

NCLB Campus Report Card

Denton ISD

Fred Moore High School

2007-2008

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Student Participation in State Assessments

Participation of All Students in Mathematics Assessments

2007-2008

Student Group	# Students Enrolled	# Students Participating	% Students Participating
All Students	*	*	*
American Indian or Alaska Native	~	~	~
Asian or Pacific Islander	~	~	~
Black, non-Hispanic	*	*	*
Hispanic	*	*	*
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient (LEP) students	*	*	*
Economically disadvantaged students	*	*	*
Migratory students	~	~	~
Male	~	~	~
Female	~	~	~

2006-2007

Student Group	# Students Enrolled	# Students Participating	% Students Participating
All Students	*	*	>99%
American Indian or Alaska Native	~	~	~
Asian or Pacific Islander	~	~	~
Black, non-Hispanic	*	*	*
Hispanic	*	*	*
White, non-Hispanic	*	*	>99%
Children with disabilities (IDEA)	*	*	*
Limited English proficient (LEP) students	*	*	*
Economically disadvantaged students	*	*	*
Migratory students	~	~	~
Male	~	~	~
Female	~	~	~

Special formats (*, >99%, <1%) are used to protect student confidentiality
 Use of '~' indicates data is unavailable/inapplicable

Participation of All Students in Reading/ELA Assessments

2007-2008

Student Group	# Students Enrolled	# Students Participating	% Students Participating
All Students	*	*	*
American Indian or Alaska Native	~	~	~
Asian or Pacific Islander	~	~	~
Black, non-Hispanic	*	*	*
Hispanic	*	*	*
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient (LEP) students	*	*	*
Economically disadvantaged students	*	*	*
Migratory students	~	~	~
Male	~	~	~
Female	~	~	~

2006-2007

Student Group	# Students Enrolled	# Students Participating	% Students Participating
All Students	*	*	83%
American Indian or Alaska Native	~	~	~
Asian or Pacific Islander	~	~	~
Black, non-Hispanic	*	*	
Hispanic	*	*	*
White, non-Hispanic	*	*	80%
Children with disabilities (IDEA)	*	*	*
Limited English proficient (LEP) students	*	*	*
Economically disadvantaged students	*	*	*
Migratory students	~	~	~
Male	~	~	~
Female	~	~	~

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Student Achievement

Student Achievement in Mathematics—Grade 9

2007-2008

Grade 9	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	*	*	*
American Indian or Alaska Native	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	*	*	*
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient (LEP) students	*	*	*
Economically disadvantaged students	*	*	*
Migratory students	*	*	*
Male	*	*	*
Female	*	*	*

2006-2007

Grade 9	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	*	*	*
American Indian or Alaska Native	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	*	*	*
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient (LEP) students	*	*	*
Economically disadvantaged students	*	*	*
Migratory students	*	*	*
Male	*	*	*
Female	*	*	*

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Student Achievement in Mathematics—Grade 10

2007-2008

Grade 10	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	1	*	*
American Indian or Alaska Native	0	*	*
Asian or Pacific Islander	0	*	*
Black, non-Hispanic	0	*	*
Hispanic	0	*	*
White, non-Hispanic	1	*	*
Children with disabilities (IDEA)	0	*	*
Limited English proficient (LEP) students	0	*	*
Economically disadvantaged students	0	*	*
Migratory students	0	*	*
Male	0	*	*
Female	1	*	*

2006-2007

Grade 10	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	5	1	20%
American Indian or Alaska Native	0	*	*
Asian or Pacific Islander	0	*	*
Black, non-Hispanic	0	*	*
Hispanic	0	*	*
White, non-Hispanic	5	1	20%
Children with disabilities (IDEA)	0	*	*
Limited English proficient (LEP) students	0	*	*
Economically disadvantaged students	0	*	*
Migratory students	0	*	*
Male	3	*	*
Female	2	*	*

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Student Achievement in Mathematics—Grade 11

