

Forney ISD Grading Handbook

2024-2025



*f*ORNEY ISD
INSPIRING STUDENTS THROUGH INNOVATIVE EDUCATION

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FORNEY ISD GENERAL GRADING GUIDELINES (ALL GRADE LEVELS)**Philosophy**

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or course in a sequence of courses. EIA(Local) (2015).

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Assignments, assessments, projects, and other instructional activities shall be designed so that each student's performance indicates a measurable level of mastery. Therefore:

- A grade is a measurement of a student's mastery of the learning objective.
- Best practices and district expectations occur when teachers communicate learning objectives to students and provide clear guidelines for how work is assessed.
- Grades reflect mastery of the TEKS/SEs and not classroom behavior, participation, attendance, tardies, lack of supplies, or improper format when the format is not a part of the objective.

A district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment; and
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Education Code 28.0216, EIA(LEGAL) (2015)

Guidelines for grading shall be communicated to students and parents.

- During each grading period a sufficient number of grades are taken to support the grade average assigned.
- The District shall issue grade reports/report cards every quarter in a manner approved by the Superintendent or designee.
- Performance shall be measured in accordance with this policy and the standards established in EIE(LOCAL).

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. EIA(LOCAL)(2015).

Interim progress reports shall be posted for all students in grades 1-12 after the third and sixth week of each grading period.

- Additional and supplemental progress reports may be issued at the teacher's discretion.
- In addition to the need for conferences indicated on written grade reports to parents, conferences may be requested by a teacher or parent as needed.

Parents are encouraged to regularly check their student's grades online.

Homework

Homework should be used to enrich and strengthen classroom experiences to develop mastery of district curriculum objectives derived from the TEKS. Homework should never be a disciplinary measure nor is its purpose to teach the characteristics of responsibility.

Recording Grades and Calculating Averages

In grades 5-12, there are two types of assignments: Major grades and minor grades. Teachers are expected to communicate the category of an assignment and include the expectations for the assignment.

Assignments will only count once in the grade book. When considering the students' current average in a course, the only grades for consideration will be those recorded in the Student Information System.

Makeup Work

Students shall be expected to make up assignments or assessments after an absence. The district will not impose a grade penalty for makeup work. Students will be provided with missed instruction, and alternative assignments may be given to determine mastery of learning objectives. Teachers may assign a late penalty to any long-term project in accordance with the communicated due dates. For classes meeting every day, students will be given two (2) days per absence to make up assignments. For classes that meet every other day, students will be given until the next class period per absence to make up assignments. Students are encouraged to speak with teachers about obtaining work for absences that are known ahead of time (field trips, UIL events, etc.).

A student removed from the regular classroom to in-school suspension shall have an opportunity to complete the work missed at the time of removal from the regular classroom. [See policy FO(LEGAL).]

Virtual School

See Forney ISD Virtual Academy Handbook.

Late Work

Assignment due dates are set by the teacher and communicated to students. Late work is any assignment that is not turned in on the date it is due except when a student is absent from class. Assignments turned in late will be accepted up to a maximum of two school days for classes meeting every day and the next class period for classes meeting every other day, with a maximum 15-point penalty per day. Acceptance of late work after two days is at the teacher's discretion. Late assignments will be graded starting at 100 and not 70. A pattern of late work may result in further interventions to ensure mastery of the content.

Re-do Work

Forney ISD allows students the opportunity to re-do assessments (quizzes, learning checks, exams, or projects that reflect mastery of the course TEKS/SEs) in which the student has not met mastery of 85%. To support mastery, teachers shall provide appropriate interventions. Therefore, students may be required to attend tutorials before the re-do of any assessments. The re-do can be a similar assessment or alternate assignment.

The re-do policy does not apply to work that was subject to a penalty due to academic dishonesty, STAAR simulations, or work turned in late. The new grade for the assessment shall reflect student mastery and will be graded starting at 100. The highest grade reported for the re-do will be an 85%. Students must complete the intervention and re-do work before the end of each progress report grading period.

Report Cards/Progress Reports and Conferences

At the end of the grading period, students' grades are available through the online report card to inform parents of the student's progress in the course. Additionally, pursuant to EIA(LOCAL) (2015), interim progress reports shall be issued for all students after the third and sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

In addition to the need for conferences indicated on written grade reports to parents, conferences may be requested by a teacher or parent as needed (EIA(LOCAL), 2015).

Teachers shall follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grades are designed to reflect each student's relative mastery of the course standards. Questions about grade calculation should first be discussed with the teacher; if the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL) (2019).

