

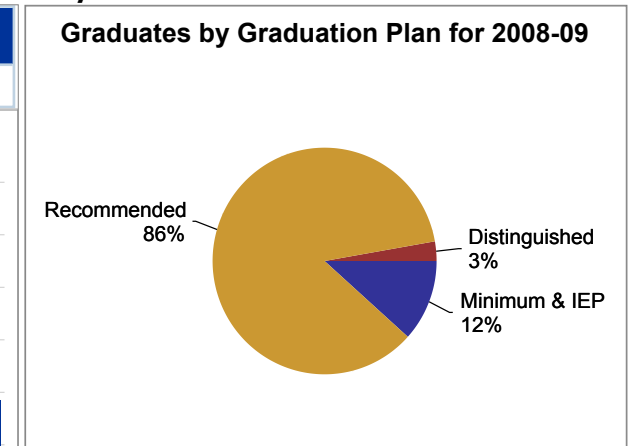
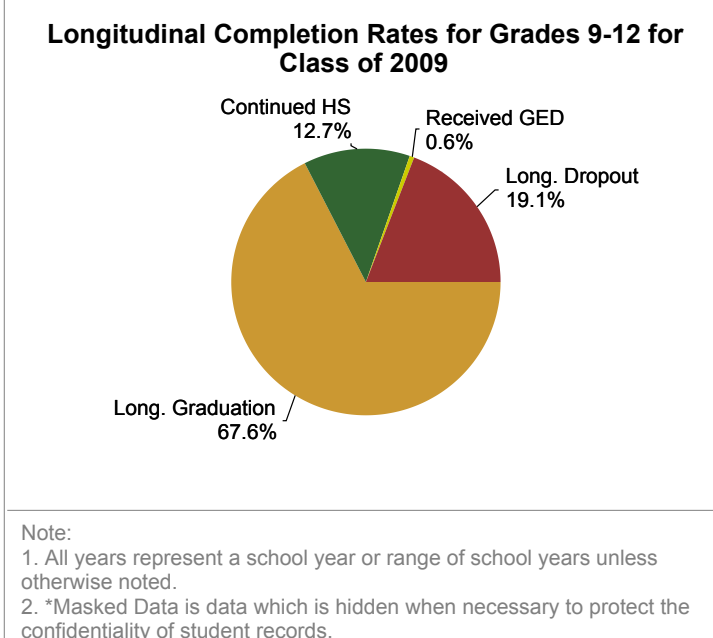
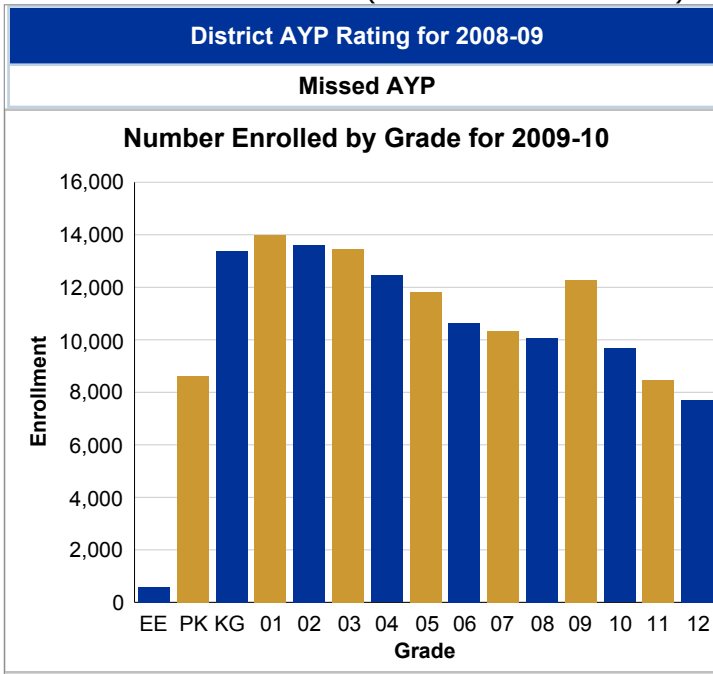
January 2011 School District Summary
DALLAS ISD, DALLAS, TX (057905)

