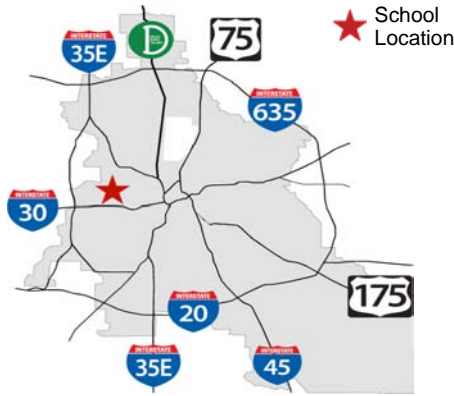


THOMAS A. EDISON MIDDLE LEARNING CENTER



SCORECARD 2008-2009

2940 Singleton Blvd | Dallas, TX 75212 | (972) 794-4100 | Fax (972) 794-4101 | <http://www.dallasisd.org/scorecards>



Board of Trustees
Lew Blackburn, District 5

2008-2009 Principal
Jimmy King

Learning Community
West Secondary

Grade Levels
6-8

Accountability Rating
Academically Acceptable

Overview

Thomas A. Edison Middle School is located in West Dallas. The school has a perfect view of the Dallas skyline. T.A. Edison employs 126 personnel who serve about 925 students in sixth, seventh, and eighth grades. Safety is paramount at Thomas A. Edison Middle School. Students, faculty, and staff are provided a safe and secure environment to learn and work.

Teachers provide a caring attitude toward all students. Thomas Edison does not have a large teacher turnover. We are proud of our employees' stability at this campus. A rigorous curriculum and collaboration among teachers and students empower both to take responsibility for learning. This stable, collaborative environment has resulted in student growth in both academic and behavioral skills.

Our innovative enrichment programs, including sports, University Interscholastic League, and out-of-school excursions, place student experiences and academic performance on the road to success.

Feeder schools

Elementary Schools

Gabe P. Allen Charter, C.F. Carr, Lorenzo DeZavala, George W. Carver, Amelia Earhart, Eladio R. Martinez, Sequoyah, Sidney Lanier Expressive Arts Vanguard

Middle Schools

N/A

High Schools

L.G. Pinkston

Student, School and Faculty awards

Eighth grade student received perfect scores in all four content areas of the TAKS; University Interscholastic League Region XX band competition, Division I and Division II ratings; Sandy Lake music competition, Excellent rating; Master Principal; Rising Star Teacher

After-school / Before-school programs

Before-school tutoring, after-school chess club enrichment

External partnerships

Mercy Street Mentoring Program, Voice of Hope After-School Program, AHEC SW Medical Institute Mentoring program, Wyldlife Mentoring Program

Extracurricular activities

Athletics, band, orchestra, student council, cheerleading, National Junior Honor Society, Future Teachers of America

Student Enrollment / Demographics

Enrollment	916
Limited English Proficient students	22%
Students eligible for free/reduced lunch	90%
Special education students	13%

Hispanic	65%	
African American	34%	
White	1%	
Other	1%	

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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	80%		90%	★★★★☆	36%		60%	★★★★☆	
	Reading / ELA	85%		90%	★★★★☆	39%		60%	★★★★☆	
	Science	63%		90%	★★★★☆	19%		60%	★★★★☆	
	Social Studies	90%		90%	★★★★☆	39%		60%	★★★★☆	
	Writing	89%		90%	★★★★☆	48%		60%	★★★★☆	
									Met College-Ready Standard	
Students who took a Pre-Advanced Placement (Pre-AP) course						41%		-	★★★★☆	
Pre-AP students passing at least one Pre-AP course						97%		-	★★★★☆	
ON TRACK / GRADUATION										
Students present at least 90% of the time						87%		-	★★★★☆	
8th grade students on track for high school						45%		-	★★★★☆	
Students on track one year after leaving this school						70%		-	★★★★☆	
STUDENT GROWTH										
Students who made expected gains on TAKS math						77%		-	★★★★☆	
Students who made expected gains on TAKS reading						77%		-	★★★★☆	
School Effectiveness Index (SEI - average score is 50)						50		-	★★★★☆	
TEACHERS										
Average teacher attendance rate						94%		-	★★★★★	
Teachers retained from previous year						89%		-	★★★★★	
LEARNING ENVIRONMENT										
PARENTS	Parents who completed survey = 180 out of 916 --> 20%					Agree	Not Sure	Disagree		
	Parents are satisfied with the quality of education					75.4%	17.3%	7.3%		
	Parents believe the school has a welcoming environment					69.7%	20.8%	9.6%		
	Parents are satisfied with the school facilities and cleanliness					42.4%	37.3%	20.3%		
	The school informs parents about their child's grades and learning progress throughout the year					85.5%	8.4%	6.1%		
	The school responds to concerns in a timely manner					65.9%	19.9%	14.2%		
STUDENTS	Students who completed survey = 181 out of 916 --> 20%					Often	Sometimes	Never		
	Students feel safe when on campus					48.6%	47.5%	3.9%		
	Students are given homework from their teachers					30.6%	66.1%	3.3%		
	Students feel challenged with coursework					27.2%	66.7%	6.1%		
	Students believe courses are relevant to their future					55.1%	37.1%	7.9%		
	Students are encouraged to use what they learn in everyday life					59.4%	38.3%	2.2%		
	Students participate in sports or athletics					27.6%	43.1%	29.3%		
Students participate in arts, music, clubs, or student council					30.2%	36.9%	33.0%			

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