2007-2008

Grade 11	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	6	3	50%
American Indian or Alaska Native	0	*	*
Asian or Pacific Islander	0	*	*
Black, non-Hispanic	1	*	*
Hispanic	4	*	*
White, non-Hispanic	1	*	*
Children with disabilities (IDEA)	0	*	*
Limited English proficient (LEP) students	1	*	*
Economically disadvantaged students	5	2	40%
Migratory students	0	*	*
Male	2	*	*
Female	4	*	*

2006-2007

Grade 11	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	8	2	25%
American Indian or Alaska Native	0	*	*
Asian or Pacific Islander	0	*	*
Black, non-Hispanic	2	*	*
Hispanic	1	*	*
White, non-Hispanic	5	1	20%
Children with disabilities (IDEA)	0	*	*
Limited English proficient (LEP) students	0	*	*
Economically disadvantaged students	4	*	*
Migratory students	0	*	*
Male	4	*	*
Female	4	*	*

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Student Achievement in Reading/Language Arts—Grade 9

2007-2008

Grade 9	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	*	*	*
American Indian or Alaska Native	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	*	*	*
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient (LEP) students	*	*	*
Economically disadvantaged students	*	*	*
Migratory students	*	*	*
Male	*	*	*
Female	*	*	*

2006-2007

Grade 9	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	*	*	*
American Indian or Alaska Native	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	*	*	*
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient (LEP) students	*	*	*
Economically disadvantaged students	*	*	*
Migratory students	*	*	*
Male	*	*	*
Female	*	*	*

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 Use of '~' indicates data is unavailable/inapplicable

Student Achievement in Reading/Language Arts—Grade 10

2007-2008

Grade 10	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	1	*	*
American Indian or Alaska Native	0	*	*
Asian or Pacific Islander	0	*	*
Black, non-Hispanic	0	*	*
Hispanic	0	*	*
White, non-Hispanic	1	*	*
Children with disabilities (IDEA)	0	*	*
Limited English proficient (LEP) students	0	*	*
Economically disadvantaged students	0	*	*
Migratory students	0	*	*
Male	0	*	*
Female	1	*	*

2006-2007

Grade 10	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	5	5	100%
American Indian or Alaska Native	0	*	*
Asian or Pacific Islander	0	*	*
Black, non-Hispanic	0	*	*
Hispanic	1	*	*
White, non-Hispanic	4	*	*
Children with disabilities (IDEA)	0	*	*
Limited English proficient (LEP) students	0	*	*
Economically disadvantaged students	1	*	*
Migratory students	0	*	*
Male	4	*	*
Female	1	*	*

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Student Achievement in Reading/Language Arts—Grade 11

2007-2008

Grade 11	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	6	4	67%
American Indian or Alaska Native	0	*	*
Asian or Pacific Islander	0	*	*
Black, non-Hispanic	1	*	*
Hispanic	3	*	*
White, non-Hispanic	2	*	*
Children with disabilities (IDEA)	0	*	*
Limited English proficient (LEP) students	1	*	*
Economically disadvantaged students	4	*	*
Migratory students	0	*	*
Male	2	*	*
Female	4	*	*

2006-2007

Grade 11	# Students Who Completed Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	% Students Scoring at or Above Proficient
All Students	8	6	75%
American Indian or Alaska Native	0	*	*
Asian or Pacific Islander	0	*	*
Black, non-Hispanic	2	*	*
Hispanic	1	*	*
White, non-Hispanic	5	3	60%
Children with disabilities (IDEA)	0	*	*
Limited English proficient (LEP) students	0	*	*
Economically disadvantaged students	4	*	*
Migratory students	0	*	*
Male	3	*	*
Female	5	4	80%

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 Use of '~' indicates data is unavailable/inapplicable