3700 ROSS AVE, DALLAS, 75204-5491

Education Service Center: 10 (REGION X RICHARDSON)

County: DALLAS COUNTY

District Accountability Rating for 2009-10			
Academically Acceptable			
Percent of Schools by Accountability Rating	2009-10		
	Number Schools	Percent Schools	
Exemplary	66	28.7%	
Recognized	59	25.7%	
Academically Acceptable	87	37.9%	
Academically Unacceptable	14	6.1%	
Not Rated	4	1.7%	
Total	230	100%	
Enrollment Profile		2009-10	
		Number	Percent
Gender	Female	77,109	49.1%
	Male	80,002	50.9%
Ethnicity	African American	41,422	26.4%
	Asian/Pacific Islander	1,882	1.2%
	Hispanic	106,258	67.6%
	Native American	322	0.2%
	White	7,227	4.6%
Program Participation	Bilingual Education	38,798	24.7%
	Career & Technical Ed	34,219	21.8%
	English as a Second Language	14,239	9.1%
	Gifted & Talented	17,422	11.1%
	Special Education	12,199	7.8%
Student Population	At Risk	102,989	65.6%
	Economically Disadvantaged	136,128	86.6%
	English Language Learner	56,413	35.9%
	Immigrant	6,871	4.4%
	Migrant	128	0.1%



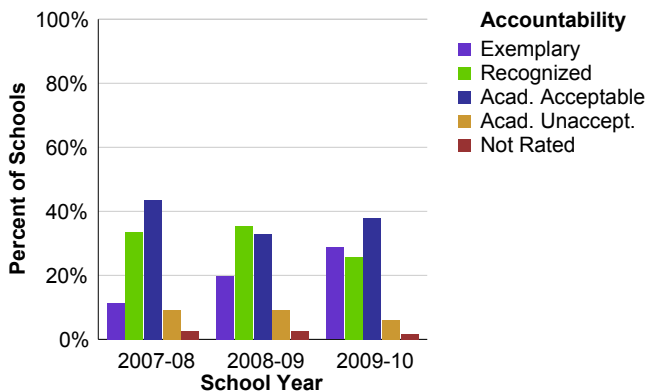
Annual Dropout Rate for 2008-09			
Grade Range	Total Students	Number Dropouts	Annual Dropout Rate
7-8	22,522	195	0.9%
9-12	41,440	2,004	4.8%
7-12	63,962	2,199	3.4%

Teachers (FTE) by Ethnicity	2009-10	
	FTE	Percent
African American	4,176.72	39.02%
Asian/Pacific Islander	248.14	2.32%
Hispanic	2,523.87	23.58%
Native American	45.50	0.43%
White	3,710.06	34.66%
Total	10,704.29	100.00%

Actual Financial Totals for 2008-09		
(Membership 157,174)		
	General Fund	Per Student
Total Revenue	\$1,200,782,869	\$7,640
Total Expenditures	\$1,213,383,315	\$7,720
Operating Expenditures - Pgm.	\$953,326,206	\$6,065

January 2011 School District Summary
DALLAS ISD, DALLAS, TX (057905)
 Website: www.dallasisd.org

Percent of Schools by Accountability Rating



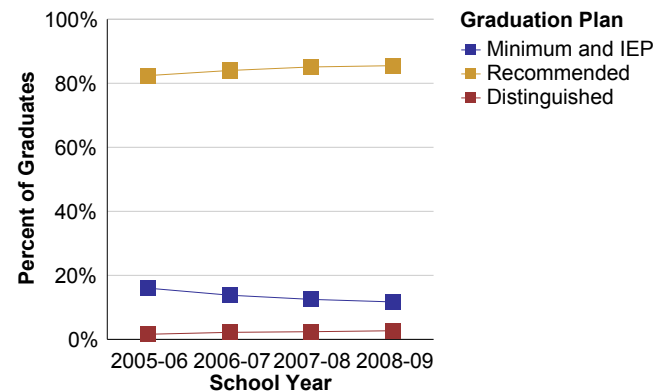
Percent of Schools by AYP Rating

	2006-07	2007-08	2008-09
Met AYP	71.9%	78.3%	85.3%
Missed AYP	17.5%	17.4%	10.0%
Not Evaluated	10.5%	4.3%	4.8%

