 14 | 18 | 64 | 82 | 49 | 63 | 26 | 33 | 7.6 | 69 | 6.8 | 57 | 6.9 | 57 | 3.7 | 73 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 78 | 1622 | 14 | 18 | 64 | 82 | 49 | 63 | 26 | 33 | 7.6 | 69 | 6.8 | 57 | 6.9 | 57 | 3.7 | 73 | | |
| Identified as Emergent Bilingual/English Learner | Monitored 1st Year, reclassified from EB/EL | 6 | 1444 | 4 | 67 | 2 | 33 | 1 | 17 | 1 | 17 | 4.3 | 39 | 2.8 | 24 | 4.3 | 36 | 3.3 | 67 | | |
| | Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Non-Emergent Bilingual/Non-English Learner | 72 | 1637 | 10 | 14 | 62 | 86 | 48 | 67 | 25 | 35 | 7.9 | 72 | 7.1 | 59 | 7.1 | 59 | 3.7 | 74 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 78 | 1622 | 14 | 18 | 64 | 82 | 49 | 63 | 26 | 33 | 7.6 | 69 | 6.8 | 57 | 6.9 | 57 | 3.7 | 73 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | 6 | 1444 | 4 | 67 | 2 | 33 | 1 | 17 | 1 | 17 | 4.3 | 39 | 2.8 | 24 | 4.3 | 36 | 3.3 | 67 | | |
| | Nonparticipants | 72 | 1637 | 10 | 14 | 62 | 86 | 48 | 67 | 25 | 35 | 7.9 | 72 | 7.1 | 59 | 7.1 | 59 | 3.7 | 74 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | 13 | 1456 | 6 | 46 | 7 | 54 | 2 | 15 | 1 | 8 | 5.1 | 46 | 3.2 | 26 | 4.5 | 38 | 2.8 | 57 | | |
| | No | 65 | 1655 | 8 | 12 | 57 | 88 | 47 | 72 | 25 | 38 | 8.2 | 74 | 7.5 | 63 | 7.3 | 61 | 3.8 | 77 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 504 | Yes | 18 | 1582 | 5 | 28 | 13 | 72 | 9 | 50 | 5 | 28 | 7.2 | 65 | 5.9 | 50 | 6.6 | 55 | 3.2 | 63 | | |
| | No | 60 | 1634 | 9 | 15 | 51 | 85 | 40 | 67 | 21 | 35 | 7.8 | 71 | 7.0 | 59 | 7.0 | 58 | 3.8 | 76 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | 26 | 1736 | 2 | 8 | 24 | 92 | 22 | 85 | 15 | 58 | 9.1 | 83 | 8.4 | 70 | 8.7 | 73 | 4.1 | 82 | | |
| | Nonparticipants | 52 | 1565 | 12 | 23 | 40 | 77 | 27 | 52 | 11 | 21 | 6.9 | 63 | 6.0 | 50 | 5.9 | 50 | 3.4 | 69 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | 18 | 1463 | 10 | 56 | 8 | 44 | 3 | 17 | 2 | 11 | 5.2 | 47 | 3.4 | 28 | 4.4 | 37 | 3.0 | 60 | | |
| | No | 60 | 1670 | 4 | 7 | 56 | 93 | 46 | 77 | 24 | 40 | 8.4 | 76 | 7.8 | 65 | 7.6 | 63 | 3.9 | 77 | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | |
|---|-------------------------|--|---|---------------------|-------------------------------------|-----|-----|-----|-------------------------------|------------|---------|-----|---------------------------|-----|-------|-----|--|--|--|
| | | | | | Did Not Meet | | | | | Approaches | | | | | Meets | | | | |
| Number | Percent | | | | # | | % | | # | | % | | # | | % | | | | |
| | | | | | 1 | | 2 | | Reading | | Writing | | Number of Points Possible | | | | | | |
| | | | | | 26 | | 26 | | Avg. # of Points / % Achieved | | | | | | | | | | |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | |
| All Students | | | 72 | 1667 | 4 | 6 | 68 | 94 | 52 | 72 | 29 | 40 | 17.6 | 68 | 15.8 | 61 | | | |
| Male | | | 27 | 1653 | 1 | 4 | 26 | 96 | 19 | 70 | 9 | 33 | 17.3 | 66 | 15.3 | 59 | | | |
| Female | | | 45 | 1675 | 3 | 7 | 42 | 93 | 33 | 73 | 20 | 44 | 17.7 | 68 | 16.2 | 62 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 14 | 1590 | 1 | 7 | 13 | 93 | 6 | 43 | 3 | 21 | 14.4 | 55 | 13.1 | 51 | | | |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 5 | 1762 | 0 | 0 | 5 | 100 | 5 | 100 | 4 | 80 | 21.0 | 81 | 20.0 | 77 | | | |
| Black or African American | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Native Hawaiian or Other Pacific Islander | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 49 | 1674 | 3 | 6 | 46 | 94 | 37 | 76 | 20 | 41 | 17.8 | 68 | 16.1 | 62 | | | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | Yes | | 8 | 1587 | 0 | 0 | 8 | 100 | 3 | 38 | 1 | 13 | 15.4 | 59 | 11.9 | 46 | | | |
| | No | | 64 | 1677 | 4 | 6 | 60 | 94 | 49 | 77 | 28 | 44 | 17.8 | 69 | 16.3 | 63 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | | 72 | 1667 | 4 | 6 | 68 | 94 | 52 | 72 | 29 | 40 | 17.6 | 68 | 15.8 | 61 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No Information Provided | | 72 | 1667 | 4 | 6 | 68 | 94 | 52 | 72 | 29 | 40 | 17.6 | 68 | 15.8 | 61 | | | |
| Identified as Emergent Bilingual/English Learner | | | 8 | 1642 | 0 | 0 | 8 | 100 | 5 | 63 | 3 | 38 | 16.3 | 63 | 15.5 | 60 | | | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Former EB/EL (Post Monitoring) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-Emergent Bilingual/Non-English Learner | | | 64 | 1670 | 4 | 6 | 60 | 94 | 47 | 73 | 26 | 41 | 17.7 | 68 | 15.9 | 61 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | | 72 | 1667 | 4 | 6 | 68 | 94 | 52 | 72 | 29 | 40 | 17.6 | 68 | 15.8 | 61 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | Participants | | 8 | 1642 | 0 | 0 | 8 | 100 | 5 | 63 | 3 | 38 | 16.3 | 63 | 15.5 | 60 | | | |
| | Nonparticipants | | 64 | 1670 | 4 | 6 | 60 | 94 | 47 | 73 | 26 | 41 | 17.7 | 68 | 15.9 | 61 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | Yes | | 12 | 1505 | 4 | 33 | 8 | 67 | 2 | 17 | 0 | 0 | 11.6 | 45 | 9.8 | 38 | | | |
| | No | | 60 | 1699 | 0 | 0 | 60 | 100 | 50 | 83 | 29 | 48 | 18.8 | 72 | 17.0 | 66 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | Yes | | 9 | 1604 | 1 | 11 | 8 | 89 | 6 | 67 | 1 | 11 | 15.4 | 59 | 13.2 | 51 | | | |
| | No | | 63 | 1676 | 3 | 5 | 60 | 95 | 46 | 73 | 28 | 44 | 17.9 | 69 | 16.2 | 62 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | Participants | | 16 | 1763 | 0 | 0 | 16 | 100 | 16 | 100 | 11 | 69 | 20.9 | 80 | 19.4 | 75 | | | |
| | Nonparticipants | | 56 | 1640 | 4 | 7 | 52 | 93 | 36 | 64 | 18 | 32 | 16.6 | 64 | 14.8 | 57 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | Yes | | 18 | 1569 | 4 | 22 | 14 | 78 | 7 | 39 | 3 | 17 | 14.2 | 54 | 12.1 | 46 | | | |
| | No | | 54 | 1700 | 0 | 0 | 54 | 100 | 45 | 83 | 26 | 48 | 18.7 | 72 | 17.1 | 66 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | |
|---|---|------|---------------------------|---------------------|-------------------------------------|-----|------------|-----|-------|-----|---------|-----|---|------|--|-----|--------------------------|-----|---|---|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | 7 | | 20 | | 10 | |
| | | | | | Did Not Meet | | Approaches | | Meets | | Masters | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Tested | 72 | 100 | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 72 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | 72 | 1725 | 9 | 13 | 63 | 88 | 49 | 68 | 28 | 39 | 4.4 | 63 | 13.7 | 69 | 6.3 | 63 | 3.8 | 76 | | |
| Male | 27 | 1733 | 4 | 15 | 23 | 85 | 21 | 78 | 10 | 37 | 4.6 | 66 | 14.0 | 70 | 6.3 | 63 | 3.7 | 73 | | |
| Female | 45 | 1720 | 5 | 11 | 40 | 89 | 28 | 62 | 18 | 40 | 4.2 | 61 | 13.5 | 68 | 6.2 | 62 | 3.8 | 77 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | 14 | 1611 | 6 | 43 | 8 | 57 | 5 | 36 | 3 | 21 | 3.2 | 46 | 11.1 | 55 | 4.1 | 41 | 3.2 | 64 | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | 5 | 1982 | 0 | 0 | 5 | 100 | 5 | 100 | 4 | 80 | 6.2 | 89 | 18.4 | 92 | 8.8 | 88 | 4.4 | 88 | | |
| Black or African American | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | 49 | 1729 | 3 | 6 | 46 | 94 | 36 | 73 | 19 | 39 | 4.5 | 64 | 13.9 | 69 | 6.6 | 66 | 3.8 | 77 | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | Yes | 8 | 1590 | 4 | 50 | 4 | 50 | 2 | 25 | 1 | 13 | 2.8 | 39 | 10.3 | 51 | 4.3 | 43 | 3.1 | 63 | |
| | No | 64 | 1742 | 5 | 8 | 59 | 92 | 47 | 73 | 27 | 42 | 4.6 | 65 | 14.1 | 71 | 6.5 | 65 | 3.9 | 77 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 72 | 1725 | 9 | 13 | 63 | 88 | 49 | 68 | 28 | 39 | 4.4 | 63 | 13.7 | 69 | 6.3 | 63 | 3.8 | 76 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No Information Provided | 72 | 1725 | 9 | 13 | 63 | 88 | 49 | 68 | 28 | 39 | 4.4 | 63 | 13.7 | 69 | 6.3 | 63 | 3.8 | 76 | |
| Identified as Emergent Bilingual/English Learner | Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Non-Emergent Bilingual/Non-English Learner | 64 | 1723 | 7 | 11 | 57 | 89 | 44 | 69 | 24 | 38 | 4.3 | 62 | 13.7 | 68 | 6.4 | 64 | 3.8 | 76 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 72 | 1725 | 9 | 13 | 63 | 88 | 49 | 68 | 28 | 39 | 4.4 | 63 | 13.7 | 69 | 6.3 | 63 | 3.8 | 76 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | Participants | 8 | 1739 | 2 | 25 | 6 | 75 | 5 | 63 | 4 | 50 | 4.8 | 68 | 13.9 | 69 | 5.4 | 54 | 3.6 | 73 | |
| | Nonparticipants | 64 | 1723 | 7 | 11 | 57 | 89 | 44 | 69 | 24 | 38 | 4.3 | 62 | 13.7 | 68 | 6.4 | 64 | 3.8 | 76 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | Yes | 12 | 1532 | 7 | 58 | 5 | 42 | 2 | 17 | 0 | 0 | 2.3 | 33 | 8.0 | 40 | 4.2 | 42 | 2.3 | 45 | |
| | No | 60 | 1764 | 2 | 3 | 58 | 97 | 47 | 78 | 28 | 47 | 4.8 | 68 | 14.9 | 74 | 6.7 | 67 | 4.1 | 82 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | Yes | 9 | 1653 | 1 | 11 | 8 | 89 | 4 | 44 | 2 | 22 | 4.0 | 57 | 12.8 | 64 | 4.7 | 47 | 3.1 | 62 | |
| | No | 63 | 1735 | 8 | 13 | 55 | 87 | 45 | 71 | 26 | 41 | 4.4 | 63 | 13.8 | 69 | 6.5 | 65 | 3.9 | 77 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | Participants | 16 | 1876 | 0 | 0 | 16 | 100 | 16 | 100 | 12 | 75 | 5.6 | 79 | 16.8 | 84 | 8.4 | 84 | 4.4 | 89 | |
| | Nonparticipants | 56 | 1682 | 9 | 16 | 47 | 84 | 33 | 59 | 16 | 29 | 4.0 | 58 | 12.8 | 64 | 5.6 | 56 | 3.6 | 72 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | Yes | 18 | 1629 | 7 | 39 | 11 | 61 | 7 | 39 | 4 | 22 | 3.4 | 49 | 11.0 | 55 | 4.6 | 46 | 2.9 | 59 | |
| | No | 54 | 1757 | 2 | 4 | 52 | 96 | 42 | 78 | 24 | 44 | 4.7 | 67 | 14.6 | 73 | 6.8 | 68 | 4.1 | 81 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | |
|---|---|------|-------------------------------|---------------------|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|---|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | 5 | | 9 | | 13 | |
| Students Tested | 72 | 100 | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Legend | | | Avg. # of Points / % Achieved | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | 72 | 3654 | 32 | 44 | 40 | 56 | 16 | 22 | 5 | 7 | 3.2 | 64 | 3.5 | 38 | 5.8 | 44 | 6.4 | 54 | | |
| Male | 27 | 3692 | 11 | 41 | 16 | 59 | 8 | 30 | 1 | 4 | 3.4 | 69 | 4.1 | 45 | 5.8 | 45 | 6.2 | 52 | | |
| Female | 45 | 3631 | 21 | 47 | 24 | 53 | 8 | 18 | 4 | 9 | 3.0 | 61 | 3.1 | 34 | 5.8 | 44 | 6.6 | 55 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | 14 | 3441 | 9 | 64 | 5 | 36 | 2 | 14 | 0 | 0 | 2.6 | 51 | 3.1 | 35 | 4.9 | 38 | 5.3 | 44 | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | 5 | 3941 | 2 | 40 | 3 | 60 | 2 | 40 | 2 | 40 | 3.0 | 60 | 4.4 | 49 | 7.6 | 58 | 8.2 | 68 | | |
| Black or African American | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | 49 | 3655 | 21 | 43 | 28 | 57 | 10 | 20 | 2 | 4 | 3.3 | 66 | 3.3 | 37 | 5.7 | 44 | 6.5 | 54 | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | Yes | 8 | 3589 | 4 | 50 | 4 | 50 | 2 | 25 | 0 | 0 | 3.1 | 63 | 2.6 | 29 | 5.6 | 43 | 6.6 | 55 | |
| | No | 64 | 3662 | 28 | 44 | 36 | 56 | 14 | 22 | 5 | 8 | 3.2 | 64 | 3.6 | 40 | 5.8 | 45 | 6.4 | 54 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 72 | 3654 | 32 | 44 | 40 | 56 | 16 | 22 | 5 | 7 | 3.2 | 64 | 3.5 | 38 | 5.8 | 44 | 6.4 | 54 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No Information Provided | 72 | 3654 | 32 | 44 | 40 | 56 | 16 | 22 | 5 | 7 | 3.2 | 64 | 3.5 | 38 | 5.8 | 44 | 6.4 | 54 | |
| Identified as Emergent Bilingual/English Learner | Monitored 1st Year, reclassified from EB/EL | 8 | 3570 | 6 | 75 | 2 | 25 | 2 | 25 | 1 | 13 | 2.6 | 53 | 2.8 | 31 | 5.6 | 43 | 6.6 | 55 | |
| | Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Non-Emergent Bilingual/Non-English Learner | 64 | 3664 | 26 | 41 | 38 | 59 | 14 | 22 | 4 | 6 | 3.3 | 65 | 3.5 | 39 | 5.8 | 45 | 6.4 | 54 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 72 | 3654 | 32 | 44 | 40 | 56 | 16 | 22 | 5 | 7 | 3.2 | 64 | 3.5 | 38 | 5.8 | 44 | 6.4 | 54 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | Participants | 8 | 3570 | 6 | 75 | 2 | 25 | 2 | 25 | 1 | 13 | 2.6 | 53 | 2.8 | 31 | 5.6 | 43 | 6.6 | 55 | |
| | Nonparticipants | 64 | 3664 | 26 | 41 | 38 | 59 | 14 | 22 | 4 | 6 | 3.3 | 65 | 3.5 | 39 | 5.8 | 45 | 6.4 | 54 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | Yes | 12 | 3211 | 10 | 83 | 2 | 17 | 1 | 8 | 0 | 0 | 2.7 | 53 | 2.1 | 23 | 3.6 | 28 | 4.4 | 37 | |
| | No | 60 | 3742 | 22 | 37 | 38 | 63 | 15 | 25 | 5 | 8 | 3.3 | 66 | 3.7 | 41 | 6.2 | 48 | 6.9 | 57 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | Yes | 9 | 3519 | 6 | 67 | 3 | 33 | 1 | 11 | 0 | 0 | 3.1 | 62 | 3.6 | 40 | 5.1 | 39 | 5.1 | 43 | |
| | No | 63 | 3673 | 26 | 41 | 37 | 59 | 15 | 24 | 5 | 8 | 3.2 | 64 | 3.4 | 38 | 5.9 | 45 | 6.6 | 55 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | Participants | 16 | 4104 | 1 | 6 | 15 | 94 | 9 | 56 | 5 | 31 | 3.9 | 79 | 4.9 | 54 | 8.0 | 62 | 8.4 | 70 | |
| | Nonparticipants | 56 | 3525 | 31 | 55 | 25 | 45 | 7 | 13 | 0 | 0 | 3.0 | 60 | 3.1 | 34 | 5.1 | 40 | 5.9 | 49 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | Yes | 18 | 3316 | 15 | 83 | 3 | 17 | 2 | 11 | 1 | 6 | 2.4 | 49 | 2.3 | 26 | 4.4 | 34 | 4.9 | 41 | |
| | No | 54 | 3766 | 17 | 31 | 37 | 69 | 14 | 26 | 4 | 7 | 3.4 | 69 | 3.8 | 43 | 6.2 | 48 | 6.9 | 58 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 59 | 51 | 86 | 0 | --- | --- | 59 | 51 | 86 | |
| Male | 25 | 22 | 88 | 0 | --- | --- | 25 | 22 | 88 | |
| Female | 34 | 29 | 85 | 0 | --- | --- | 34 | 29 | 85 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 12 | 8 | 67 | 0 | --- | --- | 12 | 8 | 67 | |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Asian | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- | |
| Black or African American | 5 | 3 | 60 | 0 | --- | --- | 5 | 3 | 60 | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| White | 37 | 35 | 95 | 0 | --- | --- | 37 | 35 | 95 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 9 | 4 | 44 | 0 | --- | --- | 9 | 4 | 44 |
| | No | 50 | 47 | 94 | 0 | --- | --- | 50 | 47 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 59 | 51 | 86 | 0 | --- | --- | 59 | 51 | 86 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 59 | 51 | 86 | 0 | --- | --- | 59 | 51 | 86 |
| Identified as Emergent Bilingual/English Learner | | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 55 | 47 | 85 | 0 | --- | --- | 55 | 47 | 85 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 59 | 51 | 86 | 0 | --- | --- | 59 | 51 | 86 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | Nonparticipants | 56 | 48 | 86 | 0 | --- | --- | 56 | 48 | 86 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 10 | 4 | 40 | 0 | --- | --- | 10 | 4 | 40 |
| | No | 49 | 47 | 96 | 0 | --- | --- | 49 | 47 | 96 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | No | 56 | 48 | 86 | 0 | --- | --- | 56 | 48 | 86 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 14 | 14 | 100 | 0 | --- | --- | 14 | 14 | 100 |
| | Nonparticipants | 45 | 37 | 82 | 0 | --- | --- | 45 | 37 | 82 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 5 | 4 | 80 | 0 | --- | --- | 5 | 4 | 80 |
| | No | 54 | 47 | 87 | 0 | --- | --- | 54 | 47 | 87 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 59 | 46 | 78 | 0 | --- | --- | 59 | 46 | 78 | |
| Male | 25 | 21 | 84 | 0 | --- | --- | 25 | 21 | 84 | |
| Female | 34 | 25 | 74 | 0 | --- | --- | 34 | 25 | 74 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 12 | 9 | 75 | 0 | --- | --- | 12 | 9 | 75 | |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Asian | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- | |
| Black or African American | 5 | 3 | 60 | 0 | --- | --- | 5 | 3 | 60 | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| White | 37 | 30 | 81 | 0 | --- | --- | 37 | 30 | 81 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 9 | 4 | 44 | 0 | --- | --- | 9 | 4 | 44 |
| | No | 50 | 42 | 84 | 0 | --- | --- | 50 | 42 | 84 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 59 | 46 | 78 | 0 | --- | --- | 59 | 46 | 78 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 59 | 46 | 78 | 0 | --- | --- | 59 | 46 | 78 |
| Identified as Emergent Bilingual/English Learner | | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 55 | 42 | 76 | 0 | --- | --- | 55 | 42 | 76 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 59 | 46 | 78 | 0 | --- | --- | 59 | 46 | 78 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | Nonparticipants | 56 | 43 | 77 | 0 | --- | --- | 56 | 43 | 77 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 10 | 2 | 20 | 0 | --- | --- | 10 | 2 | 20 |
| | No | 49 | 44 | 90 | 0 | --- | --- | 49 | 44 | 90 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | No | 56 | 43 | 77 | 0 | --- | --- | 56 | 43 | 77 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 14 | 14 | 100 | 0 | --- | --- | 14 | 14 | 100 |
| | Nonparticipants | 45 | 32 | 71 | 0 | --- | --- | 45 | 32 | 71 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 5 | 4 | 80 | 0 | --- | --- | 5 | 4 | 80 |
| | No | 54 | 42 | 78 | 0 | --- | --- | 54 | 42 | 78 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 78 | 72 | 92 | 0 | --- | --- | 78 | 72 | 92 | |
| Male | 36 | 32 | 89 | 0 | --- | --- | 36 | 32 | 89 | |
| Female | 42 | 40 | 95 | 0 | --- | --- | 42 | 40 | 95 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 16 | 12 | 75 | 0 | --- | --- | 16 | 12 | 75 | |
| American Indian or Alaska Native | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- | |
| Asian | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 | |
| Black or African American | 5 | 4 | 80 | 0 | --- | --- | 5 | 4 | 80 | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | 50 | 49 | 98 | 0 | --- | --- | 50 | 49 | 98 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 8 | 4 | 50 | 0 | --- | --- | 8 | 4 | 50 |
| | No | 70 | 68 | 97 | 0 | --- | --- | 70 | 68 | 97 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 78 | 72 | 92 | 0 | --- | --- | 78 | 72 | 92 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 78 | 72 | 92 | 0 | --- | --- | 78 | 72 | 92 |
| Identified as Emergent Bilingual/English Learner | 6 | 4 | 67 | 0 | --- | --- | 6 | 4 | 67 | |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | 72 | 68 | 94 | 0 | --- | --- | 72 | 68 | 94 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 78 | 72 | 92 | 0 | --- | --- | 78 | 72 | 92 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 6 | 4 | 67 | 0 | --- | --- | 6 | 4 | 67 |
| | Nonparticipants | 72 | 68 | 94 | 0 | --- | --- | 72 | 68 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 13 | 9 | 69 | 0 | --- | --- | 13 | 9 | 69 |
| | No | 65 | 63 | 97 | 0 | --- | --- | 65 | 63 | 97 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 18 | 16 | 89 | 0 | --- | --- | 18 | 16 | 89 |
| | No | 60 | 56 | 93 | 0 | --- | --- | 60 | 56 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 26 | 26 | 100 | 0 | --- | --- | 26 | 26 | 100 |
| | Nonparticipants | 52 | 46 | 88 | 0 | --- | --- | 52 | 46 | 88 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 18 | 13 | 72 | 0 | --- | --- | 18 | 13 | 72 |
| | No | 60 | 59 | 98 | 0 | --- | --- | 60 | 59 | 98 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 78 | 64 | 82 | 0 | --- | --- | 78 | 64 | 82 | |
| Male | 36 | 28 | 78 | 0 | --- | --- | 36 | 28 | 78 | |
| Female | 42 | 36 | 86 | 0 | --- | --- | 42 | 36 | 86 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 16 | 12 | 75 | 0 | --- | --- | 16 | 12 | 75 | |
| American Indian or Alaska Native | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- | |
| Asian | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 | |
| Black or African American | 5 | 3 | 60 | 0 | --- | --- | 5 | 3 | 60 | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | 50 | 42 | 84 | 0 | --- | --- | 50 | 42 | 84 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 8 | 3 | 38 | 0 | --- | --- | 8 | 3 | 38 |
| | No | 70 | 61 | 87 | 0 | --- | --- | 70 | 61 | 87 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 78 | 64 | 82 | 0 | --- | --- | 78 | 64 | 82 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 78 | 64 | 82 | 0 | --- | --- | 78 | 64 | 82 |
| Identified as Emergent Bilingual/English Learner | | 6 | 2 | 33 | 0 | --- | --- | 6 | 2 | 33 |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 72 | 62 | 86 | 0 | --- | --- | 72 | 62 | 86 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 78 | 64 | 82 | 0 | --- | --- | 78 | 64 | 82 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 6 | 2 | 33 | 0 | --- | --- | 6 | 2 | 33 |
| | Nonparticipants | 72 | 62 | 86 | 0 | --- | --- | 72 | 62 | 86 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 13 | 7 | 54 | 0 | --- | --- | 13 | 7 | 54 |
| | No | 65 | 57 | 88 | 0 | --- | --- | 65 | 57 | 88 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 18 | 13 | 72 | 0 | --- | --- | 18 | 13 | 72 |
| | No | 60 | 51 | 85 | 0 | --- | --- | 60 | 51 | 85 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 26 | 24 | 92 | 0 | --- | --- | 26 | 24 | 92 |
| | Nonparticipants | 52 | 40 | 77 | 0 | --- | --- | 52 | 40 | 77 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 18 | 8 | 44 | 0 | --- | --- | 18 | 8 | 44 |
| | No | 60 | 56 | 93 | 0 | --- | --- | 60 | 56 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 72 | 68 | 94 | 0 | --- | --- | 72 | 68 | 94 | |
| Male | 27 | 26 | 96 | 0 | --- | --- | 27 | 26 | 96 | |
| Female | 45 | 42 | 93 | 0 | --- | --- | 45 | 42 | 93 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 14 | 13 | 93 | 0 | --- | --- | 14 | 13 | 93 | |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Asian | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 | |
| Black or African American | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| White | 49 | 46 | 94 | 0 | --- | --- | 49 | 46 | 94 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 8 | 8 | 100 | 0 | --- | --- | 8 | 8 | 100 |
| | No | 64 | 60 | 94 | 0 | --- | --- | 64 | 60 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 72 | 68 | 94 | 0 | --- | --- | 72 | 68 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 72 | 68 | 94 | 0 | --- | --- | 72 | 68 | 94 |
| Identified as Emergent Bilingual/English Learner | 8 | 8 | 100 | 0 | --- | --- | 8 | 8 | 100 | |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | 64 | 60 | 94 | 0 | --- | --- | 64 | 60 | 94 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 72 | 68 | 94 | 0 | --- | --- | 72 | 68 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 8 | 8 | 100 | 0 | --- | --- | 8 | 8 | 100 |
| | Nonparticipants | 64 | 60 | 94 | 0 | --- | --- | 64 | 60 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 12 | 8 | 67 | 0 | --- | --- | 12 | 8 | 67 |
| | No | 60 | 60 | 100 | 0 | --- | --- | 60 | 60 | 100 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 9 | 8 | 89 | 0 | --- | --- | 9 | 8 | 89 |
| | No | 63 | 60 | 95 | 0 | --- | --- | 63 | 60 | 95 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 16 | 16 | 100 | 0 | --- | --- | 16 | 16 | 100 |
| | Nonparticipants | 56 | 52 | 93 | 0 | --- | --- | 56 | 52 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 18 | 14 | 78 | 0 | --- | --- | 18 | 14 | 78 |
| | No | 54 | 54 | 100 | 0 | --- | --- | 54 | 54 | 100 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 72 | 63 | 88 | 0 | --- | --- | 72 | 63 | 88 | |
| Male | 27 | 23 | 85 | 0 | --- | --- | 27 | 23 | 85 | |
| Female | 45 | 40 | 89 | 0 | --- | --- | 45 | 40 | 89 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 14 | 8 | 57 | 0 | --- | --- | 14 | 8 | 57 | |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Asian | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 | |
| Black or African American | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| White | 49 | 46 | 94 | 0 | --- | --- | 49 | 46 | 94 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 8 | 4 | 50 | 0 | --- | --- | 8 | 4 | 50 |
| | No | 64 | 59 | 92 | 0 | --- | --- | 64 | 59 | 92 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 72 | 63 | 88 | 0 | --- | --- | 72 | 63 | 88 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 72 | 63 | 88 | 0 | --- | --- | 72 | 63 | 88 |
| Identified as Emergent Bilingual/English Learner | 8 | 6 | 75 | 0 | --- | --- | 8 | 6 | 75 | |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | 64 | 57 | 89 | 0 | --- | --- | 64 | 57 | 89 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 72 | 63 | 88 | 0 | --- | --- | 72 | 63 | 88 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 8 | 6 | 75 | 0 | --- | --- | 8 | 6 | 75 |
| | Nonparticipants | 64 | 57 | 89 | 0 | --- | --- | 64 | 57 | 89 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 12 | 5 | 42 | 0 | --- | --- | 12 | 5 | 42 |
| | No | 60 | 58 | 97 | 0 | --- | --- | 60 | 58 | 97 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 9 | 8 | 89 | 0 | --- | --- | 9 | 8 | 89 |
| | No | 63 | 55 | 87 | 0 | --- | --- | 63 | 55 | 87 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 16 | 16 | 100 | 0 | --- | --- | 16 | 16 | 100 |
| | Nonparticipants | 56 | 47 | 84 | 0 | --- | --- | 56 | 47 | 84 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 18 | 11 | 61 | 0 | --- | --- | 18 | 11 | 61 |
| | No | 54 | 52 | 96 | 0 | --- | --- | 54 | 52 | 96 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
 Campus: 126 DOROTHY P ADKIN

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 72 | 40 | 56 | 0 | --- | --- | 72 | 40 | 56 | |
| Male | 27 | 16 | 59 | 0 | --- | --- | 27 | 16 | 59 | |
| Female | 45 | 24 | 53 | 0 | --- | --- | 45 | 24 | 53 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 14 | 5 | 36 | 0 | --- | --- | 14 | 5 | 36 | |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Asian | 5 | 3 | 60 | 0 | --- | --- | 5 | 3 | 60 | |
| Black or African American | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- | |
| Native Hawaiian or Other Pacific Islander | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| White | 49 | 28 | 57 | 0 | --- | --- | 49 | 28 | 57 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 8 | 4 | 50 | 0 | --- | --- | 8 | 4 | 50 |
| | No | 64 | 36 | 56 | 0 | --- | --- | 64 | 36 | 56 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 72 | 40 | 56 | 0 | --- | --- | 72 | 40 | 56 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 72 | 40 | 56 | 0 | --- | --- | 72 | 40 | 56 |
| Identified as Emergent Bilingual/English Learner | | 8 | 2 | 25 | 0 | --- | --- | 8 | 2 | 25 |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 64 | 38 | 59 | 0 | --- | --- | 64 | 38 | 59 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 72 | 40 | 56 | 0 | --- | --- | 72 | 40 | 56 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 8 | 2 | 25 | 0 | --- | --- | 8 | 2 | 25 |
| | Nonparticipants | 64 | 38 | 59 | 0 | --- | --- | 64 | 38 | 59 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 12 | 2 | 17 | 0 | --- | --- | 12 | 2 | 17 |
| | No | 60 | 38 | 63 | 0 | --- | --- | 60 | 38 | 63 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 9 | 3 | 33 | 0 | --- | --- | 9 | 3 | 33 |
| | No | 63 | 37 | 59 | 0 | --- | --- | 63 | 37 | 59 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 16 | 15 | 94 | 0 | --- | --- | 16 | 15 | 94 |
| | Nonparticipants | 56 | 25 | 45 | 0 | --- | --- | 56 | 25 | 45 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 18 | 3 | 17 | 0 | --- | --- | 18 | 3 | 17 |
| | No | 54 | 37 | 69 | 0 | --- | --- | 54 | 37 | 69 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

ADKINS DEMOGRAPHICS

| ADKINS DEMOGRAPHICS | | | | | | | | | | | |
|------------------------|----------------------|---------------------------|--------------------|-------------------------------|-----------------|-----------------|-----------------|-----------------|--|--|--|
| Total Students | Student Population | | | | | | | | | | |
| | Grade Levels | PK 45 | Kindergarten 49 | 1st Grade 70 | 2nd Grade 62 | 3rd Grade 70 | 4th Grade 66 | 5th Grade 81 | | | |
| 446 | Ethnicity | | | | | | | | | | |
| | Hispanic | Asian | Black | American Indian/Alaska Native | Native Hawaiian | Two or More | | | | | |
| | 80 - 18% | 43 - 10% | 20 - 4% | 2 - .4% | 0 | 26 - 6% | | | | | |
| | Male/Female | | | | | | | | | | |
| | Male | Female | | | | | | | | | |
| | 220 - 49% | 226 - 51% | | | | | | | | | |
| | Student Programs | | | | | | | | | | |
| | Gifted & Talented | Dyslexia | Special Ed | Emerging Bil. | Seciton 504 | | | | | | |
| | 75 - 17% | 24 - 5% | 82 - 18% | 42 - 9% | 37 - 8% | | | | | | |
| | Student Indicators | | | | | | | | | | |
| At Risk | Free & Reduced Meals | | | | | | | | | | |
| 42 - 9% | 64 - 14% | | | | | | | | | | |
| Staff Information | | | | | | | | | | | |
| Administrative Support | Teachers | Educational Support Staff | Paras | Office Staff | | | | | | | |
| 3 | 31 | 13 | 8 | 3 | | | | | | | |

Adkins Reading Scores

2023-2024

| | | BOY | | | | MOY | | | | EOY | | | |
|--------------|----------------|----------------|--------------|-------------|-------------|----------------|-------------|-------------|-------------|----------------|-------------|-------------|-------------|
| Grade Level | Assessment | Total Students | On Level | Progressing | At Risk | Total Students | On Level | Progressing | At Risk | Total Students | On Level | Progressing | At Risk |
| Kindergarten | Guided Reading | 64 | 64/64 (100%) | 0% | 0% | 64 | 64 (100%) | 0% | 0% | 64 | 58/64 91% | 5/64 8% | 1/ 64 1.5% |
| | iReady | 56/65 | 7% | 93% | 0% | 63/65 | 29% | 71% | 0% | 65/65% | 93% | 8% | 0% |
| 1st Grade | Guided Reading | 61 | 40/61 (66%) | 18/61 (30%) | 3/61 (4%) | 63 | 52/63 (82%) | 3/63 (5%) | 8/63 (13%) | 60 | 50/60 (83%) | 3/60 (5%) | 7/60 (11%) |
| | iReady | 57/61 | 10% | 88% | 2% | 55/61 | 25% | 73% | 2% | 58/60% | 72% | 22% | 5% |
| 2nd Grade | Guided Reading | 67 | 54/61 (88%) | 6/61 (10%) | 1/61 (2%) | 66 | 53/66 (80%) | 9/66 (14%) | 4/66 (6%) | 67 | 47/67 (70%) | 11/67 (16%) | 9/67 (13%) |
| | iReady | 62/67 | 25% | 68% | 8% | 54/67 | 45% | 53% | 2% | 63/67% | 73% | 27% | 0% |
| 3rd Grade | Guided Reading | 59 | 28/56 (50%) | 22/56 (39%) | 6/56 (11%) | 54 | 27/54 (50%) | 10/54 (19%) | 17/54 (31%) | 57 | 36/57 (63%) | 3/57 (5%) | 18/57 (31%) |
| | iReady | 53/59 | 26% | 54% | 20% | 47/59 | 54% | 35% | 11% | 53/56% | 83% | 13% | 4% |
| 4th Grade | Guided Reading | 78 | 25/61 (41%) | 19/61 (31%) | 17/61 (28%) | 66 | 47/66 (71%) | 15/66 (23) | 4/66 (6%) | 78 | 55/78 (70%) | 7/78 (9%) | 16/78 (20%) |
| | iReady | 65/78 | 35% | 53% | 12% | 77/78 | 43% | 52% | 5% | 78/78% | 79% | 18% | 4% |
| 5th Grade | Guided Reading | 72 | 49/71 (66%) | 17/71 (27%) | 5/71 (7%) | 74 | 42/74 (56%) | 26/74 (35%) | 6/74 (8%) | 71 | 50/71 (70%) | 6/71 (8%) | 15/71 (21%) |
| | iReady | 67/72 | 22% | 59% | 19% | 72/72 | 28% | 60% | 12% | 72/72% | 58% | 30% | 11% |

Math Primary Numeracy Assessment

2023-2024

| | | BOY | | | | MOY | | | | EOY | | |
|--------------|------------|----------------|----------|-------------|---------|----------------|----------|-------------|---------|----------|-------------|---------|
| Grade Level | Assessment | Total Students | On Level | Progressing | At Risk | Total Students | On Level | Progressing | At Risk | On Level | Progressing | At Risk |
| Kindergarten | PNA | 64 | 94% | 6% | 0% | 64 | 94% | 6% | 0% | 94% | 6% | 0% |
| 1st Grade | PNA | 61 | 74% | 15% | 11% | 61 | 52% | 36% | 11% | 42% | 23% | 35% |
| 2nd Grade | PNA | 62 | 42% | 23% | 35% | 64 | 47% | 30% | 23% | 42% | 23% | 35% |

iReady Math Assessment

2023-2024

| | | BOY | | | | MOY | | | | EOY | | | |
|-------------|------------|----------------|----------|-------------|---------|----------------|----------|-------------|---------|----------------|----------|-------------|---------|
| Grade Level | Assessment | Total Students | On Level | Progressing | At Risk | Total Students | On Level | Progressing | At Risk | Total Students | On Level | Progressing | At Risk |
| Kinder | iReady | 51/65 | 12% | 88% | 0% | 63/65 | 35% | 65% | 0% | 64/65 | 73% | 27% | 0% |
| 1st Grade | iReady | 53/61 | 2% | 81% | 17% | 58/61 | 19% | 80% | 2% | 59/60 | 57% | 43% | 0% |
| 2nd Grade | iReady | 61/67 | 11% | 73% | 16% | 60/67 | 30% | 67% | 3% | 63/67 | 76% | 22% | 2% |
| 3rd Grade | iReady | 55/59 | 4% | 80% | 16% | 50/59 | 20% | 72% | 8% | 53/56 | 70% | 26% | 4% |
| 4th Grade | iReady | 77/78 | 14% | 74% | 12% | 77/78 | 34% | 62% | 4% | 78/78 | 79% | 15% | 5% |
| 5th Grade | iReady | 69/72 | 20% | 64% | 16% | 71/72 | 40% | 50% | 10% | 72/72 | 85% | 10% | 6% |

STAAR INTERIM Reading 23-24

| First Window | | | | | | Second Window | | | | |
|--------------|----------------|--------------|------------|-------|---------|----------------|--------------|------------|-------|---------|
| Grade | Total Students | Did Not Meet | Approaches | Meets | Masters | Total Students | Did Not Meet | Approaches | Meets | Masters |
| 3rd | 56 | 24% | 9% | 37% | 37% | 58 | 14% | 9% | 12% | 65% |
| 4th | 75 | 8% | 6% | 25% | 61% | 76 | 13% | 7% | 22% | 58% |
| 5th | 71 | 14% | 86% | 76% | 58% | 67 | 4% | 9% | 21% | 66% |

STAAR INTERIM Math 23-24

| First Window | | | | | | Second Window | | | | |
|--------------|----------------|--------------|------------|-------|---------|----------------|--------------|------------|-------|---------|
| Grade | Total Students | Did Not Meet | Approaches | Meets | Masters | Total Students | Did Not Meet | Approaches | Meets | Masters |
| 3rd | 56 | 29% | 2% | 36% | 33% | 55 | 29% | 2% | 36% | 33% |
| 4th | 76 | 22% | 13% | 15% | 50% | 76 | 22% | 13% | 15% | 50% |
| 5th | 69 | 13% | 7% | 26% | 54% | 69 | 13% | 7% | 26% | 54% |

Denton Independent School District
Blanton Elementary
2024-2025 Campus Improvement Plan



Mission Statement

We will work collaboratively to ensure high levels of learning for ALL students, while inspiring and empowering them to become safe, respectful, and caring learners.

Vision

We believe that our capacity to function as a Professional Learning Community is the foundation for achieving the mission of Blanton Elementary. We envision a school in which staff:

- Collaborate to achieve a common purpose and clear goals
- Seek and implement research-based practices for improving student achievement
- Monitor each student's progress on a continuous basis
- Demonstrate a personal commitment to provide a nurturing learning environment and a willingness to do whatever it takes to promote student success.

Our Commitment

We value developing relationships with students and our school community as the foundation for learning. We commit to:

- Using data analysis to target specific areas of need
- Engaging in research-based staff development opportunities
- Ensuring continuous student improvement through the use of a variety of formative assessment tools
- Meeting individual needs by thinking "out of the box" and doing whatever it takes for *every* child
- Enjoying the journey!

Building Dreams

Empowering Minds

Strengthening our Community

Blanton Elementary School

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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| Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors | 15 |
| Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community | 21 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established - 2008

Mascot - Knight

Colors - Blue and White

Motto - Grow, Care, Serve

The overall campus demographics are:

- Enrollment is 525 students in grades PK-5. The student population is stable even with additional homes built in the school's attendance zone.
- This is a neighborhood school with most students living within walking distance of the campus.
- A Pre-K program was added for 20-21 school year which provided a unique opportunity to help the youngest students to be Kindergarten ready. It has been a success with high enrollment. The program has grown to two classrooms for the 2021-22 school year. Pre-K enrollment will stay about the same for the 2023-24 school year.
- The economically disadvantaged rate has increased in the past year. Due to COVID-19, the number of "at risk" students has also increased leading to additional supports for students who are at risk.
- Our average class sizes range from 17.8 to 24.0, which are larger than the district and state averages in all grade levels except Kindergarten and Second grade, which are lower than the state average.
- Our student population of female and male students are close to equal.

Demographics Strengths

- Blanton Elementary has a consistent population, which has created stability for instructional interventions that can be built on each year.
- Blanton's student attendance rates for the 2023-2024 school year are higher than the district and state averages. Our campus student chronic absenteeism is significantly lower than the district and state averages for the 2023-2024 school year.
- Blanton has a variety of educational settings to meet the needs of students including English learners, reading recovery and literacy groups, two dyslexia therapists, reading and math intervention, gifted and talented program, speech program, counseling services, special education, and PABS.
- Blanton provides early childhood intervention through community assessment referrals and walk-in Speech therapy.
- The Blanton Leadership Team meets regularly to analyze data in relation to campus goals, provide feedback of strengths and needs from individual teams, and implement the campus improvement plan.

- The Blanton staff feel supported through a mentor program when transitioning to a new grade level, campus, or content area. Teams are supportive of one another and eagerly welcome new members. Professional development needs are identified by the Campus Leadership Team providing support to all staff members.
- Blanton continues to implement Restorative Practices, and social emotional learning, which leads to increased relationships between students and teachers, and a sense of well-being. It has built a community within individual classrooms. This has also helped with our student attendance rates.
- Students at Blanton Elementary have the opportunity to be involved in various clubs including Student Council, KORT, News Media, Squire Choir, and Orchestra, Run Club, and Spirit Club.
- Blanton had students participate in the Special Olympics for Denton ISD.
- Blanton partners with TWU and UNT to grow and lead future qualified educators.
- Blanton partners with our zone's high school (Guyer) Peer Assistance and Leadership students to mentor At-Risk students.
- Blanton partners with our neighbor and zone middle school, Harpool to promote community and build relationships with 5th grade students before their transition to middle school. Parent involvement is high at Blanton. Parents are frequently on campus for various PTA events, book fairs, volunteering, Watch Dogs, Career Day, and lunch with students.
- Our PTA is in Good Standing with teacher and parent support (318 members), and has won several awards including the Shining Star, 3-Year High, and Golden Apple.
- Blanton partners with a variety of community organizations to support our school motto, "Grow, Serve, Care."

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to the pandemic, our at-risk population has increased from 4.63% to 6.1%, which is a decrease from the previous school year (7.1%). Campus teachers and staff need to continue to monitor those students. There has also been an increase in student behaviors and a need for social-emotional learning. **Root Cause:** The COVID-19 pandemic increased the number of economically disadvantaged students.

Student Learning

Student Learning Summary

- Blanton staff sees the need to continue supporting students in attaining more than one year's growth in reading, writing, and math.
- At-risk students are provided interventions within the classroom as well as with campus interventionists.
- Grade level teams are using the essential standards to guide instruction in interventions.
- Guided reading, small group work, and individual conferring have helped students to make academic gains in the past. These practices should continue to support students.
- Because Blanton does not have a math interventionist for the primary grades, primary teachers work within their PLC to provide supportive interventions for math.
- Our master schedule includes a dedicated intervention time for each grade level. This ensures the interventionist can pull students at a time where they will not miss Tier 1 instruction, comply with HB 4545/1416, and also allow time for classroom teachers to provide Tier 2 instruction.

Student Learning Strengths

- Student strengths and intervention needs are discussed with the Professional Learning Teams. The PLTs collaborate and share students to support the intervention needs.
- Assessment for Learning practices are used consistently to allow students to better understand the goal of the day's learning, their strengths, as well as their next steps in learning (goal-setting).
- Blanton's Math Cohort, through the support of the Guiding Coalition, ensure alignment of essential learning standards for all students.
- Teachers meet regularly with small groups as well as individual conferring to support student growth.
- Data indicates that Blanton students learn to develop themselves, as well as the culture and climate of their classrooms. Restorative Practices, Guidance lessons from the Counselor, and the Character Strong/PurposeFull People curriculum are important tools to help our students develop and maintain a healthy well-being.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Blanton staff has observed that while students are making progress in reading, their math scores are slightly lower than expected on some assessments. This is concerning as math proficiency is essential for success in higher education and the workforce. **Root Cause:** Lack of a dedicated math interventionist for primary grades and the efficacy of math interventions compared to those for reading could be a root cause. Additionally, the disruptions caused by the Covid pandemic may have affected math instruction more than reading instruction, leading to gaps in students' math skills. Development of strong formal assessment tools for math is needed.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

- A master schedule is developed and monitored throughout the year with the input from all staff members and the Team Leaders. It includes deliberate planning for interventions and consideration of special programming to maximize learning time.
- Professional Learning Teams meet horizontally to consistently review data to ensure the curriculum is aligned and equitable for all students.
- Interventions are intentional with progress monitoring and goal setting. Staff PD on planning specific interventions.
- Staff will review and revisit Assessment for Learning strategies, Restorative Practices, and Character Strong/PurposeFull People Curriculum in 23-24 school year.
- Grades K-5 utilized Curriculum coordinators in Math. Grades K-5 work with Solution Tree on ELA essential standards.
- Blanton has two sections of Pre-K Academy to support Pre-K students as they transition into Kindergarten.
- We were able to continue school programs such as fine arts night, daddy daughter dance, parents at fun run, mother son laser tag, etc.

Technology

- Students are 1-1 with chromebooks to support learning in grades Kindergarten - 5th.
- Along with district technology support for classroom Promethean panels, Blanton staff have assistance in engaging all learners.
- Use of programs such as I-Ready, Math STEMscopes, IXL, etc.

School Context and Organization

- Blanton has a large number of teacher leaders on campus.
- Administrators communicate via newsletters with both staff and the community.
- Staff PD is based on the needs of teachers and are provided as just in time training.

Staff Quality, Recruitment, and Organization

- Blanton Elementary utilizes Interview Teams to recruit and select high-quality educators.
- Retaining highly qualified teachers is a priority. Blanton had very little turnover the past 2 years.
- The use of mentors (on campus and district), professional development, and teacher placement based on strengths assists in teacher retention rates at Blanton.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Use of district UBD and Birds Eye View documents to plan instruction and create consistency.
- Pre-assessments and formative assessments are used often to adapt curriculum and meet the needs of each child.
- Assessment for Learning strategies provide clear learning targets, student self-assessment and goal-setting.
- The use of Workshop model in all subjects allows for small group instruction/reteaching/enrichment, differentiated instruction, provides student choice, and collaboration.
- Intentional intervention time targets students academic needs.
- MTSS team meets to provide support to at-risk learners.

Technology

- Technology access is 1:1 for all students.
- Seesaw Ambassadors who are staff members provide Seesaw support to colleagues
- Higher engagement rate due to implementation of technology both at home as well as on campus.
- Students can be successful independently and demonstrate understanding and learning in a multitude of technology platforms.
- Promethean panels were installed in every classroom with staff support from the district.

School Context and Organization

- Collaborative decision making among staff.
- Staff is student focused on the whole child: socially, emotionally, and academically. Looking in to more SEL training and intervention for the 23-24 school year.
- Professional development opportunities are planned, meaningful, and able to be implemented smoothly.
- DISD Curriculum support for staff including mentoring new teachers, lab-based professional development, and feedback.
- Administrators have an open door policy for staff and all stakeholders.
- Regular communication between home and school has built positive and collaborative relationships.
- Campus Leadership team meets regularly to discuss strengths and needs.