Academic Dishonesty

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and/or grade penalties on assignments or tests. Academic dishonesty includes but is not limited to, cheating or copying the work of another student, plagiarism, and unauthorized communication

between students during an examination. When incorporating AI-generated content into their assignments, students must accurately cite and attribute the sources. This includes acknowledging the use of AI tools and providing appropriate citations or attributions for any external content generated by AI algorithms. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.

Accelerated Instruction

For any student who did not pass or take STAAR in grades 3-8 or EOC assessments, no less than 15 hours of accelerated instruction must be delivered in the summer or subsequent school year for each assessment. A minimum of 30 hours of acceleration is required for students that score significantly below satisfactory. Accelerated instruction entails receiving supplemental instruction (e.g., tutoring) during the summer, before or after school, or embedded in the school day and meeting HB 1416 requirements. Accelerated instruction will be limited to two subjects per year, prioritizing math and RLA, and will be provided in a group of no more than four students, unless the parent or guardian authorizes a larger group. If a student is placed with a TIA designated teacher in the applicable subject area no accelerated instruction is required. For students who did not receive a satisfactory score on the STAAR, parents may elect to modify or remove a requirement for supplemental instruction by submitting a written request to the campus administrator. For students who did not take the STAAR, parents may elect to modify or remove a requirement for supplemental instruction in writing to the campus administrator after a beginning of year screener has been administered to the student.

Retention and Promotion

- Parents or guardians may elect for a student to
 - repeat prekindergarten
 - enroll in prekindergarten if the child was eligible to enroll in prekindergarten in the previous school year, under TEC, §29.153(b), and has not yet enrolled in kindergarten;
 - repeat kindergarten;
 - enroll in kindergarten if the child would have enrolled in kindergarten in the previous school year and has not yet enrolled in first grade; and
 - for grades one through eight, repeat the grade the student was enrolled in the previous school year.
 - repeat any course taken for high school credit in which the student was enrolled during the previous school year, unless the district determines the student has met all of the requirements for graduation. For a course repeated, only the original grade earned will be used in calculating GPA for class rank purposes.

The election by the parent must be made in writing to the district. If the district disagrees with the parent election, it must convene a meeting of the retention committee. If a parent fails to meet with the committee, the student may not be retained based on the parent election.

HIGH SCHOOL GRADING GUIDELINES

Grade Computations for High School

Percentage of Weight – High School

Major Grades – Example - Tests and Projects - 60%
Minimum of 3 recorded grades per quarter

Minor Grades – Example - Quizzes and Homework - 40%
Minimum of 9 recorded grades per quarter

Teachers shall record at least 12 grades per quarter (9 minor and 3 major) with at least one grade per week entered in the grade book. One major grade assignment shall be recorded per three-week grading period. Assignments will only count once in the Student Information System grade book. Grades entered in the Student Information System must be based on a 100 pt. scale (max score 100).

Semester Grade Computation

Grade Computations for 9th – 12th (Includes 8th Algebra I and Spanish I)

Fall Semester - Average of the first and second quarter grades.

Spring Semester – Average of the third and fourth quarter grades.

AP and Dual Credit grading guidelines will be stated in the course syllabus.

AP and Advanced Courses

AP and Advanced courses are academically advanced courses designed to challenge motivated students to excel in advanced-level coursework. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. Forney ISD offers high school students advanced courses in English, mathematics, science, social studies, languages other than English, and fine arts. The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course. AP courses are college-level courses taught in a high school setting and may require the student and parent to sign an agreement acknowledging the level of work required to be successful in an AP course. At the end of each AP course, an AP exam is offered. Qualifying scores on the AP exams may enable students to receive college credit and/or advanced standing at a university or college.

Forney ISD offers open enrollment for advanced courses. Students who experience success in advanced courses typically exhibit the following personal characteristics:

- Reading on or above grade level
- Strong study skills and self-motivation
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in the particular subject

To ensure students are ready for advanced courses, the following academic criteria are strongly suggested:

- Grade of 85 or higher in an academic class from the same content area, the previous year
- Grade of 80 or higher in an advanced class (if it was the prerequisite)
- Mastery Level on STAAR score (if applicable to the content area)

Campus administrators may also consider other relevant data and information to determine appropriate academic placement for students.

Dual Credit Grades:

Dual Credit Grades will be received from the college at the end of each semester. Students that receive a C or higher for the college course will receive the numerical grade. All percentages will be entered into the SIS as is, with the exception of Ds and Fs. Since a student will receive college credit for a D, they will receive a 70 in order to receive high school credit. If a student receives a failing grade, it will be converted to a 60 and the student will need to retake the course.