Number of Graduates by Graduation Plan

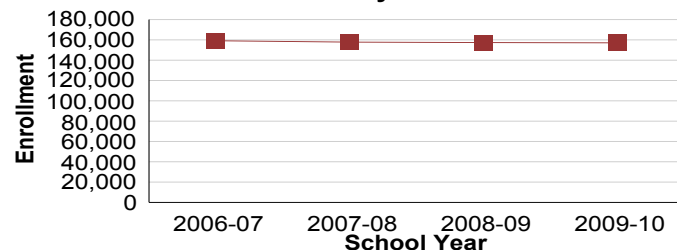
	2006-07	2007-08	2008-09
Minimum and IEP	810	797	781
Recommended	4,936	5,424	5,707
Distinguished	128	150	183
Total	5,874	6,371	6,671

Percent of Graduates by Graduation Plan



Enrollment Profile by School Year		2006-07	2007-08	2008-09	2009-10
Total	Enrollment	159,144	157,804	157,352	157,111
Gender	Female	49.5%	49.5%	49.3%	49.1%
	Male	50.5%	50.5%	50.7%	50.9%
Ethnicity	African American	29.5%	28.7%	27.6%	26.4%
	Asian/Pacific Islander	0.9%	1.0%	1.0%	1.2%
	Hispanic	64.2%	65.3%	66.5%	67.6%
	Native American	0.2%	0.2%	0.2%	0.2%
	White	5.1%	4.8%	4.6%	4.6%
Program Participation	Bilingual Education	17.6%	20.7%	23.4%	24.7%
	Career & Technical Ed	18.3%	20.1%	20.0%	21.8%
	English as a Second Language	11.8%	9.9%	9.3%	9.1%
	Gifted & Talented	11.7%	11.2%	10.9%	11.1%
	Special Education	8.4%	8.1%	7.5%	7.8%
Student Population	At Risk	64.1%	67.2%	67.0%	65.6%
	Economically Disadvantaged	83.7%	84.6%	86.0%	86.6%
	English Language Learner	31.1%	32.5%	35.0%	35.9%
	Immigrant	5.9%	4.8%	4.4%	4.4%
	Migrant	0.2%	0.2%	0.1%	0.1%

Total Enrollment by School Year



Annual Dropout Rates by Grades and School Year

School Year	Grades 7-8		Grades 9-12		Grades 7-12	
	Total Students	Annual Dropout Rate	Total Students	Annual Dropout Rate	Total Students	Annual Dropout Rate
2006-07	22,964	1.6%	43,290	8.1%	66,254	5.8%
2007-08	22,644	0.9%	42,532	5.8%	65,176	4.1%
2008-09	22,522	0.9%	41,440	4.8%	63,962	3.4%

Longitudinal High School Completion for Grades 9-12 by Class Year

	Class of 2006	Class of 2007	Class of 2008	Class of 2009
Number In Class	8,730	8,788	9,148	9,037
Completion I Rate	79.5%	73.3%	77.8%	80.4%
Completion II Rate	80.6%	74.2%	78.8%	80.9%

Note: Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for the class of 2005 and prior classes, nor to each other. Completion I consists of students who graduated or continued high school. Completion II consists of students who graduated, continued high school, or received GED.