Student Dropout Rates

2006-2007

Student Group	Dropout Rate
All Students	4.2
American Indian or Alaska Native	*
Asian or Pacific Islander	*
Black, non-Hispanic	0.0
Hispanic	3.0
White, non-Hispanic	6.3
Children with disabilities (IDEA)	0.0
Limited English proficient (LEP) students	0.0
Economically disadvantaged students	11.1
Migratory students	*
Male	8.2
Female	0.0

2005-2006

Student Group	Dropout Rate
All Students	5.1
American Indian or Alaska Native	*
Asian or Pacific Islander	*
Black, non-Hispanic	8.3
Hispanic	3.2
White, non-Hispanic	5.4
Children with disabilities (IDEA)	0.0
Limited English proficient (LEP) students	0.0
Economically disadvantaged students	2.6
Migratory students	*
Male	10.6
Female	0.0

Student Graduation Rates

2006-2007

Student Group	Graduation Rate
All Students	N/A
American Indian or Alaska Native	N/A
Asian or Pacific Islander	N/A
Black, non-Hispanic	N/A
Hispanic	N/A
White, non-Hispanic	N/A
Children with disabilities (IDEA)	N/A
Limited English proficient (LEP) students	N/A
Economically disadvantaged students	N/A
Migratory students	N/A
Male	N/A
Female	N/A

2005-2006

Student Group	Graduation Rate
All Students	N/A
American Indian or Alaska Native	N/A
Asian or Pacific Islander	N/A
Black, non-Hispanic	N/A
Hispanic	N/A
White, non-Hispanic	N/A
Children with disabilities (IDEA)	N/A
Limited English proficient (LEP) students	N/A
Economically disadvantaged students	N/A
Migratory students	N/A
Male	N/A
Female	N/A

*' used to protect student confidentiality in groups containing 5 or less

Adequate Yearly Progress

2008 AYP Summary: Fred Moore High School

AYP Status: Meets AYP

Comments: —

State Rating: AEA: Academically Acceptable

Title I SIP Requirements: —

Title I Campus: No

District not required to report this campus

Region :	11		
Organization :	Denton ISD	County-District:	061901
Campus Name :	FRED MOORE HIGH SCHOOL	Campus Number :	061901039

Number Of Teachers

	Regular	Special Ed
1. Total number of teachers in core academic subject areas :	6	0
2. Total number of teachers in core academic subject areas who meet the HQ requirements in their primary teaching assignment :	6	0
3. Total number of teachers in core academic subject areas who do not meet the HQ requirements in their primary teaching assignment :	0	0
4. Percentage of teachers who are HQ on all core subjects in their primary teaching assignment :	100.00	0.00
5. Percentage of teachers who are NOT HQ on all core subjects in their primary teaching assignment :	0.00	0.00
6. Of the teachers in #2 above, the number of teachers using each method for demonstrating competency :		
A. Passed ExCET or TExES in subject taught (elementary and secondary teachers).	5.0	0.0
B. Has college major or coursework equivalent to major in subject (secondary teachers only).	0.0	0.0
C. HOUSE A for elementary teachers.	0.0	0.0
D. HOUSE B for elementary teachers.	0.0	0.0
E. HOUSE for secondary teachers.	1.0	0.0
F. Secondary Special Education HOUSE.		0.0

District not required to report this campus

Region :	11		
Organization :	Denton ISD	County-District:	061901
Campus Name :	FRED MOORE HIGH SCHOOL	Campus Number :	061901039