Grade Point Average (GPA)

A student's cumulative GPA is calculated at the end of each semester beginning with the end of the first semester of a student's freshman year. The student's GPA is updated at the end of each semester and is calculated by averaging the semester grades for each course taken. Students and parents may view the GPA in the Student Information System provided by the district.

Forney ISD calculates a weighted GPA and an unweighted College GPA. The weighted rank GPA is on a 5.0 scale and is used to determine class rank. On the weighted scale, students receive additional weight in their GPA for taking advanced courses. The unweighted college GPA is on a 4.0 scale.

Only those courses defined by the Texas Essential Knowledge and Skills as the core subjects of Reading Language Arts I-IV, mathematics, science, and social studies; the courses defined as languages other than English; advanced courses; Advanced Placement courses; Dual Credit courses taken through Forney ISD during the school year; and CTE courses shall be used to calculate a student's weighted GPA for ranking purposes.

Credit earned from the following courses/sources shall not be considered in the determination of weighted GPA: courses taken before high school, distance learning courses, credit by exams, summer school, correspondence courses, non-advanced fine arts courses, physical education/athletic courses and dual-credit college courses not taken on the high school campus shall not be included in the GPA calculation.

Courses that have been modified by the student's ARD committee regarding the content of the TEKS shall not earn the same number of grade points as regular courses.

Grades related to courses with GPA weight, including failing grades and repeated courses, shall be included in determining the student's weighted GPA.

The final class rank shall be calculated based on the weighted grade point average using grades reported at the end of the third grading period. For Dual Credit courses facilitated by a college facilitator, the current average for the course at the end of the third grading period shall be reported to the school and used in calculating the weighted GPA for students.

Class Rank/Highest Ranking Student

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest ranking as determined by the district's class ranking procedure described in this policy, EIC LOCAL, and Foundation Plan with approved endorsement.

To be eligible for valedictorian or salutatorian honors, a student must have been a registered full-time student by the first day of the second full week of the junior year and should be completing his or her fourth year of high school. Early graduates shall not be eligible to be named valedictorian or salutatorian.

In cases of a tie in weighted grade averages among the top-ranking students, the following methods shall be used to determine who shall be recognized as valedictorian, salutatorian, top ten, and top ten percent of the class.

- The weighted grade average shall be computed to a sufficient number of decimal places until the tie is broken.
- If a tie remains, the student with the most AP courses shall be considered first.
- If a tie remains, the student with the highest numerical grade average of all AP courses taken shall be the higher-ranking student.

Grade Weight Distribution Tiered Class Description

Course Tier	Class Description
Advanced Level Course - Tier I (6.0)	<ul style="list-style-type: none"> ● AP ● Dual credit taken through Forney ISD during the regular school year ● College credit CTE courses
Advanced Level Course - Tier II (5.5)	<ul style="list-style-type: none"> ● Advanced Designated Courses ● Advanced CTE Courses
General Level Course - Tier III (5.0)	<ul style="list-style-type: none"> ● Regular ● CTE Courses
Prescribed Course - Tier IV (4.0)	<ul style="list-style-type: none"> ● Classes with a modified curriculum ● Credit Recovery taken during the school year
Non-GPA Courses - Tier V (NA) *Not included in weighted/rank GPA calculations.	<ul style="list-style-type: none"> ● Intervention Classes ● Summer School Courses ● Courses taken during a zero or ninth period outside of the regular school day ● Distance Learning Courses ● Correspondence Courses and other courses not assigned a GPA in the Course Selection Guide ● Non-advanced fine arts courses, ● Physical education/athletic courses ● Other courses not assigned a GPA in the course selection guide.

For a specific list of courses, please contact your campus counselor.