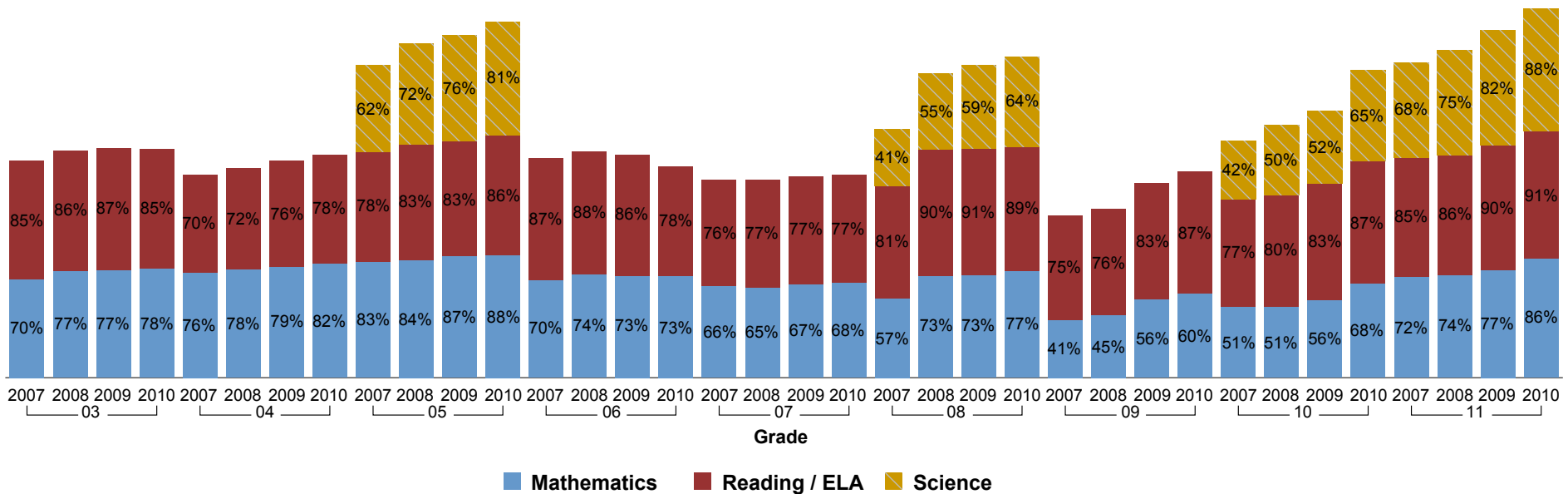
January 2011 School District Summary
DALLAS ISD, DALLAS, TX (057905)

Website: www.dallasisd.org

	TAKS Results - All Students - 2010 - English Version										TAKS Results - All Students - 2010 - Spanish Version							
	Percent Met Standard					Percent Commended					Percent Met Standard				Percent Commended			
	Math	Read / ELA	Science	Social Studies	Writing	Math	Read / ELA	Science	Social Studies	Writing	Math	Read / ELA	Science	Writing	Math	Read / ELA	Science	Writing
Grade 03	78%	85%				21%	37%				56%	84%			17%	40%		
Grade 04	82%	78%			90%	29%	19%			24%	67%	84%		94%	22%	34%		30%
Grade 05	88%	86%	81%			35%	24%	33%			69%	80%	45%		19%	21%	9%	
Grade 06	73%	78%				22%	22%											
Grade 07	68%	77%			91%	15%	17%			26%								
Grade 08	77%	89%	64%	92%		14%	32%	17%	32%									
Grade 09	60%	87%				16%	17%											
Grade 10	68%	87%	65%	92%		12%	9%	10%	36%									
Grade 11	86%	91%	88%	98%		18%	21%	11%	46%									

Notes: (1) TAKS tests are administered in English. They are also administered in Spanish for grades 3-6 (through 2009) and grades 3-5 in 2010. Social Studies tests are not administered in Spanish.
 (2) TAKS results for this report are based on primary administration plus first retest for Grades 3, 5 and 8 through 2009 and Grades 5 and 8 in 2010.
 (3) Percents and numbers on these reports may vary slightly from other Texas Education Agency TAKS report results due to differences in calculation methods.
 (4) * Masked Data. Masked data are not displayed in chart.

