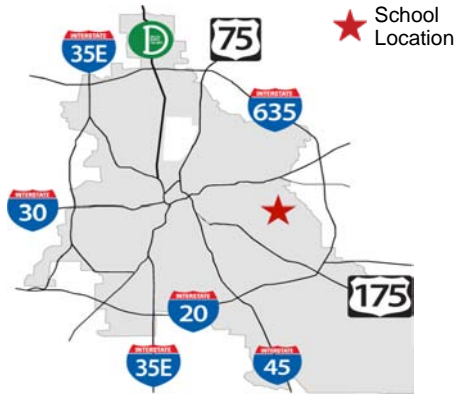


JOHN B. HOOD MIDDLE SCHOOL



SCORECARD 2008-2009

7625 Hume Dr | Dallas, TX 75227 | (972) 749-4100 | Fax (972) 749-4101 | <http://www.dallasisd.org/scorecards>



Board of Trustees
Ron Price, District 9

2008-2009 Principal
Fred Davis

Learning Community
East Secondary

Grade Levels
6-8

Accountability Rating
Academically Acceptable

Overview

Our motto at John B. Hood Middle School is "We Can and We Will." The school staff is determined to provide a caring, nurturing, clean, safe, and orderly environment in which students can learn, grow, achieve, and succeed at the highest level.

Over the last five years, student scores have improved and Hood Middle School is at the edge of being a Recognized school. For the 2009-2010 school year, the school will make a large leap toward that goal as it moves to the block schedule, which will give students more time to learn and teachers more time to teach.

Teachers are hardworking and committed professionals who value the importance of relationships with students and parents. The staff promotes discipline by enforcing the district's uniform policy and individual learning by maintaining rigorous instruction in the classroom. As the "best kept secret in Dallas," John B. Hood Middle School students have made significant gains at the highest level and more students are college ready and prepared for the future than ever before.

The school's principal stays in contact weekly by telephone with parents, sharing news and information about the campus. On a monthly basis, "Principal Coffees" are held so that parents can meet with the principal in person to share concerns they may have.

Feeder schools

Elementary Schools

Annie Webb Blanton, Nathaniel Hawthorne, John Ireland, San Jacinto, C.A. Tatum Jr., Urban Park

Middle Schools

N/A

High Schools

Skyline

Student, School and Faculty awards

Math and science scores have nearly doubled over the last five years; one of only two Dallas ISD schools to win the Foundation Grant Award to provide additional resources and support for student learning; finalist in Vote for the Float contest; participated in New Years Day televised parade, individual UIL top finishers in orchestra; Dallas ISD ART finalists

After-school / Before-school programs

Saturday TAKS Camp, mandatory after-school tutorials

External partnerships

Larry Allen Agency (State Farm, Mesquite, TX)

Extracurricular activities

Football, basketball, volleyball, track, soccer, band, choir, student council, cheerleading, yearbook, orchestra, and Leadership Cadet Corp

Student Enrollment / Demographics

Enrollment	1,332
Limited English Proficient students	30%
Students eligible for free/reduced lunch	95%
Special education students	12%

Hispanic	81%	
African American	18%	
White	1%	
Other	0%	

JOHN B. HOOD MIDDLE SCHOOL

SCORECARD 2008-2009



		ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	MS RANK	ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	MS RANK	
STUDENT ACHIEVEMENT										
TAKS	Mathematics	65%		90%	★★★★☆	19%		60%	★★★★☆	
	Reading / ELA	81%		90%	★★★★☆	32%		60%	★★★★☆	
	Science	61%		90%	★★★★☆	23%		60%	★★★★☆	
	Social Studies	90%		90%	★★★★☆	45%		60%	★★★★☆	
	Writing	81%		90%	★★★★☆	29%		60%	★★★★☆	
									Met College-Ready Standard	
Students who took a Pre-Advanced Placement (Pre-AP) course						37%		-	★★★★☆	
Pre-AP students passing at least one Pre-AP course						98%		-	★★★★☆	
ON TRACK / GRADUATION										
Students present at least 90% of the time						88%		-	★★★★☆	
8th grade students on track for high school						37%		-	★★★★☆	
Students on track one year after leaving this school						67%		-	★★★★☆	
STUDENT GROWTH										
Students who made expected gains on TAKS math						70%		-	★★★★☆	
Students who made expected gains on TAKS reading						75%		-	★★★★☆	
School Effectiveness Index (SEI - average score is 50)						52		-	★★★★☆	
TEACHERS										
Average teacher attendance rate						91%		-	★★★★☆	
Teachers retained from previous year						81%		-	★★★★☆	
LEARNING ENVIRONMENT										
PARENTS	Parents who completed survey = 177 out of 1332 --> 13%					Agree	Not Sure	Disagree		
	Parents are satisfied with the quality of education					80.7%	15.9%	3.4%		
	Parents believe the school has a welcoming environment					74.3%	18.9%	6.9%		
	Parents are satisfied with the school facilities and cleanliness					73.9%	19.9%	6.3%		
	The school informs parents about their child's grades and learning progress throughout the year					94.3%	1.1%	4.6%		
	The school responds to concerns in a timely manner					76.0%	17.0%	7.0%		
STUDENTS	Students who completed survey = 170 out of 1332 --> 13%					Often	Sometimes	Never		
	Students feel safe when on campus					53.9%	43.7%	2.4%		
	Students are given homework from their teachers					30.2%	68.0%	1.8%		
	Students feel challenged with coursework					22.0%	71.4%	6.5%		
	Students believe courses are relevant to their future					55.2%	37.6%	7.3%		
	Students are encouraged to use what they learn in everyday life					68.5%	29.2%	2.4%		
	Students participate in sports or athletics					32.1%	39.3%	28.6%		
	Students participate in arts, music, clubs, or student council					41.1%	31.0%	28.0%		

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
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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