Grade Weight Distribution

Grade	Advanced Level Course - Tier I (6.0)	Advanced Level Course - Tier II (5.5)	General Level Course - Tier III (5.0)	Prescribed Course - Tier IV (4.0)
100	6.0	5.5	5.0	4.0
99	5.9	5.4	4.9	3.9
98	5.8	5.3	4.8	3.8
97	5.7	5.2	4.7	3.7
96	5.6	5.1	4.6	3.6
95	5.5	5.0	4.5	3.5
94	5.4	4.9	4.4	3.4
93	5.3	4.8	4.3	3.3
92	5.2	4.7	4.2	3.2
91	5.1	4.6	4.1	3.1
90	5.0	4.5	4.0	3.0
89	4.9	4.4	3.9	2.9
88	4.8	4.3	3.8	2.8
87	4.7	4.2	3.7	2.7
86	4.6	4.1	3.6	2.6
85	4.5	4.0	3.5	2.5
84	4.4	3.9	3.4	2.4
83	4.3	3.8	3.3	2.3
82	4.2	3.7	3.2	2.2
81	4.1	3.6	3.1	2.1
80	4.0	3.5	3.0	2.0
79	3.9	3.4	2.9	1.9
78	3.8	3.3	2.8	1.8
77	3.7	3.2	2.7	1.7
76	3.6	3.1	2.6	1.6
75	3.5	3.0	2.5	1.5
74	3.4	2.9	2.4	1.4
73	3.3	2.8	2.3	1.3
72	3.2	2.7	2.2	1.2
71	3.1	2.6	2.1	1.1
70	3.0	2.5	2.0	1.0
69 and below	0.0	0.0	0.0	0.0

GPA Calculation Example:

Weighted GPA Calculation:

1. Look at the semester average for each course.
2. Find the grade on the chart listed on the previous page.
3. Determine which course tier applies to find the appropriate grade point.
4. Total the grade points and divide by the number of Tier I - IV semester grades.

Course	Semester	Average	Weighted GPA Points
English 1 Advanced (Tier II)	Sem 1	92	4.7
	Sem 2	96	5.1
Biology Advanced (Tier II)	Sem 1	86	4.1
	Sem 2	95	5.0
AP Human Geography (Tier I)	Sem 1	95	5.5
	Sem 2	89	4.9
Geometry (Tier III)	Sem 1	88	3.8
	Sem 2	94	4.4
Entrepreneurship (Tier III)	Sem 1	92	4.2
	Sem 2	81	3.1
Spanish 1 (Tier III)	Sem 1	95	4.5
	Sem 2	95	4.5
Band (Tier V)	Sem 1	99	n/a
	Sem 2	100	n/a
Total weighted GPA Points: 53.8		Weighted GPA = 53.8/12 = 4.48	
# of Tier 1 - IV semester grades: 12			

UIL Eligibility

For the purposes of determining UIL eligibility:

- Grades will be posted at the official grade posting deadline (Refer to the TEA/UIL Academic Eligibility Calendar).
- A student who is missing assignments due to an absence at the end of the grading period should be given an incomplete. (see FISD make-up policy)

- Students have three (school) days after the grade posting deadline to complete incomplete assignments.
- Extra credit work or work (including re-test) turned in after the grading period has ended may not be considered when determining a student’s eligibility for extracurricular activities except in the case of an “Incomplete” grade discussed above.
- [Side-by-Side Guidelines Link](#)

Eligibility, Exempted Courses

Forney ISD Policy FM (Local) (2010) states that a student who becomes ineligible to participate in extracurricular activities shall be granted a waiver of the suspension for no more than two classes per quarter grading period. In accordance with TEC 74.30, courses that meet the TEA guidelines for advanced level courses in the areas of ELA, mathematics, science, social studies, economics, or languages other than English, and are in Tier I and Tier II courses as described on page 10, have been designated as courses that may be exempt from “No Pass, No Play” requirements for Forney ISD.

At the middle school level, core courses with advanced designations and core and LOTE courses that receive high school credit may be exempt from the “No Pass, No Play” requirements for Forney ISD.

For a complete list of courses, please contact your campus counselor.

MIDDLE SCHOOL GRADING GUIDELINES

Grade Computations for Middle School (7th and 8th)

For all courses EXCEPT those receiving high school credit (e.g. Algebra I and Spanish I), final grades are computed by averaging the 1st and 2nd-semester grades. Semester grades are computed by averaging the two nine weeks grading periods.

Percentage of Weight – Middle School

Major Grades – 60%

Minimum of 3 recorded grades per quarter

Minor Grades – 40%

Minimum of 9 recorded grades per quarter

Teachers shall record at least 12 grades per quarter (9 minor and 3 major) with at least one grade per week entered in the grade book. Assignments will only count once in the Student Information System grade book. Grades entered in the Student Information System must be based on a 100 pt. scale (max score 100).

Advanced Courses

Advanced courses are academically advanced courses designed to challenge motivated students to excel in advanced-level coursework. The coursework requires students to engage in independent and analytical assignments and to complete a substantial amount of work outside of class. *Forney ISD offers middle school students advanced courses in English, mathematics, science, social studies, Spanish, and Gateway 1 & 2 (both are required to earn one high school credit.)* The curricula for the courses are built on the core academic curriculum following the Texas Essential Knowledge and Skills (TEKS) expectations for each course.

