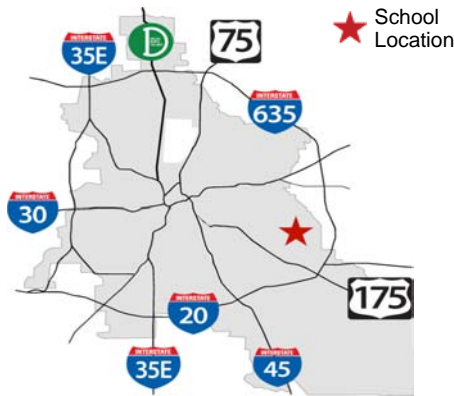


FRED F. FLORENCE MIDDLE SCHOOL



SCORECARD 2008-2009

1625 N. Masters Dr | Dallas, TX 75217 | (972) 749-6000 | Fax (972) 749-6001 | <http://www.dallasisd.org/scorecards>



Board of Trustees
Nancy Bingham, District 4

2008-2009 Principal
Theodore Timms

Learning Community
East Secondary

Grade Levels
6-8

Accountability Rating
Academically Unacceptable

Overview

At Fred F. Florence Middle School, our mission is to provide each student with a diverse education in a safe environment that promotes discipline, motivation, and excellence in learning. Students at Florence Middle School will become independent, self-sufficient adults who will succeed and contribute responsibly in our global community.

At the beginning of the school year, Fred F. Florence Middle School staff establishes goals and objectives for every student by assessing their ability to achieve at or above grade level. Data that is collected during this process is used to determine their strengths and weaknesses. The school then determines for each student the academic and social skills that are needed and tailors the school curriculum and instructional program to meet those needs.

Organizations, businesses, and parents, who become school partners, are not asked to fill the needs of the school, but to commit to fulfilling students' needs. Our partners and parents come together to support and enrich the lives of our students and make our community a better place to live.

Feeder schools

Elementary Schools

John Q. Adams, Pleasant Grove, John W. Runyon, Edward Titche

Middle Schools

N/A

High Schools

W.W. Samuell

Student, School and Faculty awards

TEA Gold Performance Math Award, 2005-2006

After-school / Before-school programs

Tutoring in math, reading, social studies, science, and writing; Saturday School for TAKS preparation; STUDY ISLAND, a computer program that students may use in class or at home

External partnerships

Gospel Tabernacle, Pleasant Hill Missionary Baptist Church, Pleasant Grove Weed and Seed, Pleasant Oak Recreation Center, Dallas Urban League, Community Council of Greater Dallas, North Texas Nurse Practitioners provide free sports physicals to students.

Extracurricular activities

Athletics, dance, drill team, cheerleading, pep squad, folkloric dance, debate team, chess, student council, Junior National Honor Society, marching band

Student Enrollment / Demographics

Enrollment	1,189
Limited English Proficient students	22%
Students eligible for free/reduced lunch	88%
Special education students	12%

Hispanic	62%	
African American	36%	
White	1%	
Other	0%	

FRED F. FLORENCE MIDDLE SCHOOL

SCORECARD 2008-2009

Dallas
Independent
School
District



		ACTUAL	3-YEAR TREND oldest ----> newest			2010 GOAL	MS RANK	ACTUAL	3-YEAR TREND oldest ----> newest			2010 GOAL	MS RANK		
STUDENT ACHIEVEMENT															
TAKS	Met Minimum Standard	Mathematics	56%	69%	69%	56%	90%	★★★★★	Met College-Ready Standard	16%	18%	22%	16%	60%	★★★★★
		Reading / ELA	81%	76%	83%	81%	90%	★★★★★		32%	19%	35%	32%	60%	★★★★★
		Science	45%	n/a	46%	45%	90%	★★★★★		10%	n/a	10%	10%	60%	★★★★★
		Social Studies	84%	74%	79%	84%	90%	★★★★★		25%	27%	24%	25%	60%	★★★★★
		Writing	82%	91%	81%	82%	90%	★★★★★		35%	40%	31%	35%	60%	★★★★★
Students who took a Pre-Advanced Placement (Pre-AP) course										17%	15%	15%	17%	-	★★★★★
Pre-AP students passing at least one Pre-AP course										99%	85%	90%	99%	-	★★★★★
ON TRACK / GRADUATION															
Students present at least 90% of the time										84%	82%	86%	84%	-	★★★★★
8th grade students on track for high school										24%	n/a	n/a	24%	-	★★★★★
Students on track one year after leaving this school										69%	n/a	n/a	69%	-	★★★★★
STUDENT GROWTH															
Students who made expected gains on TAKS math										54%	n/a	51%	54%	-	★★★★★
Students who made expected gains on TAKS reading										72%	n/a	71%	72%	-	★★★★★
School Effectiveness Index (SEI - average score is 50)										47	48	43	47	-	★★★★★
TEACHERS															
Average teacher attendance rate										90%	94%	93%	90%	-	★★★★★
Teachers retained from previous year										78%	84%	83%	78%	-	★★★★★
LEARNING ENVIRONMENT															
PARENTS	Parents who completed survey = MINIMUM RESPONSE RATE NOT MET								Agree	Not Sure	Disagree				
	Parents are satisfied with the quality of education														
	Parents believe the school has a welcoming environment														
	Parents are satisfied with the school facilities and cleanliness														
	The school informs parents about their child's grades and learning progress throughout the year														
	The school responds to concerns in a timely manner														
STUDENTS	Students who completed survey = MINIMUM RESPONSE RATE NOT MET								Often	Sometimes	Never				
	Students feel safe when on campus														
	Students are given homework from their teachers														
	Students feel challenged with coursework														
	Students believe courses are relevant to their future														
	Students are encouraged to use what they learn in everyday life														
	Students participate in sports or athletics														
Students participate in arts, music, clubs, or student council															