Staff Quality, Recruitment, and Retention

- Consistent use of an interview team to evaluate and hire quality staff members.
- Support for new staff from teams, curriculum department, and administrators.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: This year we have had increased behavior issues and office referrals than previous years. **Root Cause:** The lack of socialization and inconsistency and lack of structure during the Covid years has contributed to the negative student behaviors.

Perceptions

Perceptions Summary

Family and Community Involvement

- Parents are actively involved in many ways at Blanton Elementary which provides tremendous support for students and staff.
- Parent volunteers support teachers through tasks such as making copies, die cuts, and making class books. etc. on Fridays.
- The Watch DOG program has resumed to help mentor and foster relationships with our students.
- During the enrollment process, background checks for volunteers are clearly communicated and accessible so that parents will be able to be more involved.
- Communication has improved between home and school and the campus believes this is a priority to continue.
- Several businesses from the community show their support by donating items for our teachers. In turn the staff tries to highlight those businesses on social media to thank them for the appreciation they bestowed on the teachers.
- Career day would not be a success without the engagement of businesses to share in their experiences and career pathways.

School Culture and Climate

- Trust has been established between leadership and staff through PLTs, CLT, and staff meetings.
- Administrators publish a weekly parent newsletter highlighting campus events, student accomplishments, and various articles from staff members.
- Classroom teachers publish a consistent newsletter specific to their grade level.
- Social media, websites, and Seesaw are also utilized to keep the community informed of campus events and highlights.
- Teachers conduct conferences in person and virtually to meet the needs of the parents.
- Campus support is provided for students through the campus counselor and nurse. The counselor regularly engages students in guidance lessons, as well as provides individual and group counseling.
- The counselor and nurse also provide access to resources for families with physical needs, such as glasses, immunizations, mental health needs such as counseling, parenting resources and health needs.
- Based on need, Blanton provides snacks (nutritional needs) and other resources to help families.
- The PALs program are peer mentors from Guyer and are a valuable resource when it comes to meeting the social and emotional needs of some of the students.
- Administration will continue to meet with staff to establish their goals and the processes to meet them professionally and personally. The new staff will have a mentor teacher that they will also be partnered with to support them during the year.

Perceptions Strengths

Family and Community Involvement

- Blanton staff and parents value the partnership that has been established between home and school.
- Communication is consistent with student success as the goal.
- Parents are eager to volunteer and support the staff in multiple ways.

School Culture and Climate

- Students and staff are recognized through various programs (Character Strong tickets, Staff Self-Care activities, Staff Shout Outs, PTA recognition, staff games, and competitions) which leads to feelings of well-being and pride in school/job on the part of both staff and students.
- Enthusiasm among staff and students continues.
- Staff is involved with campus decisions leading to ownership of the mission and vision of the school. For example, the Guiding Coalition works in conjunction with the Campus Leadership Team to develop and execute the mission and vision of the campus.
- Relationships are built by staff with students
- Staff feels they are a family and support one another professionally and personally.
- Staff trusts the administration to make good decisions.
- The Social Committee plays a key role in building relationships and enriching the community through celebrations, special events, and regular communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Overall, we have noticed an increase in student behavior and inconsistency in addressing student behavior campus wide. **Root Cause:** The root cause for this is that our campus does not have a consistent plan to teach and respond to student behaviors.

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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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

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
- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By May 2025, Blanton Elementary School will focus on ensuring all students will achieve typical growth in reading with a minimum on:

Kindergarten - 87%

1st Grade - 87%

2nd Grade - 67%

3rd Grade - 82%

4th Grade - 87%

5th Grade - 74%

HB3 Guiding Outcome

Evaluation Data Sources: Individual Reading Inventory - IRI





Developmental Reading Assessment - DRA

TXKEA

I-Ready Assessments

Unit of Study Reading Assessments

Campus Developed Common Formative Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Teachers in Grades K-5 will provide leveled-text daily guided reading instruction for all below level readers.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist, ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading at the end of year.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Additional Supplemental Substitutes - LEF Grant Funds - \$2,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide continued professional development that supports best practice instructional strategies for reading, to include identifying essential standards and supporting new staff.</p> <p>Strategy's Expected Result/Impact: By May 2025, all students will achieve at least a year's worth of growth in reading based on DRA, IRI, Report Card Assessments, and observation reports.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Campus Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: By May 2025, Blanton Elementary School will focus on ensuring all students will achieve typical growth in math with a minimum on:

- Kindergarten - 80%
- 1st Grade - 80%
- 2nd Grade - 56%
- 3rd Grade - 81%
- 4th Grade - 87%
- 5th Grade - 67%





HB3 Guiding Outcome

Evaluation Data Sources: I-Ready Benchmark

Primary Numeracy

Campus Developed Common Formative Assessments

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Additional Supplemental Substitutes - LEF Grant Funds - \$2,000, Math Interventionist - State Compensatory Education (SCE) - \$75,900</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 2: Teachers in Grades K-5 will provide daily intervention in essential math standards for students performing below level.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: The campus will utilize the Math Interventionist to support growth in math.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 1/2 Time Math Interventionist - State Compensatory Education (SCE) - \$30,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: By May 2025, Blanton Elementary School will focus on ensuring all students will be on level in writing with a minimum of 90% of students achieving on level at EOY.

HB3 Guiding Outcome

Evaluation Data Sources: District Writing rubrics
On Demand Writing Assessments at BOY, MOY, and EOY

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students will be on-level for writing by the end of the year.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, CLT representatives, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Additional Supplemental Substitutes - LEF Grant Funds - \$2,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
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- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 4: By May 2025, Blanton Elementary School will focus on ensuring:

90% of Pre-K students can name 20 or more alphabet letters.

75% of Pre-K students can produce 20 or more letter sounds.

75% of Pre-K students can blend sounds to make words.

Evaluation Data Sources: CIRCLE Progress Monitoring

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to grow in the demonstration of RLA curriculum by the EOY.</p> <p>Staff Responsible for Monitoring: Teachers, CLT representatives, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Additional Supplemental Substitutes - LEF Grant Funds - \$2,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By May 2025, Blanton Elementary will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change and to ensure students succeed across various settings.

Evaluation Data Sources: Teacher Input, Formative Feedback, Parent Responses, Gallup Q12

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| Strategy 1: Staff Appreciation events throughout the year, Staff Shout Outs, PTA Appreciation events, Self-Care activities, Staff Celebrations Strategy's Expected Result/Impact: Maintain and/or increase engagement Staff Responsible for Monitoring: Administrators, Campus Social Committee, and Counselor | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Blanton students will be provided with monthly guidance lessons on the Essential 8. Strategy's Expected Result/Impact: Student increase their understanding of the Essential 8 and how it impacts their interactions with others. Staff Responsible for Monitoring: Counselor | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students' increase engagement in school and grow socially-emotionally. Strategy's Expected Result/Impact: Increase students' sense of belonging through lunch-bunch, KORT, News media, PALs, Peer Welcoming Committee, Student Council, etc. Staff Responsible for Monitoring: Counselor, Teachers | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 4: Blanton students will be provided daily lessons through the Character Strong/PurposeFull People Curriculum.</p> <p>Strategy's Expected Result/Impact: Students will grow in their understanding of character skills through explicit, daily instruction and parent engagement.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

State Compensatory

Budget for Blanton Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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

Personnel for Blanton Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------|----------------------------------|------------|
| Christopher Ryal | Reading and Math Interventionist | 1 |
| Michelle Elizalde | Reading Recovery | 1 |

Campus Leadership Team

| Committee Role | Name | Position |
|-----------------------------|--------------------|-----------------------------|
| Classroom Teacher | Amy Marks | Teacher |
| Classroom Teacher | Autumn Hamilton | Teacher |
| Classroom Teacher | Kathryn Jones | Teacher |
| Business Representative | Matthew Lazarus | Business |
| Community Representative | Katie Messerle | Community Member |
| Parent | Nicole Sokolowski | Parent |
| District-level Professional | Jennifer Davis | Elementary Math Coordinator |
| Paraprofessional | Sara Bell | Secretary |
| Non-classroom Professional | Chris Ryal | Interventionist |
| Non-classroom Professional | Stacey Gow | Counselor |
| Classroom Teacher | Marissa Russell | Teacher |
| Classroom Teacher | Kari Hawkins | Teacher |
| Classroom Teacher | Melissa Hooton | Teacher |
| Classroom Teacher | Becky Jones | Teacher |
| Classroom Teacher | Melissa Argo | Teacher |
| Classroom Teacher | Melissa McDonald | Teacher |
| Administrator | Mandy Nabors | Assistant Principal |
| Administrator | Landon Turrubiarte | Principal |

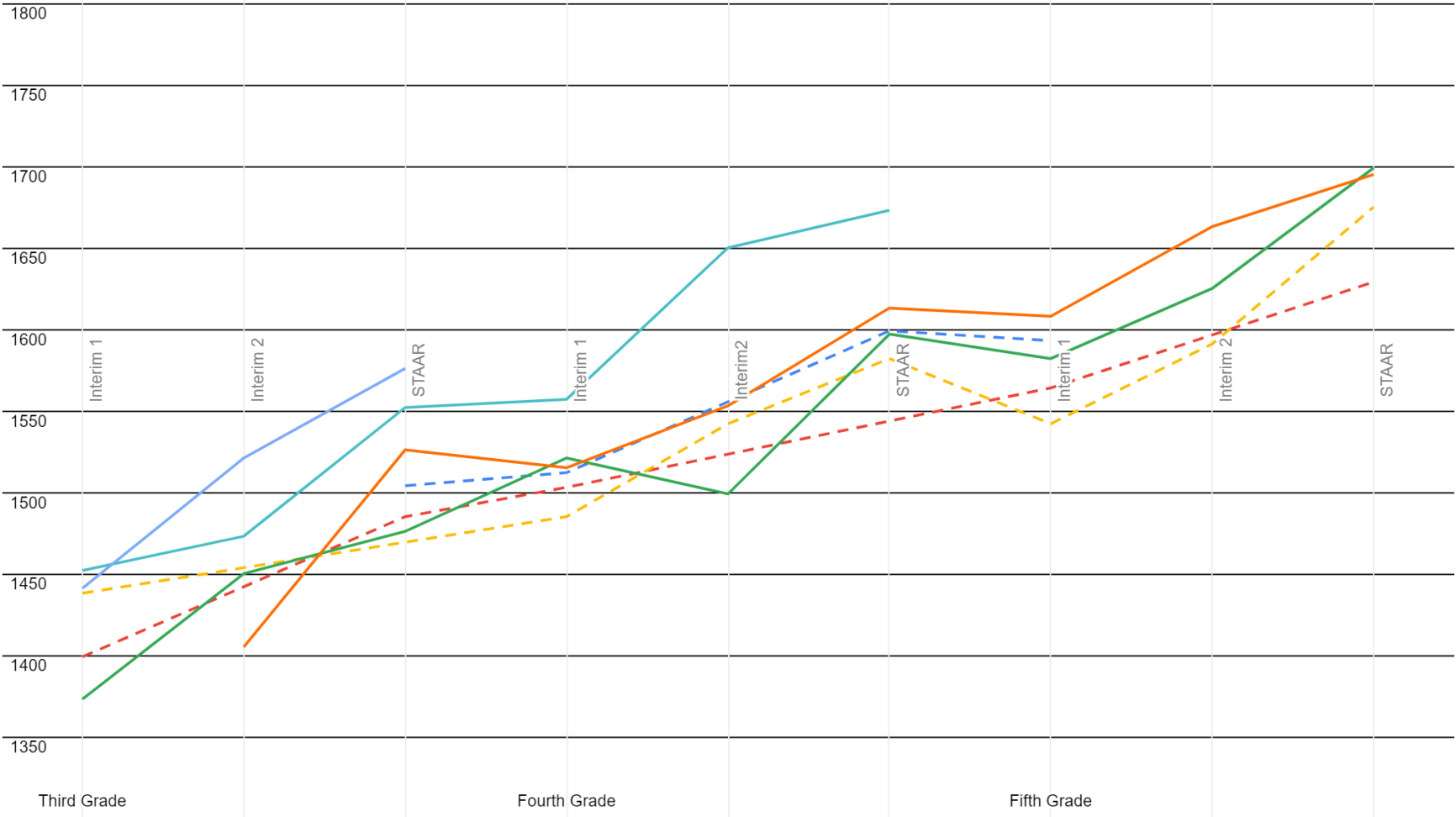
Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|-------------------------------------|--------------|---------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Math Interventionist | | \$75,900.00 |
| 1 | 2 | 3 | 1/2 Time Math Interventionist | | \$30,000.00 |
| Sub-Total | | | | | \$105,900.00 |
| LEF Grant Funds | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Additional Supplemental Substitutes | | \$2,000.00 |
| 1 | 2 | 1 | Additional Supplemental Substitutes | | \$2,000.00 |
| 1 | 3 | 1 | Additional Supplemental Substitutes | | \$2,000.00 |
| 1 | 4 | 1 | Additional Supplemental Substitutes | | \$2,000.00 |
| Sub-Total | | | | | \$8,000.00 |

Addendums

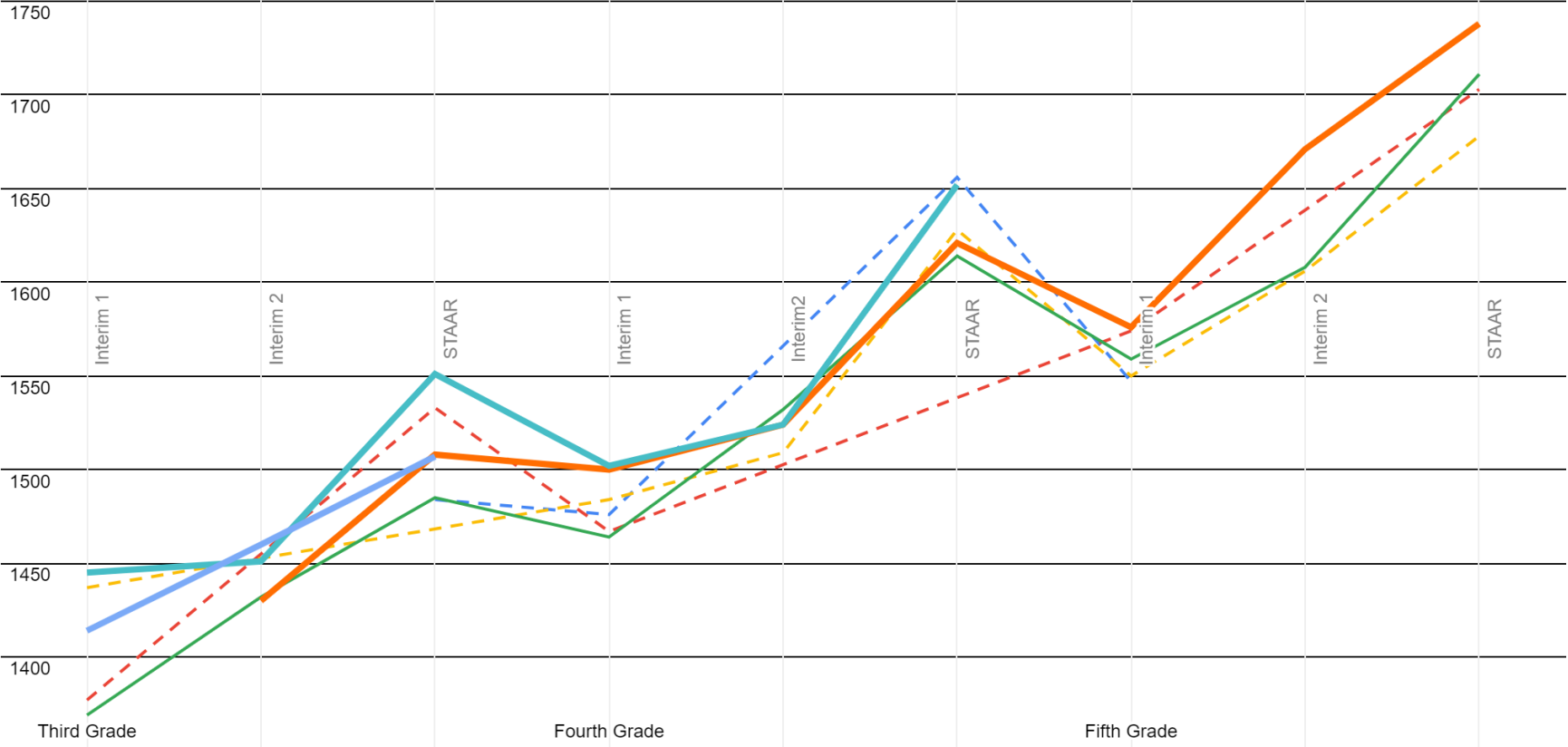
Reading

2017-2020 2018-2021 2019-2022 2020-2023 2021-2024 2022-2025 2023-2026



Math

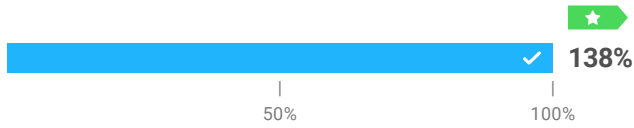
2017-2020 2018-2021 2019-2022 2020-2023 2021-2024 2022-2025 2023-2026



School BLANTON ELEMENTARY SCHOOL
Subject Reading
Academic Year 2023 - 2024
Comparison Diagnostic Final Diagnostic

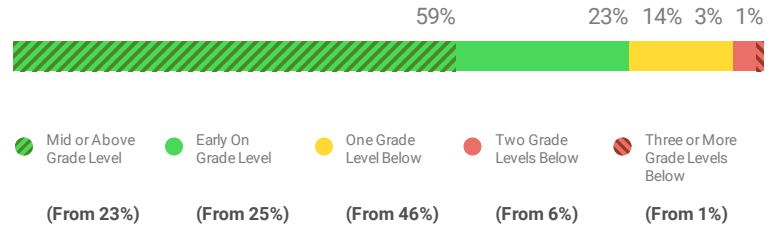
Students Assessed/Total: **479/482**

Progress to Annual Typical Growth (Median)

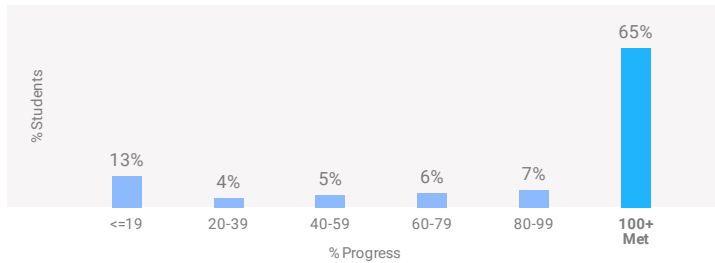


The median percent progress towards Typical Growth for this school is 138%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

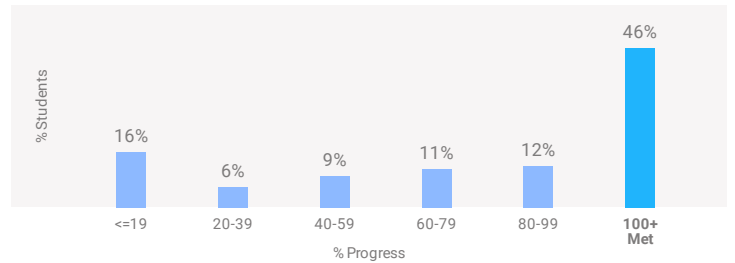
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade | Annual Typical Growth | | Annual Stretch Growth® | | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
| | Progress (Median) | % Met | Progress (Median) | % Met | | |
| Grade K | 149% | 77% | 109% | 58% | 97% | 71/71 |
| Grade 1 | 108% | 57% | 79% | 31% | 81% | 67/67 |
| Grade 2 | 141% | 72% | 102% | 52% | 82% | 79/79 |
| Grade 3 | 184% | 77% | 120% | 63% | 77% | 78/80 |
| Grade 4 | 153% | 64% | 86% | 44% | 60% | 80/81 |

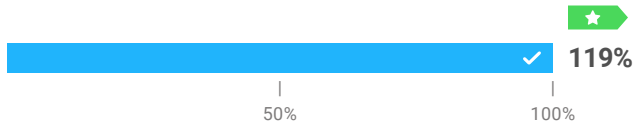
School BLANTON ELEMENTARY SCHOOL
 Subject Reading
 Academic Year 2023 - 2024
 Comparison Diagnostic Final Diagnostic

| Grade | Annual Typical Growth | | Annual Stretch Growth® | | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
| | Progress (Median) | % Met | Progress (Median) | % Met | | |
| Grade 5 | 96% | 50% | 44% | 30% | 53% | 104/104 |

School: BLANTON ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Final Diagnostic

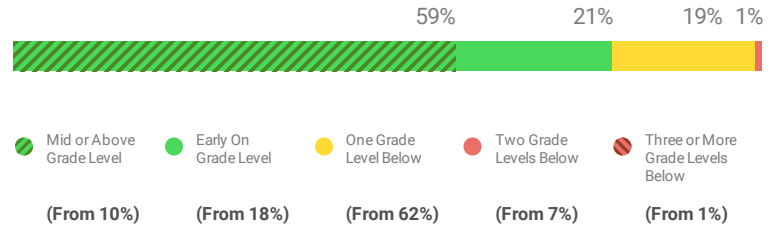
Students Assessed/Total: 477/482

Progress to Annual Typical Growth (Median)

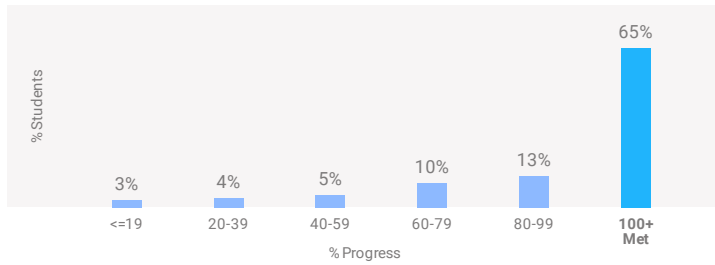


The median percent progress towards Typical Growth for this school is 119%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

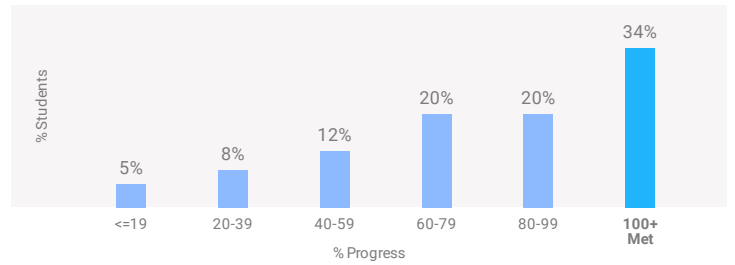
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®





Choose to Show Results By

Grade

Showing 6 of 6

| Grade | Annual Typical Growth | | Annual Stretch Growth® | | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
| | Progress (Median) | % Met | Progress (Median) | % Met | | |
| Grade K | 122% | 70% | 100% | 52% | 85% | 71/71 |
| Grade 1 | 93% | 46% | 73% | 25% | 67% | 67/67 |
| Grade 2 | 121% | 71% | 86% | 32% | 78% | 79/79 |
| Grade 3 | 125% | 77% | 90% | 41% | 87% | 78/80 |
| Grade 4 | 113% | 57% | 79% | 30% | 74% | 81/81 |

School BLANTON ELEMENTARY SCHOOL
 Subject Math
 Academic Year 2023 - 2024
 Comparison Diagnostic Final Diagnostic

| Grade | Annual Typical Growth | | Annual Stretch Growth® | | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
| | Progress (Median) | % Met | Progress (Median) | % Met | | |
| Grade 5 |  122% | 64% |  74% | 29% | 78% | 101/104 |

Denton Independent School District
E.P Rayzor Elementary
2024-2025 Campus Improvement Plan



E.P. RAYZOR
ELEMENTARY

Mission Statement

Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

Vision

We believe all students can learn at high levels. All MEANS ALL.

Value Statement

Values

W - Wisdom: Encourage continuous learning and growth for both students and staff.

O - Optimism: Foster a positive and hopeful environment where everyone believes in their potential.

L - Leadership: Promote leadership qualities in students and staff; empowering them to take initiative and make a difference.

V - Values: Uphold strong moral and ethical values, ensuring integrity and respect in all interactions.

E - Excellence: Strive for excellence in all academic and extracurricular activities, aiming for the highest standards.

S - Support: Provide a supportive and nurturing environment where everyone feels valued and cared for.

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| Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors | 15 |
| Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community | 29 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

EP Rayzor Elementary is a 22-year-old school in Lantana, TX with a student body of three-hundred and thirty-five students. EP Rayzor has been rezoned for the 2024-2025 school year and the student population will increase by around 150 students. EP Rayzor is one of three neighborhood schools in the Lantana Community with most families living within walking distance. The community supports the school financially through fundraising and volunteering. The community is very active in supporting the campus. The staff comprises a mix of seasoned teachers and new teachers. Staff report a need for more diverse staffing to represent our changing populations and support diversity among our students. The school has a stable faculty with multiple years of experience and varied degrees, currently, 86% of the staff have more than 5 years of experience. EP Rayzor will be taking on new staff to prepare for the rezoning for the 24-25 school year.

The school's population consists of:

| Student Demographics (2023 - 2024 Fall PEIMS file loaded 02/15/2024) | Count | Percent |
|--|-------|---------|
| Gender | | |
| Female | 157 | 46.87% |
| Male | 178 | 53.13% |
| Ethnicity | | |
| Hispanic-Latino | 45 | 13.43% |
| Race | | |
| American Indian - Alaskan Native | 0 | 0.00% |
| Asian | 17 | 5.07% |
| Black - African American | 11 | 3.28% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 242 | 72.24% |
| Two-or-More | 20 | 5.97% |

Demographics Strengths

- Strong community support with a low mobility rate for students.
- Staff engagement levels are at 78% according to our Gallup Survey.
- Teacher recruitment and retention are a strength. EP Rayzor did not lose any teaching staff at the end of the 23-24 school year.
- The staff is willing to share information and support the learning of their peers.
- Staff feels we have a strong special programs department and fine arts opportunities for our students
- Staff holds a variety of degrees including many teachers with graduate degrees
- Our attendance rate is around 96% and our mobility rate is low.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As a campus, we need to continue to strengthen our school-wide character education program to promote strong character in our students. **Root Cause:** Changes in student behavior over time due to societal changes and learning a new character education program within our building for the last year.

Problem Statement 2 (Prioritized): As a campus, we need more opportunities to understand and celebrate different cultures and diversity. Our students need opportunities to learn about, understand, and appreciate diversity and culture. **Root Cause:** Lack of a diverse culture within the school and community.

Student Learning

Student Learning Summary

- Historically our students are successful on local and state assessments.
- Our area of focus is on supporting and ensuring that our students are making one year's worth of growth in reading, writing, and math.
- We use PRIME time during the day to ensure that students are receiving targeted interventions that address their specific learning deficits. Every grade level has a specific Prime Time to support students with additional intervention needs.
- The master schedule for the 24-25 school year has been created to assist with students not missing Tier 1 instruction when they are pulled for other services.
- Staff members work with our EXPO teacher to create PBLs or extensions for those students who have mastered the TEKs.
- As a staff, we have worked towards school-wide implementation of the Depth and Complexity framework to support deeper learning in all areas. Our Guiding Coalition has taken the lead on this initiative with our EXPO teacher.
- Grade-level and vertical teams are using the essentials to guide instruction and intervention.
- Teams are continuing to work on building CFA's to improve our data tracking of students' mastery of essential standards.
- As a campus, we are showing stronger STAAR results in Language Arts than we are in Math and Science.
- We need to improve our student Mastery rates on the STAAR, Math, Language Arts, and Science assessment through intentional CFA building, data tracking, and improved Tier 1 instruction.

Student Learning Strengths

- Collaborating and sharing students to support intervention needs.
- Consistent progress monitoring and documenting in MTSS and RTI helps us identify students from previous years/grade levels that need intervention and allows continuity of instruction.
- We communicate regularly as staff and are aware of the importance of our student's growth regardless of where they are in academics. Growth is the goal, not just mastery.
- The use of DRAs, CLI engage, I Ready, Primary Numeracy, RCAs, and district benchmarks to gain information and show growth
- Collaborating and sharing students to support intervention needs.
- The use of Interventionists and specialists to help support our at-risk learners as well as extend learning for our students who have mastered their learning.
- The use of assessment tools to determine conferring, small-group lessons, and whole-group lessons.
- Strong systems in place to monitor student learning
- Check-in/Check-out system in place to support students social-emotional learning

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need a campus-wide focus on math instruction. **Root Cause:** District and campus focus on Language Arts in the past as well as a need for a stronger math curriculum or a better understanding of how to use the math resources provided by the district.

Problem Statement 2 (Prioritized): We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials.

Root Cause: Continued time and support to build quality CFA's as well as accountability measures in place to ensure we are using data to inform our instructional practices.

School Processes & Programs

School Processes & Programs Summary

- Committees that include multiple stakeholders are used for the hiring of staff members.
- Retaining high-quality teachers is a priority and has been effective.
- The master schedule is created by the guiding coalition and involves input from all stakeholders.
- Multiple opportunities are provided to staff members to participate in and lead committees that help drive the school. Guiding Coalition meets monthly and the Campus Leadership Team meets four times a year to reflect on our progress as a school and evaluate our CIP goal progress.
- Staff development is driven by our Guiding Coalition team which uses a variety of methods to "check the pulse" of the school, such as surveys, feedback, etc.
- Learning time is scheduled daily for our at-risk population to engage in small group targeted instruction during which time other students are receiving enrichment.
- PLT's are used to plan, implement curriculum, review, and reflect on student data in order to drive our instruction.
- Grade level and Vertical PLTs meet bi-weekly to ensure alignment of practices.
- Our Guidance Counselor provides grade-level lessons to students on coping skills for various challenges such as emotional needs and social interactions. The counselor meets with each grade level on going throughout the school year.
- Staff reported a need for consistently enforcing the norms throughout the building.
- Staff reported a need for pro-active conflict resolution lessons with students to help with discipline issues that are occurring.
- Staff has expressed a need for school-wide continued professional development on our Character Education program as well as best practices when supporting student behaviors.

School Processes & Programs Strengths

- High achievement in assessment results according to local data and state data in most grade levels and subjects.
- Workshop Model used across grade levels
- Strong language arts curriculum and support
- Communication with staff and parents.
- Shared Community values
- Access to needed resources
- Positive reinforcement through 9-week awards assemblies and positive office referrals
- Weekly Clubs decided by students' choice
- Multiple opportunities for students to participate in extracurricular activities, such as Running Club, STUCO, Choir, Art, and STEAM
- Use of district UBD and Birds Eye View documents to plan instruction and create consistency
- Assessments are used often to adapt the curriculum and meet the needs of each child
- On-going staff development provided by campus staff on the Assessment for Learning strategies providing clear learning targets, student self-assessment, and goal-setting
- On-going staff development on Depth and Complexity provided by campus staff
- Professional development opportunities are planned and based on the needs of the campus
- The campus Leadership teams meets regularly to discuss strengths and needs and evaluate progress on our action steps
- Regular communication between home and school has built positive and collaborative relationships
- Consistent use of an interview team to evaluate and hire quality staff members
- MTSS team meets to provide support to all learners
- Safety protocols are clear and all staff report they know the safety plan in case of an emergency

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Acceleration of Learning is needed for those students who have mastered the TEKS. **Root Cause:** Effective practices to extend student knowledge when they have mastered their essentials.

Problem Statement 2: Professional development is needed on how to handle student behaviors effectively **Root Cause:** Changes in student behavior over time, a need for continued learning in our new character education program, and consistency in the implementation of common language and best practices to support students' social-emotional needs.

Perceptions

Perceptions Summary

- Our students, staff, and parents are highly engaged in our school. Staff engagement is at 78% and parent engagement is at 37% reporting in the fully engaged category.
- Attendance is consistently high with a 96% attendance rate.
- Behavior data shows a decrease in office referrals and bullying investigations from the prior year, however, teachers continue to report serious concerns with behavior support in some grade levels.
- Continued learning of our new school-wide character education program as well as consistent use of expectations across our campus
- The counselor provides weekly classroom counseling lessons, small groups, and individual counseling to students and supports parents with multiple resources. Staff have expressed a need for more conflict resolution lessons for our students.
- Our parents are highly engaged in our school when it comes to extracurricular events.
- As a campus, we are working towards engaging our parents more in their child's academic needs and the school's academic needs. Staff is looking to implement data binders to help with parent communication next year.
- Our community is highly engaged in financially supporting our school.
- Parents are actively involved in supporting EP Rayzor through volunteering.
- We partner with Guyer P.A.L.S. to provide mentor support to students.
- Social media is frequently used to keep our community informed.
- The counselor and nurse provide support to students and families for their physical, health, and counseling needs.
- Staff reported a need for schedules to be interpreted less in some grade levels. Staff that are self-contained did not feel their schedules are consistently changed in a way that is impacting student learning.
- 97% of staff report they feel supported by the administration most of the time
- 97% of staff reported they feel they are supported by their peers
- 71% of staff feel students are supported and protected all of the time.
- Only 50% of staff feel non-English speaking students always have access to information.

Perceptions Strengths

- Community survey shows parents feel welcome at EP Rayzor and that they are treated with respect
- Front office staff/administrators are willing to jump in and help where and when needed.
- If a student has a 504 or IEP, yearly meetings are held with the student's teachers, parents, and the Assistant Principal. They create a plan of support for the student that will be used throughout the year.
- Parent-teacher conferences are held throughout the year to support students.
- The staff has high expectations for students and each other.
- The staff doesn't give up on students and goes above and beyond to support all students
- Opportunities for service projects in every grade level are focused on helping our students understand the importance of giving back to the community.
- Students feel a part of a school community through various programs and opportunities to grow such as Club Friday, Running Club, Student Council, Wolf News Team, Safety Patrol, and more.
- Parents and PTA show our teachers strong support. 81% of staff feel that the community always supports them, this number has increased 18% from last year.
- Staff report that they want to come to work. Staff report 75% want to come to work all of the time, this number is up 27% from last year.
- The engagement survey showed that staff morale was high and 78% showed high levels of engagement

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students need support in conflict resolution and peer interactions. **Root Cause:** Changes over time in student peer relationships and conflict resolution due to social changes as well as a lack of strong character education and strong Tier 1 conflict resolution lessons for students.

Priority Problem Statements

Problem Statement 1: We need a campus-wide focus on math instruction.

Root Cause 1: District and campus focus on Language Arts in the past as well as a need for a stronger math curriculum or a better understanding of how to use the math resources provided by the district.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials.

Root Cause 2: Continued time and support to build quality CFA's as well as accountability measures in place to ensure we are using data to inform our instructional practices.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: As a campus, we need to continue to strengthen our school-wide character education program to promote strong character in our students.

Root Cause 3: Changes in student behavior over time due to societal changes and learning a new character education program within our building for the last year.

Problem Statement 3 Areas: Demographics

Problem Statement 4: As a campus, we need more opportunities to understand and celebrate different cultures and diversity. Our students need opportunities to learn about, understand, and appreciate diversity and culture.

Root Cause 4: Lack of a diverse culture within the school and community.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students need support in conflict resolution and peer interactions.

Root Cause 5: Changes over time in student peer relationships and conflict resolution due to social changes as well as a lack of strong character education and strong Tier 1 conflict resolution lessons for students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Acceleration of Learning is needed for those students who have mastered the TEKS.

Root Cause 6: Effective practices to extend student knowledge when they have mastered their essentials.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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.

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By May 2025, 75% of EP Rayzor Elementary students will make a years growth and 45% of students will make more than a year's growth in math according to iReady.

Evaluation Data Sources: iReady

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Utilize 1/2 time Math Interventionist to provide support for math in grades K-5.</p> <p>Strategy's Expected Result/Impact: Increase student growth on Common Formative Assessments, STAAR, and iReady.</p> <p>Staff Responsible for Monitoring: Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$36,647</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Continued use of double-block PLTs to allow time for teachers to collaborate, analyze data, and take action.</p> <p>Strategy's Expected Result/Impact: Student growth will be monitored through PLT work to ensure students are making at least a year's worth of growth. Extended PLT time will allow for staff to plan for intentional intervention time and time to collaborate on best practices to ensure student growth. Extended PLT time will allow for strong collaboration and 9 weeks of planning that includes progress monitoring through assessment tools. The development of common formative assessments.</p> <p>Staff Responsible for Monitoring: Admin Teachers Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Substitutes - LEF Grant Funds</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: The campus will utilize the Math Interventionist and teachers to support HB 1416.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in the essential knowledge and skills for math in grades 4 & 5.</p> <p>Staff Responsible for Monitoring: Teachers Admin Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Funding for additional tutoring - State Compensatory Education (SCE)</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 4: Provide relevant professional development at staff meetings and PLTs through the Guiding Coalition and district coordinators.</p> <p>Strategy's Expected Result/Impact: Staff will have the needed tools to support their student's growth. Growth on district assessments and iReady.</p> <p>Staff Responsible for Monitoring: Admin Teachers Interventionist Guiding Coalition</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Utilize part-time substitute to provide support during intervention time "prime time" in math K-2nd grade three days a week.</p> <p>Strategy's Expected Result/Impact: Increase the number of students leaving K, 1st, and 2nd grade on level in math.</p> <p>Staff Responsible for Monitoring: Admin Teachers Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Substitute - LEF Grant Funds</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: We need a campus-wide focus on math instruction. Root Cause: District and campus focus on Language Arts in the past as well as a need for a stronger math curriculum or a better understanding of how to use the math resources provided by the district.</p> |

Student Learning

Problem Statement 2: We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials. **Root Cause:** Continued time and support to build quality CFA's as well as accountability measures in place to ensure we are using data to inform our instructional practices.

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 2: By May of 2025, we are ensuring at least one year's growth in Reading for 85% of students. This will be evidenced by: K-5th Grade students showing at least a year's worth of growth on iReady and DRA.

Evaluation Data Sources: iReady
DRA

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Continued use of double-block PLCs to allow time for teachers to collaborate, analyze data, and take action.</p> <p>Strategy's Expected Result/Impact: Student growth will be monitored through PLT work to ensure students are making at least a year's worth of growth.</p> <p>Extended PLT time will allow for staff to plan for intentional intervention time and time to collaborate on best practices to ensure student growth.</p> <p>Extended PLT time will allow for strong collaboration and 9 weeks of planning that includes progress monitoring through assessment tools.</p> <p>The development of common formative assessments.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Substitutes - LEF Grant Funds</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 2: Utilize 1/2 time K-2 and 3-5 Reading Specialists to support reading</p> <p>Strategy's Expected Result/Impact: Increase student growth on Common Formative Assessments, DRA, District Literacy Assessments, RCAs, and iReady.</p> <p>Staff Responsible for Monitoring: Interventionist Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$36,647</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Using AFL strategies students and teachers will effectively monitor learning to ensure growth and plan for intervention as well as enrichment.</p> <p>Strategy's Expected Result/Impact: AFL Strategies - Learning Targets, Feedback, Goal Setting, Strong and Weak Examples, Co-Created Criteria Tracking essentials data Intentional enrichment and intervention plans that lead to student growth.</p> <p>Staff Responsible for Monitoring: Staff and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 4: Staff Members extend their learning by attending state and national training opportunities.</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, RCAs, DRA, DRA 2, iReady, and Common Assessment scores.</p> <p>Staff-led PD based on learning from state and national conferences.</p> <p>Staff Responsible for Monitoring: Staff and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Funding for Conferences - LEF Grant Funds</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Utilize campus-level support staff and district coordinators to assist with planning, analyzing data, and implementing best practices in Language Arts.</p> <p>Strategy's Expected Result/Impact: Increased student growth on benchmarks, iReady, RCAs, CFAs, Interims, and STAAR.</p> <p>Staff Responsible for Monitoring: Staff & Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Build a deeper understanding and learning of Depth and Complexity and Passion Projects through the support of our Guiding Coalition team and professional development.</p> <p>Strategy's Expected Result/Impact: Increased student ownership Growth on district assessments, TXKEA, TPRI, iReady and Lexia</p> <p>Staff Responsible for Monitoring: Staff and Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 7 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 7: The campus will utilize the Reading Interventionist and teachers to support HB 1416.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in the essential knowledge and skills for language arts in grades 4 & 5.</p> <p>Staff Responsible for Monitoring: Reading Interventionist, Administrators, Staff</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Funding for additional tutoring - State Compensatory Education (SCE)</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Provide relevant professional development at staff meetings through the Guiding Coalition team and district support.</p> <p>Strategy's Expected Result/Impact: Staff will have opportunities to continue growing and learning.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 2: We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials. Root Cause: Continued time and support to build quality CFA's as well as accountability measures in place to ensure we are using data to inform our instructional practices.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Acceleration of Learning is needed for those students who have mastered the TEKS. Root Cause: Effective practices to extend student knowledge when they have mastered their essentials.</p> |

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: By May 2025, 90% of Pre-K students will be able to name 20 or more alphabet letters

HB3 Guiding Outcome

Evaluation Data Sources: CLI Engage

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: PLC time on the district half days for our Pre-K teachers to meet and have opportunities to meet with other Pre-K teachers in our zone to analyze student data and plan for student growth.</p> <p>Strategy's Expected Result/Impact: Pre-K students growth on the CLI Engage to support 90% of pre-k students ending the year Kindergarten ready.</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 2: PLC time on the district half days for our Pre-K teacher to meet vertically with Kindergarten teachers to ensure vertical alignment from Pre-K to Kindergarten.</p> <p>Strategy's Expected Result/Impact: Students will end their Pre-K year Kindergarten ready.</p> <p>Staff Responsible for Monitoring: Teachers Admin Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 3 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 2: We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials. Root Cause: Continued time and support to build quality CFA's as well as accountability measures in place to ensure we are using data to inform our instructional practices.</p> |

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 4: By May 2025, EP Rayzor Elementary will increase the number of students on grade level or above in Science by 5% as evidenced by students' 5th grade STAAR performance and district report card assessments.

HB3 Guiding Outcome

Evaluation Data Sources: STAAR, CFA, and RCAs

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Utilizing district half days for Science vertical PLT work</p> <p>Strategy's Expected Result/Impact: Aligned science curriculum to increase the number of students on grade level or above on RCAs and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Utilizing the district-adopted science curriculum K-5 to ensure quality Tier 1 instruction. Strategy's Expected Result/Impact: Use of PLT time to work vertically and with other schools in our zone. Using curriculum with fidelity. Increased number of students on grade level or above in science. Staff Responsible for Monitoring: Admin and Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Science vertical K-5 smart goal will help contribute to the success of all students in science at E.P. Rayzor.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 4 Problem Statements:





| Student Learning |
|--|
| <p>Problem Statement 2: We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials. Root Cause: Continued time and support to build quality CFA's as well as accountability measures in place to ensure we are using data to inform our instructional practices.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Acceleration of Learning is needed for those students who have mastered the TEKS. Root Cause: Effective practices to extend student knowledge when they have mastered their essentials.</p> |

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 5: By May 2025, 75% of Pre-K students will be able to produce 20 or more letter sounds.





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: PLC time on the district half days for our Pre-K teachers to meet and have opportunities to meet with other Pre-K teachers in our zone to analyze student data and plan for student growth.</p> <p>Strategy's Expected Result/Impact: Students ending Pre-K knowing 20 or more letter sounds to ensure a strong foundation for Kindergarten.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 6: By May 2025, 75% of Pre-K students will be able to blend sounds to make words

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: PLC time on the district half days for our Pre-K teachers to meet and have opportunities to meet with other Pre-K teachers in our zone to analyze student data and plan for student growth.</p> <p>Strategy's Expected Result/Impact: Pre-K students end the year with a strong foundation in blending sounds to make words to ensure they are ready for Kinder.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:





- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By May of 2025, the number of community members who report that they are fully engaged at EP Rayzor will increase from 50% to 55%.

Evaluation Data Sources: Volunteer hours
 Participation in school events
 Community Engagement Survey

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Utilize student performances and curriculum nights for PTA meetings to increase parental involvement.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: PTA, Teachers and Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Provide opportunities to bring in stakeholders (parents, community members, students, teachers) to discuss careers and help meet our college readiness standards.</p> <p>Strategy's Expected Result/Impact: Students will make connections to their learning and real-life experiences. Additionally, community members feel apart of what we do at E.P. Rayzor.</p> <p>Staff Responsible for Monitoring: PTA Administration Counselor Staff</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Utilize the Watch D.O.G.S. program to promote the importance of positive male role models for our students.</p> <p>Strategy's Expected Result/Impact: Increase male role models' involvement on our campus Provide positive role models for our students Increase parent engagement</p> <p>Staff Responsible for Monitoring: Admin Staff PTA</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Host a community feast in November to give back to our community members that support our campus.</p> <p>Strategy's Expected Result/Impact: Increased community involvement</p> <p>Staff Responsible for Monitoring: Admin Counselor Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 5: Quarterly Coffee with the Counselor sessions provided by the school counselor. Parents are invited in to learn about social-emotional practices that the counselor uses in guidance lessons.</p> <p>Strategy's Expected Result/Impact: Parents will be given the opportunity to learn more about guidance lessons at our school and our Character Strong program. Parents will feel more engaged in what their child is learning at school.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Work alongside our PTA to increase PTA memberships and the community's understanding of how they can be involved on campus through PTA.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement</p> <p>Staff Responsible for Monitoring: Administration Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Celebrate our EP Rayzor volunteers by hosting events such as a breakfast or luncheon to honor their work on campus.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement</p> <p>Staff Responsible for Monitoring: Administration Staff</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: As a campus, we need to continue to strengthen our school-wide character education program to promote strong character in our students. **Root Cause:** Changes in student behavior over time due to societal changes and learning a new character education program within our building for the last year.

Perceptions

Problem Statement 1: Students need support in conflict resolution and peer interactions. **Root Cause:** Changes over time in student peer relationships and conflict resolution due to social changes as well as a lack of strong character education and strong Tier 1 conflict resolution lessons for students.

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:





- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 2: By May 2025, EP Rayzor will strive to maintain a safe, orderly, and well-maintained school environment through a strong character education program resulting in a decreased number of student office referrals and bullying investigations.