TAKS Results - All Students - 2007 through 2010 - English Version - Percent Met Standard



Glossary and Explanatory Text

Abbreviations	
Acad. Acceptable	Academically Acceptable
Acad. Unaccept.	Academically Unacceptable
AYP	Adequate Yearly Progress
EE	Early Childhood Education
ESC	Education Service Center
FTE	Full Time Equivalent
GED	General Educational Development
HS	High School
IEP	Individualized Education Program
KG	Kindergarten
LEP	Limited English Proficient
Operating Exp. - Pgm.	Operating Expenditures Program
Pac. Is.	Pacific Islander. See Ethnicity.
PK	Prekindergarten
Total Exp.	Total Expenditures
Definitions	
Academically Acceptable	Academically Acceptable is the third highest possible rating of the Texas Education Agency's accountability system. The term Academically Acceptable refers to both the Academically Acceptable and the Alternative Education Accountability (AEA) Academically Acceptable ratings for districts and schools. See Accountability Rating.
Academically Unacceptable	Academically Unacceptable is the lowest possible rating of the Texas Education Agency's accountability system. A school or district with this rating is subject to interventions and sanction specified in Chapter 39 of the Texas Education Code. The term Academically Unacceptable refers to both the Academically Unacceptable and the Alternative Education Accountability (AEA) Academically Unacceptable ratings for districts and schools. See Accountability Rating.

Accountability	In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate Texas public school districts and evaluate campuses each year.
Accountability Rating	The state accountability system assigns ratings to every campus and district in the Texas public education system each year. In most cases the system assigns one of four rating labels ranging from lowest to highest and includes Academically Unacceptable, Academically Acceptable, Recognized, and Exemplary. To determine the rating label, the system evaluates indicators of performance, including assessment results on the state standardized assessment instruments as well as longitudinal completion rates and annual dropout rates. For detailed information about the accountability standards, refer to the standard and AEA procedures outlined in the state accountability manual applicable to the specific school year.
Adequate Yearly Progress	Adequate Yearly Progress (AYP) was established under the accountability provisions of the No Child Left Behind Act, requiring all public school campuses, school districts, and the state to be evaluated for adequate yearly progress. Districts, campuses, and the state are required to meet AYP criteria on three measures including Reading Language Arts, Mathematics, and either Graduation Rate for high schools and districts or Attendance Rate for elementary and middle or junior high schools.
Annual Dropout Rate	The annual dropout rate is the percentage of students in a specified grade range who drop out of school during one school year.
At Risk	Students who are at risk of dropping out of school according to state defined criteria.
Bilingual Education	Bilingual indicates that the student is participating in a state approved bilingual education program. The bilingual program must be a full time program that provides dual language instruction through the Texas Essential Knowledge and Skills or TEKS, in the content areas of mathematics, science, health, and social studies in the primary language of limited English proficient students.
Career & Technical Education	Career and technical education (CTE) programs offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE programs also provide opportunities for students to earn technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree.
Class	A class consists of members of a group of students identified by the starting grade and anticipated year of graduation.
Class Year	The designated completion year for graduation for a cohort class. For example, Class Year 2008 is the expected graduation year for students entering grade 9 in the fall of 2004.
Completion	Completion Rate, also known as High School Completion Rate, is the longitudinal representation of the percentage of students from a class of beginning ninth graders who complete their high school education by their anticipated graduation date. Completion may be defined as graduating, continuing in high school in the fall after graduation was expected, or receiving a General Educational Development (GED) certificate. See Completion I Rate and Completion II Rate.
Completion I Rate	Completion I Rate consists of students who graduated or continued in high school.
Completion II Rate	Completion II Rate consists of students who graduated, continued in high school, or received GED certificates.
Distinguished Achievement Graduation Plan	The distinguished achievement plan requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 26 credits including courses in English language arts, mathematics, science, social studies, a language other than English, physical education, health education, speech, technology applications, and fine arts. The advanced or distinguished achievement high school graduation program also requires students to complete any combination of four advanced measures as well as meeting testing requirements.