Core Academic Subject Classes Taught by HQ Teachers

Subject	Regular				Special Education			
	A # of classes	B # of classes taught by HQ teachers	C % HQ	D % Not HQ	A # of classes	B # of classes taught by HQ teachers	C % HQ	D % Not HQ
Elementary (Grades PK-6): 1 teacher = 1 class								
1. All subjects	0	0	0.00	0.00	0	0	0.00	0.00
Secondary (Grades 7-12): Each section taught counts as 1								
2. English	2	2	100.00	0.00	0	0	0.00	0.00
3. Reading/Language Arts	0	0	0.00	0.00	0	0	0.00	0.00
4. Mathematics	2	2	100.00	0.00	0	0	0.00	0.00
5. Science	3	3	100.00	0.00	0	0	0.00	0.00
6. Foreign Languages	0	0	0.00	0.00	0	0	0.00	0.00
7. Civics and government	1	1	100.00	0.00	0	0	0.00	0.00
8. Economics	1	1	100.00	0.00	0	0	0.00	0.00
9. Arts	0	0	0.00	0.00	0	0	0.00	0.00
10. History	2	2	100.00	0.00	0	0	0.00	0.00
11. Geography	1	1	100.00	0.00	0	0	0.00	0.00
Total Secondary :	12	12	100.00	0.00	0	0	0.00	0.00
Grand Total (Elementary + Secondary) :	12	12	100.00	0.00	0	0	0.00	0.00
TOTAL % Highly Qualified:	100.00							

District not required to report this campus

Region :	11		
Organization :	Denton ISD	County-District:	061901
Campus Name :	FRED MOORE HIGH SCHOOL	Campus Number :	061901039

Number who are teaching on the following permits

Permit	# of teachers		# of classes	
	Elem. (PK-6)	Secondary (7-12)	Elem. (PK-6)	Secondary (7-12)
1. Emergency (for certified personnel)	0	0	0	0
2. Emergency (for uncertified personnel)	0	0	0	0
3. Non-renewable	0	0	0	0
4. Temporary Classroom Assignment	0	0	0	0
5. District Teaching	0	0	0	0
6. Temporary	0	0	0	0

Reasons for not being Classified as Highly Qualified in all Assignments

1. Number of elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSE.	0
2. Number of elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSE.	0
3. Number of elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program).	0
4. Number of secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers).	0
5. Number of secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects.	0
6. Number of secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program).	0
7. Other	0

District not required to report this campus

Region :	11		
Organization :	Denton ISD	County-District:	061901
Campus Name :	FRED MOORE HIGH SCHOOL	Campus Number :	061901039

Bilingual/ ESL Teachers

1. Total number of Bilingual/ESL Teachers	0
2. Number of teachers appropriately certified as Bilingual/ESL.	0
3. Number of Bilingual/ESL teachers highly qualified in all appropriate content areas.	0
4. Number of Bilingual/ESL teachers that are both appropriately certified and highly qualified in all appropriate content areas.	0

FTEs of Special Education Teachers for Students by Age

	Students 3-5	Students 6-21
1. Number of special education FTEs that are highly qualified	0.00	0.00
2. Number of special education FTEs that are not highly qualified	0.00	0.00
3. Number of special education FTEs that are not required to be highly qualified	0.00	0.00

District not required to report this campus

Region :	11		
Organization :	Denton ISD	County-District:	061901
Campus Name :	FRED MOORE HIGH SCHOOL	Campus Number :	061901039

Highly Qualified Plan

1. Date of last revision to update the campus' highly qualified teacher plan or recruitment and retention plan		3/10/2008
2. Is the plan separate or part of the campus improvement plan?	Separate:	
	CIP:	X
3. Does the campus highly qualified teacher plan include strategies to ensure teachers, who are not highly qualified in all core academic subject areas taught, become highly qualified in a reasonable timeframe?	Yes:	
	No:	
	NA, Campus is 100% HQT all year:	X
4a. Did the campus send parent notifications to notify parents that their child's teacher was not highly qualified? (P.L. 107 - 110, Section 111(h)(6)(B)(iii))	Yes:	
	No:	
	No notification required:	X
b. If yes, how many teachers required notifications to be sent?		0
5. How does the district publicly report progress/status of highly qualified?		
Newspaper:	Website posting:	
District newspaper/newsletter/publications:	Public meeting (including school board meetings):	X
Letters to parents:	Other:	
6. Enter the date the district publicly reported HQT status.		11/27/2007
7. Does the campus plan or district plan address the equitable distribution of highly qualified and inexperienced teachers assignments for this campus?	Yes:	X
	No:	