Evaluation Data Sources: Bully Investigation Reports
 eSchool Referral Data
 Teachers daily use of Character Strong lessons tracked through the CS dashboard

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Using the Character Strong program schoolwide after announcements every day to support promoting good character in our students and make connections to our guidance lessons.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals and bullying reports Students miss less instructional time due to behaviors</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Teachers and staff will use positive office referrals to celebrate positive student behavior.</p> <p>Strategy's Expected Result/Impact: Increased number of students making good choices and treating each other with respect. Increased parent involvement through positive interactions.</p> <p>Staff Responsible for Monitoring: Counselor Admin Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Create opportunities to raise cultural awareness and appreciation in our school through professional development and experiences to ensure all students have mirrors and windows.</p> <p>Strategy's Expected Result/Impact: To create a positive learning environment for all students that includes celebrating different cultures and perspectives.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: A collective commitment to building-wide expectations.</p> <p>Strategy's Expected Result/Impact: Co-created and posted building norms and collective commitment to building norms to ensure a safe environment and healthy relationships.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 5: Specific lessons to support student learning and how to respond to conflict resolution during Tier 1 guidance lessons.</p> <p>Strategy's Expected Result/Impact: Students understanding how to use tools for conflict resolution Increased awareness on how to handle conflict with other students</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: As a campus, we need to continue to strengthen our school-wide character education program to promote strong character in our students. Root Cause: Changes in student behavior over time due to societal changes and learning a new character education program within our building for the last year.</p> |
| <p>Problem Statement 2: As a campus, we need more opportunities to understand and celebrate different cultures and diversity. Our students need opportunities to learn about, understand, and appreciate diversity and culture. Root Cause: Lack of a diverse culture within the school and community.</p> |
| Perceptions |
| <p>Problem Statement 1: Students need support in conflict resolution and peer interactions. Root Cause: Changes over time in student peer relationships and conflict resolution due to social changes as well as a lack of strong character education and strong Tier 1 conflict resolution lessons for students.</p> |

State Compensatory

Budget for E.P Rayzor Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 200

Brief Description of SCE Services and/or Programs

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

Personnel for E.P Rayzor Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------|------------------|------------|
| Lisa Hanley | Interventionist | NaN |
| Renee Clark | Reading Recovery | 100 |

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|---------------------------------|--------------|-------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Interventionist | | \$36,647.00 |
| 1 | 1 | 3 | Funding for additional tutoring | | \$0.00 |
| 1 | 2 | 2 | Interventionist | | \$36,647.00 |
| 1 | 2 | 7 | Funding for additional tutoring | | \$0.00 |
| Sub-Total | | | | | \$73,294.00 |
| LEF Grant Funds | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Substitutes | | \$0.00 |
| 1 | 1 | 5 | Substitute | | \$0.00 |
| 1 | 2 | 1 | Substitutes | | \$0.00 |
| 1 | 2 | 4 | Funding for Conferences | | \$0.00 |
| Sub-Total | | | | | \$0.00 |

Addendums



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
 Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | |
|---|--|--|-------------------------------|---------------------|-------------------------------------|-----|-----|-----|------------|-----|-----|-----|---------|------|------|------|---------|
| | | | | | Did Not Meet | | | | Approaches | | | | Meets | | | | Masters |
| Number Percent | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | |
| | | | | | | | | | | | | | Reading | | | | Writing |
| Legend | | | Number of Points Possible | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | 26 | | | | | | | | | | | | | | |
| | | | Avg. # of Points / % Achieved | | | | | | | | | | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| Students Tested | | | 51 | 100 | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | |
| Absent | | | 0 | 0 | | | | | | | | | | | | | |
| Other | | | 0 | 0 | | | | | | | | | | | | | |
| Total Documents Submitted | | | 51 | 100 | | | | | | | | | | | | | |
| All Students | | | 51 | 1502 | 4 | 8 | 47 | 92 | 29 | 57 | 12 | 24 | 14.8 | 57 | 14.8 | 57 | |
| Male | | | 31 | 1494 | 2 | 6 | 29 | 94 | 16 | 52 | 6 | 19 | 14.3 | 55 | 15.0 | 58 | |
| Female | | | 20 | 1513 | 2 | 10 | 18 | 90 | 13 | 65 | 6 | 30 | 15.8 | 61 | 14.6 | 56 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Hispanic/Latino | | | 6 | 1421 | 1 | 17 | 5 | 83 | 2 | 33 | 0 | 0 | 12.7 | 49 | 11.0 | 42 | |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Asian | | | 5 | 1619 | 0 | 0 | 5 | 100 | 4 | 80 | 4 | 80 | 19.0 | 73 | 19.4 | 75 | |
| Black or African American | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| White | | | 38 | 1497 | 3 | 8 | 35 | 92 | 21 | 55 | 8 | 21 | 14.6 | 56 | 14.8 | 57 | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Economically Disadvantaged | | | Yes | 5 | 1488 | 0 | 0 | 5 | 100 | 2 | 40 | 1 | 20 | 11.8 | 45 | 16.6 | 64 |
| | | | No | 46 | 1503 | 4 | 9 | 42 | 91 | 27 | 59 | 11 | 24 | 15.2 | 58 | 14.6 | 56 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 51 | 1502 | 4 | 8 | 47 | 92 | 29 | 57 | 12 | 24 | 14.8 | 57 | 14.8 | 57 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No Information Provided | 51 | 1502 | 4 | 8 | 47 | 92 | 29 | 57 | 12 | 24 | 14.8 | 57 | 14.8 | 57 |
| Identified as Emergent Bilingual/English Learner | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Former EB/EL (Post Monitoring) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | | | 48 | 1498 | 4 | 8 | 44 | 92 | 26 | 54 | 12 | 25 | 14.8 | 57 | 14.6 | 56 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 50 | 1504 | 4 | 8 | 46 | 92 | 29 | 58 | 12 | 24 | 15.0 | 58 | 14.9 | 57 |
| | | | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| ESL | | | Participants | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 49 | 1503 | 4 | 8 | 45 | 92 | 28 | 57 | 12 | 24 | 14.9 | 57 | 14.9 | 57 |
| | | | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Special Education | | | Yes | 13 | 1429 | 2 | 15 | 11 | 85 | 5 | 38 | 0 | 0 | 12.6 | 49 | 11.8 | 45 |
| | | | No | 38 | 1526 | 2 | 5 | 36 | 95 | 24 | 63 | 12 | 32 | 15.6 | 60 | 15.9 | 61 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Section 504 | | | Yes | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No | 47 | 1502 | 4 | 9 | 43 | 91 | 27 | 57 | 11 | 23 | 14.9 | 57 | 14.7 | 57 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Gifted/Talented | | | Participants | 9 | 1644 | 0 | 0 | 9 | 100 | 8 | 89 | 6 | 67 | 19.7 | 76 | 19.7 | 76 |
| | | | Nonparticipants | 42 | 1471 | 4 | 10 | 38 | 90 | 21 | 50 | 6 | 14 | 13.8 | 53 | 13.8 | 53 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| At-Risk | | | Yes | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No | 48 | 1503 | 4 | 8 | 44 | 92 | 27 | 56 | 12 | 25 | 14.9 | 57 | 14.9 | 57 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | |
|---|-------------------------|------|---------------------------|---------------------|-------------------------------------|-----|------------|-----|-------|-----|---------|-----|---|-----|--|-----|--------------------------|-----|---|---|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | 10 | | 13 | | 8 | |
| | | | | | Did Not Meet | | Approaches | | Meets | | Masters | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Tested | 51 | 100 | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 51 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | 51 | 1481 | 12 | 24 | 39 | 76 | 28 | 55 | 7 | 14 | 6.3 | 63 | 7.5 | 58 | 4.0 | 50 | 3.4 | 56 | | |
| Male | 31 | 1492 | 6 | 19 | 25 | 81 | 17 | 55 | 4 | 13 | 6.4 | 64 | 7.7 | 59 | 4.3 | 53 | 3.5 | 58 | | |
| Female | 20 | 1465 | 6 | 30 | 14 | 70 | 11 | 55 | 3 | 15 | 6.1 | 61 | 7.4 | 57 | 3.5 | 44 | 3.3 | 54 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Hispanic/Latino | 6 | 1369 | 4 | 67 | 2 | 33 | 2 | 33 | 0 | 0 | 4.8 | 48 | 4.5 | 35 | 3.0 | 38 | 2.8 | 47 | | |
| American Indian or Alaska Native | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Asian | 5 | 1560 | 0 | 0 | 5 | 100 | 4 | 80 | 1 | 20 | 7.2 | 72 | 9.8 | 75 | 5.2 | 65 | 3.6 | 60 | | |
| Black or African American | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| White | 38 | 1487 | 8 | 21 | 30 | 79 | 20 | 53 | 6 | 16 | 6.4 | 64 | 7.7 | 59 | 3.9 | 49 | 3.3 | 56 | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Economically Disadvantaged | Yes | 5 | 1434 | 2 | 40 | 3 | 60 | 2 | 40 | 0 | 0 | 6.4 | 64 | 6.2 | 48 | 2.8 | 35 | 3.4 | 57 | |
| | No | 46 | 1486 | 10 | 22 | 36 | 78 | 26 | 57 | 7 | 15 | 6.3 | 63 | 7.7 | 59 | 4.1 | 51 | 3.4 | 56 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 51 | 1481 | 12 | 24 | 39 | 76 | 28 | 55 | 7 | 14 | 6.3 | 63 | 7.5 | 58 | 4.0 | 50 | 3.4 | 56 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No Information Provided | 51 | 1481 | 12 | 24 | 39 | 76 | 28 | 55 | 7 | 14 | 6.3 | 63 | 7.5 | 58 | 4.0 | 50 | 3.4 | 56 | |
| Identified as Emergent Bilingual/English Learner | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 2nd Year, reclassified from EB/EL | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Non-Emergent Bilingual/Non-English Learner | 48 | 1477 | 12 | 25 | 36 | 75 | 25 | 52 | 6 | 13 | 6.2 | 62 | 7.5 | 58 | 3.9 | 49 | 3.3 | 56 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 50 | 1485 | 11 | 22 | 39 | 78 | 28 | 56 | 7 | 14 | 6.3 | 63 | 7.6 | 59 | 4.0 | 50 | 3.4 | 57 | |
| | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| ESL | Participants | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | Nonparticipants | 49 | 1486 | 11 | 22 | 38 | 78 | 27 | 55 | 7 | 14 | 6.3 | 63 | 7.7 | 59 | 4.0 | 50 | 3.4 | 57 | |
| | No Information Provided | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Special Education | Yes | 13 | 1424 | 4 | 31 | 9 | 69 | 5 | 38 | 1 | 8 | 5.6 | 56 | 6.6 | 51 | 3.2 | 39 | 3.0 | 50 | |
| | No | 38 | 1501 | 8 | 21 | 30 | 79 | 23 | 61 | 6 | 16 | 6.5 | 65 | 7.9 | 61 | 4.2 | 53 | 3.5 | 58 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Section 504 | Yes | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 47 | 1482 | 11 | 23 | 36 | 77 | 25 | 53 | 7 | 15 | 6.3 | 63 | 7.5 | 58 | 3.9 | 49 | 3.4 | 57 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| Gifted/Talented | Participants | 9 | 1638 | 0 | 0 | 9 | 100 | 8 | 89 | 5 | 56 | 8.6 | 86 | 9.9 | 76 | 5.2 | 65 | 4.7 | 78 | |
| | Nonparticipants | 42 | 1448 | 12 | 29 | 30 | 71 | 20 | 48 | 2 | 5 | 5.8 | 58 | 7.0 | 54 | 3.7 | 46 | 3.1 | 52 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| At-Risk | Yes | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |
| | No | 48 | 1487 | 11 | 23 | 37 | 77 | 27 | 56 | 7 | 15 | 6.4 | 64 | 7.6 | 58 | 4.0 | 50 | 3.4 | 57 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 061-901 DENTON ISD
 Campus: 115 EP RAYZOR EL

Grade 4 Reading Language Arts

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | |
|---|--|--|---------------------------|---------------------|-------------------------------------|-----|-----|-----|------------|-----|-------------------------------|-----|---------|------|------|------|---------|
| | | | | | Did Not Meet | | | | Approaches | | | | Meets | | | | Masters |
| Number Percent | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | | |
| | | | | | | | | | | | | | Reading | | | | Writing |
| Legend | | | Number of Points Possible | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | 26 | | | | 26 | | | | Avg. # of Points / % Achieved | | | | | | |
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| All Students | | | 56 | 1647 | 3 | 5 | 53 | 95 | 43 | 77 | 25 | 45 | 17.2 | 66 | 17.4 | 67 | |
| Male | | | 30 | 1607 | 3 | 10 | 27 | 90 | 20 | 67 | 10 | 33 | 16.4 | 63 | 15.4 | 59 | |
| Female | | | 26 | 1694 | 0 | 0 | 26 | 100 | 23 | 88 | 15 | 58 | 18.1 | 70 | 19.8 | 76 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Hispanic/Latino | | | 8 | 1627 | 1 | 13 | 7 | 88 | 5 | 63 | 4 | 50 | 16.6 | 64 | 16.8 | 64 | |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Asian | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Black or African American | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| White | | | 40 | 1650 | 1 | 3 | 39 | 98 | 32 | 80 | 17 | 43 | 17.2 | 66 | 17.5 | 67 | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Economically Disadvantaged | | | Yes | 5 | 1596 | 0 | 0 | 5 | 100 | 3 | 60 | 1 | 20 | 15.6 | 60 | 15.0 | 58 |
| | | | No | 51 | 1652 | 3 | 6 | 48 | 94 | 40 | 78 | 24 | 47 | 17.3 | 67 | 17.7 | 68 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 56 | 1647 | 3 | 5 | 53 | 95 | 43 | 77 | 25 | 45 | 17.2 | 66 | 17.4 | 67 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | | | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No Information Provided | 56 | 1647 | 3 | 5 | 53 | 95 | 43 | 77 | 25 | 45 | 17.2 | 66 | 17.4 | 67 |
| Identified as Emergent Bilingual/English Learner | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Former EB/EL (Post Monitoring) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | | | 53 | 1650 | 2 | 4 | 51 | 96 | 41 | 77 | 24 | 45 | 17.3 | 66 | 17.5 | 67 | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | | | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 56 | 1647 | 3 | 5 | 53 | 95 | 43 | 77 | 25 | 45 | 17.2 | 66 | 17.4 | 67 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | | | Participants | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | Nonparticipants | 53 | 1650 | 2 | 4 | 51 | 96 | 41 | 77 | 24 | 45 | 17.3 | 66 | 17.5 | 67 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | | | Yes | 13 | 1532 | 3 | 23 | 10 | 77 | 6 | 46 | 1 | 8 | 13.5 | 52 | 12.5 | 48 |
| | | | No | 43 | 1682 | 0 | 0 | 43 | 100 | 37 | 86 | 24 | 56 | 18.3 | 70 | 18.9 | 73 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 504 | | | Yes | 7 | 1647 | 0 | 0 | 7 | 100 | 6 | 86 | 2 | 29 | 17.0 | 65 | 17.1 | 66 |
| | | | No | 49 | 1647 | 3 | 6 | 46 | 94 | 37 | 76 | 23 | 47 | 17.2 | 66 | 17.5 | 67 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | | | Participants | 17 | 1767 | 0 | 0 | 17 | 100 | 17 | 100 | 15 | 88 | 21.6 | 83 | 21.2 | 82 |
| | | | Nonparticipants | 39 | 1595 | 3 | 8 | 36 | 92 | 26 | 67 | 10 | 26 | 15.2 | 59 | 15.8 | 61 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | | | Yes | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | | | No | 52 | 1653 | 2 | 4 | 50 | 96 | 41 | 79 | 24 | 46 | 17.4 | 67 | 17.6 | 68 |
| | | | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | |
|--|-------------------------|------|---------------------------|---------------------|-------------------------------------|-----|--------------|-----|------------|-----|-------|-----|---------|-----|-----|-----|-----|-----|-----|-----|
| | | | | | Number Percent | | Did Not Meet | | Approaches | | Meets | | Masters | | 1 | | 2 | | 3 | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Tested | 56 | 100 | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 56 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| -- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | 56 | 1612 | 7 | 13 | 49 | 88 | 34 | 61 | 13 | 23 | 7.6 | 69 | 6.5 | 54 | 6.3 | 53 | 4.1 | 81 | | |
| Male | 30 | 1613 | 4 | 13 | 26 | 87 | 17 | 57 | 6 | 20 | 7.6 | 69 | 6.5 | 54 | 6.4 | 54 | 4.0 | 80 | | |
| Female | 26 | 1611 | 3 | 12 | 23 | 88 | 17 | 65 | 7 | 27 | 7.6 | 69 | 6.5 | 54 | 6.2 | 52 | 4.1 | 82 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | 8 | 1529 | 2 | 25 | 6 | 75 | 3 | 38 | 1 | 13 | 6.4 | 58 | 5.5 | 46 | 4.4 | 36 | 4.0 | 80 | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | 40 | 1614 | 4 | 10 | 36 | 90 | 24 | 60 | 9 | 23 | 7.9 | 71 | 6.4 | 53 | 6.5 | 54 | 4.0 | 80 | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | Yes | 5 | 1637 | 0 | 0 | 5 | 100 | 2 | 40 | 1 | 20 | 8.0 | 73 | 5.2 | 43 | 6.4 | 53 | 4.0 | 80 | |
| | No | 51 | 1609 | 7 | 14 | 44 | 86 | 32 | 63 | 12 | 24 | 7.6 | 69 | 6.6 | 55 | 6.3 | 53 | 4.1 | 81 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 56 | 1612 | 7 | 13 | 49 | 88 | 34 | 61 | 13 | 23 | 7.6 | 69 | 6.5 | 54 | 6.3 | 53 | 4.1 | 81 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No Information Provided | 56 | 1612 | 7 | 13 | 49 | 88 | 34 | 61 | 13 | 23 | 7.6 | 69 | 6.5 | 54 | 6.3 | 53 | 4.1 | 81 | |
| Identified as Emergent Bilingual/English Learner | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | 53 | 1606 | 6 | 11 | 47 | 89 | 32 | 60 | 12 | 23 | 7.6 | 69 | 6.4 | 54 | 6.3 | 52 | 4.1 | 81 | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 56 | 1612 | 7 | 13 | 49 | 88 | 34 | 61 | 13 | 23 | 7.6 | 69 | 6.5 | 54 | 6.3 | 53 | 4.1 | 81 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | Participants | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Nonparticipants | 53 | 1606 | 6 | 11 | 47 | 89 | 32 | 60 | 12 | 23 | 7.6 | 69 | 6.4 | 54 | 6.3 | 52 | 4.1 | 81 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | Yes | 13 | 1508 | 5 | 38 | 8 | 62 | 4 | 31 | 0 | 0 | 5.6 | 51 | 4.8 | 40 | 5.0 | 42 | 3.5 | 71 | |
| | No | 43 | 1643 | 2 | 5 | 41 | 95 | 30 | 70 | 13 | 30 | 8.2 | 75 | 7.0 | 58 | 6.7 | 56 | 4.2 | 84 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 504 | Yes | 7 | 1667 | 0 | 0 | 7 | 100 | 5 | 71 | 1 | 14 | 8.9 | 81 | 7.1 | 60 | 6.9 | 57 | 3.9 | 77 | |
| | No | 49 | 1604 | 7 | 14 | 42 | 86 | 29 | 59 | 12 | 24 | 7.4 | 68 | 6.4 | 53 | 6.2 | 52 | 4.1 | 82 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | Participants | 17 | 1779 | 0 | 0 | 17 | 100 | 17 | 100 | 11 | 65 | 9.6 | 88 | 9.4 | 78 | 9.0 | 75 | 4.5 | 91 | |
| | Nonparticipants | 39 | 1539 | 7 | 18 | 32 | 82 | 17 | 44 | 2 | 5 | 6.7 | 61 | 5.2 | 44 | 5.2 | 43 | 3.8 | 77 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | Yes | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | No | 52 | 1610 | 5 | 10 | 47 | 90 | 32 | 62 | 12 | 23 | 7.7 | 70 | 6.5 | 54 | 6.3 | 53 | 4.1 | 82 | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | |
|--|--|--|---|---------------------|-------------------------------------|-----|-----|-----|------------|-----|-----|-----|-------------------------------|-----|------|-----|
| | | | | | Did Not Meet | | | | Approaches | | | | Meets | | | |
| Number Percent | | | | | # | % | # | % | # | % | # | % | 1 | | 2 | |
| | | | | | | | | | | | | | Reading | | | |
| Students Tested | | | 53 | 100 | | | | | | | | | Number of Points Possible | | | |
| Students Not Tested | | | | | | | | | | | | | 26 | | 26 | |
| Absent | | | 0 | 0 | | | | | | | | | Avg. # of Points / % Achieved | | | |
| Other | | | 0 | 0 | | | | | | | | | # | % | # | % |
| Total Documents Submitted | | | 53 | 100 | | | | | | | | | # | % | # | % |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | |
| All Students | | | 53 | 1715 | 1 | 2 | 52 | 98 | 45 | 85 | 25 | 47 | 18.5 | 71 | 17.8 | 69 |
| Male | | | 29 | 1683 | 1 | 3 | 28 | 97 | 22 | 76 | 10 | 34 | 17.9 | 69 | 16.0 | 62 |
| Female | | | 24 | 1754 | 0 | 0 | 24 | 100 | 23 | 96 | 15 | 63 | 19.3 | 74 | 20.0 | 77 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hispanic/Latino | | | 6 | 1693 | 0 | 0 | 6 | 100 | 6 | 100 | 3 | 50 | 17.8 | 69 | 18.0 | 69 |
| American Indian or Alaska Native | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Asian | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Black or African American | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| White | | | 40 | 1708 | 1 | 3 | 39 | 98 | 34 | 85 | 17 | 43 | 18.4 | 71 | 17.6 | 68 |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Economically Disadvantaged | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Yes | | | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | | | 49 | 1716 | 1 | 2 | 48 | 98 | 41 | 84 | 22 | 45 | 18.6 | 72 | 17.7 | 68 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Title I, Part A | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Participants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nonparticipants | | | 53 | 1715 | 1 | 2 | 52 | 98 | 45 | 85 | 25 | 47 | 18.5 | 71 | 17.8 | 69 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Migrant | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Yes | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No Information Provided | | | 53 | 1715 | 1 | 2 | 52 | 98 | 45 | 85 | 25 | 47 | 18.5 | 71 | 17.8 | 69 |
| Identified as Emergent Bilingual/English Learner | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Former EB/EL (Post Monitoring) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | | 51 | 1715 | 1 | 2 | 50 | 98 | 43 | 84 | 23 | 45 | 18.6 | 71 | 17.7 | 68 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bilingual | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Participants | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nonparticipants | | | 53 | 1715 | 1 | 2 | 52 | 98 | 45 | 85 | 25 | 47 | 18.5 | 71 | 17.8 | 69 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ESL | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Participants | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Nonparticipants | | | 51 | 1715 | 1 | 2 | 50 | 98 | 43 | 84 | 23 | 45 | 18.6 | 71 | 17.7 | 68 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Education | | | 10 | 1611 | 1 | 10 | 9 | 90 | 7 | 70 | 1 | 10 | 15.3 | 59 | 14.4 | 55 |
| Yes | | | 10 | 1611 | 1 | 10 | 9 | 90 | 7 | 70 | 1 | 10 | 15.3 | 59 | 14.4 | 55 |
| No | | | 43 | 1739 | 0 | 0 | 43 | 100 | 38 | 88 | 24 | 56 | 19.3 | 74 | 18.6 | 72 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 504 | | | 6 | 1608 | 0 | 0 | 6 | 100 | 4 | 67 | 0 | 0 | 15.0 | 58 | 14.0 | 54 |
| Yes | | | 6 | 1608 | 0 | 0 | 6 | 100 | 4 | 67 | 0 | 0 | 15.0 | 58 | 14.0 | 54 |
| No | | | 47 | 1729 | 1 | 2 | 46 | 98 | 41 | 87 | 25 | 53 | 19.0 | 73 | 18.3 | 70 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gifted/Talented | | | 16 | 1855 | 0 | 0 | 16 | 100 | 16 | 100 | 14 | 88 | 22.3 | 86 | 22.6 | 87 |
| Participants | | | 16 | 1855 | 0 | 0 | 16 | 100 | 16 | 100 | 14 | 88 | 22.3 | 86 | 22.6 | 87 |
| Nonparticipants | | | 37 | 1655 | 1 | 3 | 36 | 97 | 29 | 78 | 11 | 30 | 16.9 | 65 | 15.8 | 61 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| At-Risk | | | 5 | 1763 | 0 | 0 | 5 | 100 | 5 | 100 | 3 | 60 | 19.2 | 74 | 20.0 | 77 |
| Yes | | | 5 | 1763 | 0 | 0 | 5 | 100 | 5 | 100 | 3 | 60 | 19.2 | 74 | 20.0 | 77 |
| No | | | 48 | 1710 | 1 | 2 | 47 | 98 | 40 | 83 | 22 | 46 | 18.5 | 71 | 17.6 | 68 |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | | | |
|---|-------------------------|------|---------------------------|---------------------|-------------------------------------|-----|------------|-----|-------|-----|---------|-----|---|------|--|-----|--------------------------|-----|---|---|---|---|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | 7 | | 20 | | 10 | | 5 | |
| | | | | | Did Not Meet | | Approaches | | Meets | | Masters | | Numerical Representations and Relationships | | Computations and Algebraic Relationships | | Geometry and Measurement | | Data Analysis and Personal Financial Literacy | | | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Tested | 53 | 100 | | | | | | | | | | | | | | | | | | | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 53 | 100 | | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 53 | 1759 | 2 | 4 | 51 | 96 | 43 | 81 | 22 | 42 | 4.5 | 65 | 15.1 | 75 | 6.7 | 67 | 3.5 | 71 | | | | |
| Male | 29 | 1754 | 1 | 3 | 28 | 97 | 22 | 76 | 11 | 38 | 4.5 | 65 | 14.6 | 73 | 6.7 | 67 | 3.7 | 73 | | | | |
| Female | 24 | 1765 | 1 | 4 | 23 | 96 | 21 | 88 | 11 | 46 | 4.6 | 65 | 15.6 | 78 | 6.8 | 68 | 3.4 | 68 | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | 6 | 1702 | 0 | 0 | 6 | 100 | 4 | 67 | 2 | 33 | 4.2 | 60 | 14.3 | 72 | 6.2 | 62 | 3.2 | 63 | | | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | 40 | 1754 | 2 | 5 | 38 | 95 | 34 | 85 | 17 | 43 | 4.6 | 65 | 15.0 | 75 | 6.9 | 69 | 3.5 | 71 | | | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | Yes | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | 49 | 1764 | 2 | 4 | 47 | 96 | 40 | 82 | 21 | 43 | 4.6 | 65 | 15.1 | 75 | 6.9 | 69 | 3.6 | 71 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 53 | 1759 | 2 | 4 | 51 | 96 | 43 | 81 | 22 | 42 | 4.5 | 65 | 15.1 | 75 | 6.7 | 67 | 3.5 | 71 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No Information Provided | 53 | 1759 | 2 | 4 | 51 | 96 | 43 | 81 | 22 | 42 | 4.5 | 65 | 15.1 | 75 | 6.7 | 67 | 3.5 | 71 | | | |
| Identified as Emergent Bilingual/English Learner | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-Emergent Bilingual/Non-English Learner | 51 | 1759 | 2 | 4 | 49 | 96 | 41 | 80 | 21 | 41 | 4.5 | 65 | 15.0 | 75 | 6.8 | 68 | 3.5 | 71 | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 53 | 1759 | 2 | 4 | 51 | 96 | 43 | 81 | 22 | 42 | 4.5 | 65 | 15.1 | 75 | 6.7 | 67 | 3.5 | 71 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | Participants | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 51 | 1759 | 2 | 4 | 49 | 96 | 41 | 80 | 21 | 41 | 4.5 | 65 | 15.0 | 75 | 6.8 | 68 | 3.5 | 71 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | Yes | 10 | 1654 | 1 | 10 | 9 | 90 | 8 | 80 | 1 | 10 | 3.3 | 47 | 12.7 | 64 | 6.0 | 60 | 3.1 | 62 | | | |
| | No | 43 | 1783 | 1 | 2 | 42 | 98 | 35 | 81 | 21 | 49 | 4.8 | 69 | 15.6 | 78 | 6.9 | 69 | 3.7 | 73 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | Yes | 6 | 1637 | 1 | 17 | 5 | 83 | 2 | 33 | 1 | 17 | 3.2 | 45 | 12.7 | 63 | 5.0 | 50 | 3.0 | 60 | | | |
| | No | 47 | 1774 | 1 | 2 | 46 | 98 | 41 | 87 | 21 | 45 | 4.7 | 67 | 15.4 | 77 | 7.0 | 70 | 3.6 | 72 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | Participants | 16 | 1909 | 0 | 0 | 16 | 100 | 16 | 100 | 14 | 88 | 5.9 | 85 | 17.6 | 88 | 8.3 | 83 | 4.4 | 88 | | | |
| | Nonparticipants | 37 | 1693 | 2 | 5 | 35 | 95 | 27 | 73 | 8 | 22 | 3.9 | 56 | 14.0 | 70 | 6.1 | 61 | 3.2 | 64 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | Yes | 5 | 1811 | 0 | 0 | 5 | 100 | 4 | 80 | 2 | 40 | 5.0 | 71 | 15.8 | 79 | 6.8 | 68 | 3.8 | 76 | | | |
| | No | 48 | 1753 | 2 | 4 | 46 | 96 | 39 | 81 | 20 | 42 | 4.5 | 64 | 15.0 | 75 | 6.7 | 67 | 3.5 | 70 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | | | |
|--|-------------------------|------|---------------------------|---------------------|-------------------------------------|-----|--------------|-----|------------|-----|-------|-----|---------|-----|-----|-----|-----|-----|-----|----|---|--|
| | | | | | Number Percent | | Did Not Meet | | Approaches | | Meets | | Masters | | 1 | | 2 | | 3 | | 4 | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | | |
| Students Tested | 53 | 100 | | | 9 | 17 | 44 | 83 | 24 | 45 | 9 | 17 | 3.5 | 69 | 4.7 | 52 | 8.2 | 63 | 7.4 | 62 | | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 53 | 100 | | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | | |
| -- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 53 | 3985 | 9 | 17 | 44 | 83 | 24 | 45 | 9 | 17 | 3.5 | 69 | 4.7 | 52 | 8.2 | 63 | 7.4 | 62 | | | | |
| Male | 29 | 3936 | 6 | 21 | 23 | 79 | 13 | 45 | 5 | 17 | 3.3 | 67 | 4.8 | 53 | 8.1 | 62 | 6.9 | 57 | | | | |
| Female | 24 | 4045 | 3 | 13 | 21 | 88 | 11 | 46 | 4 | 17 | 3.6 | 72 | 4.5 | 50 | 8.3 | 63 | 8.0 | 67 | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | 6 | 3867 | 1 | 17 | 5 | 83 | 2 | 33 | 0 | 0 | 3.5 | 70 | 4.8 | 54 | 7.2 | 55 | 6.5 | 54 | | | | |
| American Indian or Alaska Native | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Black or African American | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | 40 | 3985 | 6 | 15 | 34 | 85 | 18 | 45 | 6 | 15 | 3.5 | 69 | 4.6 | 51 | 8.1 | 62 | 7.6 | 63 | | | | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | Yes | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | 49 | 4009 | 8 | 16 | 41 | 84 | 24 | 49 | 9 | 18 | 3.4 | 69 | 4.8 | 53 | 8.3 | 64 | 7.5 | 63 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 53 | 3985 | 9 | 17 | 44 | 83 | 24 | 45 | 9 | 17 | 3.5 | 69 | 4.7 | 52 | 8.2 | 63 | 7.4 | 62 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No Information Provided | 53 | 3985 | 9 | 17 | 44 | 83 | 24 | 45 | 9 | 17 | 3.5 | 69 | 4.7 | 52 | 8.2 | 63 | 7.4 | 62 | | | |
| Identified as Emergent Bilingual/English Learner | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-Emergent Bilingual/Non-English Learner | 51 | 3994 | 9 | 18 | 42 | 82 | 24 | 47 | 9 | 18 | 3.5 | 69 | 4.7 | 52 | 8.2 | 63 | 7.5 | 62 | | | | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 53 | 3985 | 9 | 17 | 44 | 83 | 24 | 45 | 9 | 17 | 3.5 | 69 | 4.7 | 52 | 8.2 | 63 | 7.4 | 62 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | Participants | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | 51 | 3994 | 9 | 18 | 42 | 82 | 24 | 47 | 9 | 18 | 3.5 | 69 | 4.7 | 52 | 8.2 | 63 | 7.5 | 62 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | Yes | 10 | 3769 | 3 | 30 | 7 | 70 | 2 | 20 | 0 | 0 | 3.2 | 64 | 3.9 | 43 | 6.9 | 53 | 6.6 | 55 | | | |
| | No | 43 | 4036 | 6 | 14 | 37 | 86 | 22 | 51 | 9 | 21 | 3.5 | 70 | 4.8 | 54 | 8.4 | 65 | 7.6 | 63 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | Yes | 6 | 3626 | 3 | 50 | 3 | 50 | 0 | 0 | 0 | 0 | 3.3 | 67 | 3.5 | 39 | 7.0 | 54 | 4.5 | 38 | | | |
| | No | 47 | 4031 | 6 | 13 | 41 | 87 | 24 | 51 | 9 | 19 | 3.5 | 69 | 4.8 | 53 | 8.3 | 64 | 7.8 | 65 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | Participants | 16 | 4412 | 0 | 0 | 16 | 100 | 15 | 94 | 9 | 56 | 4.2 | 84 | 6.1 | 67 | 9.9 | 76 | 9.4 | 79 | | | |
| | Nonparticipants | 37 | 3801 | 9 | 24 | 28 | 76 | 9 | 24 | 0 | 0 | 3.1 | 63 | 4.1 | 45 | 7.4 | 57 | 6.5 | 54 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | Yes | 5 | 3953 | 0 | 0 | 5 | 100 | 1 | 20 | 1 | 20 | 3.2 | 64 | 4.8 | 53 | 7.6 | 58 | 7.6 | 63 | | | |
| | No | 48 | 3989 | 9 | 19 | 39 | 81 | 23 | 48 | 8 | 17 | 3.5 | 70 | 4.6 | 52 | 8.2 | 63 | 7.4 | 61 | | | |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
 Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 51 | 47 | 92 | 0 | --- | --- | 51 | 47 | 92 | |
| Male | 31 | 29 | 94 | 0 | --- | --- | 31 | 29 | 94 | |
| Female | 20 | 18 | 90 | 0 | --- | --- | 20 | 18 | 90 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 6 | 5 | 83 | 0 | --- | --- | 6 | 5 | 83 | |
| American Indian or Alaska Native | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| Asian | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 | |
| Black or African American | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | 38 | 35 | 92 | 0 | --- | --- | 38 | 35 | 92 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 |
| | No | 46 | 42 | 91 | 0 | --- | --- | 46 | 42 | 91 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 51 | 47 | 92 | 0 | --- | --- | 51 | 47 | 92 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 51 | 47 | 92 | 0 | --- | --- | 51 | 47 | 92 |
| Identified as Emergent Bilingual/English Learner | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 48 | 44 | 92 | 0 | --- | --- | 48 | 44 | 92 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 50 | 46 | 92 | 0 | --- | --- | 50 | 46 | 92 |
| | No Information Provided | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| ESL | Participants | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | Nonparticipants | 49 | 45 | 92 | 0 | --- | --- | 49 | 45 | 92 |
| | No Information Provided | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Special Education | Yes | 13 | 11 | 85 | 0 | --- | --- | 13 | 11 | 85 |
| | No | 38 | 36 | 95 | 0 | --- | --- | 38 | 36 | 95 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | No | 47 | 43 | 91 | 0 | --- | --- | 47 | 43 | 91 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 |
| | Nonparticipants | 42 | 38 | 90 | 0 | --- | --- | 42 | 38 | 90 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | No | 48 | 44 | 92 | 0 | --- | --- | 48 | 44 | 92 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 51 | 39 | 76 | 0 | --- | --- | 51 | 39 | 76 | |
| Male | 31 | 25 | 81 | 0 | --- | --- | 31 | 25 | 81 | |
| Female | 20 | 14 | 70 | 0 | --- | --- | 20 | 14 | 70 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 6 | 2 | 33 | 0 | --- | --- | 6 | 2 | 33 | |
| American Indian or Alaska Native | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| Asian | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 | |
| Black or African American | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | 38 | 30 | 79 | 0 | --- | --- | 38 | 30 | 79 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 5 | 3 | 60 | 0 | --- | --- | 5 | 3 | 60 |
| | No | 46 | 36 | 78 | 0 | --- | --- | 46 | 36 | 78 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 51 | 39 | 76 | 0 | --- | --- | 51 | 39 | 76 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 51 | 39 | 76 | 0 | --- | --- | 51 | 39 | 76 |
| Identified as Emergent Bilingual/English Learner | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 48 | 36 | 75 | 0 | --- | --- | 48 | 36 | 75 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 50 | 39 | 78 | 0 | --- | --- | 50 | 39 | 78 |
| | No Information Provided | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| ESL | Participants | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | Nonparticipants | 49 | 38 | 78 | 0 | --- | --- | 49 | 38 | 78 |
| | No Information Provided | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Special Education | Yes | 13 | 9 | 69 | 0 | --- | --- | 13 | 9 | 69 |
| | No | 38 | 30 | 79 | 0 | --- | --- | 38 | 30 | 79 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | No | 47 | 36 | 77 | 0 | --- | --- | 47 | 36 | 77 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 |
| | Nonparticipants | 42 | 30 | 71 | 0 | --- | --- | 42 | 30 | 71 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | No | 48 | 37 | 77 | 0 | --- | --- | 48 | 37 | 77 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 56 | 53 | 95 | 0 | --- | --- | 56 | 53 | 95 | |
| Male | 30 | 27 | 90 | 0 | --- | --- | 30 | 27 | 90 | |
| Female | 26 | 26 | 100 | 0 | --- | --- | 26 | 26 | 100 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 8 | 7 | 88 | 0 | --- | --- | 8 | 7 | 88 | |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Asian | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- | |
| Black or African American | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | 40 | 39 | 98 | 0 | --- | --- | 40 | 39 | 98 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 |
| | No | 51 | 48 | 94 | 0 | --- | --- | 51 | 48 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 56 | 53 | 95 | 0 | --- | --- | 56 | 53 | 95 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 56 | 53 | 95 | 0 | --- | --- | 56 | 53 | 95 |
| Identified as Emergent Bilingual/English Learner | | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 53 | 51 | 96 | 0 | --- | --- | 53 | 51 | 96 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 56 | 53 | 95 | 0 | --- | --- | 56 | 53 | 95 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | Nonparticipants | 53 | 51 | 96 | 0 | --- | --- | 53 | 51 | 96 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 13 | 10 | 77 | 0 | --- | --- | 13 | 10 | 77 |
| | No | 43 | 43 | 100 | 0 | --- | --- | 43 | 43 | 100 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 7 | 7 | 100 | 0 | --- | --- | 7 | 7 | 100 |
| | No | 49 | 46 | 94 | 0 | --- | --- | 49 | 46 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 17 | 17 | 100 | 0 | --- | --- | 17 | 17 | 100 |
| | Nonparticipants | 39 | 36 | 92 | 0 | --- | --- | 39 | 36 | 92 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | No | 52 | 50 | 96 | 0 | --- | --- | 52 | 50 | 96 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | # | % | | # | % | | # | % | |
| All Students | 56 | 49 | 88 | 0 | --- | --- | 56 | 49 | 88 | |
| Male | 30 | 26 | 87 | 0 | --- | --- | 30 | 26 | 87 | |
| Female | 26 | 23 | 88 | 0 | --- | --- | 26 | 23 | 88 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 8 | 6 | 75 | 0 | --- | --- | 8 | 6 | 75 | |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Asian | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- | |
| Black or African American | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | 40 | 36 | 90 | 0 | --- | --- | 40 | 36 | 90 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 |
| | No | 51 | 44 | 86 | 0 | --- | --- | 51 | 44 | 86 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 56 | 49 | 88 | 0 | --- | --- | 56 | 49 | 88 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 56 | 49 | 88 | 0 | --- | --- | 56 | 49 | 88 |
| Identified as Emergent Bilingual/English Learner | | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 53 | 47 | 89 | 0 | --- | --- | 53 | 47 | 89 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 56 | 49 | 88 | 0 | --- | --- | 56 | 49 | 88 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | Nonparticipants | 53 | 47 | 89 | 0 | --- | --- | 53 | 47 | 89 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 13 | 8 | 62 | 0 | --- | --- | 13 | 8 | 62 |
| | No | 43 | 41 | 95 | 0 | --- | --- | 43 | 41 | 95 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 7 | 7 | 100 | 0 | --- | --- | 7 | 7 | 100 |
| | No | 49 | 42 | 86 | 0 | --- | --- | 49 | 42 | 86 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 17 | 17 | 100 | 0 | --- | --- | 17 | 17 | 100 |
| | Nonparticipants | 39 | 32 | 82 | 0 | --- | --- | 39 | 32 | 82 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | No | 52 | 47 | 90 | 0 | --- | --- | 52 | 47 | 90 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | |
|---|-------------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | # | % | | # | % | | # | % |
| All Students | 53 | 52 | 98 | 0 | --- | --- | 53 | 52 | 98 |
| Male | 29 | 28 | 97 | 0 | --- | --- | 29 | 28 | 97 |
| Female | 24 | 24 | 100 | 0 | --- | --- | 24 | 24 | 100 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | 6 | 6 | 100 | 0 | --- | --- | 6 | 6 | 100 |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Asian | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| Black or African American | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | 40 | 39 | 98 | 0 | --- | --- | 40 | 39 | 98 |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| | No 49 | 48 | 98 | 0 | --- | --- | 49 | 48 | 98 |
| | No Information Provided 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants 53 | 52 | 98 | 0 | --- | --- | 53 | 52 | 98 |
| | No Information Provided 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided 53 | 52 | 98 | 0 | --- | --- | 53 | 52 | 98 |
| Identified as Emergent Bilingual/English Learner | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | 51 | 50 | 98 | 0 | --- | --- | 51 | 50 | 98 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants 53 | 52 | 98 | 0 | --- | --- | 53 | 52 | 98 |
| | No Information Provided 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| | Nonparticipants 51 | 50 | 98 | 0 | --- | --- | 51 | 50 | 98 |
| | No Information Provided 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes 10 | 9 | 90 | 0 | --- | --- | 10 | 9 | 90 |
| | No 43 | 43 | 100 | 0 | --- | --- | 43 | 43 | 100 |
| | No Information Provided 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes 6 | 6 | 100 | 0 | --- | --- | 6 | 6 | 100 |
| | No 47 | 46 | 98 | 0 | --- | --- | 47 | 46 | 98 |
| | No Information Provided 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants 16 | 16 | 100 | 0 | --- | --- | 16 | 16 | 100 |
| | Nonparticipants 37 | 36 | 97 | 0 | --- | --- | 37 | 36 | 97 |
| | No Information Provided 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes 5 | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 |
| | No 48 | 47 | 98 | 0 | --- | --- | 48 | 47 | 98 |
| | No Information Provided 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | # | % | | # | % | | # | % |
| All Students | 53 | 51 | 96 | 0 | --- | --- | 53 | 51 | 96 |
| Male | 29 | 28 | 97 | 0 | --- | --- | 29 | 28 | 97 |
| Female | 24 | 23 | 96 | 0 | --- | --- | 24 | 23 | 96 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | 6 | 6 | 100 | 0 | --- | --- | 6 | 6 | 100 |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Asian | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| Black or African American | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | 40 | 38 | 95 | 0 | --- | --- | 40 | 38 | 95 |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 4 | --- | 0 | --- | --- | 4 | --- | --- |
| | No | 49 | 96 | 0 | --- | --- | 49 | 96 | 96 |
| | No Information Provided | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 53 | 96 | 0 | --- | --- | 53 | 96 | 96 |
| | No Information Provided | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 53 | 96 | 0 | --- | --- | 53 | 96 | 96 |
| Identified as Emergent Bilingual/English Learner | | 2 | --- | 0 | --- | --- | 2 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 51 | 96 | 0 | --- | --- | 51 | 96 | 96 |
| No Information Provided | | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 53 | 96 | 0 | --- | --- | 53 | 96 | 96 |
| | No Information Provided | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 2 | --- | 0 | --- | --- | 2 | --- | --- |
| | Nonparticipants | 51 | 96 | 0 | --- | --- | 51 | 96 | 96 |
| | No Information Provided | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 10 | 90 | 0 | --- | --- | 10 | 90 | 90 |
| | No | 43 | 98 | 0 | --- | --- | 43 | 98 | 98 |
| | No Information Provided | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 6 | 83 | 0 | --- | --- | 6 | 5 | 83 |
| | No | 47 | 98 | 0 | --- | --- | 47 | 46 | 98 |
| | No Information Provided | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 16 | 100 | 0 | --- | --- | 16 | 16 | 100 |
| | Nonparticipants | 37 | 95 | 0 | --- | --- | 37 | 35 | 95 |
| | No Information Provided | 0 | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 5 | 100 | 0 | --- | --- | 5 | 5 | 100 |
| | No | 48 | 96 | 0 | --- | --- | 48 | 46 | 96 |
| | No Information Provided | 0 | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 115 EP RAYZOR EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | # | % | | # | % | | # | % |
| All Students | 53 | 44 | 83 | 0 | --- | --- | 53 | 44 | 83 |
| Male | 29 | 23 | 79 | 0 | --- | --- | 29 | 23 | 79 |
| Female | 24 | 21 | 88 | 0 | --- | --- | 24 | 21 | 88 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | 6 | 5 | 83 | 0 | --- | --- | 6 | 5 | 83 |
| American Indian or Alaska Native | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Asian | 4 | --- | --- | 0 | --- | --- | 4 | --- | --- |
| Black or African American | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | 40 | 34 | 85 | 0 | --- | --- | 40 | 34 | 85 |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | Yes | 4 | --- | 0 | --- | --- | 4 | --- | --- |
| | No | 49 | 41 | 84 | 0 | --- | 49 | 41 | 84 |
| | No Information Provided | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Title I, Part A | Participants | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| | Nonparticipants | 53 | 44 | 83 | 0 | --- | 53 | 44 | 83 |
| | No Information Provided | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| | No Information Provided | 53 | 44 | 83 | 0 | --- | 53 | 44 | 83 |
| Identified as Emergent Bilingual/English Learner | | 2 | --- | --- | 0 | --- | 2 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 51 | 42 | 82 | 0 | --- | 51 | 42 | 82 |
| No Information Provided | | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| | Nonparticipants | 53 | 44 | 83 | 0 | --- | 53 | 44 | 83 |
| | No Information Provided | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| ESL | Participants | 2 | --- | --- | 0 | --- | 2 | --- | --- |
| | Nonparticipants | 51 | 42 | 82 | 0 | --- | 51 | 42 | 82 |
| | No Information Provided | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Special Education | Yes | 10 | 7 | 70 | 0 | --- | 10 | 7 | 70 |
| | No | 43 | 37 | 86 | 0 | --- | 43 | 37 | 86 |
| | No Information Provided | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Section 504 | Yes | 6 | 3 | 50 | 0 | --- | 6 | 3 | 50 |
| | No | 47 | 41 | 87 | 0 | --- | 47 | 41 | 87 |
| | No Information Provided | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 16 | 16 | 100 | 0 | --- | 16 | 16 | 100 |
| | Nonparticipants | 37 | 28 | 76 | 0 | --- | 37 | 28 | 76 |
| | No Information Provided | 0 | --- | --- | 0 | --- | 0 | --- | --- |
| At-Risk | Yes | 5 | 5 | 100 | 0 | --- | 5 | 5 | 100 |
| | No | 48 | 39 | 81 | 0 | --- | 48 | 39 | 81 |
| | No Information Provided | 0 | --- | --- | 0 | --- | 0 | --- | --- |

| | K PNA EOY 2023-2024 | | | | |
|-------------------------------|----------------------------|-----------|-------------|---------|-------------------------------|
| | Total Students | Overall | | | Testing Campus |
| | | On- Level | Progressing | At-Risk | |
| E.P. Rayzor Elementary School | 55 | 85.45% | 10.91% | 3.64% | E.P. Rayzor Elementary School |
| Economic Disadvantage | 3 | 66.67% | 33.33% | 0% | E.P. Rayzor Elementary School |
| Asian | 5 | 40% | 60% | 0% | E.P. Rayzor Elementary School |
| Black/African American | 1 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| Hispanic | 5 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| Two or More Races | 2 | 50% | 50% | 0% | E.P. Rayzor Elementary School |
| White | 42 | 90.48% | 4.76% | 4.76% | E.P. Rayzor Elementary School |
| Currently Emergent Bilingual | 3 | 33.33% | 66.67% | 0% | E.P. Rayzor Elementary School |
| Special Ed Indicator | 2 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| | | | | | |
| | 1 PNA EOY 2023-2024 | | | | |
| | Total Students | Overall | | | Testing Campus |
| | | On- Level | Progressing | At-Risk | |
| E.P. Rayzor Elementary School | 42 | 97.62% | 2.38% | 0% | E.P. Rayzor Elementary School |
| Economic Disadvantage | 3 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| Black/African American | 1 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| Hispanic | 4 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| Two or More Races | 7 | 85.71% | 14.29% | 0% | E.P. Rayzor Elementary School |
| White | 30 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| Special Ed Indicator | 5 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| | | | | | |
| | 2 PNA EOY 2023-2024 | | | | |
| | Total Students | Overall | | | Testing Campus |
| | | On- Level | Progressing | At-Risk | |
| E.P. Rayzor Elementary School | 52 | 67.31% | 15.38% | 17.31% | E.P. Rayzor Elementary School |
| Economic Disadvantage | 7 | 57.14% | 0% | 42.86% | E.P. Rayzor Elementary School |
| Asian | 2 | 50% | 0% | 50% | E.P. Rayzor Elementary School |
| Black/African American | 1 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| Hispanic | 10 | 60% | 10% | 30% | E.P. Rayzor Elementary School |
| Two or More Races | 2 | 50% | 0% | 50% | E.P. Rayzor Elementary School |
| White | 37 | 70.27% | 18.92% | 10.81% | E.P. Rayzor Elementary School |
| Currently Emergent Bilingual | 3 | 66.67% | 0% | 33.33% | E.P. Rayzor Elementary School |
| First Year of Monitoring | 1 | 100% | 0% | 0% | E.P. Rayzor Elementary School |
| Special Ed Indicator | 12 | 25% | 16.67% | 58.33% | E.P. Rayzor Elementary School |

| | EOY- Kindergarten- English | | | | | | | | | | | | | | | |
|-------------------------------|----------------------------|-----------------|------------|----------------|---------------------|------------|----------------|----------------------------|------------|----------------|------------------------------|------------|----------------|-----------------|------------|----------------|
| | Total Students | Letter ID Level | | | Letter Sounds Level | | | Concepts About Print Level | | | Phonological Awareness Level | | | Word List Level | | |
| | | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard |
| E.P. Rayzor Elementary School | 55 | 0% | 1.82% | 98.18% | 1.82% | 5.45% | 92.73% | 5.45% | 12.73% | 81.82% | 14.55% | 9.09% | 76.36% | 3.64% | 5.45% | 90.91% |
| Economic Disadvantage | 3 | 0% | 0% | 100% | 0% | 0% | 100% | 33.33% | 33.33% | 33.33% | 33.33% | 0% | 66.67% | 0% | 33.33% | 66.67% |
| Asian | 5 | 0% | 0% | 100% | 0% | 0% | 100% | 20% | 40% | 40% | 40% | 0% | 60% | 0% | 0% | 100% |
| Black/African American | 1 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Hispanic | 5 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 40% | 60% | 0% | 20% | 80% |
| Two or More Races | 2 | 0% | 0% | 100% | 0% | 50% | 50% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| White | 42 | 0% | 2.38% | 97.62% | 2.38% | 4.76% | 92.86% | 4.76% | 11.90% | 83.33% | 14.29% | 7.14% | 78.57% | 4.76% | 4.76% | 90.48% |
| Currently Emergent Bilingual | 3 | 0% | 0% | 100% | 0% | 0% | 100% | 33.33% | 0% | 66.67% | 33.33% | 33.33% | 33.33% | 0% | 0% | 100% |
| Special Ed Indicator | 2 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 50% | 50% | 0% | 0% | 100% | 0% | 0% | 100% |

| | EOY- 1st Grade- English | | | | | | | | | | | | | | | |
|-------------------------------|-------------------------|-----------------|------------|----------------|---------------------|------------|----------------|------------------------------|------------|----------------|---------------------------------|------------|----------------|-----------------|------------|----------------|
| | Total Students | Letter ID Level | | | Letter Sounds Level | | | Phonological Awareness Level | | | Independent Reading Level Level | | | Word List Level | | |
| | | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard |
| E.P. Rayzor Elementary School | 41 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 7.32% | 92.68% | 0% | 0% | 100% |
| Economic Disadvantage | 3 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Black/African American | 1 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Hispanic | 4 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 25% | 75% | 0% | 0% | 100% |
| Two or More Races | 7 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| White | 29 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 6.90% | 93.10% | 0% | 0% | 100% |
| Special Ed Indicator | 5 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |

| | EOY- 2nd Grade- English | | | | | | | | | |
|-------------------------------|-------------------------|------------------------------|------------|----------------|---------------------------------|------------|----------------|-----------------|------------|----------------|
| | Total Students | Phonological Awareness Level | | | Independent Reading Level Level | | | Word List Level | | |
| | | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard | Beginning | Developing | Meets Standard |
| E.P. Rayzor Elementary School | 52 | 13.46% | 9.62% | 76.92% | 9.62% | 9.62% | 80.77% | 3.85% | 1.92% | 94.23% |
| Economic Disadvantage | 7 | 28.57% | 28.57% | 42.86% | 42.86% | 0% | 57.14% | 28.57% | 0% | 71.43% |
| Asian | 2 | 0% | 50% | 50% | 0% | 50% | 50% | 0% | 0% | 100% |
| Black/African American | 1 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Hispanic | 10 | 30% | 0% | 70% | 20% | 0% | 80% | 10% | 0% | 90% |
| Two or More Races | 2 | 0% | 50% | 50% | 0% | 0% | 100% | 0% | 0% | 100% |
| White | 37 | 10.81% | 8.11% | 81.08% | 8.11% | 10.81% | 81.08% | 2.70% | 2.70% | 94.59% |
| Currently Emergent Bilingual | 3 | 33.33% | 0% | 66.67% | 33.33% | 0% | 66.67% | 0% | 0% | 100% |
| First Year of Monitoring | 1 | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% |
| Special Ed Indicator | 12 | 41.67% | 25% | 33.33% | 33.33% | 16.67% | 50% | 16.67% | 8.33% | 75% |

Denton Independent School District
Hawk Elementary
2024-2025 Campus Improvement Plan



Mission Statement

To create successful learners

Vision

We believe to accomplish our mission as a staff we will become a school that:

Works collaboratively to ensure the emotional, social, and academic success of our children

Collaborates and aligns our curriculum in vertical and grade level teams

Celebrates the successes of our students and teachers

Commits to reflect and adapt our instructional practices based on our continued learning and professional conversations

Is innovative and uses technology to prepare our children for the world in which they live

Has fun!