Dropout	A dropout is defined and counted according to the dropout definition in place the year the student drops out. Beginning with the 2005-06 school year, the state definition was changed to match the National Center for Education Statistics (NCES) definition. Under the NCES definition, a dropout is a student who is enrolled in public school in grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die.
Early Childhood Education	In Texas, Early Childhood Education or EE is a grade level for students between the ages of zero and five years who have not been placed in prekindergarten or kindergarten. This includes students receiving special education services and students in a Head Start program as well as students served by Preschool Program for Children with Disabilities teachers in a licensed childcare facility working in a collaborative partnership with a school district.
Economically Disadvantaged	An economically disadvantaged student is eligible for free or reduced-price lunch or eligible for other public assistance, as defined in the Texas Education Agency's Public Education Information Management System (PEIMS) Data Standards. Eligibility for free or reduced-price lunch or other public assistance is reported for each student at the time of enrollment and is used as a proxy for economically disadvantaged status.
Education Service Center Region	<p>Texas is divided into 20 geographic regions that are served by regional Education Service Centers (ESC). Education service center region denotes the region from which the school district receives educational services. This is not necessarily the service center assignment based upon geographic location, although in most cases they are the same.</p> <p>Infrequently, a school district will change from one service region to another, usually because the service center is closer or more conveniently located to the school district. In this case, when multiple years of data are presented in a report, all of the school district's data will be presented as part of the region that currently serves the school district.</p>
English as a Second Language	English as a Second Language (ESL) students receive specified periods of instruction aimed at the development of English language skills, with a primary focus to learn the Texas Essential Knowledge and Skills (TEKS) for reading and language arts.
English Language Learner	A student whose native language is one other than English. This term is often used synonymously with Limited English Proficient (LEP). A student is classified as limited English proficient when a language other than English is used as the primary language in the home and the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee (LPAC) or as indicated by a test of English proficiency.
Enrollment	The number of students enrolled in Early Childhood Education through Grade 12 in the Texas public school system as of the Fall Snapshot date (usually the last Friday in October) of each year. The student enrollment counts include any student served by a public school district including charter schools but does not include the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Youth Commission schools.
Ethnicity	<p>Ethnicity/race is one of the demographic characteristics reported for each student at the time of enrollment. The categories used in this report are described in the 2008-2009 PEIMS Data Standards as:</p> <ul style="list-style-type: none"> -- African American - A non-Hispanic person having origins in any of the Black racial groups of Africa. -- Asian/Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, Indian subcontinent, Polynesian Islands, Micronesian Islands, Melanesian Islands, or Philippine Islands. -- Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. -- Native American - A person having origins in any of the original peoples of North America and who maintains cultural identification

	<p>through affiliation or community recognition.</p> <p>-- White - A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East.</p>
Exemplary	Exemplary is the highest possible rating of the Texas Education Agency's accountability system. To achieve this rating, at least 90 percent of the tested students must pass each subject area and the district or campus must meet the standards for the Exemplary rating on the completion and dropout indicators. See Accountability Rating.
Full Time Equivalent	Full Time Equivalent (FTE) is the measure of the extent to which a person occupies a full-time position, or the portion of time spent in that role by part-time staff.
General Educational Development	General Educational Development (GED) tests measure the outcome of a high school education. The GED consists of five tests, one in each of these subjects: Mathematics, Science, Social Studies, Writing Skills, and Interpreting Literature and the Arts. Eligible candidates may have an opportunity to earn high school equivalency credentials (GED certificate) based on successful completion of the GED tests.
General Fund	The general fund is a governmental fund to account for all financial resources except those required to be accounted for in another fund.
Gifted / Talented Education	All school districts are mandated by the Texas Legislature to formally identify and serve gifted students in compliance with the requirements of the Texas State Plan for the Education of Gifted/Talented (GT) Students at all grade levels. A Gifted/Talented student is a child or youth who performs at or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or who excels in a specific academic field.
Graduates	Graduates refers to the total number of graduates for a school year, including summer graduates, as reported by districts in the fall of the following school year. Students in special education who graduate are included in the totals. A student is classified as a graduate in the school year in which he or she is reported through the Public Education Information Management System (PEIMS) as a graduate.
Graduation Plan	To receive a high school diploma, a student must complete the requirements of one of the graduation plans set forth in the Texas Administrative Code. Plans currently include the minimum high school program, the recommended high school program, or the advanced/distinguished program. These plans include testing requirements for graduation as specified by state law. Also see Individualized Education Program.
High School Completion	See Completion.
Immigrant	Under Title III of the No Child Left Behind (NCLB) Act of 2001, the terms 'immigrant children and youth' are defined as, individuals who are aged 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than 3 full academic years.
Individualized Education Program	An Individualized Education Program (IEP) is mandated by the Individuals with Disabilities Education Act and requires public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education. A student receiving special education services, who successfully completes the requirements of his or her individualized education program, shall receive a high school diploma.
Limited English Proficient	Refers to students who have limited English language skills. LEP is often used synonymously with English Language Learners (ELL). A student is classified as limited English proficient when a language other than English is used as the primary language in the home and the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee (LPAC)

