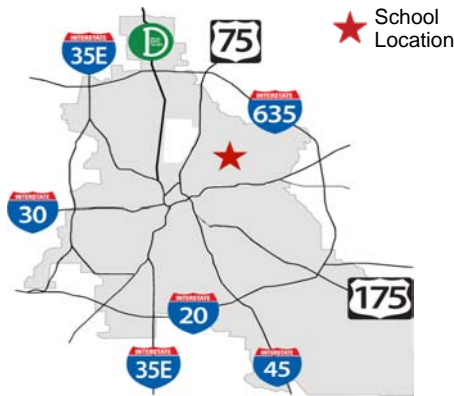


SAM TASBY MIDDLE SCHOOL



SCORECARD 2008-2009

7001 Fair Oaks Ave | Dallas, TX 75231 | (972) 502-1900 | Fax (972) 502-1901 | <http://www.dallasisd.org/scorecards>



Board of Trustees
Leigh Ann Ellis, District 3

2008-2009 Principal
Jose Cardenas

Learning Community
East Secondary

Grade Levels
6-8

Accountability Rating
Academically Acceptable

Overview

Sam Tasby Middle School is named for Sam Tasby, a parent who played a prominent role in the desegregation of Dallas ISD schools. Tasby filed a lawsuit when his son was denied admission to two all-white schools near his home. His lawsuit paved the way for the creation of magnet schools, bilingual education programs, and other innovations to improve educational equity for all children. In 2005, Tasby was inducted into the African-American Education Archives and History Program Educators Hall of Fame in Dallas. He is considered by many to be a trailblazer whose actions ensured educational equality for all Dallas ISD students.

Reflecting the vision of the person for whom the school was named, the mission of Sam Tasby Middle School is to meet the academic, emotional, and social needs of all students through a rigorous curriculum that enables every student to achieve academic and personal growth.

Since the school's opening in 2006, the staff at Sam Tasby Middle School strive to establish relationships with students, parents, and the community. The diverse student population attending the school allows students to be immersed in a multicultural atmosphere, reflective of the community and supportive of Tasby's vision of a school that is open to all.

Feeder schools

Elementary Schools
L.L. Hotchkiss, Jack Lowe Sr., Lee A. McShan Jr., Jill Stone at Vickery Meadow

Middle Schools
N/A

High Schools
Emmett J. Conrad

Student, School and Faculty awards First place, Ocean Ecosystem Painting in Smithsonian art contest; Best in Show and first place, University of North Texas Immigration art contest; second place, Hispanic Heritage art contest; first place, Thanksgiving Square art contest; third place, Veteran's Day art contest

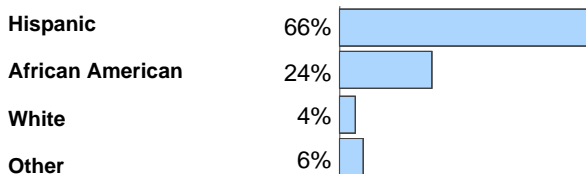
After-school / Before-school programs Extended-day math, science, language arts, and social studies tutorials and Study Island tutorials in math and science

External partnerships Vickery Meadow Improvement District, Vickery Meadow Youth Development Foundation, State Farm, Boys and Girls Clubs, Preventing Violence In Children, Karl Klement Properties

Extracurricular activities Athletics, band, choir, orchestra, student clubs, student council, National Junior Honor Society

Student Enrollment / Demographics

Enrollment	804
Limited English Proficient students	51%
Students eligible for free/reduced lunch	94%
Special education students	12%



SAM TASBY 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	72%		90%	★★★★☆	25%		60%	★★★★☆	
	Reading / ELA	83%		90%	★★★★☆	42%		60%	★★★★☆	
	Science	47%		90%	★★★☆☆	13%		60%	★★★☆☆	
	Social Studies	88%		90%	★★★★☆	40%		60%	★★★★☆	
	Writing	91%		90%	★★★★☆	44%		60%	★★★★☆	
Students who took a Pre-Advanced Placement (Pre-AP) course						33%		-	★★★★☆	
Pre-AP students passing at least one Pre-AP course						94%		-	★★★★☆	
ON TRACK / GRADUATION										
Students present at least 90% of the time						94%		-	★★★★★	
8th grade students on track for high school						24%		-	★★★☆☆	
Students on track one year after leaving this school						77%		-	★★★★☆	
STUDENT GROWTH										
Students who made expected gains on TAKS math						64%		-	★★★☆☆	
Students who made expected gains on TAKS reading						78%		-	★★★★☆	
School Effectiveness Index (SEI - average score is 50)						52		-	★★★★☆	
TEACHERS										
Average teacher attendance rate						95%		-	★★★★★	
Teachers retained from previous year						82%		-	★★★☆☆	
LEARNING ENVIRONMENT										
PARENTS	Parents who completed survey = 80 out of 804 --> 10%						Agree	Not Sure	Disagree	
	Parents are satisfied with the quality of education						90.0%	5.0%	5.0%	
	Parents believe the school has a welcoming environment						81.0%	17.7%	1.3%	
	Parents are satisfied with the school facilities and cleanliness						86.3%	12.5%	1.3%	
	The school informs parents about their child's grades and learning progress throughout the year						94.9%	3.8%	1.3%	
	The school responds to concerns in a timely manner						83.5%	10.1%	6.3%	
STUDENTS	Students who completed survey = 81 out of 804 --> 10%						Often	Sometimes	Never	
	Students feel safe when on campus						53.1%	43.2%	3.7%	
	Students are given homework from their teachers						31.3%	67.5%	1.3%	
	Students feel challenged with coursework						20.3%	72.2%	7.6%	
	Students believe courses are relevant to their future						59.5%	36.7%	3.8%	
	Students are encouraged to use what they learn in everyday life						60.0%	38.8%	1.3%	
	Students participate in sports or athletics						29.5%	38.5%	32.1%	
	Students participate in arts, music, clubs, or student council						43.8%	36.3%	20.0%	

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