Value Statement

In order to achieve our vision we have made the following commitments:

We will compassionately support our children, staff, and school.

We will provide a school environment that promotes learning, social responsibility, and critical thinking.

We will model, mentor, teach, and support one another in our professional development with a positive attitude.

We will maintain a compassionate and positive attitude.

We will engage in professional, open, and honest communication that is built on a foundation of trust.

We will implement interventions that will support student success.

We will continually seek to grow and develop as professionals.

We will model risk-taking to promote a growth mindset.

Hawk Values:

Courageous

Collaborative

Connected

Compassionate

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| Guiding Outcome 1: Teaching & Learning - In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors | 14 |
| Guiding Outcome 2: Culture & Climate - In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community | 22 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established ~ 2005

Mascot ~ Mavericks

Colors ~ Blue and Light Blue

Values ~ Courageous, Collaborative, Connected, Compassionate

The overall campus demographics are:

- Current enrollment of 670 - up a little from last year and the previous 3 years.
- Average daily attendance is 95.46% - equal to last year
- Balanced ratio of females/males (48.9%/51.1%).
- The population consists of the following ethnicities: white 56.86%, Hispanic 20.51%, African American 5.43%, Asian 8.9%, American Indian/Alaska Native 0.3%, Native Hawaiian/Other Pacific Island 0.2%, and Two or More Races 7.69%.
- The Economically Disadvantaged percentage has steadily increased over the last 5 years.
- The campus is currently at 22.17% economically disadvantaged (1.6% higher than last year).
- The campus has both inclusion and self-contained special education classrooms.
- We have over 2,000 hours of volunteer hours logged.
- The campus has implemented 2 intervention times in 3rd-5th grade to address closing educational gaps.
- The campus needs to hire diverse staff members to better reflect the school community.
- The Hawk interview committee needs to continue to seek highly qualified diverse staff members.
- New staff members feel the mentor program could be more intentional, especially the TAC grading/behavioral comments, intervention time/huddle schedule, and the process/options for classroom behavior redirection when it requires intervention beyond the classroom.
- K-2nd teachers would like to benefit from an on-campus literacy interventionist

Demographics Strengths

- Mildred M. Hawk Elementary's enrollment is about 670 students.
- Instructional interventions are able to be built upon due to the stability of the community.
- The economically disadvantaged rate has increased over the last 5 years. This increase has led to additional intentional interventions for those students who are at-risk.

- The Hawk staff feels that there is a support system when transitioning to a new role or being a new staff member on campus.
- New staff feels supported, valued, and appreciated by the administration, support staff, and their teammates.
- Staff feel that systems are in place to help with continuous improvement (meaningful PD opportunities)
- Guiding Coalition help our campus focus in on our goals, help us monitor progress toward those goals, and ensure professional development is targeted.
- The campus consistently utilizes an interview committee to evaluate and hire quality staff members.
- Staff feel supported in taking instructional risks that benefit student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students entering our early grade levels not as ready for school or having gaps in early childhood learning is increasing. **Root Cause:** Students are not having as many experiences prior to entering school (preschool, COVID repercussions, differences in our economically disadvantaged percentage).

Student Learning

Student Learning Summary

Next Steps:

- Keeping students engaged is more challenging
- Student grit and a willingness to be in a productive struggle is lacking
- Less background knowledge in students, due to lack of experiences from students at home
- Our science STAAR scores are significantly lower than math and reading
 - How can we maximize instructional minutes and integration to include as close to daily science time as possible?
 - Possible whole group learning or vertical team learning with new science standards
 - Expository texts
 - Consistent vocabulary

Student Learning Strengths

- Consistent tracking of student progress in PLC, which leads to daily dedicated targeted intervention time with focused plans
 - K-5 does Small Groups/Conferring/Guided Reading consistently and with fidelity.
 - K-5 does consistent and intentional read-alouds.
 - 1-5 shares students to ensure focused instruction/intervention based on needs and strengths
 - Intentional formative assessment practices
 - Intentional and honest work based on data
 - Integrating best practices on a daily basis
 - Seeking professional development
- Consistent and focused lesson planning as teams based on standards.
 - Maximizing instructional minutes
 - Maximizing content being taught
 - Integrating literacy into science and social studies
 - Believing that all students can learn at high levels and celebrating their success and growth
 - Digging deep into the learning to ensure that students can justify their thinking and support their claims with evidence
- Vertical teaming based on campus needs that have been determined by the Guiding Coalition
 - Student goal-setting and self-assessing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: (Reading): Students aren't ending the year on-level. **Root Cause:** Less background knowledge (less experiences outside of school, covid, inflation, electronic devices) Lack of conversation (decreased parent involvement, lack of phonemic awareness)

Problem Statement 2: (Math): Students aren't ending the year on-level. **Root Cause:** Lack of parent involvement (less experiences outside of school, covid, inflation, electronics - students don't know coins or how to tell time) Lack of vocabulary understanding Stigma/negativity about math

School Processes & Programs

School Processes & Programs Summary

Needs:

- Re-implement SOC (Students of Concern) meetings once per nine-week period
 - Only SOC for students with academic and behavioral concerns
 - Schedule SOC Meetings during ½ days and/or huddles
 - Teachers, specialists, counselor, and admin in attendance
- Update/Clarify MTSS checklist
- Teachers complete checklist and submit documentation in google drive prior to meeting
- In person meetings preferred
- Update/Clarify Pink Cards
- Train all staff in September 2024 (Tiers, MTSS purpose, SOC and MTSS meeting agendas and focus, scorecard expectations, expectations for setting MTSS goals for students in Frontline and documentation of progress toward those goals)

School Processes & Programs Strengths

Campus Leadership Team focused heavily on our systems to ensure student learning by specifically studying our MTSS systems.

Strengths:

- Grade Level Scorecards/Progress Monitoring Tools
- Sign up for MTSS meetings
- MTSS Folder in drive has a wealth of information
- Same people in attendance during committee meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff is unclear about the MTSS process. **Root Cause:** The process has changed over the years and updated training is needed.

Problem Statement 2: Many teachers are coming to MTSS with the expectation of special education testing without the appropriate intervention and goal progress documentation.
Root Cause: Student of concern meetings have not been consistent so we are missing the step of collaboratively discussing intervention options and who should be taken to MTSS.

Problem Statement 3: There is not a consistent process for sharing previous student interventions and outcomes as students move up grade levels. **Root Cause:** The current use of pink cards is not an effective way to communicate past interventions and goal progress.

Perceptions

Perceptions Summary

Needs:

Families: Grow in the area of “My child has opportunities at school to choose how they learn”.

Staff: Grow in the area of “I have a best friend at work.”

Intentionally focus strategies in these two areas. Survey in October and then again in May (focused survey just in these two areas).

Perceptions Strengths

Parent engagement survey results show that parents are unaware of opportunities given to students to choose how they learn (score 4.19, 4.28 strongly agrees and agrees). This is our lowest area that we would like to target. Couple this with a 4.36 score of “communication is perfect” and we know that we need to communicate this area more as a campus. Overall, our families feel that Hawk is a welcoming place for their children where needs are considered and students are supported in their learning. We have a high percentage of families that are actively engaged. This shows in our volunteer hours as well as the family survey. We work hard to involve families in the learning process for their children and we have evidence that our families believe we are differentiating for their unique needs. Events are planned in partnership with PTA to maximize the number of families we engage and bring to campus. Communication seeks to celebrate and inform. Our highest areas on the survey are: “The leadership at my child’s school always treats me with respect”, “There is someone at school who encourages my child’s development”, and “My child’s school is a welcoming environment”.

Hawk staff are more engaged in every area as compared to the whole organization. Our highest areas as a staff are in the belief that colleagues are committed to quality work and the belief that staff have the opportunity to learn and grow at work. Staff are highly engaged in professional conversations in professional development and professional learning community work. Teachers value the input of their colleagues. Staff believe in the mission of the campus. Hawk staff have traditionally had high engagement scores. As we have gotten to know our new administrators, more and more staff input is being collected and used. We care about each other. Our lowest area for the past several years is “I have a best friend at work”. This is an area we would like to intentionally focus on because it directly impacts how staff feel about teamwork at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our parents perceive that students do not have choice in their learning. **Root Cause:** Lack of understanding and lack of purposeful communication regarding learning choices in the classroom. We need to communicate this.

Problem Statement 2: Our staff are rating having a best friend at work the lowest in our engagement survey. **Root Cause:** We haven't defined what a best friend at work means.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Working as a Professional Learning Community, staff at Hawk Elementary will ensure that 75% of first grade students, 70% of second grade students, 60% of third grade students, 75% of fourth grade students, 75% of fifth grade students will be "On Grade Level" in reading by May 2025 as evidenced by data collected from DRA, IRI, running records, reading correlation charts, and iReady reading assessment results.

Evaluation Data Sources: DRA, IRI, Running Records, Reading Correlation Chart, iReady

2023-2024 Reading Data (% students reading on grade level by DRA/IRI):

- Kinder: 54% on level, 36% progressing, 10% at risk (current 1st graders)
- 1st Grade: 58% on level, 21% progressing, 22% at risk (current 2nd graders)
- 2nd Grade: 38% on level, 27% progressing, 36% at risk (current 3rd graders)
- 3rd Grade: 52% on level, 19% progressing, 30% at risk (current 4th graders)
- 4th Grade: 61% on level, 15% progressing, 24% at risk (current 5th graders)
- 5th Grade: 74% on level, 9% progressing, 17% at risk

2023-2024 Reading Data (% students reading on grade level by iReady):


- Kinder: 73% on level, 27% progressing, 0% at risk (current 1st graders)
- 1st Grade: 60% on level, 39% progressing, 1% at risk (current 2nd graders)
- 2nd Grade: 49% on level, 39% progressing, 12% at risk (current 3rd graders)
- 3rd Grade: 50% on level, 37% progressing, 13% at risk (current 4th graders)
- 4th Grade: 46% on level, 42% progressing, 12% at risk (current 5th graders)
- 5th Grade: 44% on level, 48% progressing, 8% at risk


| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Students will receive targeted, integrated instruction in science and social studies content during instruction for K-5 (read alouds, writing across content).</p> <p>Strategy's Expected Result/Impact: Increase in students' reading levels Increase in staff expertise, adroitness, and engagement in literacy integration across all content areas</p> <p>Staff Responsible for Monitoring: Teachers, special education</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers, specialists, and administration will engage in regular PLC work* that focuses on a backwards design model, analysis of student data and work samples, and determining next steps for instruction and intervention on essential standards. Students will demonstrate academic growth as a result of this work as evidenced by common formative assessments to their post assessments.</p> <p>*1. What do we want students to know and be able to do? 2. How will we know they have learned it at high levels? 3. How will we respond if they don't learn it? 4. How will we respond if they already know it?</p> <p>Evidence of Implementation: PLC Agendas, grade level scorecards/progress monitoring sheets, content roadmaps, intervention plans of action</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year and/or have a year's growth in reading +. Grade level scorecards will be analyzed for growth over time. Increase in student achievement.</p> <p>Staff Responsible for Monitoring: PLC teams, classroom teachers, CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 3: All K-2 teachers will provide systematic guided reading/intervention to ensure students have mastery of phonological awareness, phonics, and comprehension skills across fiction and non-fiction text.</p> <p>Strategy's Expected Result/Impact: An increase in students performing on level in reading by May 2025 (if not on level yet, an increase in a year + in reading level to begin closing the gaps).</p> <p>Staff Responsible for Monitoring: Kinder, 1st, 2nd, Special Education, Reading Recovery teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: All 3rd-5th teachers will provide systematic small groups, conferring opportunities, and guided reading/intervention to ensure students have mastery of phonics, and comprehension skills across the text bands in fiction and non-fiction.</p> <p>Strategy's Expected Result/Impact: Students can read accurately, fluently with comprehension.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, special education specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: 100% of eligible HB1416 students will be served by May 2025 to support closing gaps.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5 and have increased student performance in math according to DMTSS monitoring, LLI, iReady, STAAR, common assessments and report card assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, special education staff, administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Interventionist - State Compensatory Education (SCE) - \$40,013</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 6 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 6: Pre-K students will receive targeted instruction and intervention in literacy so that 90% of Pre-K students can name 20 or more alphabet letters, 75% of Pre-K students can produce 20 or more letter sounds, and 75% of Pre-K students can blend sounds to make words by May 2025.</p> <p>Strategy's Expected Result/Impact: 90% of Pre-K students can name 20 or more alphabet letters. 75% of Pre-K students can produce 20 or more letter sounds. 75% of Pre-K students can blend sounds to make words.</p> <p>Staff Responsible for Monitoring: Pre-K teachers and team</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: Working as a Professional Learning Community, staff at Hawk Elementary will ensure that 65% of students are "On Level" by May of 2025 based on iReady data. Teachers will utilize small group instruction and intervention tools such as iReady intervention, Primary Numeracy intervention, Math STEMScopes, and Math Fluency Kits to help students make growth.

Evaluation Data Sources: 2023-2024 Math Data (% students reading on grade level by iReady):

- Kinder: 51% on level, 49% progressing, 0% at risk (current 1st graders)
- 1st Grade: 39% on level, 57% progressing, 3% at risk (current 2nd graders)
- 2nd Grade: 48% on level, 43% progressing, 9% at risk (current 3rd graders)
- 3rd Grade: 43% on level, 49% progressing, 8% at risk (current 4th graders)
- 4th Grade: 56% on level, 37% progressing, 7% at risk (current 5th graders)
- 5th Grade: 57% on level, 41% progressing, 2% at risk

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Teachers, specialists, and administration will engage in regular PLC work* that focuses on a backwards design model, analysis of student data and work samples, and determining next steps for instruction and intervention on essential standards. Students will demonstrate academic growth as a result of this work as evidenced by common formative assessments to their post assessments.</p> <p>*1. What do we want students to know and be able to do? 2. How will we know they have learned it at high levels? 3. How will we respond if they don't learn it? 4. How will we respond if they already know it?</p> <p>Evidence of Implementation: PLC Agendas, grade level scorecards/progress monitoring sheets, content roadmaps, intervention plans of action</p> <p>Strategy's Expected Result/Impact: Grade level scorecards will be analyzed for growth and on-level results. Increase in student achievement in math K-5.</p> <p>Staff Responsible for Monitoring: PLC teams, classroom teachers, CLT representatives, math specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers will provide targeted intervention based on iReady math components, Primary Numeracy components, formative, and common assessments.</p> <p>Strategy's Expected Result/Impact: Students will meet their typical goal (at least one year's growth in math) as evidenced by iReady diagnostics. In addition, below level learners will be working on reaching their stretch goals so that gaps can be closed and we have an increase of students scoring "on-level" in math by May 2025.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 3: 100% of eligible HB1416 students will be served by May 2025.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in the essential knowledge and skills for math in grades 4 & 5 and have increased student performance in math according to DMTSS monitoring, Math STEMScopes, iReady Math, STAAR, common assessments and report card assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, special education staff, administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist - State Compensatory Education (SCE) - \$40,950</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: By May, 2025 Hawk Elementary School will focus on ensuring growth in Math for every Pre-K student. 100% of 4 year-olds will be able to consistently rote count to 30, count to 10 with one to one correspondence, and master number identification to 10.</p> <p>Strategy's Expected Result/Impact: Quarterly assessment data</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: From October 2024 through May 2025, 100% of students brought to MTSS will have thorough individual goals and targeted interventions documented in Estar as evidenced by Frontline reports and data.

Evaluation Data Sources: Professional development MTSS training agendas
 Tier understanding
 Process- checklist
 Estar- documentation, goal writing, inputting
 SOC execution
 Agenda

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: All teachers will be provided with ongoing training about the MTSS process, tiered intervention, and in writing measurable goals for students based on their progress in grade level essential standards.</p> <p>Strategy's Expected Result/Impact: Clarity on the process and expectations for all staff so that MTSS is a system of support.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By May of 2025, Hawk Elementary will increase the engagement of staff by increasing the score of "I have a best friend at work" from 3.89 to 4.10. This will be surveyed in September, October, January, and May.

Evaluation Data Sources: Gallup Q12 Staff Engagement Survey
Staff Meeting Agendas (celebrations)

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Define best friend at work as a staff. Intentionally add a few minutes at the beginning of staff meetings to learn about others and celebrate others.</p> <p>Strategy's Expected Result/Impact: Increase in teacher connections and celebration. Increase in employee engagement.</p> <p>Staff Responsible for Monitoring: All teaching staff Guiding Coalition Team Leaders Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
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- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 2: By May of 2025, Hawk Elementary will increase the engagement of families by increasing the score of "My child has opportunities at school to choose how they learn" from 4.19 to 4.5.

Evaluation Data Sources: Family Engagement Survey
 Facebook Engagement
 Newsletter Engagement

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: We will use common language when referring to flexible learning in the classroom (e.g. flexible seating, including it in conferences and parent orientation nights, Dojo/Facebook posts). Communicating learning choices during parent/teacher conferences (communicating each child's learning style). Include this information in weekly newsletters to families. This will be surveyed in November and May. Survey students on if they have flexibility/choice in their learning.</p> <p>Strategy's Expected Result/Impact: Increased understanding by families about how teachers differentiate and allow for choice in student learning.</p> <p>Staff Responsible for Monitoring: Teachers CLT Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|-------------------------|--------------|--------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | Reading Interventionist | | \$40,013.00 |
| 1 | 2 | 3 | Math Interventionist | | \$40,950.00 |
| Sub-Total | | | | | \$80,963.00 |

Addendums

Engagement Mean



Trended Mean



Mean Percentile Rank - Gallup Overall

70

Respondents

56

Engagement Index

Engaged: 66% Not Engaged: *
Actively Disengaged: *

| | Respondents | Current Mean | Last Mean | Change | Mean Percentile Rank - Gallup Overall | Company Overall Current Mean |
|---|-------------|--------------|-----------|---------|---------------------------------------|------------------------------|
| 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? | 56 | 4.21 | 3.36 | ↑ +0.85 | 57 | 3.94 |
| Q01: I know what is expected of me at work. | 56 | 4.66 | 4.00 | ↑ +0.66 | 66 | 4.45 |
| Q02: I have the materials and equipment I need to do my work right. | 56 | 4.25 | 3.95 | ↑ +0.30 | 51 | 4.07 |
| Q03: At work, I have the opportunity to do what I do best every day. | 56 | 4.50 | 3.67 | ↑ +0.83 | 72 | 4.22 |
| Q04: In the last seven days, I have received recognition or praise for doing good work. | 56 | 4.07 | 2.77 | ↑ +1.30 | 64 | 3.58 |
| Q05: My supervisor, or someone at work, seems to care about me as a person. | 56 | 4.46 | 3.89 | ↑ +0.57 | 58 | 4.35 |
| Q06: There is someone at work who encourages my development. | 56 | 4.43 | 3.78 | ↑ +0.65 | 71 | 4.12 |
| Q07: At work, my opinions seem to count. | 54 | 4.07 | 3.50 | ↑ +0.57 | 55 | 3.82 |
| Q08: The mission or purpose of my organization makes me feel my job is important. | 56 | 4.41 | 3.86 | ↑ +0.55 | 65 | 4.15 |
| Q09: My associates or fellow employees are committed to doing quality work. | 56 | 4.61 | 3.95 | ↑ +0.66 | 79 | 4.18 |
| Q10: I have a best friend at work. | 54 | 3.89 | 3.84 | 0.05 | 59 | 3.81 |
| Q11: In the last six months, someone at work has talked to me about my progress. | 54 | 4.22 | 3.17 | ↑ +1.05 | 56 | 3.77 |
| Q12: This last year, I have had opportunities at work to learn and grow. | 55 | 4.62 | 4.20 | ↑ +0.42 | 78 | 4.18 |

FOOTNOTES

* - Scores are not available due to data suppression.

Respondents can select multiple responses for multi-select questions.

Not shown if $n < 4$ for Mean, Top Box, Verbatim Responses, and Sentiment, $n < 10$ for Frequency, or data is unavailable.

Mean Percentile Rank is being calculated against other workgroup scores in the Gallup Overall 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 Gallup Overall Database  < 25th Percentile  25-49th Percentile  50-74th Percentile  75-89th Percentile  \geq 90th Percentile

Percent Engaged available when $n \geq 30$. All categories available when $n \geq 100$.

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 Q¹²®). 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 Q¹²® 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 organisation'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 Q¹²® 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” (TopBox) 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: (Gallup Overall): Used as a benchmark to determine how your team’s results compare to other workgroups within the Gallup Overall of clients.

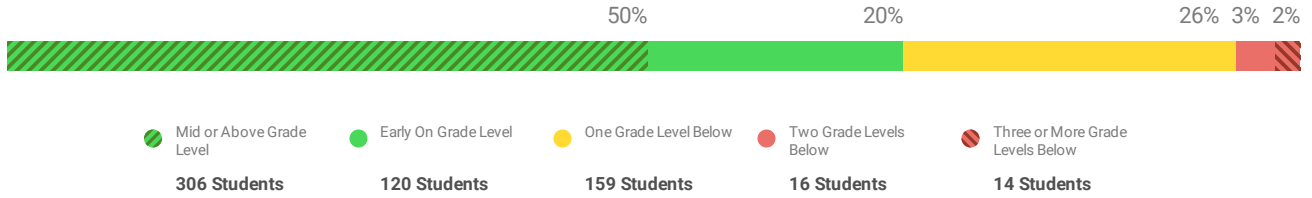
PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is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

School Mildred M Hawk Elementary School
Subject Math
Academic Year 2023 - 2024
Diagnostic Final Diagnostic
Prior Diagnostic None

Criterion Referenced

Overall Placement

Students Assessed/Total: **615/618**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

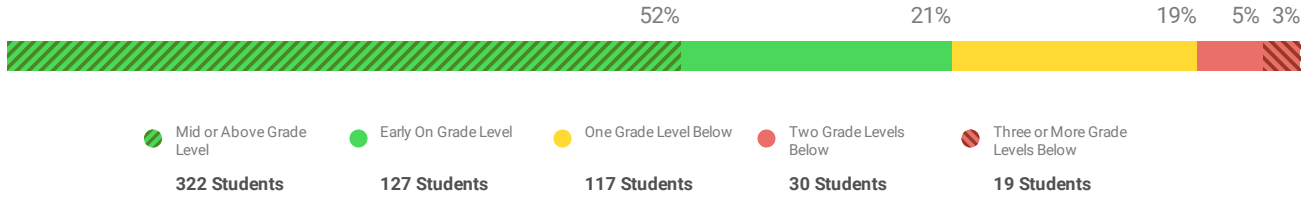
| Grade | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|---------|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Grade K | | 51% | 20% | 29% | 0% | 0% | 86/86 |
| Grade 1 | | 39% | 15% | 43% | 3% | 0% | 94/95 |
| Grade 2 | | 48% | 18% | 25% | 9% | 0% | 107/107 |
| Grade 3 | | 43% | 24% | 25% | 2% | 6% | 84/84 |
| Grade 4 | | 56% | 22% | 16% | 0% | 7% | 116/116 |
| Grade 5 | | 57% | 20% | 22% | 1% | 1% | 128/130 |

School Mildred M Hawk Elementary School
Subject Reading
Academic Year 2023 - 2024
Diagnostic Final Diagnostic
Prior Diagnostic None

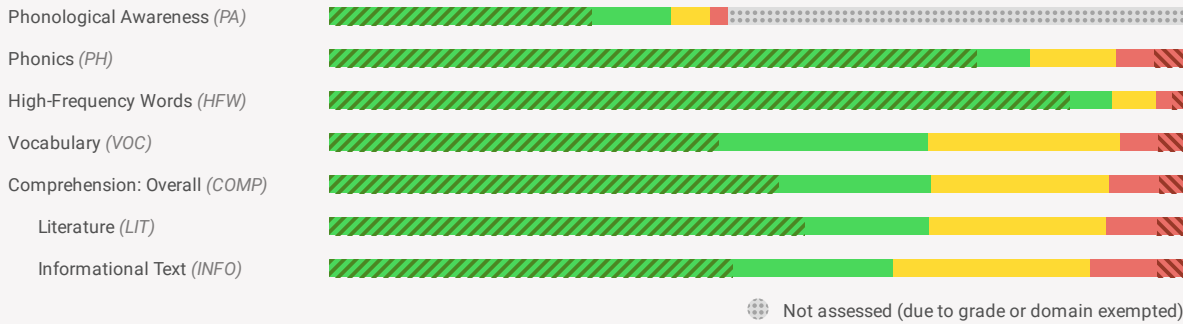
Criterion Referenced

Overall Placement

Students Assessed/Total: **615/618**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

| Grade | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|---------|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Grade K | | 73% | 19% | 8% | 0% | 0% | 86/86 |
| Grade 1 | | 60% | 18% | 21% | 1% | 0% | 94/95 |
| Grade 2 | | 49% | 20% | 20% | 12% | 0% | 107/107 |
| Grade 3 | | 50% | 26% | 11% | 7% | 6% | 84/84 |

Diagnostic Results



School Mildred M Hawk Elementary School
Subject Reading
Academic Year 2023 - 2024
Diagnostic Final Diagnostic
Prior Diagnostic None

| Grade | Overall Grade-Level Placement | | | | | | Students Assessed/Total |
|---------|-------------------------------|-----|-----|-----|----|----|-------------------------|
| Grade 4 | | 46% | 15% | 28% | 3% | 9% | 116/116 |
| Grade 5 | | 44% | 27% | 22% | 5% | 2% | 128/130 |

GALLUP FAMILY ENGAGEMENT

FAMILY INVOLVEMENT WITH AND ENTHUSIASM FOR SCHOOL

Denton Independent School District

YOUR RESULTS: Mildred Hawk Elementary

DECEMBER 2023
TOTAL N = 178

INTRODUCTION

Engaged families do more than participate in school or classroom-related activities, such as attending a family-teacher conference or asking their child about their day at school. **Engaged families experience a strong feeling of pride** for the school and **serve as the school's advocate** when discussing it with friends and neighbors. In short, engaged families **have a positive and emotional relationship** with their child's school.

TABLE OF CONTENTS

- 1** HOW DO YOU MEASURE FAMILY ENGAGEMENT?
WHAT CATEGORIES DO YOUR FAMILIES APPEAR IN?
- 2** THE FIVE DRIVERS OF FAMILY ENGAGEMENT
YOUR FIVE DRIVERS RESULTS
HOW DOES FAMILY ENGAGEMENT RELATE TO THE FIVE DRIVERS?
- 3** HOW DO YOUR RESULTS COMPARE TO OTHERS?
- 4** SCHOOL ENVIRONMENT AND ACADEMIC STANDARDS
- 5** STRENGTH AND DEVELOPMENT AND SCHOOL COMMUNICATIONS
- 6** SCHOOL LEADERSHIP AND LENGTH OF RESIDENCE

GALLUP®

HOW DO YOU MEASURE FAMILY ENGAGEMENT?

Gallup's measure of school engagement gets to the heart of a family's emotional connection with their child's school. **Three key items** help measure their engagement:

SCHOOL ENGAGEMENT MEAN

(Average response to all THREE family engagement items, based on a 1-5 scale).

4.61

YOUR THREE KEY ENGAGEMENT ITEM RESULTS

YOUR ITEM MEANS
The average response to an item based on a 1-5 scale.

YOUR ITEM RESPONSES

STRONGLY DISAGREE STRONGLY AGREE

■ % 1 ■ % 2 ■ % 3 ■ % 4 ■ % 5

2023 CHANGE



HOW DO THE ABOVE ITEMS HELP ME KNOW MORE ABOUT MY FAMILIES?

Based on families' answers to the three key questions above, Gallup categorizes families into **three distinct groups**:

Fully engaged families are emotionally attached and rationally loyal to their child's school. They are strong ambassadors of the school, and they'll go above and beyond to promote and support the school.

Indifferent families are emotionally and rationally neutral. While not necessarily negative about the school, they lack the positive energy that is found with fully engaged families.

Actively disengaged families are emotionally detached from their child's school. When given a choice, they would be more likely to send their child to another school. If changing schools is not an option, they may voice their negativity about the school to others.

WHAT CATEGORIES DO YOUR FAMILIES APPEAR IN?

FULLY ENGAGED



56%

INDIFFERENT



40%

ACTIVELY DISENGAGED



4%

Family engagement is not fixed; instead, it is something that school leaders can intentionally measure and improve over time.

The following pages identify **five key drivers** of family engagement, suggesting specific actions school leaders can take to improve their relationships with families.

THE FIVE DRIVERS OF FAMILY ENGAGEMENT

To better understand the factors that inspire family engagement, Gallup conducted a large national study with thousands of families and identified five drivers that lead to success in promoting family engagement.

SCHOOL ENVIRONMENT

In an era where three in 10 U.S. families worry about their child's safety at school, families focus on key aspects of the school environment very closely. Schools should be places where students are **always treated with respect** and where **appropriate discipline is in place**. Families also **seek a welcoming school environment**. Fully engaged families believe that schools should be a place where their **child looks forward to spending their days**.

ACADEMIC STANDARDS

Families are seeking schools that are committed to high academic standards. They believe that **schools should challenge students** appropriately in class and with homework. Families appreciate when the school provides **opportunities for each student to achieve success** in a way that fits how they learn best.

STRENGTH AND DEVELOPMENT

Families are looking for an environment where **teachers and staff know their child's individual strengths and needs**. They want their child to have the opportunity to **do what they do best every day** in an environment that identifies and appreciates student strengths. They believe that successful schools are places where their **child's development is paramount** and where **teachers make connections** that help students know their schoolwork is important. These key factors not only encourage family engagement; they are also associated with increased student engagement.

SCHOOL COMMUNICATIONS

In too many schools, communication with families consists of a newsletter and the occasional urgent message alerting families to a security issue or weather delay. Engaged families **want meaningful communication** that goes beyond this. They appreciate positive feedback about their child and **want to work with teachers** to ensure their child's success. Great schools **build a culture that encourages open communication** and that **invites families to become involved by playing an active role** in their child's education.

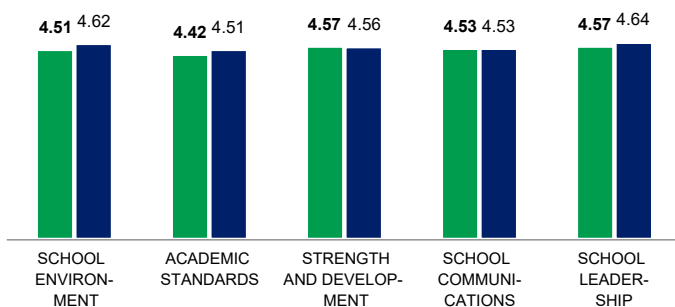
SCHOOL LEADERSHIP

Families appreciate when principals and other school leaders are **in touch with the needs** of the students and community and **respond appropriately** to those needs as they arise. They are looking for leaders who **create a respectful, open and trusting environment**. Families are more likely to be engaged when the school is led in a way that makes them **excited about the future**.

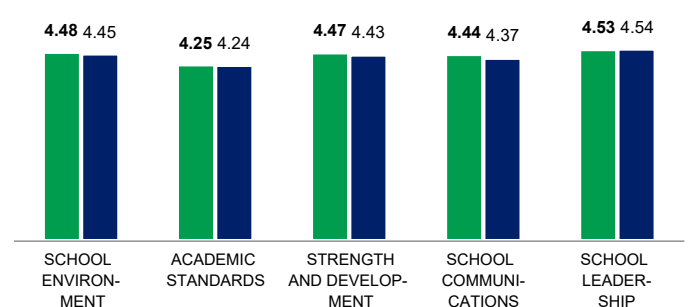
YOUR FIVE DRIVERS RESULTS

■ CURRENT ■ PAST

YOUR RESULTS





























































GUYER ELEMENTARY SCHOOLS OVERALL



HOW DOES FAMILY ENGAGEMENT RELATE TO THE FIVE DRIVERS?

When families are very satisfied with **at least one** of these five drivers, **58% are fully engaged**, Gallup analysis shows. But if families are very satisfied with **all five drivers**, **84% are fully engaged** -- and **none are actively disengaged**. Though promoting family engagement requires intentional effort from school leaders, focusing on the five drivers previously mentioned typically doesn't require additional funding or an extensive time investment. Leaders are encouraged to consider each of these drivers as they work to increase levels of family engagement at their schools.

YOUR RESULTS SUMMARY

| | | | | | | MILDRED HAWK ELEMENTARY | | | |
|---|---|-------------|--------------|---|-------------|--|--|--------|--------------|
| | | | | | | - GUYER ELEMENTARY SCHOOLS = DIFFERENCE | | | |
| | | | | | | GUYER ELEMENTARY SCHOOLS OVERALL RESULTS | | | |
| YOUR RESULTS | | | YOUR RESULTS | | | 2023 | | CHANGE | |
| | | | 2023 | | | CHANGE | | | |
| SCHOOL ENGAGEMENT |  | 4.61 | -0.01 |  | 4.48 | +0.04 | | | +0.13 |
| Delivers on promises |  | 4.57 | -0.04 |  | 4.46 | +0.03 | | | +0.11 |
| Feel proud |  | 4.69 | -0.01 |  | 4.60 | +0.04 | | | +0.09 |
| Perfect for my child |  | 4.49 | -0.02 |  | 4.35 | +0.03 | | | +0.14 |
| SCHOOL ENVIRONMENT |  | 4.51 | -0.11 |  | 4.48 | +0.03 | | | +0.03 |
| Welcoming environment |  | 4.70 | +0.00 |  | 4.66 | +0.05 | | | +0.04 |
| Enjoys being at school |  | 4.46 | -0.17 |  | 4.48 | +0.01 | | | -0.02 |
| Treated with respect |  | 4.48 | -0.09 |  | 4.46 | +0.04 | | | +0.02 |
| Appropriate discipline |  | 4.38 | -0.18 |  | 4.29 | +0.01 | | | +0.09 |
| ACADEMIC STANDARDS |  | 4.42 | -0.09 |  | 4.25 | +0.01 | | | +0.17 |
| High academic standards |  | 4.60 | -0.07 |  | 4.38 | -0.01 | | | +0.22 |
| Appropriately challenged |  | 4.46 | -0.05 |  | 4.29 | +0.05 | | | +0.17 |
| Homework is about right |  | 4.43 | -0.10 |  | 4.27 | +0.02 | | | +0.16 |
| Opportunities to choose how they learn |  | 4.19 | -0.09 |  | 4.04 | +0.02 | | | +0.15 |
| STRENGTH AND DEVELOPMENT |  | 4.57 | +0.01 |  | 4.47 | +0.04 | | | +0.10 |
| Make child feel schoolwork is important |  | 4.64 | +0.06 |  | 4.54 | +0.06 | | | +0.10 |
| Someone who encourages development |  | 4.73 | +0.01 |  | 4.62 | +0.04 | | | +0.11 |
| Opportunity to do best every day |  | 4.45 | -0.01 |  | 4.34 | +0.04 | | | +0.11 |
| School is committed to building the strengths |  | 4.44 | -0.05 |  | 4.34 | +0.00 | | | +0.10 |
| SCHOOL COMMUNICATIONS |  | 4.53 | +0.00 |  | 4.44 | +0.07 | | | +0.09 |
| School provides positive feedback |  | 4.55 | -0.05 |  | 4.45 | +0.07 | | | +0.10 |
| School provides ways for parents/guardians to be involved |  | 4.57 | -0.05 |  | 4.57 | +0.06 | | | +0.00 |
| Teachers and parents/guardians work together |  | 4.61 | +0.04 |  | 4.46 | +0.04 | | | +0.15 |
| Communication is perfect for me |  | 4.39 | +0.03 |  | 4.27 | +0.08 | | | +0.12 |
| SCHOOL LEADERSHIP |  | 4.57 | -0.07 |  | 4.53 | -0.01 | | | +0.04 |
| Always treats me with respect |  | 4.75 | +0.02 |  | 4.68 | +0.02 | | | +0.07 |
| Creates environment that is trusting and open |  | 4.60 | -0.05 |  | 4.53 | -0.04 | | | +0.07 |
| Are responsive to community concerns |  | 4.53 | -0.03 |  | 4.50 | -0.03 | | | +0.03 |
| Makes me enthusiastic about the future |  | 4.42 | -0.22 |  | 4.41 | -0.02 | | | +0.01 |

▼▲ Notes meaningful growth or decline (±0.30 change).

SCHOOL ENVIRONMENT



(Average response to all FOUR items, based on a 1-5 scale).

4.51

YOUR SCHOOL ENVIRONMENT ITEM RESULTS

YOUR ITEM MEANS
The average response to an item based on a 1-5 scale.

YOUR ITEM RESPONSES

STRONGLY DISAGREE

STRONGLY AGREE

% 1

% 2

% 3

% 4

% 5

2023

CHANGE

My child's school is a welcoming environment.



4.70

+0.00



My child enjoys being at school.



4.46

-0.17



My child is always treated with respect at school.



4.48

-0.09



There is appropriate discipline at my child's school.



4.38

-0.18



ACADEMIC STANDARDS



(Average response to all FOUR items, based on a 1-5 scale).

4.42

YOUR ACADEMIC STANDARDS ITEM RESULTS

YOUR ITEM MEANS
The average response to an item based on a 1-5 scale.

YOUR ITEM RESPONSES

STRONGLY DISAGREE

STRONGLY AGREE

% 1

% 2

% 3

% 4

% 5

2023

CHANGE

My child's school has high academic standards.



4.60

-0.07



My child is appropriately challenged in their classes.



4.46

-0.05



The amount of homework my child receives is about right.



4.43

-0.10



My child has opportunities at school to choose how they learn.



4.19

-0.09



▼▲ Notes meaningful growth or decline (± 0.30 change).
Numeric values shown on 5-point-scale charts when percentages are 3% or higher.
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STRENGTH AND DEVELOPMENT



(Average response to all FOUR items, based on a 1-5 scale).

4.57

YOUR STRENGTH AND DEVELOPMENT ITEM RESULTS

YOUR ITEM MEANS
The average response to an item based on a 1-5 scale.

YOUR ITEM RESPONSES

STRONGLY DISAGREE

STRONGLY AGREE

% 1

% 2

% 3

% 4

% 5

2023

CHANGE

Teachers make my child feel that their school work is important.



4.64

+0.06



There is someone at school who encourages my child's development.



4.73

+0.01



At school, my child has the opportunity to do what they do best every day.



4.45

-0.01



My child's school is committed to building the strengths of each student.



4.44

-0.05



SCHOOL COMMUNICATIONS



(Average response to all FOUR items, based on a 1-5 scale).

4.53

YOUR SCHOOL COMMUNICATIONS ITEM RESULTS

YOUR ITEM MEANS
The average response to an item based on a 1-5 scale.

YOUR ITEM RESPONSES

STRONGLY DISAGREE

STRONGLY AGREE

% 1

% 2

% 3

% 4

% 5

2023

CHANGE

My child's school provides positive feedback about my child.



4.55

-0.05



My child's school provides a variety of ways for parents/guardians to become involved.



4.57

-0.05



Teachers and parents/guardians work together for student success at my child's school.



4.61

+0.04



The communication I receive from my child's school is perfect for me.



4.39

+0.03



SCHOOL LEADERSHIP



(Average response to all FOUR items, based on a 1-5 scale).

4.57

YOUR SCHOOL LEADERSHIP ITEM RESULTS

YOUR ITEM MEANS

The average response to an item based on a 1-5 scale.

YOUR ITEM RESPONSES

STRONGLY DISAGREE

STRONGLY AGREE

% 1

% 2

% 3

% 4

% 5

2023

CHANGE

The leadership at my child's school always treats me with respect.



4.75

+0.02



The leadership at my child's school creates an environment that is trusting and open.



4.60

-0.05



Leaders at my child's school are responsive to community concerns.



4.53

-0.03



The leadership at my child's school makes me enthusiastic about the future.



4.42

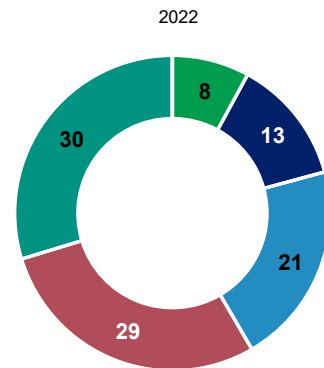
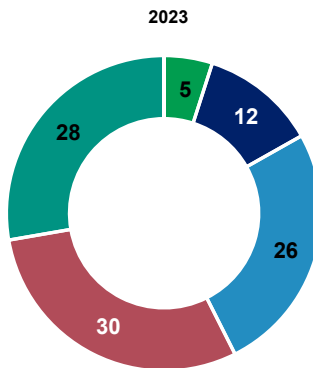
-0.22



ADDITIONAL QUESTIONS

How long has your family lived in the Denton Independent School District?