Forney ISD offers open enrollment for advanced courses. Students who experience success in advanced courses typically exhibit the following personal characteristics:

- Reading on or above grade level
- Strong study skills and self-motivation
- Proficient oral and written communication skills
- Self-discipline to plan, organize, and carry out tasks to completion
- Interest and self-directedness in the particular subject

In an effort to ensure students are ready for advanced courses; the following academic criteria are strongly suggested:

- Grade of 85 or higher in an academic class from the same content area, the previous year
- Grade of 80 or higher in an advanced class (if it was the prerequisite)
- Mastery Level on STAAR score (if applicable to the content area)

Campus administrators may also consider other relevant data and information to determine appropriate academic placement for students.

UIL Eligibility

For the purposes of determining UIL eligibility:

- Grades will be posted at the official grade posting deadline (Refer to the TEA/UIL Academic Eligibility Calendar).
- A student who is missing assignments due to an absence at the end of the grading period should be given an incomplete. (see FISD make-up policy)
- Students have three (school) days after the grade posting deadline to complete incomplete assignments.
- Extra credit work or work (including re-test) turned in after the grading period has ended may not be considered when determining a student’s eligibility for extracurricular activities except in the case of an “Incomplete” grade discussed above.
- [Side-by-Side Guidelines Link](#)

Eligibility, Exempted Courses

Forney ISD Policy FM (Local) (2010) states that a student who becomes ineligible to participate in extracurricular activities shall be granted a waiver of the suspension for no more than two classes per quarter grading period. In accordance with TEC 74.30, courses that meet the TEA guidelines for advanced level courses in the areas of ELA, mathematics, science, social studies, economics, or languages other than English, and are in Tier I and Tier II courses as described on page 10, have been designated as courses that may be exempt from “No Pass, No Play” requirements for Forney ISD.

At the middle school level, advanced core courses, and core and LOTE courses that receive high school credit, may be exempt from the “No Pass, No Play” requirements for Forney ISD.

For a complete list of courses, please contact your campus counselor.

INTERMEDIATE SCHOOL GRADING GUIDELINES**Grade Computations for Intermediate School (Grades 5-6)****Percentage of Weight****Major Grades** – 40%

Minimum of 3 recorded grades per quarter

Minor Grades – 60%

Minimum of 9 recorded grades per quarter

Teachers shall record a minimum of 12 grades (9 minor and 3 major) per quarter with one grade per week in the following subject areas:

- mathematics
- science
- social studies
- Reading Language Arts (RLA)

Assignments will only count once in the Student Information System grade book.

Recording Grades and Calculating Averages

In grades 5-6, there are two types of assignments: Major grades and minor grades. Teachers are expected to communicate the category of an assignment and include the expectations for the assignment. Assignments will only count once in the Student Information System grade book. When considering the students' current average in a course, the only grades for consideration will be those recorded in the Student Information System.

ELEMENTARY SCHOOL GRADING GUIDELINES**Grade Computations for Elementary School (Grades Pre-K - 4)****Pre-Kindergarten, Kindergarten, & Grade 1**

Pre-K, Kindergarten, & Grade 1 teachers will use criterion-referenced assessments to determine student progress each quarter.

Grades 2- 4 - Academics

All grades carry the same weight when determining the average for the quarterly grade.

Teachers will record a minimum of 9 grades per quarter or at least one grade per week in each of the following subject areas:

- mathematics
- reading language arts (RLA)

Teachers will record a minimum of 6 grades per quarter in each of the following subject areas:

- science
- social studies

Grades K - 4 - Music and Physical Education

Music and Physical Education grades will issue letter grades of Satisfactory (S), Needs Improvement (N), or Unsatisfactory (U).

Elementary Reporting Grades and Quarter Grade Averages**Posting Grades**

Teachers are required to post all grades on the district electronic system and ensure that grades are updated and posted on a weekly basis. The system is used to record grades, average grades, and generate report cards.

ACADEMY GRADING GUIDELINES

Dual Language and World Language Academy

See Forney ISD Dual Language Handbook on the Fisd website..

Advanced Academics Fine Arts Academy (AAFAA)

In addition to the grade computation for elementary, letter grades of Satisfactory (S), Needs Improvement (N), or Unsatisfactory (U) will be entered for the following courses:

AAFAA Art, AAFAA Music, AAFAA Theatre, AAFAA Dance, AAFAA Piano

See Forney ISD Advanced Academic Fine Arts Academy Parent and Student Handbook for further details.