Note: All data is based on the 08-09 school year except where indicated below
 * Most recent data is from 07-08 school year | ** Most recent data is from 06-07 school year
 n/a - Data not available for that school year

★★★★★	Bottom 25% of Dallas ISD Middle Schools	★★★★★	Top 25% of Dallas ISD Middle Schools
-------	---	-------	--

Middle School Legend

Name	Definition	Why This Matters
Student Achievement		
Students who met minimum TAKS standard	Percent of students who scored at least 2100 on the Texas Assessment of Knowledge and Skills (TAKS) test (out of all students who take the TAKS)	Indicates a student is performing at or above acceptable standards set by the state of Texas in a core subject
Students on path to college ready TAKS standard	Percent of students who scored at least 2300 on the TAKS test (out of all students who take the TAKS)	Indicates a student is performing at a level which sets him/her on a path to college readiness
Students who took a Pre-Advanced Placement (Pre-AP) course	Percent of students who took at least one Pre-AP course (out of all students in school)	Students who take a Pre-AP course show commitment to academic rigor
Pre-AP students passing at least one Pre-AP course	Percent of students who passed at least one Pre-AP course (out of all Pre-AP students in school)	Students passing a Pre-AP course are better prepared for high school
On Track		
Students present at least 90% of the time	Percent of students who were present for at least 90% of their classes	Attendance is a key indicator of whether or not a student is on track for graduation
8th grade students on track for high school	Percent of 8th graders who have scored 2100 or higher on all TAKS test and received no more than one semester "F" in a core subject	Success in 8th grade is a good leading indicator of strong high school performance
Students on track one year after leaving this school	Percent of current year's 9th graders from this school's previous 8th grade class who have accumulated five credits and received no more than one semester "F" in a core subject	Measures how well the school prepares students for success in freshman courses, which is a key predictor of graduation from high school
Student Growth		
Students who made expected gains on TAKS math	Percent of students who made anticipated academic progress between previous year's TAKS tests and current year's TAKS tests	In order to stay on track to graduate, students must make expected gains from one academic year to the next
Students who made expected gains on TAKS reading	Percent of students who made anticipated academic progress between previous year's TAKS tests and current year's TAKS test	In order to stay on track to graduate, students must make expected gains from one academic year to the next
School Effectiveness Index (SEI -average score is 50)	A measure of school proficiency, which isolates impact teachers have on student achievement, controlling for social and demographic factors	It is important to understand what impact schools have on student learning, regardless of a student's starting point
Teacher Quality		
Average teacher attendance rate	Average percent of teachers present over the course of the school year	Quality instruction requires consistent teacher attendance
Teachers retained from previous year	Percent of teachers from the previous year who remain employed at the school	Retaining qualified teachers leads to improved student performance
Learning Environment		
Students who feel safe and secure	Percent of student survey respondents who indicate that school is safe and secure	In order for students to focus on learning, they must first feel safe
Students who feel challenged with coursework	Percent of student survey respondents who indicate that courses are challenging	Students who feel challenged are more likely to take their classes seriously
Students who believe courses are relevant to their future	Percent of student survey respondents who indicate that they are learning appropriate and important knowledge	Students who believe their courses are important will strive to do well in them
Students who participate in an extra-curricular activity	Percent of student survey respondents who report participation in at least one extra-curricular activity	Research has shown that participation in events outside normal hours motivates students to focus on academics
Parents satisfied with school academics and environment	Percent of parent survey respondents who indicate that they are happy with the quality of instruction and environment at the school	Parent satisfaction is an important measure of school success
Parents who completed survey	Percent of a school's parents who respond to annual survey	Survey completion is a measure of parental engagement at the school
Rating of school facilities and cleanliness	Evaluation of school's physical condition and cleanliness	Clean and well maintained schools provide a positive learning environment