- Less than one year
- 1-2 years
- 3-5 years
- 5-10 years
- More than 10 years



2022-23 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: HAWK EL

Campus Number: 061901118

Texas Education Agency
2022-23 STAAR Performance (TAPR)
HAWK EL (061901118) - 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) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 76% | 77% | 90% | 100% | 74% | 94% | * | 86% | - | - | 70% | * | 93% | 79% | 71% | 83% |
| | 2022 | 76% | 76% | 89% | 80% | 94% | 88% | * | 100% | - | - | 71% | * | 89% | 91% | 90% | 83% |
| At Meets Grade Level or Above | 2023 | 50% | 51% | 72% | 57% | 70% | 74% | * | 86% | - | - | 60% | * | 73% | 71% | 38% | 67% |
| | 2022 | 51% | 51% | 68% | 60% | 61% | 70% | * | 57% | - | - | 41% | * | 67% | 73% | 67% | 50% |
| At Masters Grade Level | 2023 | 20% | 20% | 29% | 29% | 13% | 30% | * | 71% | - | - | 0% | * | 27% | 33% | 10% | 17% |
| | 2022 | 30% | 30% | 45% | 20% | 22% | 51% | * | 43% | - | - | 18% | * | 42% | 55% | 29% | 50% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 73% | 72% | 90% | 71% | 83% | 94% | * | 86% | - | - | 70% | * | 90% | 88% | 67% | 67% |
| | 2022 | 71% | 67% | 83% | 80% | 67% | 85% | * | 100% | - | - | 53% | * | 81% | 91% | 67% | 67% |
| At Meets Grade Level or Above | 2023 | 45% | 43% | 71% | 57% | 61% | 76% | * | 71% | - | - | 50% | * | 71% | 71% | 38% | 67% |
| | 2022 | 43% | 39% | 51% | 40% | 33% | 53% | * | 71% | - | - | 24% | * | 49% | 59% | 43% | 33% |
| At Masters Grade Level | 2023 | 19% | 18% | 35% | 43% | 22% | 37% | * | 57% | - | - | 0% | * | 33% | 42% | 14% | 33% |
| | 2022 | 21% | 17% | 25% | 40% | 17% | 23% | * | 57% | - | - | 0% | * | 26% | 23% | 14% | 33% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 77% | 78% | 95% | 83% | 90% | 96% | * | 100% | - | - | 83% | * | 96% | 93% | 88% | 83% |
| | 2022 | 77% | 77% | 95% | 100% | 79% | 100% | - | 100% | - | - | 80% | * | 97% | 91% | 82% | 80% |
| At Meets Grade Level or Above | 2023 | 48% | 48% | 76% | 67% | 60% | 79% | * | 86% | - | - | 52% | * | 73% | 83% | 53% | 50% |
| | 2022 | 54% | 54% | 89% | 78% | 74% | 96% | - | 100% | - | - | 53% | * | 92% | 82% | 64% | 80% |
| At Masters Grade Level | 2023 | 22% | 21% | 39% | 0% | 25% | 42% | * | 71% | - | - | 13% | * | 38% | 41% | 18% | 17% |
| | 2022 | 28% | 28% | 49% | 33% | 42% | 51% | - | 83% | - | - | 20% | * | 49% | 50% | 27% | 60% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 71% | 69% | 90% | 100% | 75% | 92% | * | 100% | - | - | 65% | * | 90% | 90% | 65% | 67% |
| | 2022 | 70% | 66% | 98% | 89% | 95% | 100% | - | 100% | - | - | 87% | * | 100% | 91% | 100% | 100% |
| At Meets Grade Level or Above | 2023 | 48% | 46% | 77% | 67% | 60% | 80% | * | 100% | - | - | 48% | * | 78% | 76% | 59% | 67% |
| | 2022 | 43% | 38% | 85% | 67% | 89% | 85% | - | 100% | - | - | 47% | * | 86% | 82% | 73% | 100% |
| At Masters Grade Level | 2023 | 22% | 20% | 40% | 50% | 20% | 41% | * | 71% | - | - | 26% | * | 39% | 45% | 24% | 33% |
| | 2022 | 23% | 19% | 54% | 22% | 58% | 53% | - | 100% | - | - | 13% | * | 53% | 59% | 36% | 60% |
| Grade 5 Reading | | | | | | | | | | | | | | | | | |

Texas Education Agency
2022-23 STAAR Performance (TAPR)
HAWK EL (061901118) - 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 | 2023 | 81% | 81% | 97% | 82% | 96% | 100% | - | 100% | - | - | 85% | * | 98% | 94% | 92% | 100% |
| | 2022 | 81% | 81% | 93% | 100% | 84% | 94% | - | 100% | - | - | 74% | * | 99% | 79% | 88% | 100% |
| At Meets Grade Level or Above | 2023 | 57% | 57% | 80% | 64% | 67% | 87% | - | 100% | - | - | 31% | * | 84% | 71% | 62% | 100% |
| | 2022 | 58% | 59% | 76% | 86% | 53% | 81% | - | 86% | - | - | 53% | * | 83% | 57% | 65% | 71% |
| At Masters Grade Level | 2023 | 28% | 30% | 55% | 45% | 44% | 58% | - | 75% | - | - | 23% | * | 52% | 60% | 38% | 67% |
| | 2022 | 36% | 36% | 48% | 29% | 32% | 53% | - | 57% | - | - | 26% | * | 52% | 36% | 41% | 71% |
| Grade 5 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 80% | 79% | 97% | 73% | 100% | 100% | - | 100% | - | - | 92% | * | 98% | 94% | 85% | 100% |
| | 2022 | 77% | 74% | 94% | 100% | 89% | 94% | - | 100% | - | - | 79% | * | 96% | 89% | 82% | 86% |
| At Meets Grade Level or Above | 2023 | 51% | 50% | 80% | 55% | 74% | 85% | - | 100% | - | - | 46% | * | 81% | 77% | 62% | 89% |
| | 2022 | 48% | 42% | 64% | 71% | 53% | 64% | - | 86% | - | - | 32% | * | 69% | 50% | 65% | 86% |
| At Masters Grade Level | 2023 | 21% | 20% | 42% | 0% | 33% | 49% | - | 88% | - | - | 23% | * | 42% | 43% | 23% | 44% |
| | 2022 | 25% | 20% | 39% | 14% | 11% | 46% | - | 71% | - | - | 16% | * | 43% | 29% | 29% | 57% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 65% | 63% | 80% | 36% | 81% | 85% | - | 100% | - | - | 62% | * | 77% | 86% | 62% | 67% |
| | 2022 | 66% | 65% | 78% | 86% | 53% | 83% | - | 86% | - | - | 42% | * | 84% | 61% | 65% | 86% |
| At Meets Grade Level or Above | 2023 | 36% | 34% | 49% | 27% | 30% | 58% | - | 88% | - | - | 23% | * | 52% | 46% | 31% | 56% |
| | 2022 | 38% | 36% | 49% | 43% | 32% | 53% | - | 57% | - | - | 32% | * | 52% | 39% | 35% | 43% |
| At Masters Grade Level | 2023 | 16% | 13% | 24% | 0% | 7% | 34% | - | 50% | - | - | 8% | * | 22% | 29% | 15% | 33% |
| | 2022 | 18% | 16% | 25% | 29% | 11% | 26% | - | 43% | - | - | 21% | * | 23% | 29% | 24% | 29% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 76% | 75% | 91% | 75% | 86% | 94% | * | 96% | - | - | 75% | 100% | 92% | 90% | 75% | 82% |
| | 2022 | 74% | 73% | 90% | 92% | 80% | 91% | * | 98% | - | - | 69% | 92% | 91% | 84% | 81% | 86% |
| At Meets Grade Level or Above | 2023 | 49% | 48% | 72% | 54% | 60% | 77% | * | 90% | - | - | 45% | 80% | 73% | 70% | 48% | 73% |
| | 2022 | 48% | 46% | 67% | 65% | 56% | 69% | * | 79% | - | - | 40% | 67% | 69% | 62% | 57% | 65% |
| At Masters Grade Level | 2023 | 20% | 19% | 38% | 22% | 24% | 41% | * | 69% | - | - | 15% | 40% | 36% | 42% | 19% | 37% |
| | 2022 | 23% | 22% | 40% | 27% | 27% | 42% | * | 64% | - | - | 17% | 29% | 40% | 39% | 28% | 51% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 77% | 78% | 94% | 88% | 87% | 97% | * | 95% | - | - | 80% | 100% | 95% | 90% | 82% | 90% |
| | 2022 | 75% | 76% | 92% | 95% | 86% | 93% | * | 100% | - | - | 75% | 90% | 94% | 86% | 88% | 89% |

Texas Education Agency
2022-23 STAAR Performance (TAPR)
HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

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|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| At Meets Grade Level or Above | 2023 | 53% | 55% | 76% | 63% | 66% | 79% | * | 91% | - | - | 48% | 86% | 76% | 75% | 49% | 76% |
| | 2022 | 53% | 54% | 77% | 76% | 63% | 80% | * | 80% | - | - | 49% | 80% | 79% | 69% | 65% | 67% |
| At Masters Grade Level | 2023 | 20% | 21% | 40% | 29% | 29% | 42% | * | 73% | - | - | 13% | 43% | 38% | 47% | 20% | 38% |
| | 2022 | 25% | 25% | 47% | 29% | 32% | 52% | * | 60% | - | - | 22% | 40% | 47% | 46% | 33% | 61% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 75% | 72% | 92% | 79% | 87% | 95% | * | 95% | - | - | 74% | 100% | 92% | 91% | 71% | 81% |
| | 2022 | 72% | 68% | 91% | 90% | 84% | 92% | * | 100% | - | - | 73% | 90% | 91% | 90% | 80% | 83% |
| At Meets Grade Level or Above | 2023 | 45% | 42% | 76% | 58% | 66% | 80% | * | 91% | - | - | 48% | 86% | 76% | 75% | 51% | 76% |
| | 2022 | 42% | 37% | 65% | 62% | 59% | 65% | * | 85% | - | - | 33% | 80% | 65% | 63% | 57% | 72% |
| At Masters Grade Level | 2023 | 19% | 17% | 39% | 25% | 26% | 42% | * | 73% | - | - | 20% | 43% | 38% | 43% | 20% | 38% |
| | 2022 | 20% | 17% | 38% | 24% | 29% | 39% | * | 75% | - | - | 10% | 30% | 38% | 36% | 24% | 50% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 77% | 75% | 80% | 36% | 81% | 85% | - | 100% | - | - | 62% | * | 77% | 86% | 62% | 67% |
| | 2022 | 76% | 73% | 78% | 86% | 53% | 83% | - | 86% | - | - | 42% | * | 84% | 61% | 65% | 86% |
| At Meets Grade Level or Above | 2023 | 47% | 44% | 49% | 27% | 30% | 58% | - | 88% | - | - | 23% | * | 52% | 46% | 31% | 56% |
| | 2022 | 47% | 44% | 49% | 43% | 32% | 53% | - | 57% | - | - | 32% | * | 52% | 39% | 35% | 43% |
| At Masters Grade Level | 2023 | 18% | 16% | 24% | 0% | 7% | 34% | - | 50% | - | - | 8% | * | 22% | 29% | 15% | 33% |
| | 2022 | 21% | 19% | 25% | 29% | 11% | 26% | - | 43% | - | - | 21% | * | 23% | 29% | 24% | 29% |
| STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above | | | | | | | | | | | | | | | | | |
| 3rd Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2023 | 37% | 36% | 64% | 57% | 61% | 66% | * | 71% | - | - | 50% | * | 63% | 67% | 33% | 67% |
| | 2022 | 36% | 33% | 44% | 40% | 28% | 48% | * | 43% | - | - | 24% | * | 42% | 55% | 38% | 33% |
| Reading and Mathematics Including EOC | 2023 | 37% | 36% | 64% | 57% | 61% | 66% | * | 71% | - | - | 50% | * | 63% | 67% | 33% | 67% |
| | 2022 | 36% | 33% | 44% | 40% | 28% | 48% | * | 43% | - | - | 24% | * | 42% | 55% | 38% | 33% |
| Reading Including EOC | 2023 | 50% | 51% | 72% | 57% | 70% | 74% | * | 86% | - | - | 60% | * | 73% | 71% | 38% | 67% |
| | 2022 | 51% | 51% | 68% | 60% | 61% | 70% | * | 57% | - | - | 41% | * | 66% | 73% | 67% | 50% |
| Math Including EOC | 2023 | 45% | 43% | 71% | 57% | 61% | 76% | * | 71% | - | - | 50% | * | 71% | 71% | 38% | 67% |
| | 2022 | 43% | 39% | 50% | 40% | 33% | 53% | * | 71% | - | - | 24% | * | 48% | 59% | 43% | 33% |
| 4th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2023 | 38% | 37% | 67% | 50% | 45% | 72% | * | 86% | - | - | 39% | * | 67% | 69% | 41% | 50% |
| | 2022 | 36% | 34% | 80% | 67% | 68% | 85% | - | 100% | - | - | 27% | * | 81% | 77% | 55% | 80% |

Texas Education Agency
2022-23 STAAR Performance (TAPR)
HAWK EL (061901118) - 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) |
|---------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Reading and Mathematics Including EOC | 2023 | 38% | 37% | 67% | 50% | 45% | 72% | * | 86% | - | - | 39% | * | 67% | 69% | 41% | 50% |
| | 2022 | 36% | 34% | 80% | 67% | 68% | 85% | - | 100% | - | - | 27% | * | 81% | 77% | 55% | 80% |
| Reading Including EOC | 2023 | 48% | 48% | 76% | 67% | 60% | 79% | * | 86% | - | - | 52% | * | 73% | 83% | 53% | 50% |
| | 2022 | 54% | 54% | 89% | 78% | 74% | 96% | - | 100% | - | - | 53% | * | 92% | 82% | 64% | 80% |
| Math Including EOC | 2023 | 48% | 46% | 77% | 67% | 60% | 80% | * | 100% | - | - | 48% | * | 78% | 76% | 59% | 67% |
| | 2022 | 43% | 38% | 85% | 67% | 89% | 85% | - | 100% | - | - | 47% | * | 86% | 82% | 73% | 100% |
| 5th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2023 | 43% | 43% | 71% | 55% | 56% | 77% | - | 100% | - | - | 31% | * | 75% | 63% | 46% | 89% |
| | 2022 | 41% | 37% | 57% | 71% | 32% | 60% | - | 86% | - | - | 32% | * | 64% | 39% | 53% | 57% |
| Reading and Mathematics Including EOC | 2023 | 43% | 43% | 71% | 55% | 56% | 77% | - | 100% | - | - | 31% | * | 75% | 63% | 46% | 89% |
| | 2022 | 41% | 37% | 57% | 71% | 32% | 60% | - | 86% | - | - | 32% | * | 64% | 39% | 53% | 57% |
| Reading Including EOC | 2023 | 57% | 57% | 80% | 64% | 67% | 87% | - | 100% | - | - | 31% | * | 84% | 71% | 62% | 100% |
| | 2022 | 58% | 59% | 76% | 86% | 53% | 81% | - | 86% | - | - | 53% | * | 83% | 57% | 65% | 71% |
| Math Including EOC | 2023 | 51% | 50% | 80% | 55% | 74% | 85% | - | 100% | - | - | 46% | * | 81% | 77% | 62% | 89% |
| | 2022 | 48% | 42% | 64% | 71% | 53% | 64% | - | 86% | - | - | 32% | * | 69% | 50% | 65% | 86% |
| 3rd - 8th Graders | | | | | | | | | | | | | | | | | |
| Reading and Mathematics | 2023 | 37% | 36% | 67% | 54% | 54% | 71% | * | 86% | - | - | 39% | 71% | 68% | 66% | 39% | 71% |
| | 2022 | 34% | 31% | 59% | 62% | 43% | 61% | * | 75% | - | - | 27% | 70% | 60% | 56% | 47% | 56% |
| Reading and Mathematics Including EOC | 2023 | 39% | 37% | 67% | 54% | 54% | 71% | * | 86% | - | - | 39% | 71% | 68% | 66% | 39% | 71% |
| | 2022 | 36% | 33% | 59% | 62% | 43% | 61% | * | 75% | - | - | 27% | 70% | 60% | 56% | 47% | 56% |
| Reading Including EOC | 2023 | 53% | 54% | 76% | 63% | 66% | 79% | * | 91% | - | - | 48% | 86% | 76% | 75% | 49% | 76% |
| | 2022 | 53% | 54% | 76% | 76% | 63% | 80% | * | 80% | - | - | 49% | 80% | 79% | 69% | 65% | 67% |
| Math Including EOC | 2023 | 47% | 43% | 76% | 58% | 66% | 80% | * | 91% | - | - | 48% | 86% | 76% | 75% | 51% | 76% |
| | 2022 | 43% | 38% | 65% | 62% | 59% | 64% | * | 85% | - | - | 33% | 80% | 65% | 63% | 57% | 72% |

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
HAWK EL (061901118) - 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) |
|--|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress - Annual Growth by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2023 | 55% | 55% | 71% | 40% | 58% | 75% | * | 83% | - | - | 57% | * | 71% | 74% | 50% | 58% |
| Grade 4 Mathematics | 2023 | 63% | 65% | 91% | 100% | 74% | 93% | * | 100% | - | - | 82% | * | 92% | 88% | 75% | 75% |
| Grade 5 ELA/Reading | 2023 | 65% | 66% | 84% | 100% | 76% | 85% | - | 86% | - | - | 63% | * | 83% | 85% | 89% | 100% |
| Grade 5 Mathematics | 2023 | 71% | 74% | 76% | 67% | 66% | 81% | - | 86% | - | - | 67% | * | 75% | 77% | 61% | 75% |
| All Grades Both Subjects | 2023 | 64% | 65% | 81% | 79% | 69% | 84% | * | 88% | - | - | 68% | 75% | 80% | 81% | 67% | 79% |
| All Grades ELA/Reading | 2023 | 63% | 64% | 77% | 79% | 68% | 79% | * | 85% | - | - | 59% | * | 76% | 80% | 64% | 82% |
| All Grades Mathematics | 2023 | 66% | 67% | 84% | 79% | 69% | 89% | * | 92% | - | - | 76% | * | 85% | 82% | 70% | 75% |
| School Progress - Accelerated Learning by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2023 | 33% | 36% | 70% | * | * | 75% | - | - | - | - | 40% | - | 75% | * | * | * |
| Grade 4 Mathematics | 2023 | 27% | 28% | 50% | * | 50% | 45% | - | - | - | - | 22% | - | 53% | * | 20% | * |
| Grade 5 ELA/Reading | 2023 | 37% | 36% | * | - | * | - | - | - | - | - | * | - | * | * | - | * |
| Grade 5 Mathematics | 2023 | 48% | 47% | * | * | * | - | - | - | - | - | * | - | * | * | * | - |
| All Grades Both Subjects | 2023 | 38% | 38% | 60% | * | 58% | 58% | - | - | - | - | 39% | - | 65% | 44% | 14% | * |
| All Grades ELA/Reading | 2023 | 35% | 37% | 71% | * | 60% | 75% | - | - | - | - | 50% | - | 80% | * | * | * |
| All Grades Mathematics | 2023 | 40% | 40% | 52% | * | 57% | 45% | - | - | - | - | 30% | - | 56% | 40% | 17% | * |

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

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HAWK EL (061901118) - 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 | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 76% | 75% | 91% | - | - | - | - | - | - | 76% | 86% | 63% | - | - | 92% | 76% | 100% |
| | 2022 | 74% | 73% | 90% | - | - | - | - | - | - | 85% | 91% | 83% | - | - | 90% | 85% | * |
| At Meets Grade Level or Above | 2023 | 49% | 48% | 72% | - | - | - | - | - | - | 65% | 71% | 56% | - | - | 72% | 65% | 93% |
| | 2022 | 48% | 46% | 67% | - | - | - | - | - | - | 63% | 55% | 66% | - | - | 67% | 63% | * |
| At Masters Grade Level | 2023 | 20% | 19% | 38% | - | - | - | - | - | - | 19% | 19% | 19% | - | - | 38% | 19% | 86% |
| | 2022 | 23% | 22% | 40% | - | - | - | - | - | - | 48% | 45% | 48% | - | - | 39% | 48% | * |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 77% | 78% | 94% | - | - | - | - | - | - | 88% | 90% | 83% | - | - | 94% | 88% | 100% |
| | 2022 | 75% | 76% | 92% | - | - | - | - | - | - | 88% | 100% | 83% | - | - | 93% | 88% | * |
| At Meets Grade Level or Above | 2023 | 53% | 55% | 76% | - | - | - | - | - | - | 69% | 70% | 67% | - | - | 76% | 69% | 100% |
| | 2022 | 53% | 54% | 77% | - | - | - | - | - | - | 65% | 60% | 67% | - | - | 77% | 65% | * |
| At Masters Grade Level | 2023 | 20% | 21% | 40% | - | - | - | - | - | - | 19% | 10% | 33% | - | - | 40% | 19% | 100% |
| | 2022 | 25% | 25% | 47% | - | - | - | - | - | - | 59% | 60% | 58% | - | - | 46% | 59% | * |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 75% | 72% | 92% | - | - | - | - | - | - | 75% | 80% | 67% | - | - | 93% | 75% | 100% |
| | 2022 | 72% | 68% | 91% | - | - | - | - | - | - | 82% | 100% | 75% | - | - | 91% | 82% | * |
| At Meets Grade Level or Above | 2023 | 45% | 42% | 76% | - | - | - | - | - | - | 69% | 70% | 67% | - | - | 76% | 69% | 100% |
| | 2022 | 42% | 37% | 65% | - | - | - | - | - | - | 71% | 60% | 75% | - | - | 64% | 71% | * |
| At Masters Grade Level | 2023 | 19% | 17% | 39% | - | - | - | - | - | - | 25% | 30% | 17% | - | - | 39% | 25% | 80% |
| | 2022 | 20% | 17% | 38% | - | - | - | - | - | - | 47% | 40% | 50% | - | - | 37% | 47% | * |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2023 | 77% | 75% | 80% | - | - | - | - | - | - | 40% | * | * | - | - | 81% | 40% | * |
| | 2022 | 76% | 73% | 78% | - | - | - | - | - | - | 83% | * | 100% | - | - | 78% | 83% | * |
| At Meets Grade Level or Above | 2023 | 47% | 44% | 49% | - | - | - | - | - | - | 40% | * | * | - | - | 49% | 40% | * |
| | 2022 | 47% | 44% | 49% | - | - | - | - | - | - | 33% | * | 40% | - | - | 49% | 33% | * |
| At Masters Grade Level | 2023 | 18% | 16% | 24% | - | - | - | - | - | - | 0% | * | * | - | - | 23% | 0% | * |
| | 2022 | 21% | 19% | 25% | - | - | - | - | - | - | 17% | * | 20% | - | - | 24% | 17% | * |
| School Progress - Annual Growth | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2023 | 64% | 65% | 81% | - | - | - | - | - | - | 75% | 63% | 83% | - | - | 81% | 75% | 88% |
| All Grades ELA/Reading | 2023 | 63% | 64% | 77% | - | - | - | - | - | - | 75% | * | 92% | - | - | 77% | 75% | * |
| All Grades Mathematics | 2023 | 66% | 67% | 84% | - | - | - | - | - | - | 75% | * | 75% | - | - | 85% | 75% | * |
| School Progress - Accelerated Learning | | | | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2023 | 38% | 38% | 60% | - | - | - | - | - | - | * | - | * | - | - | 65% | * | - |

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HAWK EL (061901118) - 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 |
|------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| All Grades ELA/Reading | 2023 | 35% | 37% | 71% | - | - | - | - | - | - | * | - | * | - | - | 75% | * | - |
| All Grades Mathematics | 2023 | 40% | 40% | 52% | - | - | - | - | - | - | * | - | * | - | - | 58% | * | - |

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates there are no data available in the group.

Texas Education Agency
2022-23 STAAR Participation (TAPR)
HAWK EL (061901118) - 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) |
|--|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| 2023 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * 100% | | - | - | 100% | 100% | 100% | 100% | 98% | 100% |
| Included in Accountability | 93% | 93% | 96% | 91% | 97% | 98% | * 88% | | - | - | 95% | 100% | 98% | 92% | 95% | 96% |
| Not Included in Accountability: Mobile | 4% | 5% | 4% | 9% | 3% | 2% | * 12% | | - | - | 5% | 0% | 2% | 8% | 3% | 4% |
| Not Included in Accountability: Other Exclusions | 2% | 1% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 2% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 2% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * 100% | | - | - | 100% | 100% | 100% | 100% | 98% | 100% |
| Included in Accountability | 92% | 92% | 96% | 92% | 96% | 98% | * 88% | | - | - | 96% | 100% | 98% | 93% | 94% | 95% |
| Not Included in Accountability: Mobile | 4% | 5% | 4% | 8% | 4% | 2% | * 12% | | - | - | 4% | 0% | 2% | 7% | 4% | 5% |
| Not Included in Accountability: Other Exclusions | 3% | 3% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 2% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 2% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * 100% | | - | - | 100% | 100% | 100% | 100% | 98% | 100% |
| Included in Accountability | 94% | 94% | 96% | 92% | 96% | 98% | * 88% | | - | - | 96% | 100% | 98% | 93% | 94% | 95% |
| Not Included in Accountability: Mobile | 5% | 5% | 4% | 8% | 4% | 2% | * 12% | | - | - | 4% | 0% | 2% | 7% | 4% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 2% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 2% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * 0% | | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | 100% | 100% | 100% | 100% | - 100% | | - | - | 100% | * 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 95% | 85% | 100% | 96% | - 89% | | - | - | 93% | * 100% | 88% | 100% | 100% | 100% |
| Not Included in Accountability: Mobile | 4% | 5% | 5% | 15% | 0% | 4% | - 11% | | - | - | 7% | * 0% | 13% | 0% | 0% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | - 0% | | - | - | 0% | * 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | 0% | 0% | 0% | 0% | - 0% | | - | - | 0% | * 0% | 0% | 0% | 0% | 0% |

Texas Education Agency
2022-23 STAAR Participation (TAPR)
HAWK EL (061901118) - 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) |
|--|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-------------------------------|
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | - | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | - | 0% | * | 0% | 0% | 0% | 0% |
| 2022 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * | 100% | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 93% | 97% | 94% | 96% | 98% | * | 90% | - | - | 96% | 100% | 97% | 95% | 91% | 96% |
| Not Included in Accountability: Mobile | 5% | 5% | 3% | 6% | 4% | 2% | * | 10% | - | - | 4% | 0% | 3% | 5% | 9% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Reading | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * | 100% | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 92% | 92% | 96% | 95% | 95% | 98% | * | 91% | - | - | 96% | 100% | 97% | 94% | 91% | 95% |
| Not Included in Accountability: Mobile | 5% | 5% | 4% | 5% | 5% | 2% | * | 9% | - | - | 4% | 0% | 3% | 6% | 9% | 5% |
| Not Included in Accountability: Other Exclusions | 2% | 2% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * | 100% | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 93% | 96% | 95% | 95% | 98% | * | 91% | - | - | 96% | 100% | 97% | 94% | 91% | 95% |
| Not Included in Accountability: Mobile | 5% | 5% | 4% | 5% | 5% | 2% | * | 9% | - | - | 4% | 0% | 3% | 6% | 9% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Science | | | | | | | | | | | | | | | | |
| Assessment Participant | 98% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | - | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 93% | 94% | 97% | 88% | 100% | 99% | - | 88% | - | - | 95% | * | 96% | 100% | 94% | 100% |
| Not Included in Accountability: Mobile | 4% | 5% | 3% | 13% | 0% | 1% | - | 13% | - | - | 5% | * | 4% | 0% | 6% | 0% |

Texas Education Agency
2022-23 STAAR Participation (TAPR)
HAWK EL (061901118) - 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: Other Exclusions | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | - | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 2% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | - | 0% | * | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | - | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 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
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
HAWK EL (061901118) - 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 |
|--|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2021-22 | 92.2% | 93.4% | 95.3% | 95.5% | 94.8% | 95.4% | * | 96.1% | - | 96.0% | 93.8% | 94.2% | 95.0% |
| 2020-21 | 95.0% | 97.0% | 98.2% | 96.7% | 97.6% | 98.4% | * | 99.1% | - | 98.7% | 97.5% | 96.9% | 98.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2021-22 | 25.7% | 19.4% | 7.1% | 18.2% | 6.9% | 6.5% | * | 7.3% | - | 5.0% | 14.3% | 10.5% | 14.3% |
| 2020-21 | 15.0% | 7.9% | 2.0% | 10.3% | 2.9% | 1.2% | * | 0.0% | - | 0.0% | 5.5% | 9.4% | 0.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2021-22 | 0.7% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2020-21 | 0.9% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2021-22 | 2.2% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2020-21 | 2.4% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2022 | | | | | | | | | | | | | |
| Graduated | 89.7% | 97.0% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.3% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.5% | 1.8% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.4% | 1.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.0% | 97.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.6% | 98.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 90.0% | 97.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.3% | 0.0% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.8% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.3% | 97.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.2% | 99.1% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2021 | | | | | | | | | | | | | |
| Graduated | 92.2% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.0% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.7% | 99.0% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
HAWK EL (061901118) - 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 | 93.7% | 99.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.2% | 98.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.7% | 98.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 99.1% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 92.7% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.5% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 98.9% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 99.1% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.6% | 98.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.2% | 0.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 99.1% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.8% | 99.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2022 | 89.7% | 96.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2021 | 90.0% | 96.8% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2022 | 59.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2021 | 87.5% | - | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2022 | 3.7% | 2.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2021 | 3.8% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
HAWK EL (061901118) - 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 2022 | 84.3% | 85.6% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2021 | 81.9% | 85.5% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2022 | 88.0% | 87.8% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2021 | 85.7% | 87.5% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2021-22 | 23.6% | - | - | - | - | - | - | - | - | - | - | - | - |
| 2020-21 | 43.8% | * | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2021-22 | 3.9% | 2.1% | - | - | - | - | - | - | - | - | - | - | - |
| 2020-21 | 3.8% | 2.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2021-22 | 82.3% | 83.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2020-21 | 80.4% | 84.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2021-22 | 86.0% | 85.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2020-21 | 84.1% | 86.3% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2022-23 Graduation Profile (TAPR)
HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|--|--------------|----------------|----------------|-------------|
| Graduates (2021-22 Annual Graduates) | | | | |
| Total Graduates | - | - | 2,154 | 368,686 |
| By Ethnicity: | | | | |
| African American | - | - | 408 | 45,227 |
| Hispanic | - | - | 662 | 191,125 |
| White | - | - | 933 | 103,171 |
| American Indian | - | - | 15 | 1,159 |
| Asian | - | - | 80 | 18,794 |
| Pacific Islander | - | - | 7 | 569 |
| Two or More Races | - | - | 49 | 8,641 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 0 | 433 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 0 | 134 |
| Foundation H.S. Program (No Endorsement) | - | - | 307 | 51,023 |
| Foundation H.S. Program (Endorsement) | - | - | 45 | 14,179 |
| Foundation H.S. Program (DLA) | - | - | 1,802 | 302,917 |
| Special Education Graduates | - | - | 221 | 32,447 |
| Economically Disadvantaged Graduates | - | - | 873 | 194,571 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 196 | 40,398 |
| At-Risk Graduates | - | - | 577 | 159,689 |
| CTE Completers | - | - | 655 | 107,502 |

Texas Education Agency
2022-23 Student Information (TAPR)
HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|---|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Total Students | 634 | 100.0% | 32,440 | 5,504,150 | 635 | 100.0% | 32,521 | 5,518,432 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.3% | 1 | 0.2% | 0.4% | 0.5% |
| Pre-Kindergarten | 31 | 4.9% | 3.8% | 4.4% | 31 | 4.9% | 3.8% | 4.4% |
| Pre-Kindergarten: 3-year Old | 0 | 0.0% | 0.7% | 0.7% | 0 | 0.0% | 0.7% | 0.7% |
| Pre-Kindergarten: 4-year Old | 31 | 4.9% | 3.1% | 3.7% | 31 | 4.9% | 3.1% | 3.7% |
| Kindergarten | 99 | 15.6% | 7.0% | 6.7% | 99 | 15.6% | 7.0% | 6.7% |
| Grade 1 | 94 | 14.8% | 7.6% | 7.2% | 94 | 14.8% | 7.6% | 7.2% |
| Grade 2 | 76 | 12.0% | 7.3% | 7.2% | 76 | 12.0% | 7.3% | 7.2% |
| Grade 3 | 114 | 18.0% | 7.1% | 7.2% | 114 | 18.0% | 7.0% | 7.1% |
| Grade 4 | 120 | 18.9% | 7.5% | 7.2% | 120 | 18.9% | 7.5% | 7.1% |
| Grade 5 | 100 | 15.8% | 7.2% | 7.2% | 100 | 15.7% | 7.2% | 7.2% |
| Grade 6 | 0 | 0.0% | 7.1% | 7.3% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 7 | 0 | 0.0% | 7.1% | 7.4% | 0 | 0.0% | 7.1% | 7.4% |
| Grade 8 | 0 | 0.0% | 7.5% | 7.7% | 0 | 0.0% | 7.5% | 7.7% |
| Grade 9 | 0 | 0.0% | 7.7% | 8.7% | 0 | 0.0% | 7.7% | 8.7% |
| Grade 10 | 0 | 0.0% | 8.0% | 7.9% | 0 | 0.0% | 8.0% | 7.9% |
| Grade 11 | 0 | 0.0% | 7.6% | 7.0% | 0 | 0.0% | 7.6% | 7.0% |
| Grade 12 | 0 | 0.0% | 7.2% | 6.6% | 0 | 0.0% | 7.2% | 6.6% |
| Ethnic Distribution: | | | | | | | | |
| African American | 37 | 5.8% | 20.9% | 12.8% | 37 | 5.8% | 20.9% | 12.8% |
| Hispanic | 144 | 22.7% | 34.4% | 53.0% | 144 | 22.7% | 34.3% | 52.9% |
| White | 367 | 57.9% | 35.9% | 25.6% | 368 | 58.0% | 36.0% | 25.7% |
| American Indian | 1 | 0.2% | 0.4% | 0.3% | 1 | 0.2% | 0.4% | 0.3% |
| Asian | 53 | 8.4% | 3.8% | 5.1% | 53 | 8.3% | 3.8% | 5.1% |
| Pacific Islander | 1 | 0.2% | 0.2% | 0.2% | 1 | 0.2% | 0.2% | 0.2% |
| Two or More Races | 31 | 4.9% | 4.4% | 3.0% | 31 | 4.9% | 4.4% | 3.0% |
| Sex: | | | | | | | | |
| Female | 306 | 48.3% | 48.9% | 48.8% | 307 | 48.3% | 48.9% | 48.8% |
| Male | 328 | 51.7% | 51.1% | 51.2% | 328 | 51.7% | 51.1% | 51.2% |
| Economically Disadvantaged | 136 | 21.5% | 48.8% | 62.1% | 136 | 21.4% | 48.7% | 62.0% |
| Non-Educationally Disadvantaged | 498 | 78.5% | 51.2% | 37.9% | 499 | 78.6% | 51.3% | 38.0% |
| Section 504 Students | 70 | 11.0% | 10.8% | 7.4% | 70 | 11.0% | 10.8% | 7.4% |
| EB Students/EL | 47 | 7.4% | 17.7% | 23.1% | 47 | 7.4% | 17.6% | 23.0% |
| Students w/ Disciplinary Placements (2021-22) | 0 | 0.0% | 1.5% | 1.5% | | | | |

Texas Education Agency
2022-23 Student Information (TAPR)
HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

| Student Information | Membership | | | | Enrollment | | | |
|--|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| | Count | Percent | | | Count | Percent | | |
| Students w/ Dyslexia | 57 | 9.0% | 7.5% | 5.5% | 57 | 9.0% | 7.5% | 5.5% |
| Foster Care | 1 | 0.2% | 0.3% | 0.2% | 1 | 0.2% | 0.3% | 0.2% |
| Homeless | 4 | 0.6% | 0.9% | 1.3% | 4 | 0.6% | 0.9% | 1.3% |
| Immigrant | 1 | 0.2% | 1.3% | 2.2% | 1 | 0.2% | 1.3% | 2.2% |
| Migrant | 0 | 0.0% | 0.0% | 0.3% | 0 | 0.0% | 0.0% | 0.3% |
| Title I | 4 | 0.6% | 33.9% | 64.6% | 4 | 0.6% | 33.9% | 64.6% |
| Military Connected | 8 | 1.3% | 2.1% | 3.6% | 8 | 1.3% | 2.1% | 3.6% |
| At-Risk | 147 | 23.2% | 33.9% | 53.3% | 147 | 23.1% | 33.8% | 53.3% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 47 | 7.4% | 18.6% | 23.2% | 47 | 7.4% | 18.6% | 23.2% |
| Career and Technical Education | 0 | 0.0% | 30.4% | 26.5% | 0 | 0.0% | 30.4% | 26.5% |
| Career and Technical Education (9-12 grades only) | 0 | 0.0% | 79.7% | 72.3% | 0 | - | 79.6% | 72.2% |
| Gifted and Talented Education | 67 | 10.6% | 9.5% | 8.2% | 67 | 10.6% | 9.5% | 8.2% |
| Special Education | 79 | 12.5% | 13.6% | 12.6% | 80 | 12.6% | 13.8% | 12.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 79 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 34 | 43.0% | 35.4% | 44.1% | | | | |
| Students with Physical Disabilities | 24 | 30.4% | 22.6% | 20.0% | | | | |
| Students with Autism | 8 | 10.1% | 14.0% | 15.5% | | | | |
| Students with Behavioral Disabilities | 13 | 16.5% | 26.9% | 18.8% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.2% | 1.6% | | | | |
| Mobility (2021-22): | | | | | | | | |
| Total Mobile Students | 41 | 8.1% | 17.2% | 16.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 1 | 0.2% | 5.5% | 3.3% | | | | |
| Hispanic | 8 | 1.6% | 5.3% | 8.7% | | | | |
| White | 22 | 4.3% | 5.0% | 3.4% | | | | |
| American Indian | 0 | 0.0% | 0.1% | 0.1% | | | | |
| Asian | 6 | 1.2% | 0.4% | 0.7% | | | | |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.0% | | | | |
| Two or More Races | 4 | 0.8% | 0.9% | 0.6% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 5 | 6.0% | 21.3% | 18.6% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 4 | 11.4% | 15.3% | 17.1% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 14 | 12.8% | 22.9% | 18.7% | | | | |
| Student Attrition (2021-22): | | | | | | | | |
| Total Student Attrition | 48 | 9.7% | 19.6% | 18.1% | | | | |

Texas Education Agency
2022-23 Student Information (TAPR)
HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.5% | 1.2% | 1.5% | 6.3% | 4.1% | 4.5% |
| Grade 1 | 0.0% | 1.1% | 2.5% | 0.0% | 2.1% | 3.6% |
| Grade 2 | 0.0% | 0.4% | 1.6% | 0.0% | 0.5% | 2.0% |
| Grade 3 | 1.1% | 0.4% | 0.8% | 0.0% | 0.9% | 0.9% |
| Grade 4 | 0.0% | 0.2% | 0.5% | 0.0% | 0.0% | 0.5% |
| Grade 5 | 0.0% | 0.2% | 0.3% | 0.0% | 0.0% | 0.4% |
| Grade 6 | - | 0.0% | 0.3% | - | 0.0% | 0.4% |
| Grade 7 | - | 0.1% | 0.4% | - | 0.0% | 0.5% |
| Grade 8 | - | 0.1% | 0.4% | - | 1.0% | 0.5% |
| Grade 9 | - | 1.5% | 8.7% | - | 3.2% | 12.6% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 18.4 | 17.3 | 18.7 |
| Grade 1 | 21.2 | 17.9 | 19.1 |
| Grade 2 | 17.3 | 18.7 | 19.1 |
| Grade 3 | 20.9 | 18.2 | 19.3 |
| Grade 4 | 18.8 | 18.5 | 19.4 |
| Grade 5 | 23.0 | 19.6 | 20.8 |
| Grade 6 | - | 20.1 | 19.2 |
| Secondary: | | | |
| English/Language Arts | - | 20.1 | 16.2 |
| Foreign Languages | - | 19.4 | 18.8 |
| Mathematics | - | 20.6 | 17.5 |
| Science | - | 22.2 | 18.5 |
| Social Studies | - | 22.6 | 18.9 |

Texas Education Agency
2022-23 Staff Information (TAPR)
HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | | |
| Total Staff | 63.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 52.9 | 83.9% | 70.5% | 64.1% |
| Teachers | 45.8 | 72.6% | 54.9% | 48.7% |
| Professional Support | 5.8 | 9.2% | 12.6% | 10.9% |
| Campus Administration (School Leadership) | 1.3 | 2.1% | 2.2% | 3.3% |
| Educational Aides: | 10.2 | 16.1% | 9.5% | 11.3% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 32.0 | 4,258.0 |
| Part-time Librarians | 0.0 | n/a | 4.0 | 646.0 |
| Full-time Counselors | 1.0 | n/a | 80.0 | 13,815.0 |
| Part-time Counselors | 0.0 | n/a | 13.0 | 1,240.0 |
| Total Minority Staff: | 9.0 | 14.3% | 33.8% | 53.2% |
| Teachers by Ethnicity: | | | | |
| African American | 2.0 | 4.4% | 9.3% | 11.8% |
| Hispanic | 3.0 | 6.6% | 14.6% | 29.6% |
| White | 40.8 | 89.1% | 72.9% | 54.9% |
| American Indian | 0.0 | 0.0% | 0.4% | 0.3% |
| Asian | 0.0 | 0.0% | 0.8% | 2.0% |
| Pacific Islander | 0.0 | 0.0% | 0.2% | 0.1% |
| Two or More Races | 0.0 | 0.0% | 1.7% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 0.8 | 1.8% | 25.2% | 24.4% |
| Females | 44.9 | 98.2% | 74.8% | 75.6% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 1.9% | 2.0% |
| Bachelors | 38.8 | 84.8% | 65.4% | 72.2% |
| Masters | 7.0 | 15.2% | 31.7% | 25.0% |
| Doctorate | 0.0 | 0.0% | 0.9% | 0.8% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 4.8% | 9.7% |
| 1-5 Years Experience | 5.8 | 12.7% | 25.0% | 26.3% |
| 6-10 Years Experience | 9.0 | 19.7% | 22.1% | 20.5% |
| 11-20 Years Experience | 17.1 | 37.4% | 30.9% | 27.2% |
| 21-30 Years Experience | 11.8 | 25.9% | 14.9% | 13.3% |
| Over 30 Years Experience | 2.0 | 4.4% | 2.3% | 2.9% |

Texas Education Agency
2022-23 Staff Information (TAPR)
HAWK EL (061901118) - DENTON ISD - DENTON COUNTY

| Staff Information | ----- Campus ----- | | District | State |
|--------------------------------|--------------------|---------|----------|-------|
| | Count/Average | Percent | | |
| Number of Students per Teacher | 13.9 | n/a | 13.4 | 14.8 |

| Staff Information | Campus | District | State |
|---|----------|----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 8.0 | 6.7 | 6.1 |
| Average Years Experience of Principals with District | 8.0 | 6.2 | 5.3 |
| Average Years Experience of Assistant Principals | 4.0 | 5.8 | 5.2 |
| Average Years Experience of Assistant Principals with District | 2.0 | 5.2 | 4.4 |
| Average Years Experience of Teachers: | | | |
| Average Years Experience of Teachers: | 15.5 | 11.5 | 11.0 |
| Average Years Experience of Teachers with District: | 11.3 | 7.4 | 6.9 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$58,462 | \$53,300 |
| 1-5 Years Experience | \$59,439 | \$59,248 | \$56,516 |
| 6-10 Years Experience | \$60,573 | \$61,392 | \$59,732 |
| 11-20 Years Experience | \$64,327 | \$65,427 | \$63,389 |
| 21-30 Years Experience | \$69,100 | \$68,083 | \$67,876 |
| Over 30 Years Experience | \$78,571 | \$73,349 | \$72,560 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$64,825 | \$63,228 | \$60,717 |
| Professional Support | \$67,863 | \$74,019 | \$72,022 |
| Campus Administration (School Leadership) | \$82,865 | \$93,206 | \$85,167 |
| Instructional Staff Percent: | | | |
| Instructional Staff Percent: | n/a | 71.7% | 65.1% |
| Contracted Instructional Staff (not incl. above): | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 2,105.4 |

| Program Information | ---- Campus ---- | | District | State |
|---|------------------|---------|----------|-------|
| | Count | Percent | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.9 | 4.1% | 2.2% | 5.9% |
| Career and Technical Education | 0.0 | 0.0% | 4.8% | 5.4% |
| Compensatory Education | 0.0 | 0.0% | 1.9% | 3.2% |
| Gifted and Talented Education | 1.0 | 2.2% | 1.0% | 1.7% |
| Regular Education | 42.9 | 93.7% | 77.7% | 70.6% |
| Special Education | 0.0 | 0.0% | 6.7% | 9.7% |
| Other | 0.0 | 0.0% | 5.7% | 3.5% |

Hawk Data Dig

STAAR Performance Calculation Report

Campus Overall STAAR Performance:

| STAAR Performance | | | | | | |
|-------------------------|-----|------|---------|----------------|-------|-----------------------------------|
| Calculation Report | | | | | | |
| | RLA | Math | Science | Social Studies | Total | %age (Rounded to whole number) |
| Total Tests | 326 | 326 | 128 | | 780 | |
| Approaches GL or Above | 297 | 279 | 95 | | 671 | 86 |
| Meets GL or Above | 232 | 206 | 39 | | 477 | 61 |
| Masters GL | 132 | 101 | 18 | | 251 | 32 |
| Total Percentage Points | | | | | | 179 |
| Component Score | | | | | | 60 (A) |

STAAR Performance: for each subject

| STAAR Performance-RLA | | |
|-------------------------------|-----|----|
| Calculation Report | | |
| | # | % |
| Total Tests | 326 | |
| Approaches GL or Above | 297 | 91 |
| Meets GL or Above | 232 | 71 |
| Masters GL | 132 | 40 |
| Total Percentage Points | 202 | |
| Component Score | 67 | |
| Scale Score (If Domain I) | A | |

| STAAR Performance- Math | | |
|-------------------------------|-----|----|
| Calculation Report | | |
| | # | % |
| Total Tests | 326 | |
| Approaches GL or Above | 279 | 86 |
| Meets GL or Above | 206 | 63 |
| Masters GL | 101 | 31 |
| Total Percentage Points | 180 | |
| Component Score | 60 | |
| Scale Score (If Domain I) | A | |

| STAAR Performance- Science | | |
|-------------------------------|-----|----|
| Calculation Report | | |
| | # | % |
| Total Tests | 128 | |
| Approaches GL or Above | 95 | 74 |
| Meets GL or Above | 39 | 30 |
| Masters GL | 18 | 14 |
| Total Percentage Points | 118 | |
| Component Score | 39 | |
| Scale Score (If Domain I) | D | |

| STAAR Performance-Subject | | |
|-------------------------------|----|-----|
| Calculation Report | | |
| 3rd RLA | # | |
| Total Tests | 85 | |
| Approaches GL or Above | 70 | 82 |
| Meets GL or Above | 56 | 66 |
| Masters GL | 27 | 32 |
| Total Percentage Points | | 180 |
| Component Score | | 60 |
| Scale Score (If Domain I) | | A |

| STAAR Performance-Gr. | | |
|-------------------------------|-----|-----|
| Calculation Report | | |
| 4th RLA | # | % |
| Total Tests | 113 | |
| Approaches GL or Above | 107 | 95 |
| Meets GL or Above | 78 | 69 |
| Masters GL | 46 | 41 |
| Total Percentage Points | | 205 |
| Component Score | | 68 |
| Scale Score (If Domain I) | | A |

| STAAR Performance-Gr. | | |
|-------------------------------|-----|-----|
| Calculation Report | | |
| 5th Reading | # | % |
| Total Tests | 128 | |
| Approaches GL or Above | 120 | 94 |
| Meets GL or Above | 98 | 77 |
| Masters GL | 59 | 46 |
| Total Percentage Points | | 217 |
| Component Score | | 72 |
| Scale Score (If Domain I) | | A |

| STAAR Performance Gr. | | |
|-------------------------------|----|-----|
| Calculation Report | | |
| 3rd Math | # | % |
| Total Tests | 85 | |
| Approaches GL or Above | 62 | 73 |
| Meets GL or Above | 41 | 48 |
| Masters GL | 15 | 18 |
| Total Percentage Points | | 139 |
| Component Score | | 46 |
| Scale Score (If Domain I) | | C |

| STAAR Performance-Gr. | | |
|-------------------------------|-----|-----|
| Calculation Report | | |
| 4th Math | # | % |
| Total Tests | 113 | |
| Approaches GL or Above | 97 | 86 |
| Meets GL or Above | 74 | 65 |
| Masters GL | 47 | 42 |
| Total Percentage Points | | 193 |
| Component Score | | 64 |
| Scale Score (If Domain I) | | A |

| STAAR Performance-Gr. | | |
|-------------------------------|-----|-----|
| Calculation Report | | |
| 5th Math | # | % |
| Total Tests | 128 | |
| Approaches GL or Above | 120 | 94 |
| Meets GL or Above | 91 | 71 |
| Masters GL | 39 | 30 |
| Total Percentage Points | | 195 |
| Component Score | | 65 |
| Scale Score (If Domain I) | | A |

| STAAR Performance- Science | | |
|-------------------------------|-----|-----|
| Calculation Report | | |
| 5th Science | # | % |
| Total Tests | 128 | |
| Approaches GL or Above | 95 | 74 |
| Meets GL or Above | 39 | 30 |
| Masters GL | 18 | 14 |
| Total Percentage Points | | 118 |
| Component Score | | 39 |
| Scale Score (If Domain I) | | D |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD

Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | |
|---|-------------------------|------|---------------------------|---------------------|-------------------------------------|-----|---------|-----|------------|-----|-------------------------------|------|-------|------|----|
| | | | | | Did Not Meet | | | | Approaches | | | | Meets | | |
| Number | Percent | | # | % | # | % | # | % | # | % | 1 | | 2 | | |
| | | | Reading | | | | Writing | | | | Number of Points Possible | | | | |
| | | | 26 | | | | 26 | | | | Avg. # of Points / % Achieved | | | | |
| Legend | | | # | % | # | % | # | % | # | % | # | % | # | % | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | |
| Students Tested | 85 | 100 | 15 | 18 | 70 | 82 | 56 | 66 | 27 | 32 | 16.0 | 62 | 15.0 | 58 | |
| Students Not Tested | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | |
| Total Documents Submitted | 85 | 100 | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | |
| All Students | 85 | 1514 | 15 | 18 | 70 | 82 | 56 | 66 | 27 | 32 | 16.0 | 62 | 15.0 | 58 | |
| Male | 40 | 1509 | 9 | 23 | 31 | 78 | 24 | 60 | 16 | 40 | 15.7 | 60 | 15.1 | 58 | |
| Female | 45 | 1519 | 6 | 13 | 39 | 87 | 32 | 71 | 11 | 24 | 16.3 | 63 | 14.9 | 57 | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Hispanic/Latino | 17 | 1490 | 5 | 29 | 12 | 71 | 9 | 53 | 6 | 35 | 15.7 | 60 | 13.3 | 51 | |
| American Indian or Alaska Native | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Asian | 19 | 1584 | 0 | 0 | 19 | 100 | 16 | 84 | 5 | 26 | 17.4 | 67 | 17.9 | 69 | |
| Black or African American | 7 | 1500 | 1 | 14 | 6 | 86 | 4 | 57 | 2 | 29 | 15.6 | 60 | 14.3 | 55 | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| White | 40 | 1505 | 7 | 18 | 33 | 83 | 27 | 68 | 14 | 35 | 15.8 | 61 | 15.0 | 58 | |
| Two or More Races | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Economically Disadvantaged | Yes | 23 | 1484 | 6 | 26 | 17 | 74 | 13 | 57 | 5 | 22 | 14.6 | 56 | 14.0 | 54 |
| | No | 62 | 1526 | 9 | 15 | 53 | 85 | 43 | 69 | 22 | 35 | 16.5 | 64 | 15.4 | 59 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Title I, Part A | Participants | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | Nonparticipants | 84 | 1517 | 14 | 17 | 70 | 83 | 56 | 67 | 27 | 32 | 16.1 | 62 | 15.1 | 58 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Migrant | Yes | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | No Information Provided | 85 | 1514 | 15 | 18 | 70 | 82 | 56 | 66 | 27 | 32 | 16.0 | 62 | 15.0 | 58 |
| Identified as Emergent Bilingual/English Learner | | 15 | 1508 | 3 | 20 | 12 | 80 | 9 | 60 | 4 | 27 | 15.3 | 59 | 14.7 | 57 |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Non-Emergent Bilingual/Non-English Learner | | 70 | 1516 | 12 | 17 | 58 | 83 | 47 | 67 | 23 | 33 | 16.2 | 62 | 15.0 | 58 |
| No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Bilingual | Participants | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| | Nonparticipants | 85 | 1514 | 15 | 18 | 70 | 82 | 56 | 66 | 27 | 32 | 16.0 | 62 | 15.0 | 58 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| ESL | Participants | 15 | 1508 | 3 | 20 | 12 | 80 | 9 | 60 | 4 | 27 | 15.3 | 59 | 14.7 | 57 |
| | Nonparticipants | 70 | 1516 | 12 | 17 | 58 | 83 | 47 | 67 | 23 | 33 | 16.2 | 62 | 15.0 | 58 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Special Education | Yes | 16 | 1328 | 9 | 56 | 7 | 44 | 4 | 25 | 3 | 19 | 11.0 | 42 | 8.0 | 31 |
| | No | 69 | 1558 | 6 | 9 | 63 | 91 | 52 | 75 | 24 | 35 | 17.2 | 66 | 16.6 | 64 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Section 504 | Yes | 13 | 1472 | 4 | 31 | 9 | 69 | 6 | 46 | 2 | 15 | 14.8 | 57 | 12.7 | 49 |
| | No | 72 | 1522 | 11 | 15 | 61 | 85 | 50 | 69 | 25 | 35 | 16.2 | 62 | 15.4 | 59 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| Gifted/Talented | Participants | 9 | 1674 | 0 | 0 | 9 | 100 | 8 | 89 | 8 | 89 | 20.9 | 80 | 20.4 | 79 |
| | Nonparticipants | 76 | 1496 | 15 | 20 | 61 | 80 | 48 | 63 | 19 | 25 | 15.4 | 59 | 14.3 | 55 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |
| At-Risk | Yes | 30 | 1427 | 10 | 33 | 20 | 67 | 12 | 40 | 6 | 20 | 13.5 | 52 | 11.6 | 45 |
| | No | 55 | 1562 | 5 | 9 | 50 | 91 | 44 | 80 | 21 | 38 | 17.3 | 67 | 16.8 | 65 |
| | No Information Provided | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | | |
|---|-------------------------|------|---------------------------|---------------------|-------------------------------------|----|--------------|----|------------|----|-------|-----|---------|------|-----|-----|-----|-----|-----|----|---|
| | | | | | Number Percent | | Did Not Meet | | Approaches | | Meets | | Masters | | 1 | | 2 | | 3 | | 4 |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| Students Tested | 85 | 100 | | | 23 | 27 | 62 | 73 | 41 | 48 | 15 | 18 | 5.3 | 53 | 7.2 | 55 | 4.1 | 52 | 3.5 | 58 | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 85 | 100 | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | |
| All Students | 85 | 1460 | | | | | | | | | | | | | | | | | | | |
| Male | 40 | 1494 | 8 | 20 | 32 | 80 | 22 | 55 | 10 | 25 | 6.0 | 60 | 7.8 | 60 | 4.2 | 53 | 3.7 | 62 | | | |
| Female | 45 | 1429 | 15 | 33 | 30 | 67 | 19 | 42 | 5 | 11 | 4.7 | 47 | 6.7 | 51 | 4.1 | 51 | 3.3 | 54 | | | |
| No Information Provided | 0 | | | | | | | | | | | | | | | | | | | | |
| Hispanic/Latino | 17 | 1400 | 7 | 41 | 10 | 59 | 4 | 24 | 3 | 18 | 4.5 | 45 | 5.9 | 45 | 3.9 | 49 | 2.6 | 44 | | | |
| American Indian or Alaska Native | 2 | | | | | | | | | | | | | | | | | | | | |
| Asian | 19 | 1579 | 2 | 11 | 17 | 89 | 15 | 79 | 6 | 32 | 6.7 | 67 | 9.5 | 73 | 4.9 | 62 | 4.2 | 69 | | | |
| Black or African American | 7 | 1429 | 3 | 43 | 4 | 57 | 4 | 57 | 0 | 0 | 5.3 | 53 | 5.6 | 43 | 4.0 | 50 | 3.9 | 64 | | | |
| Native Hawaiian or Other Pacific Islander | 0 | | | | | | | | | | | | | | | | | | | | |
| White | 40 | 1438 | 10 | 25 | 30 | 75 | 18 | 45 | 6 | 15 | 5.0 | 50 | 7.1 | 54 | 3.9 | 49 | 3.5 | 58 | | | |
| Two or More Races | 0 | | | | | | | | | | | | | | | | | | | | |
| No Information Provided | 0 | | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | Yes | 23 | 1454 | 6 | 26 | 17 | 74 | 9 | 39 | 3 | 13 | 5.0 | 50 | 6.9 | 53 | 4.4 | 55 | 3.0 | 49 | | |
| | No | 62 | 1462 | 17 | 27 | 45 | 73 | 32 | 52 | 12 | 19 | 5.4 | 54 | 7.3 | 56 | 4.0 | 51 | 3.7 | 61 | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |
| Title I, Part A | Participants | 1 | | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 84 | 1461 | 22 | 26 | 62 | 74 | 41 | 49 | 15 | 18 | 5.3 | 53 | 7.2 | 56 | 4.1 | 51 | 3.5 | 58 | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |
| Migrant | Yes | 0 | | | | | | | | | | | | | | | | | | | |
| | No | 0 | | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 85 | 1460 | 23 | 27 | 62 | 73 | 41 | 48 | 15 | 18 | 5.3 | 53 | 7.2 | 55 | 4.1 | 52 | 3.5 | 58 | | |
| Identified as Emergent Bilingual/English Learner | | 15 | 1498 | 4 | 27 | 11 | 73 | 8 | 53 | 3 | 20 | 5.3 | 53 | 7.5 | 57 | 4.3 | 54 | 3.6 | 60 | | |
| Monitored 1st Year, reclassified from EB/EL | | 0 | | | | | | | | | | | | | | | | | | | |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | | | | | | | | | | | | | | | | | | | |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | | | | | | | | | | | | | | | | | | | |
| Monitored 4th Year, reclassified from EB/EL | | 0 | | | | | | | | | | | | | | | | | | | |
| Former EB/EL (Post Monitoring) | | 0 | | | | | | | | | | | | | | | | | | | |
| Non-Emergent Bilingual/Non-English Learner | | 70 | 1452 | 19 | 27 | 51 | 73 | 33 | 47 | 12 | 17 | 5.3 | 53 | 7.1 | 55 | 4.1 | 51 | 3.4 | 57 | | |
| No Information Provided | | 0 | | | | | | | | | | | | | | | | | | | |
| Bilingual | Participants | 0 | | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 85 | 1460 | 23 | 27 | 62 | 73 | 41 | 48 | 15 | 18 | 5.3 | 53 | 7.2 | 55 | 4.1 | 52 | 3.5 | 58 | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |
| ESL | Participants | 15 | 1498 | 4 | 27 | 11 | 73 | 8 | 53 | 3 | 20 | 5.3 | 53 | 7.5 | 57 | 4.3 | 54 | 3.6 | 60 | | |
| | Nonparticipants | 70 | 1452 | 19 | 27 | 51 | 73 | 33 | 47 | 12 | 17 | 5.3 | 53 | 7.1 | 55 | 4.1 | 51 | 3.4 | 57 | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |
| Special Education | Yes | 16 | 1326 | 10 | 63 | 6 | 38 | 5 | 31 | 3 | 19 | 3.7 | 37 | 4.9 | 38 | 3.1 | 38 | 2.2 | 36 | | |
| | No | 69 | 1491 | 13 | 19 | 56 | 81 | 36 | 52 | 12 | 17 | 5.6 | 56 | 7.7 | 59 | 4.4 | 55 | 3.8 | 63 | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |
| Section 504 | Yes | 13 | 1406 | 4 | 31 | 9 | 69 | 3 | 23 | 0 | 0 | 4.6 | 46 | 5.7 | 44 | 4.0 | 50 | 3.0 | 50 | | |
| | No | 72 | 1469 | 19 | 26 | 53 | 74 | 38 | 53 | 15 | 21 | 5.4 | 54 | 7.5 | 57 | 4.2 | 52 | 3.6 | 59 | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |
| Gifted/Talented | Participants | 9 | 1738 | 0 | 0 | 9 | 100 | 9 | 100 | 8 | 89 | 9.1 | 91 | 11.2 | 86 | 6.2 | 78 | 5.2 | 87 | | |
| | Nonparticipants | 76 | 1427 | 23 | 30 | 53 | 70 | 32 | 42 | 7 | 9 | 4.8 | 48 | 6.7 | 52 | 3.9 | 49 | 3.3 | 54 | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |
| At-Risk | Yes | 30 | 1409 | 13 | 43 | 17 | 57 | 12 | 40 | 3 | 10 | 4.4 | 44 | 6.0 | 46 | 3.8 | 47 | 2.9 | 49 | | |
| | No | 55 | 1487 | 10 | 18 | 45 | 82 | 29 | 53 | 12 | 22 | 5.7 | 57 | 7.9 | 60 | 4.3 | 54 | 3.8 | 63 | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD

Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | |
|---|-------------------------|--|---------------------------|---------------------|-------------------------------------|-----|-----|-----|-------------------------------|------------|---------|-----|---------------------------|-----|-------|-----|--|--|--|
| | | | | | Did Not Meet | | | | | Approaches | | | | | Meets | | | | |
| Number | Percent | | | | # | | % | | # | | % | | # | | % | | | | |
| | | | | | 1 | | 2 | | Reading | | Writing | | Number of Points Possible | | | | | | |
| | | | | | 26 | | 26 | | Avg. # of Points / % Achieved | | | | | | | | | | |
| Legend | | | | | # | | % | | # | | % | | # | | % | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | |
| All Students | | | 112 | 1619 | 8 | 7 | 104 | 93 | 78 | 70 | 46 | 41 | 16.3 | 63 | 16.5 | 63 | | | |
| Male | | | 63 | 1620 | 5 | 8 | 58 | 92 | 41 | 65 | 27 | 43 | 16.1 | 62 | 16.3 | 63 | | | |
| Female | | | 49 | 1618 | 3 | 6 | 46 | 94 | 37 | 76 | 19 | 39 | 16.4 | 63 | 16.7 | 64 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Hispanic/Latino | | | 19 | 1561 | 2 | 11 | 17 | 89 | 9 | 47 | 3 | 16 | 14.7 | 57 | 13.2 | 51 | | | |
| American Indian or Alaska Native | | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Asian | | | 8 | 1751 | 0 | 0 | 8 | 100 | 7 | 88 | 7 | 88 | 20.6 | 79 | 20.5 | 79 | | | |
| Black or African American | | | 11 | 1463 | 4 | 36 | 7 | 64 | 5 | 45 | 3 | 27 | 11.8 | 45 | 11.8 | 45 | | | |
| Native Hawaiian or Other Pacific Islander | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| White | | | 73 | 1645 | 2 | 3 | 71 | 97 | 57 | 78 | 33 | 45 | 17.0 | 65 | 17.6 | 68 | | | |
| Two or More Races | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Economically Disadvantaged | Yes | | 30 | 1527 | 4 | 13 | 26 | 87 | 11 | 37 | 5 | 17 | 13.3 | 51 | 12.0 | 46 | | | |
| | No | | 82 | 1653 | 4 | 5 | 78 | 95 | 67 | 82 | 41 | 50 | 17.3 | 67 | 18.1 | 70 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Title I, Part A | Participants | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | | 110 | 1623 | 7 | 6 | 103 | 94 | 78 | 71 | 46 | 42 | 16.4 | 63 | 16.6 | 64 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Migrant | Yes | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No | | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | No Information Provided | | 111 | 1619 | 8 | 7 | 103 | 93 | 77 | 69 | 45 | 41 | 16.2 | 62 | 16.5 | 63 | | | |
| Identified as Emergent Bilingual/English Learner | | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 2nd Year, reclassified from EB/EL | | | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Former EB/EL (Post Monitoring) | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Non-Emergent Bilingual/Non-English Learner | | | 107 | 1618 | 8 | 7 | 99 | 93 | 75 | 70 | 44 | 41 | 16.2 | 62 | 16.5 | 64 | | | |
| No Information Provided | | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Bilingual | Participants | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | | 112 | 1619 | 8 | 7 | 104 | 93 | 78 | 70 | 46 | 41 | 16.3 | 63 | 16.5 | 63 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| ESL | Participants | | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| | Nonparticipants | | 109 | 1621 | 8 | 7 | 101 | 93 | 77 | 71 | 46 | 42 | 16.2 | 62 | 16.6 | 64 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Special Education | Yes | | 20 | 1468 | 6 | 30 | 14 | 70 | 5 | 25 | 1 | 5 | 10.6 | 41 | 10.4 | 40 | | | |
| | No | | 92 | 1652 | 2 | 2 | 90 | 98 | 73 | 79 | 45 | 49 | 17.5 | 67 | 17.8 | 68 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Section 504 | Yes | | 27 | 1612 | 1 | 4 | 26 | 96 | 19 | 70 | 9 | 33 | 16.0 | 62 | 16.3 | 63 | | | |
| | No | | 85 | 1622 | 7 | 8 | 78 | 92 | 59 | 69 | 37 | 44 | 16.3 | 63 | 16.5 | 64 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| Gifted/Talented | Participants | | 26 | 1757 | 0 | 0 | 26 | 100 | 26 | 100 | 24 | 92 | 20.5 | 79 | 21.8 | 84 | | | |
| | Nonparticipants | | 86 | 1578 | 8 | 9 | 78 | 91 | 52 | 60 | 22 | 26 | 15.0 | 58 | 14.8 | 57 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |
| At-Risk | Yes | | 24 | 1483 | 6 | 25 | 18 | 75 | 5 | 21 | 1 | 4 | 11.9 | 46 | 10.0 | 38 | | | |
| | No | | 88 | 1657 | 2 | 2 | 86 | 98 | 73 | 83 | 45 | 51 | 17.5 | 67 | 18.2 | 70 | | | |
| | No Information Provided | | 0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
 Campus: 118 HAWK EL

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | |
|---|-------------------------|------|---------------------------|---------------------|-------------------------------------|----|--------------|----|------------|----|-------|----|---------|----|-----|----|-----|----|-----|----|
| | | | | | Number Percent | | Did Not Meet | | Approaches | | Meets | | Masters | | 1 | | 2 | | 3 | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Students Tested | 112 | 100 | | | 18 | 16 | 94 | 84 | 74 | 66 | 47 | 42 | 8.0 | 73 | 7.5 | 62 | 7.2 | 60 | 3.9 | 78 |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 112 | 100 | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | |
| All Students | 112 | 1656 | | | | | | | | | | | | | | | | | | |
| Male | 63 | 1662 | | | | | | | | | | | | | | | | | | |
| Female | 49 | 1648 | | | | | | | | | | | | | | | | | | |
| No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |
| Hispanic/Latino | 19 | 1608 | | | | | | | | | | | | | | | | | | |
| American Indian or Alaska Native | 1 | | | | | | | | | | | | | | | | | | | |
| Asian | 8 | 1843 | | | | | | | | | | | | | | | | | | |
| Black or African American | 11 | 1477 | | | | | | | | | | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | 0 | | | | | | | | | | | | | | | | | | | |
| White | 73 | 1677 | | | | | | | | | | | | | | | | | | |
| Two or More Races | 0 | | | | | | | | | | | | | | | | | | | |
| No Information Provided | 0 | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | Yes | 30 | 1526 | | | | | | | | | | | | | | | | | |
| | No | 82 | 1704 | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | |
| Title I, Part A | Participants | 2 | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 110 | 1660 | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | |
| Migrant | Yes | 0 | | | | | | | | | | | | | | | | | | |
| | No | 1 | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 111 | 1654 | | | | | | | | | | | | | | | | | |
| Identified as Emergent Bilingual/English Learner | | 3 | | | | | | | | | | | | | | | | | | |
| Monitored 1st Year, reclassified from EB/EL | | 0 | | | | | | | | | | | | | | | | | | |
| Monitored 2nd Year, reclassified from EB/EL | | 2 | | | | | | | | | | | | | | | | | | |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | | | | | | | | | | | | | | | | | | |
| Monitored 4th Year, reclassified from EB/EL | | 0 | | | | | | | | | | | | | | | | | | |
| Former EB/EL (Post Monitoring) | | 0 | | | | | | | | | | | | | | | | | | |
| Non-Emergent Bilingual/Non-English Learner | | 107 | 1652 | | | | | | | | | | | | | | | | | |
| No Information Provided | | 0 | | | | | | | | | | | | | | | | | | |
| Bilingual | Participants | 0 | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 112 | 1656 | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | |
| ESL | Participants | 3 | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 109 | 1658 | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | |
| Special Education | Yes | 20 | 1481 | | | | | | | | | | | | | | | | | |
| | No | 92 | 1694 | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | |
| Section 504 | Yes | 27 | 1651 | | | | | | | | | | | | | | | | | |
| | No | 85 | 1658 | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | |
| Gifted/Talented | Participants | 26 | 1828 | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 86 | 1604 | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | |
| At-Risk | Yes | 24 | 1506 | | | | | | | | | | | | | | | | | |
| | No | 88 | 1697 | | | | | | | | | | | | | | | | | |
| | No Information Provided | 0 | | | | | | | | | | | | | | | | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Grade 5 Reading Language Arts

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | |
|---|---------|--|---------------------------|---------------------|-------------------------------------|----|------------|-----|-------|-----|---------|-------------------------------|---------------------------|----|------|----|
| | | | | | Did Not Meet | | Approaches | | Meets | | Masters | | 1 | | 2 | |
| Number | Percent | | # | % | # | % | # | % | # | % | Reading | | Writing | | | |
| Students Tested | | | 128 | 100 | 8 | 6 | 120 | 94 | 99 | 77 | 59 | 46 | Number of Points Possible | | | |
| Students Not Tested | | | | | | | | | | | | | | | | |
| Absent | | | 0 | 0 | | | | | | | | | | | | |
| Other | | | 0 | 0 | | | | | | | | | | | | |
| Total Documents Submitted | | | 128 | 100 | | | | | | | | 26 | 26 | | | |
| Legend | | | | | | | | | | | | Avg. # of Points / % Achieved | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | # | % | # | % | |
| All Students | | | 128 | 1700 | 8 | 6 | 120 | 94 | 99 | 77 | 59 | 46 | 18.1 | 70 | 16.8 | 65 |
| Male | | | 61 | 1680 | 7 | 11 | 54 | 89 | 43 | 70 | 25 | 41 | 17.4 | 67 | 16.0 | 61 |
| Female | | | 67 | 1718 | 1 | 1 | 66 | 99 | 56 | 84 | 34 | 51 | 18.9 | 73 | 17.6 | 68 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| Hispanic/Latino | | | 20 | 1680 | 2 | 10 | 18 | 90 | 14 | 70 | 7 | 35 | 17.2 | 66 | 16.1 | 62 |
| American Indian or Alaska Native | | | 1 | | | | | | | | | | | | | |
| Asian | | | 9 | 1777 | 0 | 0 | 9 | 100 | 8 | 89 | 6 | 67 | 19.8 | 76 | 19.1 | 74 |
| Black or African American | | | 6 | 1657 | 0 | 0 | 6 | 100 | 4 | 67 | 1 | 17 | 18.3 | 71 | 14.3 | 55 |
| Native Hawaiian or Other Pacific Islander | | | 0 | | | | | | | | | | | | | |
| White | | | 92 | 1699 | 6 | 7 | 86 | 93 | 72 | 78 | 44 | 48 | 18.2 | 70 | 16.9 | 65 |
| Two or More Races | | | 0 | | | | | | | | | | | | | |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| Economically Disadvantaged | | | | | | | | | | | | | | | | |
| Yes | | | 21 | 1656 | 3 | 14 | 18 | 86 | 13 | 62 | 7 | 33 | 16.3 | 63 | 15.4 | 59 |
| No | | | 107 | 1708 | 5 | 5 | 102 | 95 | 86 | 80 | 52 | 49 | 18.5 | 71 | 17.1 | 66 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| Title I, Part A | | | | | | | | | | | | | | | | |
| Participants | | | 1 | | | | | | | | | | | | | |
| Nonparticipants | | | 127 | 1700 | 8 | 6 | 119 | 94 | 98 | 77 | 59 | 46 | 18.2 | 70 | 16.8 | 65 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| Migrant | | | | | | | | | | | | | | | | |
| Yes | | | 0 | | | | | | | | | | | | | |
| No | | | 0 | | | | | | | | | | | | | |
| No Information Provided | | | 128 | 1700 | 8 | 6 | 120 | 94 | 99 | 77 | 59 | 46 | 18.1 | 70 | 16.8 | 65 |
| Identified as Emergent Bilingual/English Learner | | | | | | | | | | | | | | | | |
| Monitored 1st Year, reclassified from EB/EL | | | 7 | 1763 | 0 | 0 | 7 | 100 | 5 | 71 | 4 | 57 | 18.3 | 70 | 18.6 | 71 |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | | | | | | | | | | | | | |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | | | | | | | | | | | | | |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | | | | | | | | | | | | | |
| Former EB/EL (Post Monitoring) | | | 0 | | | | | | | | | | | | | |
| Non-Emergent Bilingual/Non-English Learner | | | 121 | 1696 | 8 | 7 | 113 | 93 | 94 | 78 | 55 | 45 | 18.1 | 70 | 16.7 | 64 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| Bilingual | | | | | | | | | | | | | | | | |
| Participants | | | 0 | | | | | | | | | | | | | |
| Nonparticipants | | | 128 | 1700 | 8 | 6 | 120 | 94 | 99 | 77 | 59 | 46 | 18.1 | 70 | 16.8 | 65 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| ESL | | | | | | | | | | | | | | | | |
| Participants | | | 7 | 1763 | 0 | 0 | 7 | 100 | 5 | 71 | 4 | 57 | 18.3 | 70 | 18.6 | 71 |
| Nonparticipants | | | 121 | 1696 | 8 | 7 | 113 | 93 | 94 | 78 | 55 | 45 | 18.1 | 70 | 16.7 | 64 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| Special Education | | | | | | | | | | | | | | | | |
| Yes | | | 24 | 1604 | 7 | 29 | 17 | 71 | 13 | 54 | 6 | 25 | 15.4 | 59 | 12.9 | 50 |
| No | | | 104 | 1722 | 1 | 1 | 103 | 99 | 86 | 83 | 53 | 51 | 18.8 | 72 | 17.7 | 68 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| Section 504 | | | | | | | | | | | | | | | | |
| Yes | | | 28 | 1666 | 2 | 7 | 26 | 93 | 22 | 79 | 9 | 32 | 17.6 | 68 | 15.6 | 60 |
| No | | | 100 | 1709 | 6 | 6 | 94 | 94 | 77 | 77 | 50 | 50 | 18.3 | 70 | 17.2 | 66 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| Gifted/Talented | | | | | | | | | | | | | | | | |
| Participants | | | 17 | 1871 | 0 | 0 | 17 | 100 | 17 | 100 | 17 | 100 | 22.9 | 88 | 22.3 | 86 |
| Nonparticipants | | | 111 | 1674 | 8 | 7 | 103 | 93 | 82 | 74 | 42 | 38 | 17.4 | 67 | 16.0 | 62 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |
| At-Risk | | | | | | | | | | | | | | | | |
| Yes | | | 13 | 1710 | 0 | 0 | 13 | 100 | 10 | 77 | 5 | 38 | 17.1 | 66 | 17.6 | 68 |
| No | | | 115 | 1699 | 8 | 7 | 107 | 93 | 89 | 77 | 54 | 47 | 18.3 | 70 | 16.7 | 64 |
| No Information Provided | | | 0 | | | | | | | | | | | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | | |
|---|-------------------------|------|---------------------------|---------------------|-------------------------------------|----|--------------|-----|------------|-----|-------|----|---------|-----|------|------|-----|-----|-----|-----|----|
| | | | | | Number Percent | | Did Not Meet | | Approaches | | Meets | | Masters | | 1 | | 2 | | 3 | | 4 |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| Students Tested | 128 | 100 | | | 8 | 6 | 120 | 94 | 91 | 71 | 39 | 30 | 4.4 | 63 | 13.4 | 67 | 6.4 | 64 | 3.7 | 74 | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 128 | 100 | | | | | | | | | | | | | | | | | | | |
| Legend | | | | | | | | | | | | | | | | | | | | | |
| --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | | | | |
| All Students | 128 | 1720 | | | 8 | 6 | 120 | 94 | 91 | 71 | 39 | 30 | 4.4 | 63 | 13.4 | 67 | 6.4 | 64 | 3.7 | 74 | |
| Male | 61 | 1718 | | | 3 | 5 | 58 | 95 | 43 | 70 | 20 | 33 | 4.5 | 64 | 13.4 | 67 | 6.2 | 62 | 3.7 | 75 | |
| Female | 67 | 1722 | | | 5 | 7 | 62 | 93 | 48 | 72 | 19 | 28 | 4.3 | 62 | 13.5 | 67 | 6.5 | 65 | 3.6 | 73 | |
| No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | | |
| Hispanic/Latino | 20 | 1679 | | | 2 | 10 | 18 | 90 | 10 | 50 | 5 | 25 | 4.0 | 57 | 12.4 | 62 | 5.4 | 54 | 3.3 | 66 | |
| American Indian or Alaska Native | 1 | --- | | | | | | | | | | | | | | | | | | | |
| Asian | 9 | 1842 | | | 0 | 0 | 9 | 100 | 9 | 100 | 5 | 56 | 5.4 | 78 | 16.1 | 81 | 8.0 | 80 | 4.1 | 82 | |
| Black or African American | 6 | 1677 | | | 0 | 0 | 6 | 100 | 3 | 50 | 1 | 17 | 4.3 | 62 | 12.7 | 63 | 5.7 | 57 | 3.7 | 73 | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | | | | | | | | | | | | | | | | | | | |
| White | 92 | 1717 | | | 6 | 7 | 86 | 93 | 68 | 74 | 27 | 29 | 4.4 | 63 | 13.4 | 67 | 6.4 | 64 | 3.7 | 74 | |
| Two or More Races | 0 | --- | | | | | | | | | | | | | | | | | | | |
| No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | Yes | 21 | 1651 | | | 3 | 14 | 18 | 86 | 10 | 48 | 3 | 14 | 4.0 | 56 | 11.3 | 56 | 5.1 | 51 | 3.3 | 66 |
| | No | 107 | 1734 | | | 5 | 5 | 102 | 95 | 81 | 76 | 36 | 34 | 4.5 | 64 | 13.9 | 69 | 6.6 | 66 | 3.8 | 75 |
| | No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | |
| Title I, Part A | Participants | 1 | --- | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 127 | 1721 | | | 8 | 6 | 119 | 94 | 91 | 72 | 39 | 31 | 4.4 | 63 | 13.5 | 67 | 6.4 | 64 | 3.7 | 74 |
| | No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | |
| Migrant | Yes | 0 | --- | | | | | | | | | | | | | | | | | | |
| | No | 0 | --- | | | | | | | | | | | | | | | | | | |
| | No Information Provided | 128 | 1720 | | | 8 | 6 | 120 | 94 | 91 | 71 | 39 | 30 | 4.4 | 63 | 13.4 | 67 | 6.4 | 64 | 3.7 | 74 |
| Identified as Emergent Bilingual/English Learner | | 7 | 1763 | | | 0 | 0 | 7 | 100 | 6 | 86 | 2 | 29 | 4.9 | 69 | 14.1 | 71 | 6.7 | 67 | 3.7 | 74 |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | | | | | | | | | | | | | | | | | | |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | | | | | | | | | | | | | | | | | | |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | | | | | | | | | | | | | | | | | | |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | | | | | | | | | | | | | | | | | | |
| Former EB/EL (Post Monitoring) | | 0 | --- | | | | | | | | | | | | | | | | | | |
| Non-Emergent Bilingual/Non-English Learner | | 121 | 1718 | | | 8 | 7 | 113 | 93 | 85 | 70 | 37 | 31 | 4.4 | 63 | 13.4 | 67 | 6.3 | 63 | 3.7 | 74 |
| No Information Provided | | 0 | --- | | | | | | | | | | | | | | | | | | |
| Bilingual | Participants | 0 | --- | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | 128 | 1720 | | | 8 | 6 | 120 | 94 | 91 | 71 | 39 | 30 | 4.4 | 63 | 13.4 | 67 | 6.4 | 64 | 3.7 | 74 |
| | No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | |
| ESL | Participants | 7 | 1763 | | | 0 | 0 | 7 | 100 | 6 | 86 | 2 | 29 | 4.9 | 69 | 14.1 | 71 | 6.7 | 67 | 3.7 | 74 |
| | Nonparticipants | 121 | 1718 | | | 8 | 7 | 113 | 93 | 85 | 70 | 37 | 31 | 4.4 | 63 | 13.4 | 67 | 6.3 | 63 | 3.7 | 74 |
| | No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | |
| Special Education | Yes | 24 | 1625 | | | 4 | 17 | 20 | 83 | 9 | 38 | 3 | 13 | 3.8 | 55 | 10.6 | 53 | 4.9 | 49 | 3.1 | 62 |
| | No | 104 | 1742 | | | 4 | 4 | 100 | 96 | 82 | 79 | 36 | 35 | 4.5 | 65 | 14.1 | 70 | 6.7 | 67 | 3.8 | 77 |
| | No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | |
| Section 504 | Yes | 28 | 1685 | | | 2 | 7 | 26 | 93 | 19 | 68 | 7 | 25 | 4.6 | 66 | 12.5 | 62 | 5.8 | 58 | 3.5 | 71 |
| | No | 100 | 1730 | | | 6 | 6 | 94 | 94 | 72 | 72 | 32 | 32 | 4.4 | 62 | 13.7 | 69 | 6.5 | 65 | 3.7 | 75 |
| | No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | |
| Gifted/Talented | Participants | 17 | 1938 | | | 0 | 0 | 17 | 100 | 17 | 100 | 13 | 76 | 5.9 | 84 | 17.9 | 90 | 8.7 | 87 | 4.4 | 88 |
| | Nonparticipants | 111 | 1687 | | | 8 | 7 | 103 | 93 | 74 | 67 | 26 | 23 | 4.2 | 60 | 12.7 | 64 | 6.0 | 60 | 3.6 | 72 |
| | No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | |
| At-Risk | Yes | 13 | 1672 | | | 1 | 8 | 12 | 92 | 6 | 46 | 2 | 15 | 4.5 | 64 | 11.4 | 57 | 5.6 | 56 | 3.2 | 63 |
| | No | 115 | 1726 | | | 7 | 6 | 108 | 94 | 85 | 74 | 37 | 32 | 4.4 | 63 | 13.7 | 68 | 6.4 | 64 | 3.7 | 75 |
| | No Information Provided | 0 | --- | | | | | | | | | | | | | | | | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Administration Summary | | | Number of Students Tested | Average Scale Score | Results for Each Reporting Category | | | | | | | | | | | | | | | | |
|--|-------------------------|-----|---|---------------------|-------------------------------------|----|------------|-----|-------|----|---------|----|-------------------|----|---------------------------|----|-----------------|----|----------------------------|----|----|
| | | | | | Number Percent | | 1 | | 2 | | 3 | | 4 | | 5 | | 9 | | 13 | | 12 |
| | | | | | Did Not Meet | | Approaches | | Meets | | Masters | | Matter and Energy | | Force, Motion, and Energy | | Earth and Space | | Organisms and Environments | | |
| | | | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # |
| Students Tested | 128 | 100 | 128 | 3815 | 34 | 27 | 94 | 73 | 39 | 30 | 18 | 14 | 2.8 | 56 | 4.3 | 47 | 7.1 | 55 | 7.2 | 60 | |
| Students Not Tested | | | | | | | | | | | | | | | | | | | | | |
| Absent | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Other | 0 | 0 | | | | | | | | | | | | | | | | | | | |
| Total Documents Submitted | 128 | 100 | | | | | | | | | | | | | | | | | | | |
| Legend | | | --- = No Data Reported For Fewer Than Five Students | | | | | | | | | | | | | | | | | | |
| All Students | | | 128 | 3815 | 34 | 27 | 94 | 73 | 39 | 30 | 18 | 14 | 2.8 | 56 | 4.3 | 47 | 7.1 | 55 | 7.2 | 60 | |
| Male | | | 61 | 3847 | 19 | 31 | 42 | 69 | 21 | 34 | 11 | 18 | 2.7 | 53 | 4.6 | 51 | 7.3 | 56 | 7.1 | 59 | |
| Female | | | 67 | 3785 | 15 | 22 | 52 | 78 | 18 | 27 | 7 | 10 | 2.9 | 58 | 3.9 | 43 | 7.0 | 54 | 7.2 | 60 | |
| No Information Provided | | | 0 | | | | | | | | | | | | | | | | | | |
| Hispanic/Latino | | | 20 | 3766 | 7 | 35 | 13 | 65 | 5 | 25 | 3 | 15 | 2.8 | 55 | 3.8 | 42 | 7.1 | 55 | 6.9 | 57 | |
| American Indian or Alaska Native | | | 1 | | | | | | | | | | | | | | | | | | |
| Asian | | | 9 | 3931 | 1 | 11 | 8 | 89 | 5 | 56 | 2 | 22 | 3.4 | 69 | 4.1 | 46 | 8.6 | 66 | 7.2 | 60 | |
| Black or African American | | | 6 | 3608 | 3 | 50 | 3 | 50 | 0 | 0 | 0 | 0 | 2.3 | 47 | 3.0 | 33 | 6.2 | 47 | 6.7 | 56 | |
| Native Hawaiian or Other Pacific Islander | | | 0 | | | | | | | | | | | | | | | | | | |
| White | | | 92 | 3821 | 23 | 25 | 69 | 75 | 28 | 30 | 12 | 13 | 2.8 | 55 | 4.4 | 49 | 7.0 | 54 | 7.2 | 60 | |
| Two or More Races | | | 0 | | | | | | | | | | | | | | | | | | |
| No Information Provided | | | 0 | | | | | | | | | | | | | | | | | | |
| Economically Disadvantaged | Yes | | 21 | 3587 | 10 | 48 | 11 | 52 | 5 | 24 | 2 | 10 | 2.7 | 53 | 3.7 | 41 | 6.0 | 47 | 5.7 | 48 | |
| | No | | 107 | 3859 | 24 | 22 | 83 | 78 | 34 | 32 | 16 | 15 | 2.8 | 56 | 4.4 | 48 | 7.3 | 56 | 7.4 | 62 | |
| | No Information Provided | | 0 | | | | | | | | | | | | | | | | | | |
| Title I, Part A | Participants | | 1 | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | | 127 | 3818 | 33 | 26 | 94 | 74 | 39 | 31 | 18 | 14 | 2.8 | 56 | 4.2 | 47 | 7.1 | 55 | 7.2 | 60 | |
| | No Information Provided | | 0 | | | | | | | | | | | | | | | | | | |
| Migrant | Yes | | 0 | | | | | | | | | | | | | | | | | | |
| | No | | 0 | | | | | | | | | | | | | | | | | | |
| | No Information Provided | | 128 | 3815 | 34 | 27 | 94 | 73 | 39 | 30 | 18 | 14 | 2.8 | 56 | 4.3 | 47 | 7.1 | 55 | 7.2 | 60 | |
| Identified as Emergent Bilingual/English Learner | | | 7 | 3907 | 2 | 29 | 5 | 71 | 5 | 71 | 2 | 29 | 3.7 | 74 | 4.3 | 48 | 7.9 | 60 | 7.1 | 60 | |
| Monitored 1st Year, reclassified from EB/EL | | | 0 | | | | | | | | | | | | | | | | | | |
| Monitored 2nd Year, reclassified from EB/EL | | | 0 | | | | | | | | | | | | | | | | | | |
| Monitored 3rd Year, reclassified from EB/EL | | | 0 | | | | | | | | | | | | | | | | | | |
| Monitored 4th Year, reclassified from EB/EL | | | 0 | | | | | | | | | | | | | | | | | | |
| Former EB/EL (Post Monitoring) | | | 0 | | | | | | | | | | | | | | | | | | |
| Non-Emergent Bilingual/Non-English Learner | | | 121 | 3809 | 32 | 26 | 89 | 74 | 34 | 28 | 16 | 13 | 2.7 | 55 | 4.2 | 47 | 7.1 | 54 | 7.2 | 60 | |
| No Information Provided | | | 0 | | | | | | | | | | | | | | | | | | |
| Bilingual | Participants | | 0 | | | | | | | | | | | | | | | | | | |
| | Nonparticipants | | 128 | 3815 | 34 | 27 | 94 | 73 | 39 | 30 | 18 | 14 | 2.8 | 56 | 4.3 | 47 | 7.1 | 55 | 7.2 | 60 | |
| | No Information Provided | | 0 | | | | | | | | | | | | | | | | | | |
| ESL | Participants | | 7 | 3907 | 2 | 29 | 5 | 71 | 5 | 71 | 2 | 29 | 3.7 | 74 | 4.3 | 48 | 7.9 | 60 | 7.1 | 60 | |
| | Nonparticipants | | 121 | 3809 | 32 | 26 | 89 | 74 | 34 | 28 | 16 | 13 | 2.7 | 55 | 4.2 | 47 | 7.1 | 54 | 7.2 | 60 | |
| | No Information Provided | | 0 | | | | | | | | | | | | | | | | | | |
| Special Education | Yes | | 24 | 3487 | 12 | 50 | 12 | 50 | 4 | 17 | 0 | 0 | 2.4 | 48 | 3.1 | 35 | 5.4 | 42 | 5.8 | 49 | |
| | No | | 104 | 3890 | 22 | 21 | 82 | 79 | 35 | 34 | 18 | 17 | 2.9 | 58 | 4.5 | 50 | 7.5 | 58 | 7.5 | 62 | |
| | No Information Provided | | 0 | | | | | | | | | | | | | | | | | | |
| Section 504 | Yes | | 28 | 3759 | 6 | 21 | 22 | 79 | 6 | 21 | 2 | 7 | 2.6 | 51 | 4.4 | 49 | 6.5 | 50 | 7.1 | 59 | |
| | No | | 100 | 3830 | 28 | 28 | 72 | 72 | 33 | 33 | 16 | 16 | 2.9 | 57 | 4.2 | 47 | 7.3 | 56 | 7.2 | 60 | |
| | No Information Provided | | 0 | | | | | | | | | | | | | | | | | | |
| Gifted/Talented | Participants | | 17 | 4268 | 0 | 0 | 17 | 100 | 11 | 65 | 9 | 53 | 3.7 | 74 | 5.9 | 66 | 8.9 | 68 | 9.1 | 75 | |
| | Nonparticipants | | 111 | 3745 | 34 | 31 | 77 | 69 | 28 | 25 | 9 | 8 | 2.6 | 53 | 4.0 | 44 | 6.8 | 53 | 6.9 | 57 | |
| | No Information Provided | | 0 | | | | | | | | | | | | | | | | | | |
| At-Risk | Yes | | 13 | 3676 | 7 | 54 | 6 | 46 | 5 | 38 | 2 | 15 | 2.9 | 58 | 3.5 | 38 | 6.5 | 50 | 6.6 | 55 | |
| | No | | 115 | 3830 | 27 | 23 | 88 | 77 | 34 | 30 | 16 | 14 | 2.8 | 55 | 4.3 | 48 | 7.2 | 55 | 7.2 | 60 | |
| | No Information Provided | | 0 | | | | | | | | | | | | | | | | | | |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
 Campus: 118 HAWK EL

Report Date: JUNE 2024
 Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | # | % | | # | % | | # | % |
| All Students | 85 | 70 | 82 | 0 | --- | --- | 85 | 70 | 82 |
| Male | 40 | 31 | 78 | 0 | --- | --- | 40 | 31 | 78 |
| Female | 45 | 39 | 87 | 0 | --- | --- | 45 | 39 | 87 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | 17 | 12 | 71 | 0 | --- | --- | 17 | 12 | 71 |
| American Indian or Alaska Native | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| Asian | 19 | 19 | 100 | 0 | --- | --- | 19 | 19 | 100 |
| Black or African American | 7 | 6 | 86 | 0 | --- | --- | 7 | 6 | 86 |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | 40 | 33 | 83 | 0 | --- | --- | 40 | 33 | 83 |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | 23 | 17 | 74 | 0 | --- | --- | 23 | 17 | 74 |
| Yes | 62 | 53 | 85 | 0 | --- | --- | 62 | 53 | 85 |
| No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Participants | 84 | 70 | 83 | 0 | --- | --- | 84 | 70 | 83 |
| Nonparticipants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 85 | 70 | 82 | 0 | --- | --- | 85 | 70 | 82 |
| Identified as Emergent Bilingual/English Learner | 15 | 12 | 80 | 0 | --- | --- | 15 | 12 | 80 |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | 70 | 58 | 83 | 0 | --- | --- | 70 | 58 | 83 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Participants | 85 | 70 | 82 | 0 | --- | --- | 85 | 70 | 82 |
| Nonparticipants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | 15 | 12 | 80 | 0 | --- | --- | 15 | 12 | 80 |
| Participants | 70 | 58 | 83 | 0 | --- | --- | 70 | 58 | 83 |
| Nonparticipants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | 16 | 7 | 44 | 0 | --- | --- | 16 | 7 | 44 |
| Yes | 69 | 63 | 91 | 0 | --- | --- | 69 | 63 | 91 |
| No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | 13 | 9 | 69 | 0 | --- | --- | 13 | 9 | 69 |
| Yes | 72 | 61 | 85 | 0 | --- | --- | 72 | 61 | 85 |
| No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 |
| Participants | 76 | 61 | 80 | 0 | --- | --- | 76 | 61 | 80 |
| Nonparticipants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | 30 | 20 | 67 | 0 | --- | --- | 30 | 20 | 67 |
| Yes | 55 | 50 | 91 | 0 | --- | --- | 55 | 50 | 91 |
| No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | STAAR | | | STAAR SPANISH | | | TOTAL | | |
|---|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | # | % | | # | % | | # | % |
| All Students | 85 | 62 | 73 | 0 | --- | --- | 85 | 62 | 73 |
| Male | 40 | 32 | 80 | 0 | --- | --- | 40 | 32 | 80 |
| Female | 45 | 30 | 67 | 0 | --- | --- | 45 | 30 | 67 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | 17 | 10 | 59 | 0 | --- | --- | 17 | 10 | 59 |
| American Indian or Alaska Native | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| Asian | 19 | 17 | 89 | 0 | --- | --- | 19 | 17 | 89 |
| Black or African American | 7 | 4 | 57 | 0 | --- | --- | 7 | 4 | 57 |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | 40 | 30 | 75 | 0 | --- | --- | 40 | 30 | 75 |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | 23 | 17 | 74 | 0 | --- | --- | 23 | 17 | 74 |
| Yes | 23 | 17 | 74 | 0 | --- | --- | 23 | 17 | 74 |
| No | 62 | 45 | 73 | 0 | --- | --- | 62 | 45 | 73 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Participants | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Nonparticipants | 84 | 62 | 74 | 0 | --- | --- | 84 | 62 | 74 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | 85 | 62 | 73 | 0 | --- | --- | 85 | 62 | 73 |
| Identified as Emergent Bilingual/English Learner | 15 | 11 | 73 | 0 | --- | --- | 15 | 11 | 73 |
| Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | 70 | 51 | 73 | 0 | --- | --- | 70 | 51 | 73 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Nonparticipants | 85 | 62 | 73 | 0 | --- | --- | 85 | 62 | 73 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | 15 | 11 | 73 | 0 | --- | --- | 15 | 11 | 73 |
| Participants | 15 | 11 | 73 | 0 | --- | --- | 15 | 11 | 73 |
| Nonparticipants | 70 | 51 | 73 | 0 | --- | --- | 70 | 51 | 73 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | 16 | 6 | 38 | 0 | --- | --- | 16 | 6 | 38 |
| Yes | 16 | 6 | 38 | 0 | --- | --- | 16 | 6 | 38 |
| No | 69 | 56 | 81 | 0 | --- | --- | 69 | 56 | 81 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | 13 | 9 | 69 | 0 | --- | --- | 13 | 9 | 69 |
| Yes | 13 | 9 | 69 | 0 | --- | --- | 13 | 9 | 69 |
| No | 72 | 53 | 74 | 0 | --- | --- | 72 | 53 | 74 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 |
| Participants | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 |
| Nonparticipants | 76 | 53 | 70 | 0 | --- | --- | 76 | 53 | 70 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | 30 | 17 | 57 | 0 | --- | --- | 30 | 17 | 57 |
| Yes | 30 | 17 | 57 | 0 | --- | --- | 30 | 17 | 57 |
| No | 55 | 45 | 82 | 0 | --- | --- | 55 | 45 | 82 |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR SPANISH | | | TOTAL | | |
|---|-------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | 112 | 104 | 93 | 0 | --- | --- | 112 | 104 | 93 | |
| Male | 63 | 58 | 92 | 0 | --- | --- | 63 | 58 | 92 | |
| Female | 49 | 46 | 94 | 0 | --- | --- | 49 | 46 | 94 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 19 | 17 | 89 | 0 | --- | --- | 19 | 17 | 89 | |
| American Indian or Alaska Native | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| Asian | 8 | 8 | 100 | 0 | --- | --- | 8 | 8 | 100 | |
| Black or African American | 11 | 7 | 64 | 0 | --- | --- | 11 | 7 | 64 | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | 73 | 71 | 97 | 0 | --- | --- | 73 | 71 | 97 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 30 | 26 | 87 | 0 | --- | --- | 30 | 26 | 87 |
| | No | 82 | 78 | 95 | 0 | --- | --- | 82 | 78 | 95 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| | Nonparticipants | 110 | 103 | 94 | 0 | --- | --- | 110 | 103 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | No Information Provided | 111 | 103 | 93 | 0 | --- | --- | 111 | 103 | 93 |
| Identified as Emergent Bilingual/English Learner | | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 107 | 99 | 93 | 0 | --- | --- | 107 | 99 | 93 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 112 | 104 | 93 | 0 | --- | --- | 112 | 104 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | Nonparticipants | 109 | 101 | 93 | 0 | --- | --- | 109 | 101 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 20 | 14 | 70 | 0 | --- | --- | 20 | 14 | 70 |
| | No | 92 | 90 | 98 | 0 | --- | --- | 92 | 90 | 98 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 27 | 26 | 96 | 0 | --- | --- | 27 | 26 | 96 |
| | No | 85 | 78 | 92 | 0 | --- | --- | 85 | 78 | 92 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 26 | 26 | 100 | 0 | --- | --- | 26 | 26 | 100 |
| | Nonparticipants | 86 | 78 | 91 | 0 | --- | --- | 86 | 78 | 91 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 24 | 18 | 75 | 0 | --- | --- | 24 | 18 | 75 |
| | No | 88 | 86 | 98 | 0 | --- | --- | 88 | 86 | 98 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | STAAR SPANISH | | | TOTAL | | | | |
|---|--|---|------------|---------------|---------------------------|------------|-------|---------------------------|------------|-----|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | |
| | | | # | % | | # | % | | # | % | |
| All Students | | 112 | 94 | 84 | 0 | --- | --- | 112 | 94 | 84 | |
| Male | | 63 | 53 | 84 | 0 | --- | --- | 63 | 53 | 84 | |
| Female | | 49 | 41 | 84 | 0 | --- | --- | 49 | 41 | 84 | |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | | 19 | 13 | 68 | 0 | --- | --- | 19 | 13 | 68 | |
| American Indian or Alaska Native | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| Asian | | 8 | 8 | 100 | 0 | --- | --- | 8 | 8 | 100 | |
| Black or African American | | 11 | 5 | 45 | 0 | --- | --- | 11 | 5 | 45 | |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | | 73 | 67 | 92 | 0 | --- | --- | 73 | 67 | 92 | |
| Two or More Races | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | | | | | | | | | | | |
| | | Yes | 30 | 19 | 63 | 0 | --- | --- | 30 | 19 | 63 |
| | | No | 82 | 75 | 91 | 0 | --- | --- | 82 | 75 | 91 |
| | | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | | | | | | | | | | | |
| | | Participants | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| | | Nonparticipants | 110 | 93 | 85 | 0 | --- | --- | 110 | 93 | 85 |
| | | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | | | | | | | | | | | |
| | | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | | No | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | | No Information Provided | 111 | 93 | 84 | 0 | --- | --- | 111 | 93 | 84 |
| Identified as Emergent Bilingual/English Learner | | | | | | | | | | | |
| | | Monitored 1st Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | | Monitored 2nd Year, reclassified from EB/EL | 2 | --- | --- | 0 | --- | --- | 2 | --- | --- |
| | | Monitored 3rd Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | | Monitored 4th Year, reclassified from EB/EL | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | | Former EB/EL (Post Monitoring) | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | | | | | | | | | | |
| | | | 107 | 89 | 83 | 0 | --- | --- | 107 | 89 | 83 |
| | | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | | | | | | | | | | | |
| | | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | | Nonparticipants | 112 | 94 | 84 | 0 | --- | --- | 112 | 94 | 84 |
| | | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | | | | | | | | | | | |
| | | Participants | 3 | --- | --- | 0 | --- | --- | 3 | --- | --- |
| | | Nonparticipants | 109 | 91 | 83 | 0 | --- | --- | 109 | 91 | 83 |
| | | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | | | | | | | | | | | |
| | | Yes | 20 | 9 | 45 | 0 | --- | --- | 20 | 9 | 45 |
| | | No | 92 | 85 | 92 | 0 | --- | --- | 92 | 85 | 92 |
| | | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | | | | | | | | | | | |
| | | Yes | 27 | 24 | 89 | 0 | --- | --- | 27 | 24 | 89 |
| | | No | 85 | 70 | 82 | 0 | --- | --- | 85 | 70 | 82 |
| | | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | | | | | | | | | | | |
| | | Participants | 26 | 26 | 100 | 0 | --- | --- | 26 | 26 | 100 |
| | | Nonparticipants | 86 | 68 | 79 | 0 | --- | --- | 86 | 68 | 79 |
| | | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | | | | | | | | | | | |
| | | Yes | 24 | 13 | 54 | 0 | --- | --- | 24 | 13 | 54 |
| | | No | 88 | 81 | 92 | 0 | --- | --- | 88 | 81 | 92 |
| | | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR SPANISH | | | TOTAL | | |
|---|-------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | 128 | 120 | 94 | 0 | --- | --- | 128 | 120 | 94 | |
| Male | 61 | 54 | 89 | 0 | --- | --- | 61 | 54 | 89 | |
| Female | 67 | 66 | 99 | 0 | --- | --- | 67 | 66 | 99 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 20 | 18 | 90 | 0 | --- | --- | 20 | 18 | 90 | |
| American Indian or Alaska Native | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| Asian | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 | |
| Black or African American | 6 | 6 | 100 | 0 | --- | --- | 6 | 6 | 100 | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | 92 | 86 | 93 | 0 | --- | --- | 92 | 86 | 93 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 21 | 18 | 86 | 0 | --- | --- | 21 | 18 | 86 |
| | No | 107 | 102 | 95 | 0 | --- | --- | 107 | 102 | 95 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | Nonparticipants | 127 | 119 | 94 | 0 | --- | --- | 127 | 119 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 128 | 120 | 94 | 0 | --- | --- | 128 | 120 | 94 |
| Identified as Emergent Bilingual/English Learner | | 7 | 7 | 100 | 0 | --- | --- | 7 | 7 | 100 |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 121 | 113 | 93 | 0 | --- | --- | 121 | 113 | 93 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 128 | 120 | 94 | 0 | --- | --- | 128 | 120 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 7 | 7 | 100 | 0 | --- | --- | 7 | 7 | 100 |
| | Nonparticipants | 121 | 113 | 93 | 0 | --- | --- | 121 | 113 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 24 | 17 | 71 | 0 | --- | --- | 24 | 17 | 71 |
| | No | 104 | 103 | 99 | 0 | --- | --- | 104 | 103 | 99 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 28 | 26 | 93 | 0 | --- | --- | 28 | 26 | 93 |
| | No | 100 | 94 | 94 | 0 | --- | --- | 100 | 94 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 17 | 17 | 100 | 0 | --- | --- | 17 | 17 | 100 |
| | Nonparticipants | 111 | 103 | 93 | 0 | --- | --- | 111 | 103 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 13 | 13 | 100 | 0 | --- | --- | 13 | 13 | 100 |
| | No | 115 | 107 | 93 | 0 | --- | --- | 115 | 107 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | | STAAR SPANISH | | | TOTAL | | |
|---|-------------------------|---------------------------|------------|-----|---------------------------|------------|-----|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | 128 | 120 | 94 | 0 | --- | --- | 128 | 120 | 94 | |
| Male | 61 | 58 | 95 | 0 | --- | --- | 61 | 58 | 95 | |
| Female | 67 | 62 | 93 | 0 | --- | --- | 67 | 62 | 93 | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Hispanic/Latino | 20 | 18 | 90 | 0 | --- | --- | 20 | 18 | 90 | |
| American Indian or Alaska Native | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- | |
| Asian | 9 | 9 | 100 | 0 | --- | --- | 9 | 9 | 100 | |
| Black or African American | 6 | 6 | 100 | 0 | --- | --- | 6 | 6 | 100 | |
| Native Hawaiian or Other Pacific Islander | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| White | 92 | 86 | 93 | 0 | --- | --- | 92 | 86 | 93 | |
| Two or More Races | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- | |
| Economically Disadvantaged | Yes | 21 | 18 | 86 | 0 | --- | --- | 21 | 18 | 86 |
| | No | 107 | 102 | 95 | 0 | --- | --- | 107 | 102 | 95 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | Participants | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| | Nonparticipants | 127 | 119 | 94 | 0 | --- | --- | 127 | 119 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | Yes | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | No Information Provided | 128 | 120 | 94 | 0 | --- | --- | 128 | 120 | 94 |
| Identified as Emergent Bilingual/English Learner | | 7 | 7 | 100 | 0 | --- | --- | 7 | 7 | 100 |
| Monitored 1st Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 121 | 113 | 93 | 0 | --- | --- | 121 | 113 | 93 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | Participants | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| | Nonparticipants | 128 | 120 | 94 | 0 | --- | --- | 128 | 120 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | Participants | 7 | 7 | 100 | 0 | --- | --- | 7 | 7 | 100 |
| | Nonparticipants | 121 | 113 | 93 | 0 | --- | --- | 121 | 113 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | Yes | 24 | 20 | 83 | 0 | --- | --- | 24 | 20 | 83 |
| | No | 104 | 100 | 96 | 0 | --- | --- | 104 | 100 | 96 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | Yes | 28 | 26 | 93 | 0 | --- | --- | 28 | 26 | 93 |
| | No | 100 | 94 | 94 | 0 | --- | --- | 100 | 94 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | Participants | 17 | 17 | 100 | 0 | --- | --- | 17 | 17 | 100 |
| | Nonparticipants | 111 | 103 | 93 | 0 | --- | --- | 111 | 103 | 93 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | Yes | 13 | 12 | 92 | 0 | --- | --- | 13 | 12 | 92 |
| | No | 115 | 108 | 94 | 0 | --- | --- | 115 | 108 | 94 |
| | No Information Provided | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2024
Date of Testing: SPRING 2024

| Legend --- = No Data Reported For Fewer Than Five Students | | STAAR | | STAAR SPANISH | | | TOTAL | | | |
|---|--|---------------------------|------------|---------------|---------------------------|------------|-------|---------------------------|------------|-----|
| | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | | Number of Students Tested | Approaches | |
| | | | # | % | | # | % | | # | % |
| All Students | | 128 | 94 | 73 | 0 | --- | --- | 128 | 94 | 73 |
| Male | | 61 | 42 | 69 | 0 | --- | --- | 61 | 42 | 69 |
| Female | | 67 | 52 | 78 | 0 | --- | --- | 67 | 52 | 78 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Hispanic/Latino | | 20 | 13 | 65 | 0 | --- | --- | 20 | 13 | 65 |
| American Indian or Alaska Native | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Asian | | 9 | 8 | 89 | 0 | --- | --- | 9 | 8 | 89 |
| Black or African American | | 6 | 3 | 50 | 0 | --- | --- | 6 | 3 | 50 |
| Native Hawaiian or Other Pacific Islander | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| White | | 92 | 69 | 75 | 0 | --- | --- | 92 | 69 | 75 |
| Two or More Races | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Economically Disadvantaged | | | | | | | | | | |
| Yes | | 21 | 11 | 52 | 0 | --- | --- | 21 | 11 | 52 |
| No | | 107 | 83 | 78 | 0 | --- | --- | 107 | 83 | 78 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Title I, Part A | | | | | | | | | | |
| Participants | | 1 | --- | --- | 0 | --- | --- | 1 | --- | --- |
| Nonparticipants | | 127 | 94 | 74 | 0 | --- | --- | 127 | 94 | 74 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Migrant | | | | | | | | | | |
| Yes | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| No Information Provided | | 128 | 94 | 73 | 0 | --- | --- | 128 | 94 | 73 |
| Identified as Emergent Bilingual/English Learner | | | | | | | | | | |
| Monitored 1st Year, reclassified from EB/EL | | 7 | 5 | 71 | 0 | --- | --- | 7 | 5 | 71 |
| Monitored 2nd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 3rd Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Monitored 4th Year, reclassified from EB/EL | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Former EB/EL (Post Monitoring) | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Non-Emergent Bilingual/Non-English Learner | | 121 | 89 | 74 | 0 | --- | --- | 121 | 89 | 74 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Bilingual | | | | | | | | | | |
| Participants | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Nonparticipants | | 128 | 94 | 73 | 0 | --- | --- | 128 | 94 | 73 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| ESL | | | | | | | | | | |
| Participants | | 7 | 5 | 71 | 0 | --- | --- | 7 | 5 | 71 |
| Nonparticipants | | 121 | 89 | 74 | 0 | --- | --- | 121 | 89 | 74 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Special Education | | | | | | | | | | |
| Yes | | 24 | 12 | 50 | 0 | --- | --- | 24 | 12 | 50 |
| No | | 104 | 82 | 79 | 0 | --- | --- | 104 | 82 | 79 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Section 504 | | | | | | | | | | |
| Yes | | 28 | 22 | 79 | 0 | --- | --- | 28 | 22 | 79 |
| No | | 100 | 72 | 72 | 0 | --- | --- | 100 | 72 | 72 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| Gifted/Talented | | | | | | | | | | |
| Participants | | 17 | 17 | 100 | 0 | --- | --- | 17 | 17 | 100 |
| Nonparticipants | | 111 | 77 | 69 | 0 | --- | --- | 111 | 77 | 69 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |
| At-Risk | | | | | | | | | | |
| Yes | | 13 | 6 | 46 | 0 | --- | --- | 13 | 6 | 46 |
| No | | 115 | 88 | 77 | 0 | --- | --- | 115 | 88 | 77 |
| No Information Provided | | 0 | --- | --- | 0 | --- | --- | 0 | --- | --- |

Denton Independent School District
McNair Elementary
2024-2025 Campus Improvement Plan



Mission Statement

McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible students.

Vision

McNair Elementary will maintain a spirit of collaboration between students, staff, parents, and community to achieve student success.

Value Statement

Respect - High Expectations - Enthusiasm - Teamwork - Fun

Collective Commitments

Educators will work in collaborative teams (PLCs) and take collective responsibility for student learning.

Collaborative teacher teams will implement a guaranteed and viable curriculum.

Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.

Educators use the results of common assessments to improve individual proactive and identify students in need of intervention and extension.

The school provides a systematic process for intervention and extension (RTI/MTSS)

Teach and assess the essential skills and standards of our agreed upon curriculum.

Support all students by monitoring and adjusting student learning and engagement using accurate data from team developed assessments.

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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| Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors | 12 |
| Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognition's to the Denton ISD community | 18 |
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Comprehensive Needs Assessment

Revised/Approved: April 26, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

We need to strive to ensure that we are meeting the needs of all populations of our diverse student body.

Student Learning

Our students have experienced the potential for significant learning loss. We must ensure that our Tier 1 instruction is strong and intervention is targeted and intentional to bridge gaps.

School Processes and Programs

To further support the diversity of our campus, we need to continually reevaluate our processes to ensure that we are meeting the varying needs of all students.

Perceptions

Continue to seek ways to positively affect the perceptions of our community of the school, grow the relationships amongst our staff, and grow our relationships with our families and community.

Demographics

Demographics Summary

See addendum.

- K-5 students
- Staff (including teachers, paraprofessional and other support staff)
- Parents
- Community
- Business partners
- Title I campus

Demographics Strengths

- The percentage of students meeting and mastering grade levels continues to increase.
- Diverse student population, including monolingual and bilingual students.
- Cultivating community partnerships.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students not meeting grade-level expectations in math is increasing. Staff will continue to monitor student progress, as evidenced by the iReady Mastery Checks. **Root Cause:** Basic numeracy and fact fluency skills need a stronger focus during instruction.

Student Learning

Student Learning Summary

Our students have made great gains in several areas as evidenced by our campus data card and our state assessment. See addendum.

Student Learning Strengths

We have strong performance in both RLA and Math, but there is room for improvement in these areas. See addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As evidenced by iReady EOY math data, 16% of 1st grade, 10% of 2nd grade, 9% of 3rd grade, 2% of 4th grade, and 7% of 5th grade are two or more grade levels below early grade level expectations. Staff will monitor student progress as evidenced by the district mastery checks. **Root Cause:** Students need to develop deep conceptual understanding of the operations and fact fluency at the same time.

Problem Statement 2 (Prioritized): As evidenced by EOY reading data, 12% of 1st grade, 13% of 2nd grade, 11% of 3rd grade, 6% of 4th grade, and 13% of 5th grade are two or more grade levels below early grade level expectations. Staff will monitor student progress as evidenced by the district mastery checks. **Root Cause:** Students need to develop strong phonological awareness and comprehension skills.

School Processes & Programs

School Processes & Programs Summary

- Bilingual program
- Reading Recovery Teacher (.25)
- DLL/Esperanza (.5)
- Reading Interventionist
- Math Interventionist
- Bilingual Specialist
- Dyslexia Therapist

School Processes & Programs Strengths

- Cohesive, collaborative staff
- Diversity with programs
- Highly qualified teaching staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): To continue to support the growing diversity of our campus, we will need to adjust our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans. **Root Cause:** We will be intentional in being more specific in addressing specific areas of needs of students.

Perceptions

Perceptions Summary

- We strive to meet the varying needs of students
- We promote a positive climate of community
- We believe that all students can learn
- Staff is willing to learn and lead new learning

Family and Community Involvement

- Communication is sent from teachers at least weekly; the assistant principal communicates through a campus newsletter weekly, and a bi-weekly newsletter is sent by the principal to the community bi-weekly
- Parents are eager to volunteer

Culture and Climate

- Staff works collaboratively
- When entering the building, there is a "family" feel - many visitors and substitutes have commented on this
- Administration is available for teachers with open door policy
- Administration is family oriented and supports staff with immediate needs
- Staff are supportive of each other and pick up when there is a need

Perceptions Strengths

- Great parent/school relationships
- Staff is collaborative and works well together
- We focus on meeting the needs of the whole child
- Great communication between the school and the parents of our students

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need stronger ways that teachers can communicate more often with parents and the community in order to foster and grow our relationships with our families and community. **Root Cause:** We will have many new families due to rezoning and they will need ample opportunities to connect with our already existing community.

Priority Problem Statements

Problem Statement 1: The number of students not meeting grade-level expectations in math is increasing. Staff will continue to monitor student progress, as evidenced by the iReady Mastery Checks.

Root Cause 1: Basic numeracy and fact fluency skills need a stronger focus during instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As evidenced by iReady EOY math data, 16% of 1st grade, 10% of 2nd grade, 9% of 3rd grade, 2% of 4th grade, and 7% of 5th grade are two or more grade levels below early grade level expectations. Staff will monitor student progress as evidenced by the district mastery checks.

Root Cause 2: Students need to develop deep conceptual understanding of the operations and fact fluency at the same time.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: To continue to support the growing diversity of our campus, we will need to adjust our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans.

Root Cause 3: We will be intentional in being more specific in addressing specific areas of needs of students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We need stronger ways that teachers can communicate more often with parents and the community in order to foster and grow our relationships with our families and community.

Root Cause 4: We will have many new families due to rezoning and they will need ample opportunities to connect with our already existing community.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: As evidenced by EOY reading data, 12% of 1st grade, 13% of 2nd grade, 11% of 3rd grade, 6% of 4th grade, and 13% of 5th grade are two or more grade levels below early grade level expectations. Staff will monitor student progress as evidenced by the district mastery checks.

Root Cause 5: Students need to develop strong phonological awareness and comprehension skills.

Problem Statement 5 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- 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
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By the end of the 24-25 school year, the percentage of students showing growth in reading will increase by 10% as evidenced by district mastery checks and iReady.

Evaluation Data Sources: DRA, Individual Reading Inventories, Running Records, IReady assessments and mastery checks, TPRI, and TXKEA.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Teachers in Kinder through 5th grades will provide intentional small group intervention for all below level readers as evidenced by weekly small group lesson plans and campus monitoring tools.</p> <p>Strategy's Expected Result/Impact: Students being able to verbalize and comprehend what is occurring in a text; students receiving applicable, timely feedback.</p> <p>Staff Responsible for Monitoring: Teachers, coach, admin</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Student Supplies - Title I, Part A - \$2,100</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Teachers will provide explicit instruction in vocabulary and ensure the language needs of our EB students are met. This will be evidenced by agendas, the monitoring of small group protocol small group lessons, walkthroughs, and campus monitoring tools.</p> <p>Strategy's Expected Result/Impact: Intentional vocabulary/language planning and data-driven instruction</p> <p>Staff Responsible for Monitoring: Teachers, coach, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: 100% of eligible 1416 students, unless opted out by the parent or legal guardian, who are eligible will receive services to include supplemental instruction, intervention tracking, and progress monitoring by May 2025. This will be evidenced by tracking sheets.</p> <p>Strategy's Expected Result/Impact: Students will be identified as approaches and/or meets grade level standards on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Interventionist - State Compensatory Education (SCE) - \$38,822, Campus Interventionist - Title I, Part A - \$38,822</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: By the end of the 24-25 school year, the percentage of students showing growth in math will increase by 10% as evidenced by mastery checks and iReady.

Evaluation Data Sources: PNA, IReady, Math STEMScopes, IReady assessments

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Teachers will provide intentional small group intervention learned from PD and mega labs for students performing below grade level based on math essentials, common formative assessments, and mastery checks as evidenced by small group protocol, intervention groups, and data tracking.</p> <p>Strategy's Expected Result/Impact: Students will have strong fact fluency, numeracy skills, and a conceptual understanding of mathematical concepts. Students will know and learn essential math standards.</p> <p>Staff Responsible for Monitoring: Teachers, math interventionist, admin</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for PD - Title I, Part A - \$5,240, PD Registrations/Travel - Title I, Part A - \$2,000, Student Supplies - Title I, Part A - \$3,252.17</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 2: Teachers will provide explicit instruction in vocabulary and ensure the language needs of our EB students are met. This will be evidenced by planning agendas, walkthroughs, and campus monitoring tools.</p> <p>Strategy's Expected Result/Impact: Students will increase performance on math essential standards.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, coach, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: PD for Staff - Subs for PD - Title I, Part A - \$2,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: 100% of eligible 1416 students, unless opted out by the parent or legal guardian, who are eligible will receive services to include supplemental instruction, intervention tracking, and progress monitoring by May 2025. This will be evidenced by tracking sheets.</p> <p>Strategy's Expected Result/Impact: Students will be identified as approaches and/or meets grade level standards on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Campus Interventionist - State Compensatory Education (SCE) - \$39,360, Campus Interventionist - Title I, Part A - \$39,360</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: By the end of the 24-25 school year, the number of students who are being provided tiered social emotional supports will decrease in each grade level by 5%. This will be evidenced by the campus check-in/out system as well as the campus Space Connection form, and monitoring of Character Strong lessons.

Evaluation Data Sources: Caseload logs and a decrease in classroom challenges by 5%

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: The partnership of Communities In Schools (CIS) and the counseling program will equip and empower students to confront and overcome personal challenges and create trans-formative relationships that are key to unlocking a student's potential. As a result, immediate and systemic barriers will be broken down to create and sustain equitable outcomes.</p> <p>Strategy's Expected Result/Impact: Intervening on the exact needs of students through services which address students' social-emotional, and mental health barriers to positively impact student success.</p> <p>Staff Responsible for Monitoring: Site coordinator, Counselor, Principal, and Assistant Principal</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Communities in Schools - Title I, Part A - \$16,000, Student Supplies and Materials - Title I, Part A - \$3,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 4: By the end of the 24-25 school year 90% of Pre-K students will be able to name 20 or more alphabet letters, 75% of Pre-K students will produce 20 or more letter sounds, and 75% of Pre-K students will be able to blend sounds to make words as evidenced by CLI engage.

Evaluation Data Sources: CLI engage and campus data card

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Small group intervention on letter ID, sounds, and blends will be implemented.</p> <p>Strategy's Expected Result/Impact: Intervention will increase the percentage of students who can identify letters and produce and blend sounds.</p> <p>Staff Responsible for Monitoring: Teacher and admin</p> <p>Title I: 2.4, 2.6</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognition's to the Denton ISD community

Performance Objective 1: By the end of the 24-25 school year, we will increase staff-to-staff recognition and appreciation as evidenced by staff-to-staff shout-outs and newsletters to cultivate and nurture a positive culture. We will increase community events/partnerships and effective communication with students, staff, and parents.

Evaluation Data Sources: District employee engagement survey, campus/community events, and staff-to-staff shout outs.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Staff shout out board, Cosmic Commander, and Commander Kudos will be implemented. Staff will be recognized by each other and students will be recognized by teachers through a referral form for positive behaviors and acts of kindness. Staff will feel more recognized as evidenced by the engagement survey.</p> <p>Strategy's Expected Result/Impact: The more students positive interactions and behaviors, the more positive results will be seen through decreased behavior challenges for students.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Staff.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Staff kudos will be implemented through the weekly staff newsletter and shout-out board. Staff will be recognized by admin and other teachers through thoughtful Thursdays and other random acts of kindness.</p> <p>Strategy's Expected Result/Impact: The more staff is recognized for their efforts and positive student impact, the more positive results will be seen through increased engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Implementation of zones of regulation, treatment agreements, and Character Strong for students and staff and the behavior matrix to assist in campus wide expectations that will contribute to a positive climate and culture with a decrease of 5% in discipline referrals.</p> <p>Strategy's Expected Result/Impact: Increase and improve student and staff self regulation to increase quality instruction and learning within the classroom environment.</p> <p>Staff Responsible for Monitoring: Counselor, CIS, Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I, Part A</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

State Compensatory

Budget for McNair Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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

Personnel for McNair Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------|------------------------------|------------|
| Haley Horner | District Instructional Coach | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|-------------------------|----------------|------------|
| Jennifer Perez | Math Interventionist | | .5 |
| Rachel Miller | Reading Interventionist | | .5 |

Campus Leadership Team

| Committee Role | Name | Position |
|-----------------------------|-------------------------|------------------------------|
| Non-classroom Professional | Hayley Brown | Dyslexia Therapist |
| Campus Librarian | Michelle Heidrich | Librarian |
| Classroom Teacher | Susan Allen | 5th Grade Teacher |
| Classroom Teacher | Sylvia Naples | 4th Grade Teacher |
| Classroom Teacher | Elizabeth Hall | 3rd Grade Teacher |
| Parent | Kimberly Pendleton | Parent |
| Classroom Teacher | Katie Cooper | 1st Grade Teacher |
| Classroom Teacher | Lindsey Davidson | Kinder Teacher |
| District-level Professional | Haley Horner | District Instructional Coach |
| Non-classroom Professional | Rachel Miller | Reading Interventionist |
| CIS Site Coordinator | Jennifer Cardwell | CIS |
| Parent | Jennifer Perez | Parent |
| Business Representative | Metzler's BBQ | Community Business |
| Administrator | Morgann Hawkins | Assistant Principal |
| Non-classroom Professional | Sydney Pimental-Rushing | Counselor |
| Classroom Teacher | Angela Gregg | 2nd grade teacher |
| Administrator | Djenane Bolton | Principal |

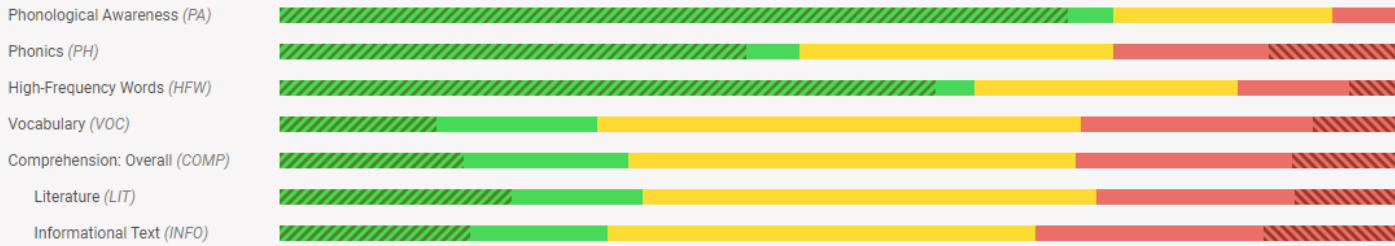
Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|--------------------------------|--------------|---------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Campus Interventionist | | \$38,822.00 |
| 1 | 2 | 3 | Campus Interventionist | | \$39,360.00 |
| Sub-Total | | | | | \$78,182.00 |
| Title I, Part A | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Student Supplies | | \$2,100.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | Campus Interventionist | | \$38,822.00 |
| 1 | 2 | 1 | PD Registrations/Travel | | \$2,000.00 |
| 1 | 2 | 1 | Substitutes for PD | | \$5,240.00 |
| 1 | 2 | 1 | Student Supplies | | \$3,252.17 |
| 1 | 2 | 2 | PD for Staff - Subs for PD | | \$2,000.00 |
| 1 | 2 | 3 | Campus Interventionist | | \$39,360.00 |
| 1 | 3 | 1 | Student Supplies and Materials | | \$3,000.00 |
| 1 | 3 | 1 | Communities in Schools | | \$16,000.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 2 | 1 | 3 | | | \$0.00 |
| Sub-Total | | | | | \$111,774.17 |

Addendums

iReady Reading Data

Placement by Domain



Switch Table View

Placement Summary

Choose to Show Results By

Grade

Showing 6 of 6

Grade Overall Grade-Level Placement ● ● ● ● ● Students Assessed/Total

| Grade | Overall Grade-Level Placement | ● | ● | ● | ● | ● | Students Assessed/Total |
|-------------------------|-------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|------------------------------------|------------------------------------|-------------------------|
| Grade K | | 12% | 13% | 75% | 0% | 0% | 75/76 |
| Grade 1 | | 2% | 5% | 76% | 16% | 0% | 92/93 |
| Grade 2 | | 10% | 13% | 44% | 33% | 0% | 79/79 |
| Grade 3 | | 19% | 22% | 18% | 26% | 15% | 94/94 |
| Grade 4 | | 24% | 13% | 31% | 10% | 23% | 102/102 |
| Grade 5 | | 12% | 22% | 30% | 21% | 14% | 98/98 |

IReady Math Data

Placement by Domain



Switch Table View

Placement Summary

Choose to Show Results By

Grade

+ Add secondary demographic to show results by

Showing 6 of 6

| Grade | Overall Grade-Level Placement | | | | | | Students Assessed/Total |
|-------------------------|-------------------------------|-----|-----|-----|-----|----|-------------------------|
| Grade K | | 55% | 13% | 32% | 0% | 0% | 76/76 |
| Grade 1 | | 23% | 15% | 47% | 16% | 0% | 101/101 |
| Grade 2 | | 22% | 26% | 42% | 10% | 0% | 86/86 |
| Grade 3 | | 37% | 25% | 28% | 9% | 1% | 97/97 |
| Grade 4 | | 52% | 23% | 16% | 2% | 7% | 100/100 |
| Grade 5 | | 45% | 22% | 21% | 7% | 5% | 100/100 |

Student Demographics (2023 - 2024 Fall PEIMS file loaded 02/15/2024)

| | Count | Percent |
|------------------------------------|-------|---------|
| Gender | | |
| Female | 297 | 52.38% |
| Male | 270 | 47.62% |
| Ethnicity | | |
| Hispanic-Latino | 267 | 47.09% |
| Race | | |
| American Indian - Alaskan Native | 1 | 0.18% |
| Asian | 14 | 2.47% |
| Black - African American | 47 | 8.29% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 216 | 38.10% |
| Two-or-More | 22 | 3.88% |

Student Programs (2023 - 2024 Fall PEIMS file loaded 02/15/2024)

| | Count | Percent |
|---|-------|---------|
| Dyslexia | 27 | 4.76% |
| Gifted and Talented | 47 | 8.29% |
| Regional Day School Program for the Deaf | 25 | 4.41% |
| Section 504 | 15 | 2.65% |
| Special Education (SPED) | 97 | 17.11% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 167 | 29.45% |
| Bilingual | 118 | 20.81% |
| English as a Second Language (ESL) | 26 | 4.59% |
| Alternative Bilingual Language Program | 22 | 3.88% |
| Alternative ESL Language Program | 2 | 0.35% |
| Title I Part A | | |
| Schoolwide Program | 567 | 100.00% |
| Targeted Assistance | 0 | 0.00% |
| Targeted Assistance Previously Participated | 0 | 0.00% |
| Title I Homeless | 0 | 0.00% |
| Neglected | 0 | 0.00% |

Staff Information (2023 - 2024 Fall PEIMS file loaded 02/15/2024)

| | Count | Percent |
|------------------------|-------|---------|
| Administrative Support | 10 | 15.15% |
| Teacher | 46 | 69.70% |
| Educational Aide | 10 | 15.15% |
| Auxiliary | 0 | 0.00% |

Student Indicators (2023 - 2024 Fall PEIMS file loaded 02/15/2024)

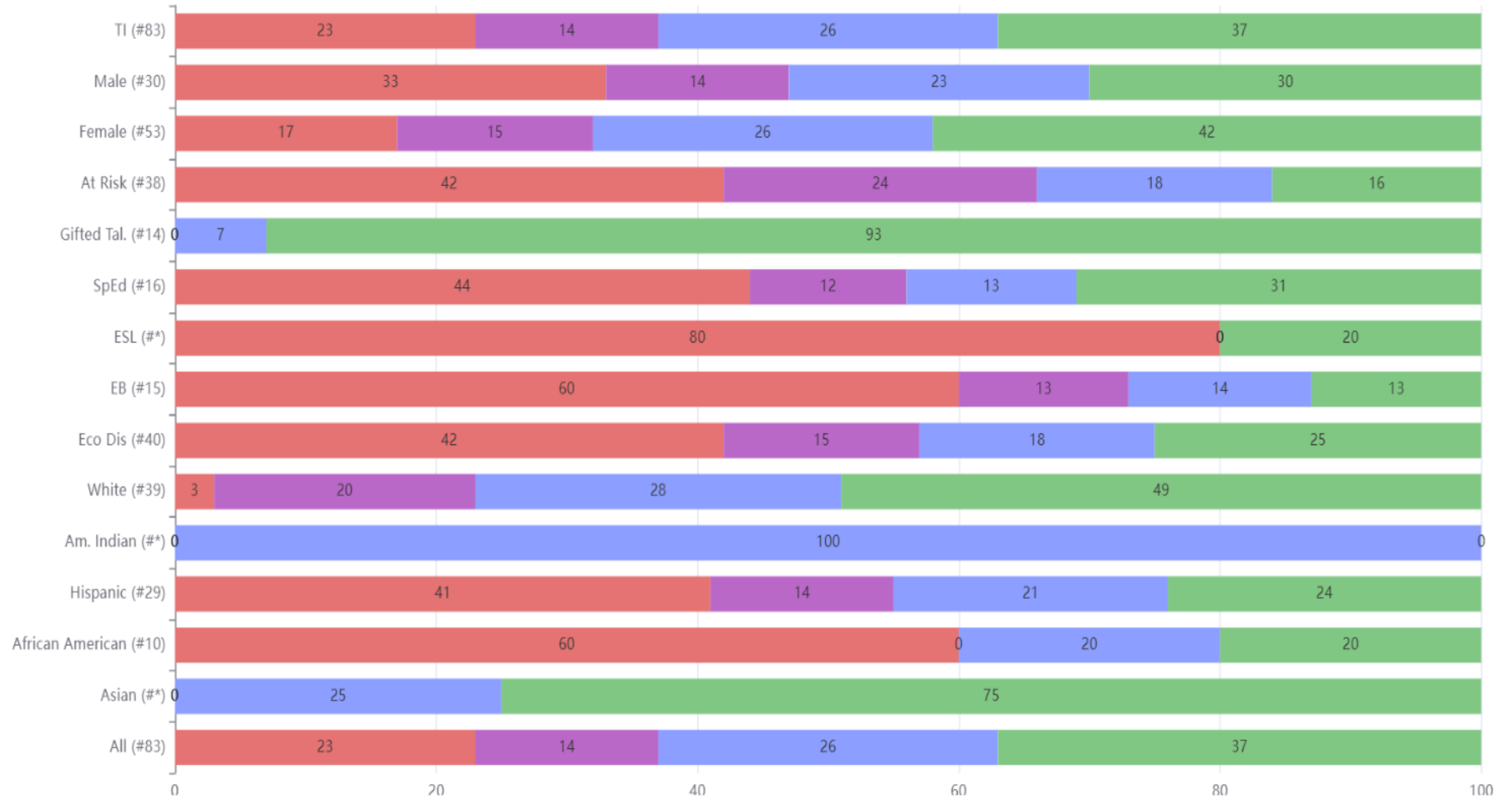
| | Count | Percent |
|---|-------|---------|
| At-Risk | 307 | 54.14% |
| Foster Care | 2 | 0.35% |
| IEP Continuer | 0 | 0.00% |
| Immigrant | 5 | 0.88% |
| Intervention Indicator | 0 | 0.00% |
| Migrant | 0 | 0.00% |
| Military Connected | 14 | 2.47% |
| Transfer In Students | 13 | 2.2928% |
| Unschooling Asylee/Refugee | 0 | 0% |
| Economic Disadvantage | | |
| Economic Disadvantage Total | 318 | 56.08% |
| Free Meals | 272 | 47.97% |
| Reduced-Price Meals | 46 | 8.11% |
| Other Economic Disadvantage | 0 | 0.00% |
| Homeless and Unaccompanied Youth | | |
| Homeless Status Total | 0 | 0.00% |
| Shelter | 0 | 0.00% |
| Doubled Up | 0 | 0.00% |
| Unsheltered | 0 | 0.00% |
| Hotel/Motel | 0 | 0.00% |
| Not Unaccompanied Youth | 0 | 0.00% |
| Is Unaccompanied Youth | 0 | 0.00% |

Special Education Services (2023 - 2024 Fall PEIMS file loaded 02/15/2024)

| | Count | Percent |
|--------------------------------|-------|---------|
| Primary Disabilities | | |
| No Disability | 0 | 0.00% |
| Orthopedic impairment | 0 | 0.00% |
| Other health impairment | 12 | 12.37% |
| Auditory impairment | 23 | 23.71% |
| Visual impairment | 0 | 0.00% |
| Deaf-Blind | 1 | 1.03% |
| Intellectual disability | 1 | 1.03% |
| Emotional disturbance | 5 | 5.15% |
| Learning disability | 20 | 20.62% |
| Speech impairment | 30 | 30.93% |
| Autism | 5 | 5.15% |
| Developmental delay | 0 | 0.00% |
| Traumatic brain injury | 0 | 0.00% |
| Noncategorical early childhood | 0 | 0.00% |
| Instructional Settings | | |
| Speech Therapy | 29 | 29.90% |
| Homebound | 0 | 0.00% |
| Hospital Class | 0 | 0.00% |
| Mainstream | 17 | 17.53% |
| Resource Room | 34 | 35.05% |
| VAC | 0 | 0.00% |
| Off Home Campus | 0 | 0.00% |
| State School | 0 | 0.00% |
| Residential Care | 0 | 0.00% |
| Self Contained | 17 | 17.53% |
| Full-Time Early Childhood | 0 | 0.00% |
| Nonpublic Day School | 0 | 0.00% |

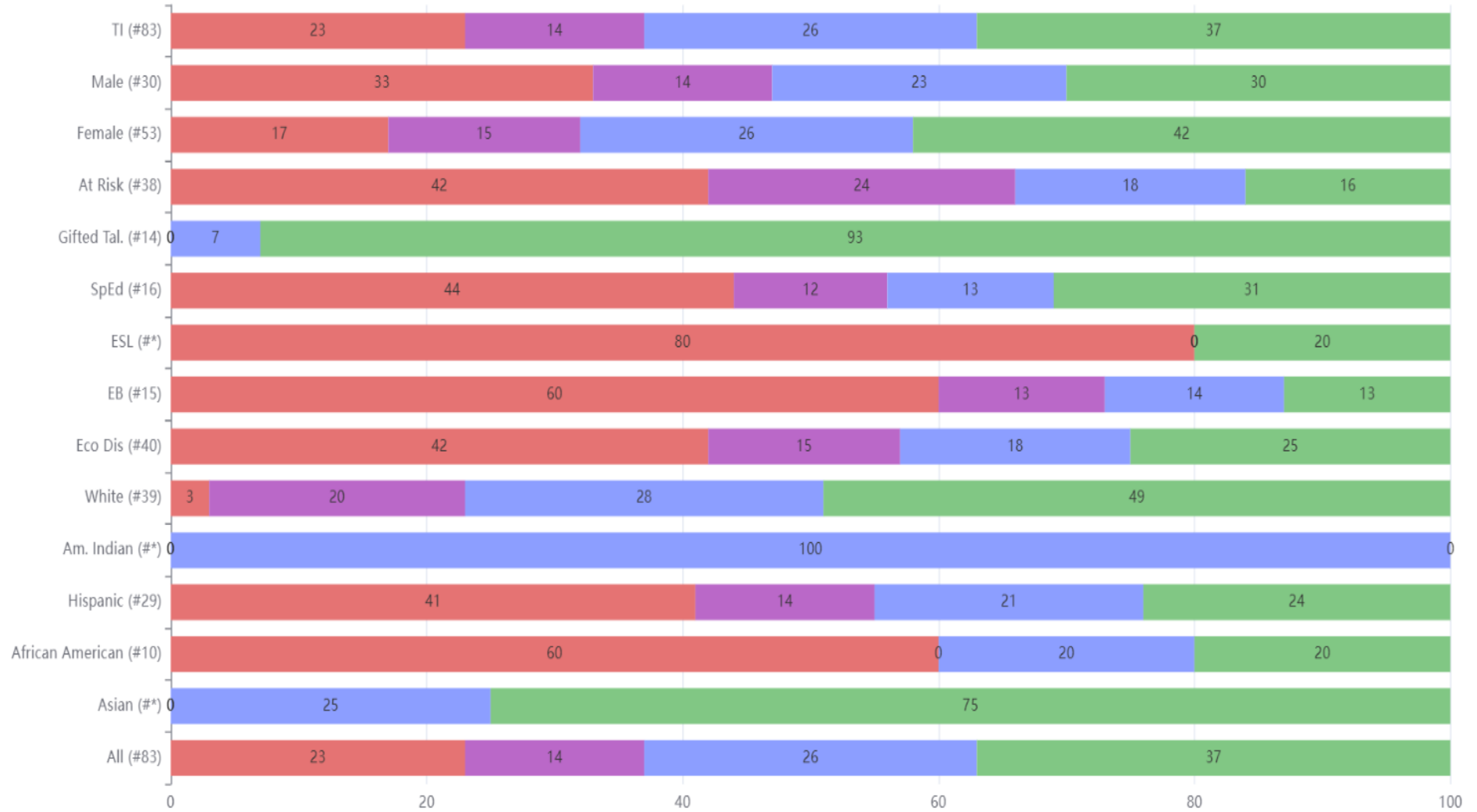
RLA Reading STAAR
MCNAIR EL - 03

NM AP ME MS



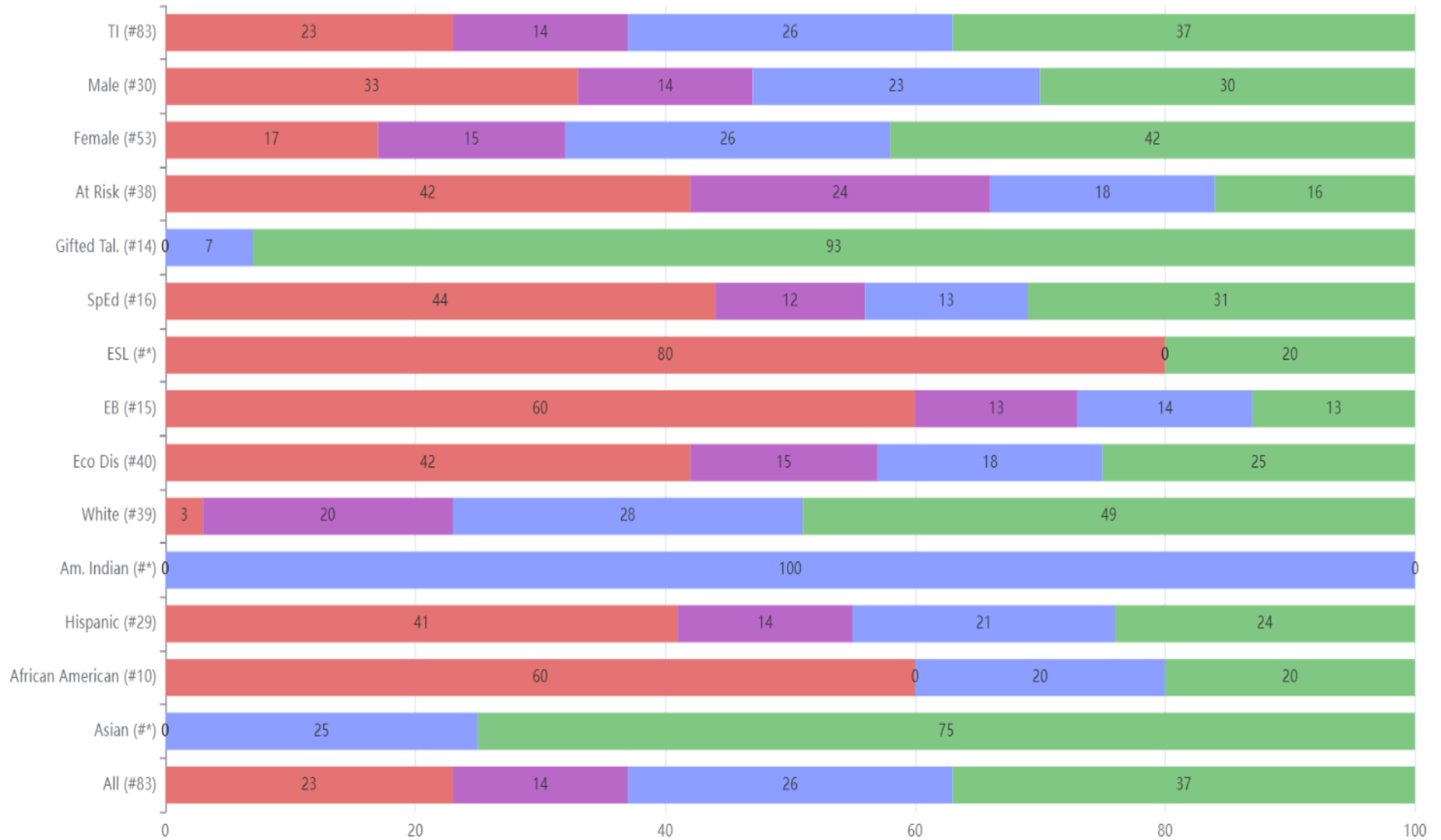
RLA Reading STAAR
MCNAIR EL - 04

NM AP ME MS



RLA Reading STAAR
MCNAIR EL - 05

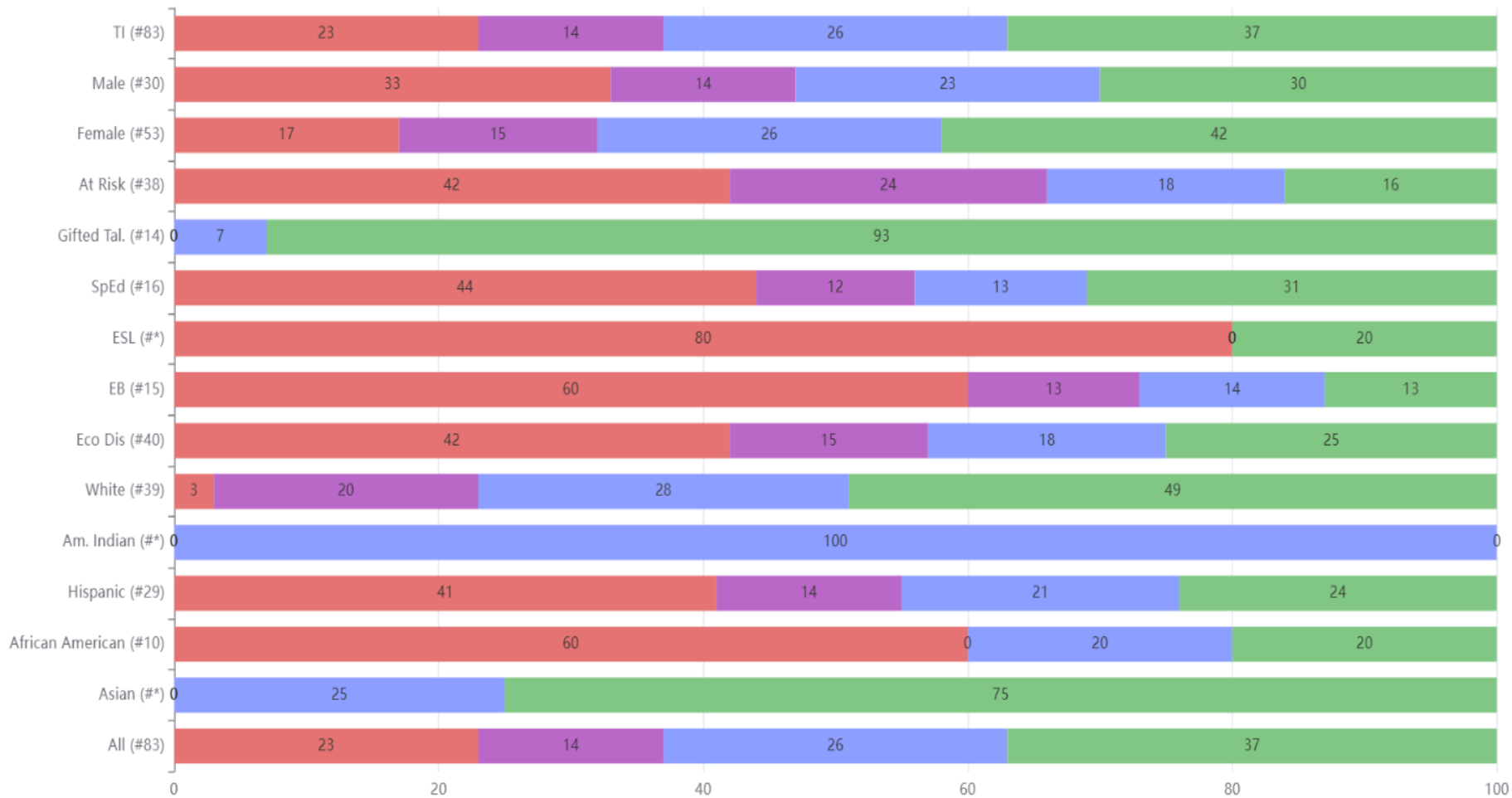
NM AP ME MS



23-24 Science STAAR Scores

MCNAIR EL - 05

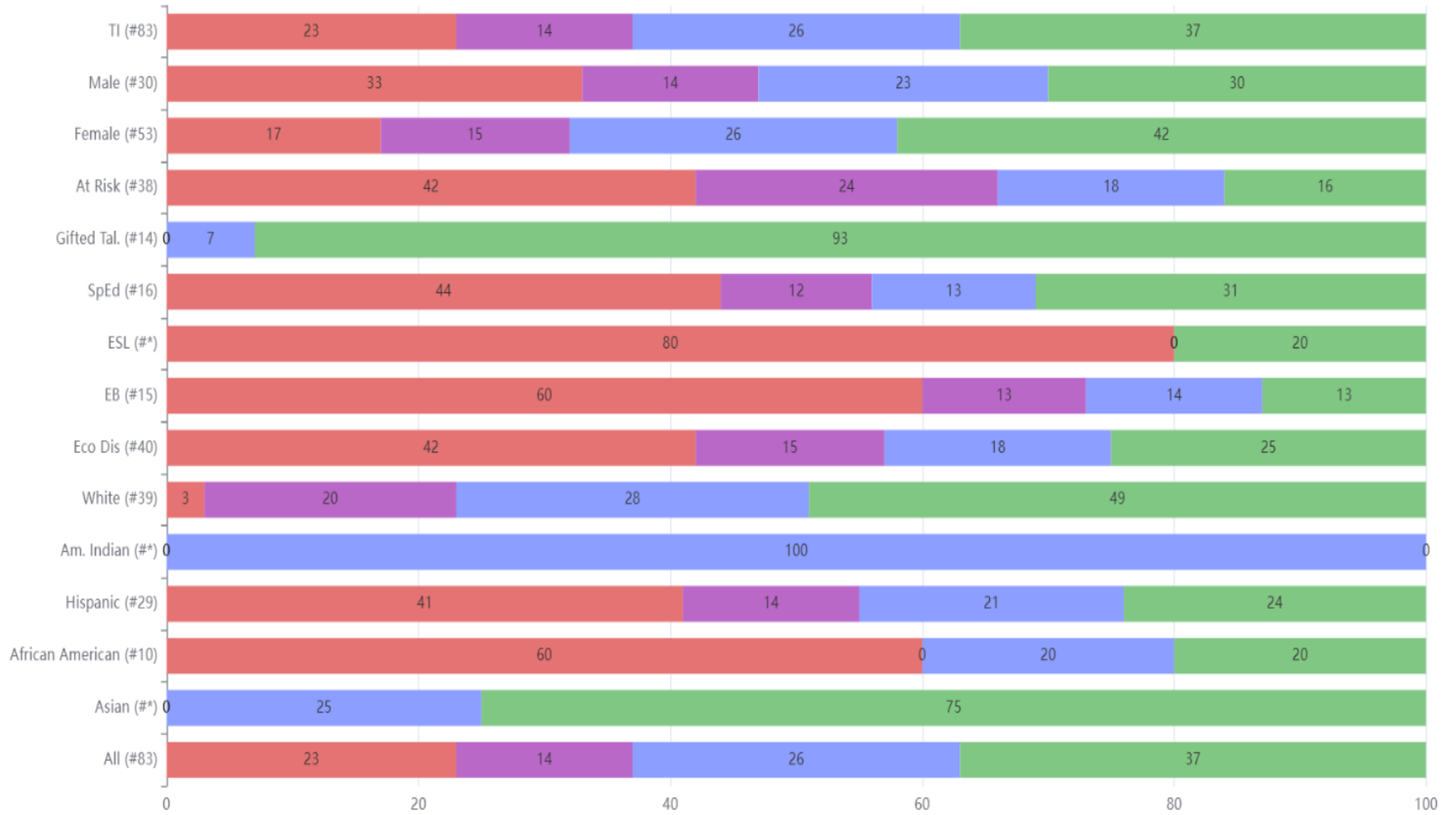
NM AP ME MS



23-24 Math STAAR Scores

MCNAIR EL - 03

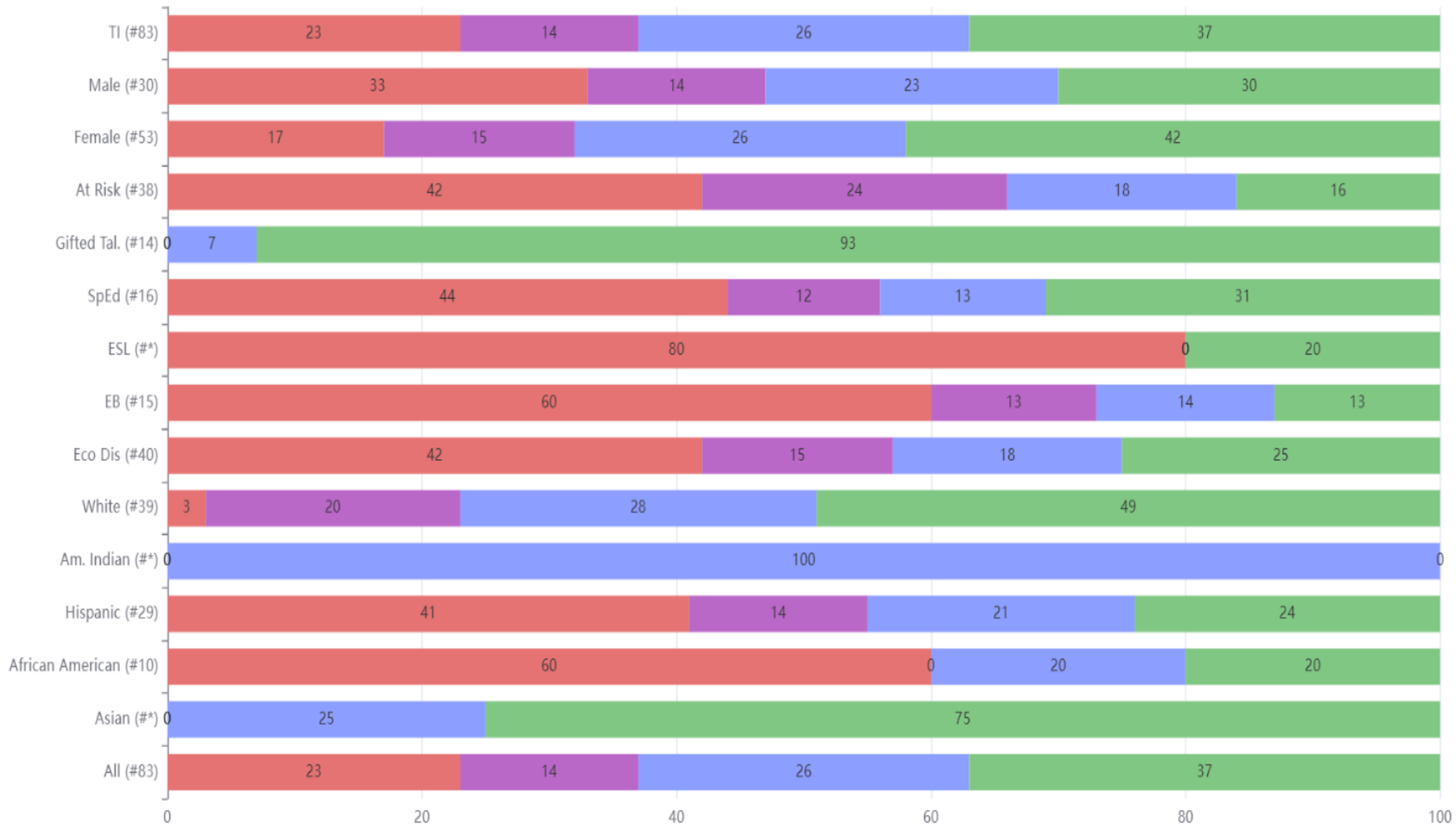
NM AP ME MS



23-24 Math STAAR Scores

MCNAIR EL - 04

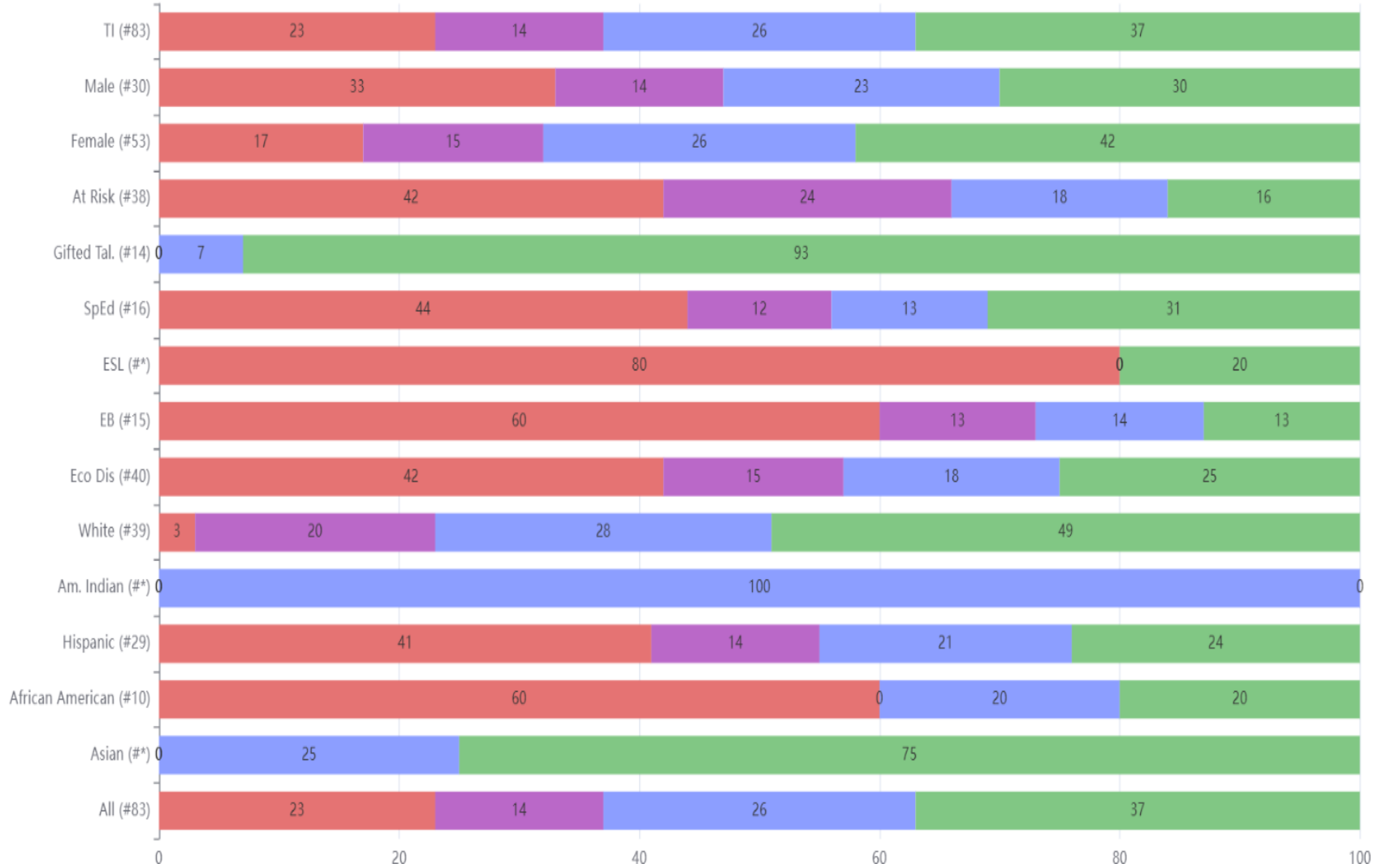
NM AP ME MS



23-24 Math STAAR Scores

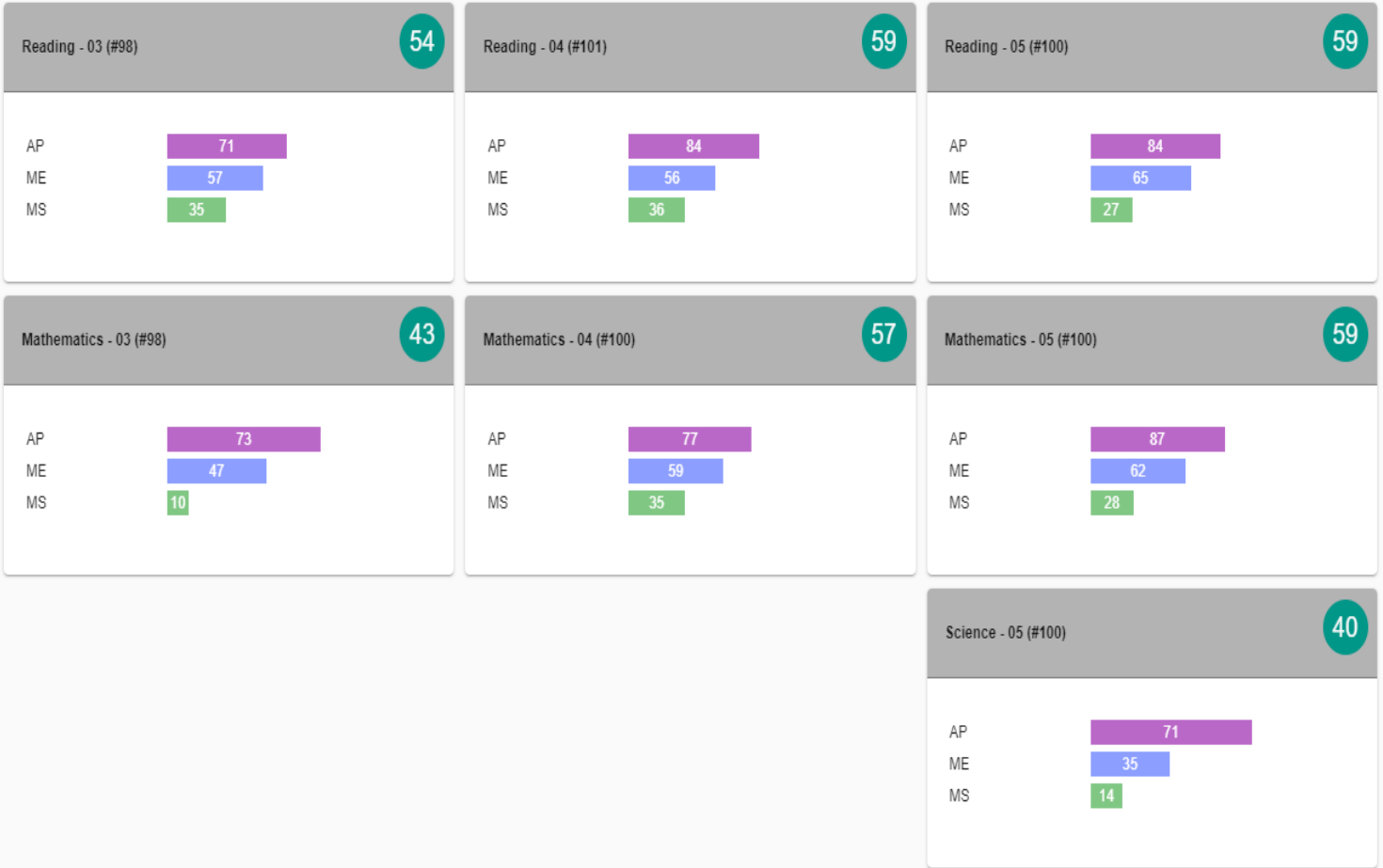
MCNAIR EL - 05

NM AP ME MS



McNair- All Tests Combined

Overview - MCNAIR ELEMENTARY (Tested Enrollment - Includes all Test Versions and Test Languages combined)



Denton Independent School District
Nelson Elementary
2024-2025 Campus Improvement Plan



Mission Statement

At Nelson Elementary, it is our mission to grow as successful learners and make a positive difference in the world.

Vision

We, the stakeholders, will empower well-rounded learners who achieve their personal best while they are becoming successful citizens with a love for learning.

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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| Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and various accomplishments to the Denton ISD community | 28 |
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nelson Elementary is a Title I campus with a diverse student population, comprising the following ethnicities: 41% identify as White, 34% as Hispanic, 18% as African American, and 6% as Asian.

Participation in specialized programs varies across the student population. Specifically, 11% identify as Emergent Bilingual students, 7% are enrolled in the gifted and talented program, 44% qualify as economically disadvantaged, and 21% are in the special education program.

Our campus demonstrates excellence in engaging students, parents, and staff members. Students are actively involved through curriculum nights and a diverse range of extracurricular activities. We foster parental engagement through initiatives such as the PTA, Muffins with Moms, and All Pro Dads. We provide robust support for new staff through the "New to Nelson" mentorship program.

(See the addendum titled Demographic Information.)

Demographics Strengths

Our campus strengths include the following:

- Developing common formative assessments
- Progress monitoring student achievement.
- Addressing the social-emotional needs of students
- Parent communication
- Celebrating and acknowledging student success
- Providing extra-curricular opportunities
- Providing mentoring opportunities for new staff members
- Creating systems of support for staff members

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a notable discrepancy in ELAR and math scores among our various ethnic groups. Nelson Elementary recognizes the need to enhance our capacity to meet the academic needs of our diverse student population. **Root Cause:** The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.

Student Learning

Student Learning Summary

Students are leaving each grade level with at least 1 year's growth in learning, in accordance to common assessment data.

Summative assessments (i.e. the STAAR assessments and iReady assessments) for reading levels and the mastery of math essentials. indicate our campus needs to close the achievement gap between students who are at risk and those who are meeting expectations.

Math data indicates we need to identify a better system of tracking student progress throughout the school year.

(See the addendums labeled iReady Math, iReady Reading, and STAAR Assessment Scores.)

Student Learning Strengths

Nelson Elementary has strengths in the following areas:

- Targeted small group instruction
- Progress monitoring for reading
- Documented growth through interventions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades 3-5 did not demonstrate the anticipated growth in math skills, as indicated by the results from the 2024 STAAR assessment. The scale score for growth in this cohort was recorded at 78. **Root Cause:** The campus must increase student success through structured intervention (Tier 2 and Tier 3) and extension opportunities.

Problem Statement 2 (Prioritized): Teacher feedback suggests that there are inconsistencies in expectations and practices related to the implementation of Tier 2 and Tier 3 interventions. **Root Cause:** Training opportunities have primarily focused on the implementation of Tier 1 practices.

Problem Statement 3: At the end of the 2023-2024 school year, 74% of third graders were reading at grade level. **Root Cause:** Teachers in kindergarten through third grade have not all completed guided reading training that aligns with campus expectations.

School Processes & Programs

School Processes & Programs Summary

The School Processes and Programs at Nelson Elementary are designed to organize daily campus activities, establish a framework for professional development, support extracurricular opportunities for students, and facilitate systematic communication on important topics for both staff members and parents.

School Processes & Programs Strengths

Nelson Elementary offers a range of programs and processes that contribute to the success of our campus. These include the following systems:

Curriculum & Instruction

- Implementation of a Professional Learning Community (PLC) - Nelson Elementary embraces the PLC model, demonstrated by the scheduling of bi-weekly PLC meetings where staff members develop agendas that address the four Critical Questions of a PLC.

Professional Development

- Support for New Staff Members - New teachers at Nelson Elementary are paired with mentors and placed on collaborative teams to enhance student learning opportunities.
- Collaboration with the Teaching and Learning Department - Coordinators from the Teaching and Learning Department offer hands-on learning experiences through district-provided professional development sessions, campus-based mini labs, and support during planning sessions.

Leadership and Decision Making

- Leadership from the Guiding Coalition - The purpose of the Guiding Coalition at Nelson Elementary School is to facilitate opportunities for professional growth and leadership development while providing support and resources that help guide and empower our staff to continuously increase evidence of learning for our students.
- Leadership from the Team Leaders - The role of team leaders is to act as liaisons, facilitating communication and information exchange between campus teams and administrators.

Communication

- Creation of Staff Newsletters - Weekly staff newsletters are provided to the staff through the campus Google Site. This site contains important news for the staff, a link to the parent newsletter, the Mission, Vision, Values, and Goals that drive campus decisions, and summaries of professional development held at the campus.
- Creation of a Parent Newsletter - Weekly parent newsletters are provided for parents and guardians. The purpose is to provide insight into different learning opportunities, to highlight the achievements of students and the staff, and to advertise upcoming events.

Scheduling

- Development of a Master Schedule - The master schedule contains tabs for varying systems on the campus, including: the special areas rotation, lunch and dismissal duties, and grade level schedules.
- Usage of the Nelson All Staff Calendar - The Nelson All Staff Calendar contains the days and time for every programs, professional development opportunity, and campus meetings for the school year. It is accessible to all Nelson Elementary staff members.

Extracurricular Activities

- Opportunities from the Special Areas Teachers - Each member of the special areas team (i.e. art, music, and PE) provide an after school program. This includes the fiber arts club, the Nelson choir, and the volleyball club.
- Opportunities from Teachers - The Nelson staff volunteers their time to provide after school clubs such as the OWL Club (i.e. outdoor learning club), Girls on a Run, and student council.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Nelson Elementary is re-evaluating the procedures for the MTSS system and application of PLCs to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. **Root Cause:** Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are addressing the 4 Critical Questions of a PLC in varying degrees.

Perceptions

Perceptions Summary

Strengths for the Perceptions category can be broken down into 3 categories: student perceptions, staff perceptions, and community perceptions.

The campus has seen increased engagement amongst employees and the community. These elevated levels of engagement can be attributed to several factors, including effective communication with parents, various methods of celebrating student and staff success, and diverse opportunities for stakeholders to participate in school activities.

Perceptions Strengths

Strengths for the Perceptions category can be broken down into 3 categories: student perceptions, staff perceptions, and community perceptions.

Student Perceptions

Students at Nelson Elementary have ample opportunities to engage with the campus through extracurricular activities and school events, such as the Fall Festival. Those requiring emotional support are paired with a staff or high school mentor and have the option to self-refer for counseling sessions. Students who exemplify the PRIDE attributes are nominated for a PRIDE Award. PRIDE stands for:

- **P**ositive Attitude
- **R**espectful and Responsible
- **I**nclude Everyone
- **D**o the Right Thing
- **E**ngage in Learning

Classes that adhere to CHAMPS expectations are recognized with CHAMPS celebrations, which is part of the behavior management system at Nelson Elementary.

Parent Perceptions

According to the 2023 Gallup Community Engagement Survey, 41% of the Nelson Elementary community is fully engaged with the campus. The school hosts at least one event each month to encourage parental involvement, including All Pro Dads, class celebrations, and opportunities for weekly volunteering. Teachers maintain consistent communication with parents through conferences and weekly newsletters.

Staff Perceptions

The 2023 Employee Engagement Survey indicates that 55% of staff members are highly engaged in their work, with notable success reported in the areas of professional development and the presence of a best friend at work. Staff members are encouraged to celebrate each other by nominating their peers for the Mover Award hosting celebrations for life events, and reserving time for celebrations at the beginning of staff meetings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Gallup Family Engagement Survey indicates that "Flexibility in Learning" as our lowest ranking score. This is potentially due to

perceptions of what the school day looks like. **Root Cause:** Parents are not completely aware of differentiated learning opportunities and need more exposure to the campus systems.

Priority Problem Statements

Problem Statement 1: There is a notable discrepancy in ELAR and math scores among our various ethnic groups. Nelson Elementary recognizes the need to enhance our capacity to meet the academic needs of our diverse student population.

Root Cause 1: The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in grades 3-5 did not demonstrate the anticipated growth in math skills, as indicated by the results from the 2024 STAAR assessment. The scale score for growth in this cohort was recorded at 78.

Root Cause 2: The campus must increase student success through structured intervention (Tier 2 and Tier 3) and extension opportunities.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teacher feedback suggests that there are inconsistencies in expectations and practices related to the implementation of Tier 2 and Tier 3 interventions.

Root Cause 3: Training opportunities have primarily focused on the implementation of Tier 1 practices.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of PLCs to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met.

Root Cause 4: Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are addressing the 4 Critical Questions of a PLC in varying degrees.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The Gallup Family Engagement Survey indicates that "Flexibility in Learning" as our lowest ranking score. This is potentially due to perceptions of what the school day looks like.

Root Cause 5: Parents are not completely aware of differentiated learning opportunities and need more exposure to the campus systems.

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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- 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-PESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: My May 2025, 85% of students in grades K-5 will meet expectations for the Essential TEKS in the Whole Numbers and Operations strand in math.





High Priority

Evaluation Data Sources: Common Assessments
 Primary Numeracy Assessments
 Report Card Assessments
 iReady Math Assessments
 STAAR Math Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Staff will participate in district-provided professional development focused on improving teaching practices in the areas of numeracy, fact fluency, and mathematical operations.</p> <p>Strategy's Expected Result/Impact: Vertical alignment of instructional practices 85% of students in grades K-5 will meet expectations for the Essential TEKS in the Whole Numbers and Operations strand in math</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 2: Teachers in grades K-5 will provide Tier 1, Tier 2, and Tier 3 interventions through conferring and small group instruction on an ongoing weekly basis.</p> <p>Strategy's Expected Result/Impact: 85% of students in grades PK-5 will demonstrate mastery of math essentials.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: 100% of eligible HB4545/HB1416 students will be served by May 2025. Students will receive intervention services from the campus interventionists and classroom teachers through targeted small group instruction. Students will receive a minimum of 30 minutes a week of intervention.</p> <p>Strategy's Expected Result/Impact: 85% of students will master grade level math essentials.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Teachers will participate in the professional learning community process. This will be evidenced by training's for the implementation of the PLC process, biweekly meetings, and monthly extended PLC meetings.</p> <p>Strategy's Expected Result/Impact: PLC teams will improve Tier 1 teaching and identify students for intervention by answering the 4 critical questions of a PLC.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Substitutes for training - Title I, Part A - \$5,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Teachers will implement structured small group instruction which includes following the campus small group protocols and the utilization of the concrete-pictorial-abstract (i.e. CPA) sequence.</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 6 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 6: Teachers will implement their assigned assessment for learning strategy (i.e. learning targets, feedback, or self-assessment/goal setting) within their small group instruction times.</p> <p>Strategy's Expected Result/Impact: 85% of students in grades K-5 will meet expectations for the Essential TEKS in the Whole Numbers and Operations strand in math</p> <p>Staff Responsible for Monitoring: Teachers Guiding Coalition Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Students in kindergarten - 5th grades who do not meet expectations for the mastery of math essentials will receive intervention for a minimum of 20 minutes a day, 4 days a week by one of the campus reading and math interventionists and/or a classroom teacher.</p> <p>Strategy's Expected Result/Impact: 85% of students in grades K-5 will meet expectations for the Essential TEKS in the Whole Numbers and Operations strand in math</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: K-5 Math/Reading Interventionist - Title I, Part A - \$39,722, 3-5 Math/Reading Interventionist - State Compensatory Education (SCE) - \$39,222</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 8 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 8: Students who qualify for services under HB1416 will receive 100% of their acceleration services by May 2025. Acceleration services will be provided by the campus interventionists, tutors, and classroom teachers. Students will receive a minimum of 30 minutes a week of accelerated learning.</p> <p>Strategy's Expected Result/Impact: 85% of students in grades K-5 will meet expectations for the Essential TEKS in the Whole Numbers and Operations strand in math</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Tutors - Title I, Part A - \$2,500</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: There is a notable discrepancy in ELAR and math scores among our various ethnic groups. Nelson Elementary recognizes the need to enhance our capacity to meet the academic needs of our diverse student population. Root Cause: The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.</p> |
| Student Learning |
| <p>Problem Statement 1: Students in grades 3-5 did not demonstrate the anticipated growth in math skills, as indicated by the results from the 2024 STAAR assessment. The scale score for growth in this cohort was recorded at 78. Root Cause: The campus must increase student success through structured intervention (Tier 2 and Tier 3) and extension opportunities.</p> <p>Problem Statement 2: Teacher feedback suggests that there are inconsistencies in expectations and practices related to the implementation of Tier 2 and Tier 3 interventions. Root Cause: Training opportunities have primarily focused on the implementation of Tier 1 practices.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of PLCs to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. Root Cause: Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are addressing the 4 Critical Questions of a PLC in varying degrees.</p> |

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 2: By May 2025, Pre-K students will demonstrate academic growth in Reading Language Arts as evidenced by the following:

- * 90% of Pre-K students can name 20 or more alphabet letters.
- * 75% of Pre-K students can produce 20 or more letter sounds.
- * 75% of Pre-K students can blend sounds to make words.

HB3 Guiding Outcome

Evaluation Data Sources: Progress Monitoring
Standard-Based Report Card Assessments
Teacher Observations

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Teachers will participate in professional development opportunities provided by the Denton ISD Pre-K department.</p> <p>Strategy's Expected Result/Impact: * 90% of Pre-K students can name 20 or more alphabet letters. * 75% of Pre-K students can produce 20 or more letter sounds. * 75% of Pre-K students can blend sounds to make words.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Teachers will participate in professional development, facilitated by the guiding coalition, on the implementation of assessment for learning strategies in small group instruction.</p> <p>Strategy's Expected Result/Impact: Alignment of instructional practices</p> <p>Staff Responsible for Monitoring: Classroom Teachers Guiding Coalition Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will participate in bi-weekly professional learning team meetings, as well as weekly team meetings.</p> <p>Strategy's Expected Result/Impact: * 90% of Pre-K students can name 20 or more alphabet letters. * 75% of Pre-K students can produce 20 or more letter sounds. * 75% of Pre-K students can blend sounds to make words.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Performance Objective 2 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: There is a notable discrepancy in ELAR and math scores among our various ethnic groups. Nelson Elementary recognizes the need to enhance our capacity to meet the academic needs of our diverse student population. Root Cause: The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.</p> |
| Student Learning |
| <p>Problem Statement 2: Teacher feedback suggests that there are inconsistencies in expectations and practices related to the implementation of Tier 2 and Tier 3 interventions. Root Cause: Training opportunities have primarily focused on the implementation of Tier 1 practices.</p> |

School Processes & Programs

Problem Statement 1: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of PLCs to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. **Root Cause:** Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are addressing the 4 Critical Questions of a PLC in varying degrees.

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: By May 2025, 100% of students in grades K-5 will demonstrate a minimum of 1 year's academic growth in Reading Language Arts as evidenced by:

- *Reading - 1 year's growth in reading levels for students who are on level; 1.5 year's growth in reading for students who are below level
- *Writing - 75% of students on level for writing

HB3 Guiding Outcome





Evaluation Data Sources: Individual Reading Inventories
 Running Records
 iReady Reading Assessments
 TPRI
 TX-KEA
 Report Card Assessments
 DRA3

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Staff will participate in district-provided professional development focused on literacy skills and guided reading.</p> <p>Strategy's Expected Result/Impact: Alignment of practices in literacy instruction</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Teachers in grades K-3 will complete the Reading Academies training by May 2025.</p> <p>Strategy's Expected Result/Impact: An increased understanding of the science of teaching reading</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will participate in the professional learning community process. This will be evidenced by training's for the implementation of the PLC process, biweekly meetings, and monthly extended PLC meetings.</p> <p>Strategy's Expected Result/Impact: PLC teams will improve Tier 1 teaching and identify students for intervention by answering the 4 critical questions of a PLC.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Substitutes for training - Title I, Part A - \$5,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: By May 2025, 2nd-5th grade level teams will achieve their SMART goals as evidenced by the following:</p> <ul style="list-style-type: none"> * 2nd Grade - 85% of students will show a minimum of one year's growth in reading levels with independent level comprehension using DRA and running records, * 3rd Grade - 85% of students will show a minimum of one year's growth in reading levels with independent level comprehension using the DRA and growth conversion document for tracking, * 4th Grade - By the end of the school year, our students will have grown 2 reading levels as indicated by the End of the Year Burns and Roe Assessment, and * 5th Grade - 100% of students will demonstrate growth in reading through Burns & Row. <p>Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2024. A minimum of 1.5 years growth for students below level.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 5: Targeted ESL support for at risk English Language Learners will be provided by the ESL specialist through small group instruction. This will occur on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Students will make growth in accordance to the TELPAS scores. Development in oral language skills will result in students growing at least 1 year in their reading level by May 2025. A minimum of 1.5 years growth for students below level.</p> <p>Staff Responsible for Monitoring: ESL Specialist Team Leaders Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Teachers will implement structured small group instruction which includes following the campus small group protocols.</p> <p>Strategy's Expected Result/Impact: A minimum of 1.5 years growth for students below level, by May 2025.</p> <p>Staff Responsible for Monitoring: Teachers Guiding Coalition Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Substitutes for training - Title I, Part A - \$3,000, Decodable Readers - Title I, Part A - \$5,000</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Teachers will implement their assigned assessment for learning strategy (i.e. learning targets, feedback, or self-assessment/goal setting) within their small group instruction times.</p> <p>Strategy's Expected Result/Impact: A minimum of 1.5 years growth in reading levels for students considered at risk and progressing. Students will make this growth by May 2025.</p> <p>Staff Responsible for Monitoring: Teachers Guiding Coalition Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 8 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 8: Targeted reading intervention through a K-2 reading interventionist/reading recovery teacher. Intervention will be provided 4 days a week.</p> <p>Strategy's Expected Result/Impact: A minimum of 1.5 years growth for students below level, by May 2025.</p> <p>Staff Responsible for Monitoring: Teachers K-2 Reading Interventionist Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: K-2 Reading Interventionist - State Compensatory Education (SCE) - \$38,473</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Students in grades 3-5 who do not meet expectations for reading levels will receive intervention for a minimum of 20 minutes a day, 4 days a week through the campus reading and math interventionist.</p> <p>Strategy's Expected Result/Impact: A minimum of 1.5 years growth in reading levels for students considered at risk and progressing. Students will make this growth by May 2025.</p> <p>Staff Responsible for Monitoring: Teachers 3-5 Reading Interventionist Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$39,222</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 10 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 10: Students who qualify for services under HB1416 will receive 100% of their acceleration services by May 2025. Acceleration services will be provided by the campus interventionists, tutors, and classroom teachers. Students will receive a minimum of 30 minutes a week of accelerated learning.</p> <p>Strategy's Expected Result/Impact: A minimum of 1.5 years growth in reading levels for students considered at risk and progressing. Students will make this growth by May 2025.</p> <p>Staff Responsible for Monitoring: Teachers Tutor(s) Interventionists Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Tutors - Title I, Part A - \$2,500</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: There is a notable discrepancy in ELAR and math scores among our various ethnic groups. Nelson Elementary recognizes the need to enhance our capacity to meet the academic needs of our diverse student population. Root Cause: The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.</p> |
| Student Learning |
| <p>Problem Statement 2: Teacher feedback suggests that there are inconsistencies in expectations and practices related to the implementation of Tier 2 and Tier 3 interventions. Root Cause: Training opportunities have primarily focused on the implementation of Tier 1 practices.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of PLCs to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. Root Cause: Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are addressing the 4 Critical Questions of a PLC in varying degrees.</p> |





Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 4: 85% of 5th graders will meet expectations for earth and science TEKS as evidenced by the STAAR assessment for science.

Evaluation Data Sources: Progress Monitoring
 Common Assessments
 Report Card Assessments
 Science STAAR Assessment

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: STEM training provided by district curriculum directors and staff members.</p> <p>Strategy's Expected Result/Impact: Each class will have multiple venues (i.e. the STEM lab, the science lab, and the classroom) for providing STEM lessons as evidenced through weekly teacher lesson plans and scheduled STEM lab co-teaching sessions.</p> <p>Staff Responsible for Monitoring: Teachers STEM Committee Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Substitutes for training - Title I, Part A - \$2,000, STEM Materials (Student Supplies) - Title I, Part A - \$4,209</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of PLCs to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. **Root Cause:** Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are addressing the 4 Critical Questions of a PLC in varying degrees.

Guiding Outcome 2: . Culture & Climate





In pursuit of excellence, we will:

- * Honor the dedication and professionalism of all staff
- * Celebrate, respect and promote the value of diversity in our Denton ISD Community
- * Support a working environment ensuring open and transparent communication
- * Establish high expectations for success
- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and various accomplishments to the Denton ISD community

Performance Objective 1: 85% of families will participate in a minimum of 1 extra-curricular or co-curricular event at Nelson Elementary.

Evaluation Data Sources: Teacher Observation
Sign-in Logs

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Continued implementation of extra-curricular activities including Girls on the Run, Music Makers, Drama Kids, Student Council, Safety Squad, 5th Grade Track Team, the Volleyball Club, the Sewing Club, and the OWL Club.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and increased parent engagement as evidence of student attendance at meetings and parent attendance at events.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1</p> | Formative | | |
| | Dec | Mar | May |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 2: Continued implementation of school events such as the diversity program, kindergarten roundup, classroom celebrations, the talent show, the Fine Arts Night, All Pro Dads, and grade level curriculum nights.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and increased parent engagement as evidence of student attendance at meetings and parent attendance at events.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Family Engagement Supplies - Title I, Part A - \$1,149</p> | Formative | | |
| | Dec | Mar | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| <p>Problem Statement 1: The Gallup Family Engagement Survey indicates that "Flexibility in Learning" as our lowest ranking score. This is potentially due to perceptions of what the school day looks like. Root Cause: Parents are not completely aware of differentiated learning opportunities and need more exposure to the campus systems.</p> |

State Compensatory

Budget for Nelson Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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

Personnel for Nelson Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------|-----------------------------|------------|
| Jessica Boerner | K-2 Reading Intervention | 0.5 |
| Jordis McLaughlin | 3-5 Reading Interventionist | 0.5 |
| Jordis McLaughlin | 3-5 Math Intervention | 0.5 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|------------------------------|----------------|------------|
| Christina Lumene | Math/Reading Interventionist | | .5 |

Campus Leadership Team

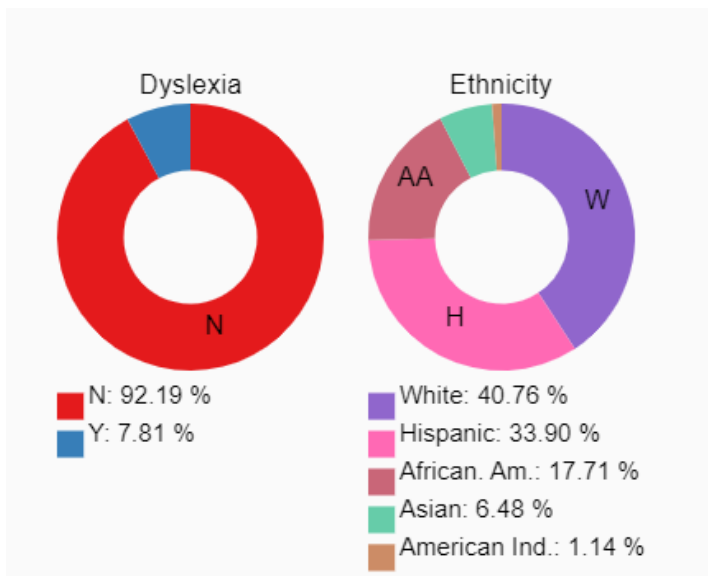
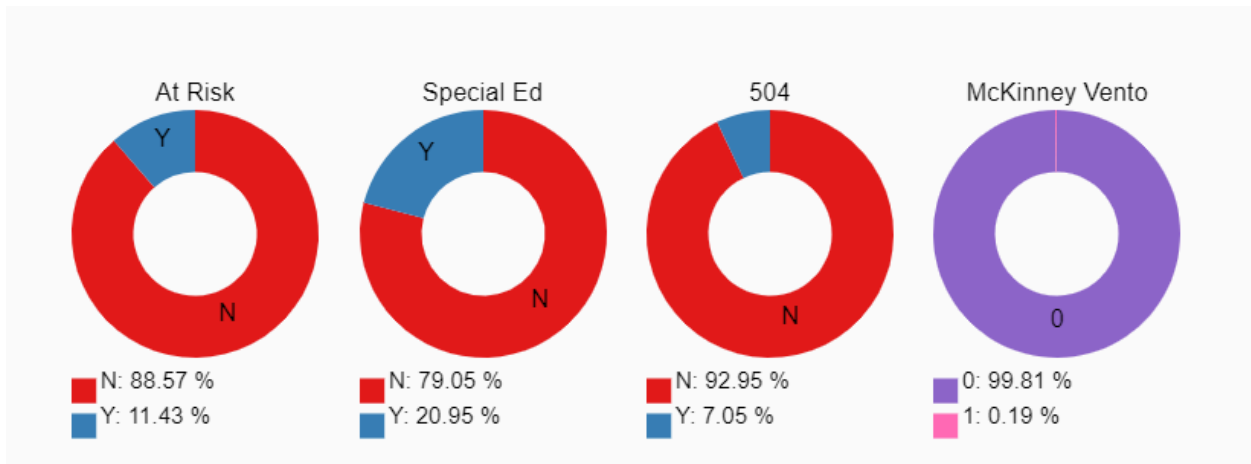
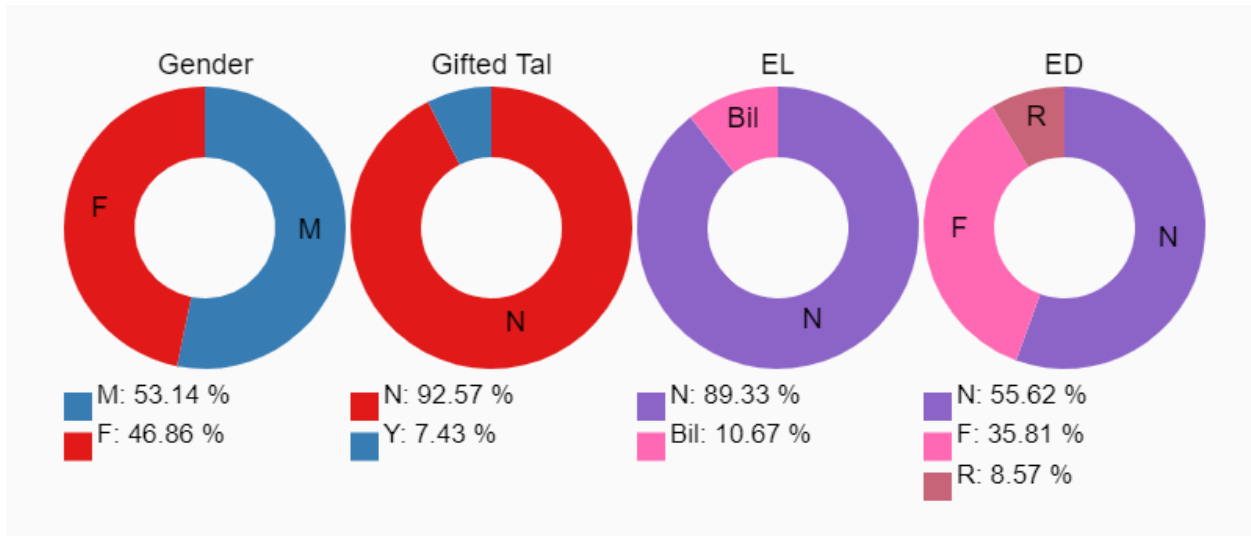
| Committee Role | Name | Position |
|---------------------------------|-------------------|--------------------------------|
| District Representative | Heather Eby | Elementary Science Coordinator |
| Parent | Suhar Hammad | Parent |
| Parent | Tyler Horner | Parent |
| Administrator | Erika Timmons | Principal |
| Administrator | Amy Atchley | Assistant Principal |
| Paraprofessional Representative | Kaitlynn Shilling | Paraprofessional |
| Non-Classroom Professional | Cherie Perry | Librarian |
| Non-classroom Professional | Renee Thomas | Special Education Teacher |
| Non-classroom Professional | Denise Clyne | Art Teacher |
| Non-classroom Professional | Jessica Boerner | Interventionist |
| Classroom Teacher | Doris O'Shea | 5th Grade Teacher |
| Classroom Teacher | Lakeisha Smith | 4th Grade Teacher |
| Classroom Teacher | Carson Burford | 3rd Grade Teacher |
| Classroom Teacher | Chandra Wilburn | 2nd Grade Teacher |
| Classroom Teacher | Amy Worledge | 1st Grade Teacher |
| Classroom Teacher | Taheerah Flores | Kindergarten Teacher |
| Classroom Teacher | Jarah Lewis | ECSE Teacher |

Campus Funding Summary

| State Compensatory Education (SCE) | | | | | |
|------------------------------------|-----------|----------|-----------------------------------|--------------|---------------------|
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | 3-5 Math/Reading Interventionist | | \$39,222.00 |
| 1 | 3 | 8 | K-2 Reading Interventionist | | \$38,473.00 |
| 1 | 3 | 9 | Interventionist | | \$39,222.00 |
| Sub-Total | | | | | \$116,917.00 |
| Title I, Part A | | | | | |
| Guiding Outcome | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Substitutes for training | | \$5,000.00 |
| 1 | 1 | 7 | K-5 Math/Reading Interventionist | | \$39,722.00 |
| 1 | 1 | 8 | Tutors | | \$2,500.00 |
| 1 | 3 | 3 | Substitutes for training | | \$5,000.00 |
| 1 | 3 | 6 | Substitutes for training | | \$3,000.00 |
| 1 | 3 | 6 | Decodable Readers | | \$5,000.00 |
| 1 | 3 | 10 | Tutors | | \$2,500.00 |
| 1 | 4 | 1 | Substitutes for training | | \$2,000.00 |
| 1 | 4 | 1 | STEM Materials (Student Supplies) | | \$4,209.00 |
| 2 | 1 | 2 | Family Engagement Supplies | | \$1,149.00 |
| Sub-Total | | | | | \$70,080.00 |

Addendums

DEMOGRAPHICS

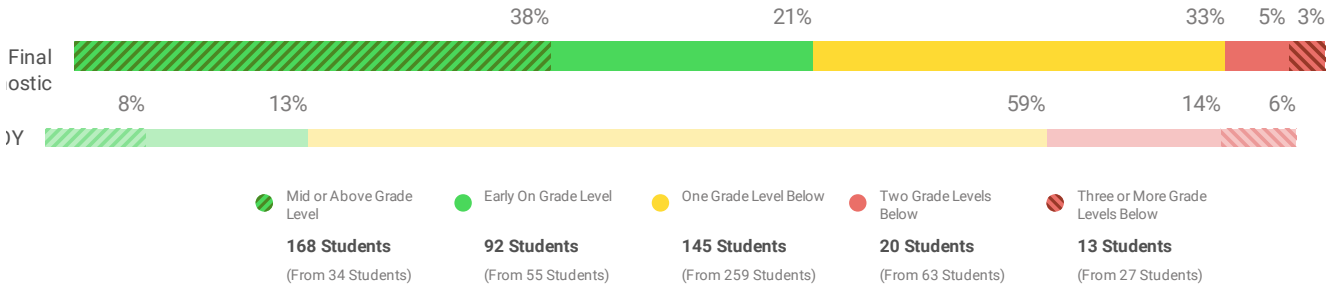


School L A Nelson Elementary School
Subject Math
Academic Year 2023 - 2024
Diagnostic Final Diagnostic
Prior Diagnostic BOY

Criterion Referenced

Overall Placement

Students Assessed/Total: **438/474**



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

| Grade | Assessment | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|---------|------------------|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Grade K | Final Diagnostic | | 65% | 17% | 18% | 0% | 0% | 65/75 |
| | BOY | | 12% | 11% | 77% | 0% | 0% | |
| Grade 1 | Final Diagnostic | | 19% | 17% | 57% | 7% | 0% | 70/78 |
| | BOY | | 1% | 10% | 70% | 19% | 0% | |

Diagnostic Results



School L A Nelson Elementary School
Subject Math
Academic Year 2023 - 2024
Diagnostic Final Diagnostic
Prior Diagnostic BOY

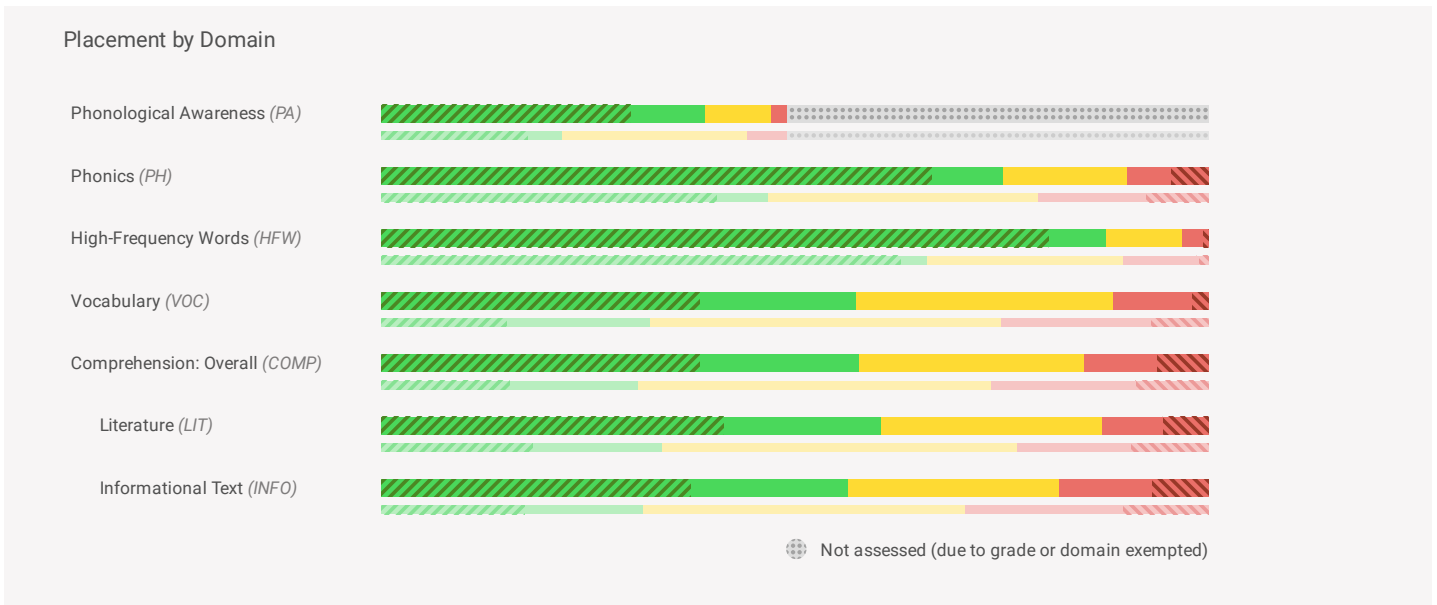
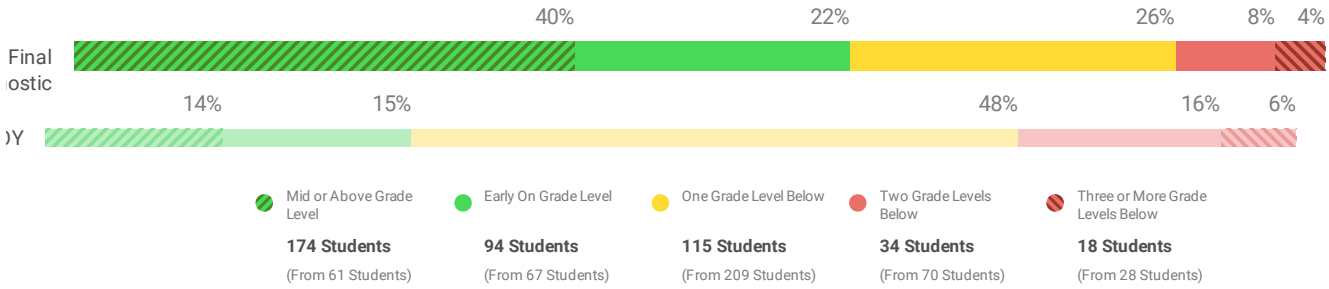
| Grade | Overall Grade-Level Placement | | | | | | Students Assessed/Total | |
|---------|-------------------------------|--|-----|-----|-----|-----|-------------------------|-------|
| Grade 2 | Final Diagnostic | | 36% | 20% | 39% | 5% | 0% | 76/80 |
| | BOY | | 5% | 8% | 64% | 22% | 0% | |
| Grade 3 | Final Diagnostic | | 29% | 31% | 31% | 4% | 5% | 77/85 |
| | BOY | | 4% | 10% | 49% | 26% | 10% | |
| Grade 4 | Final Diagnostic | | 42% | 18% | 32% | 5% | 3% | 62/66 |
| | BOY | | 6% | 16% | 56% | 8% | 13% | |
| Grade 5 | Final Diagnostic | | 43% | 22% | 22% | 6% | 8% | 88/90 |
| | BOY | | 16% | 19% | 43% | 9% | 13% | |

School L A Nelson Elementary School
Subject Reading
Academic Year 2023 - 2024
Diagnostic Final Diagnostic
Prior Diagnostic BOY

Criterion Referenced

Overall Placement

Students Assessed/Total: 435/474



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

| Grade | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total | |
|---------|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|-------|
| Grade K | Final Diagnostic | | 54% | 34% | 12% | 0% | 0% | 68/75 |
| | BOY | | 10% | 15% | 75% | 0% | 0% | |

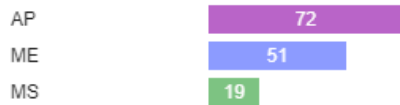
Diagnostic Results

School L A Nelson Elementary School
Subject Reading
Academic Year 2023 - 2024
Diagnostic Final Diagnostic
Prior Diagnostic BOY

| Grade | Overall Grade-Level Placement | | | | | | Students Assessed/Total | |
|---------|-------------------------------|--|-----|-----|-----|-----|-------------------------|-------|
| Grade 1 | Final Diagnostic | | 40% | 17% | 40% | 3% | 0% | 70/78 |
| | BOY | | 6% | 10% | 67% | 17% | 0% | |
| Grade 2 | Final Diagnostic | | 36% | 21% | 32% | 11% | 0% | 75/80 |
| | BOY | | 12% | 12% | 60% | 16% | 0% | |
| Grade 3 | Final Diagnostic | | 45% | 23% | 16% | 15% | 1% | 80/85 |
| | BOY | | 15% | 29% | 24% | 25% | 8% | |
| Grade 4 | Final Diagnostic | | 43% | 9% | 37% | 2% | 9% | 54/66 |
| | BOY | | 19% | 13% | 43% | 9% | 17% | |
| Grade 5 | Final Diagnostic | | 26% | 23% | 25% | 13% | 14% | 88/90 |
| | BOY | | 22% | 13% | 27% | 24% | 15% | |

Overview - NELSON ELEMENTARY (Tested Enrollment - Includes all Test Versions and Test Languages combined)

Reading - 03 (#83) **47**



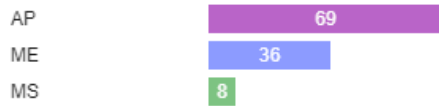
Reading - 04 (#65) **63**



Reading - 05 (#90) **60**



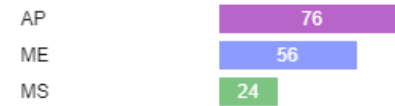
Mathematics - 03 (#83) **38**



Mathematics - 04 (#66) **36**



Mathematics - 05 (#90) **52**



Science - 05 (#89) **41**