	or as indicated by a test of English proficiency.
Longitudinal Completion Rate	See Completion.
Masked Data	Data is hidden (or masked) when necessary to protect the confidentiality of student records. Data may be masked using categories such as "Other" or by displaying an asterisk (*) in place of data. Student anonymity may also be protected using the less than (<) symbol.
Membership	The total number of public school students who were reported in membership as of the October snapshot date (this is usually the last Friday in October) at any grade, from Early Childhood Education through Grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for fewer than 2 hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for fewer than 2 hours per day—from their local public school district. For Lonestar reports, membership does not include the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Youth Commission schools.
Met AYP	Designates a district or campus that meets Adequate Yearly Progress (AYP) standards on all indicators for which it is evaluated.
Migrant	A migrant student is one who is a migratory agricultural worker or whose parent, spouse, or guardian is a migratory agricultural worker and who, in the preceding 36 months, in order to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment, has moved from one school district to another, or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence in order to engage in a fishing activity.
Minimum Graduation Plan	The minimum high school graduation plan requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 22 credits including courses in language arts, mathematics, science, social studies, physical education, technology applications, health education, and speech. To receive a diploma, students must pass the minimum course requirements for the plan and satisfy testing requirements.
Missed AYP	Designates a district or campus that does not meet Adequate Yearly Progress (AYP) standards on one or more indicator components. The Missed AYP label may be assigned to a district or campus in the rare situation where the accuracy and/or integrity of performance results have been compromised.
N/A	Not applicable. This can apply to AYP or accountability ratings for a district or school. In general, ratings are not applicable if the district or school was not open or active during the year. N/A may also display in High School Completion Rate reports if the district did not have students from a class enrolled during a school year. Annual Dropout Rate reports will display N/A if the district did not have students enrolled in a grade range during the school year or if the district did not report PEIMS data for a grade range during a specific year.
Not Evaluated AYP	Designates a district or campus that is not evaluated for Adequate Yearly Progress (AYP) for a variety of reasons. State-administered school districts, new districts, and districts with no students enrolled in Grades 3–8 and 10 are not evaluated for AYP. Campuses are not evaluated if they are new, if they do not serve students in grades above kindergarten, do not have students in attendance for the full academic year, do not have students in grades tested, or if they close mid-year. Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP) campuses are not evaluated.
Not Rated	The term Not Rated refers to the following ratings: Not Rated - Data Integrity Issues, Not Rated - Other, Not Rated - Alternative Education, and the Alternative Education Accountability (AEA) Not Rated - Other. See Accountability Rating.
Number in Class	A class consists of members of a group of students identified by the starting grade and anticipated year of graduation, less those

	<p>who leave the Texas public school system for reasons other than graduating, receiving a GED, dropping out, or who cannot be tracked. The number in class includes a count of only students in the group to whom final statuses are assigned. Final status categories are graduate, continuer, GED recipient, and dropout. Students who leave the Texas public school system for reasons other than graduating, receiving a GED, or dropping out or who cannot be tracked are removed from the count of students in the class.</p> <p>When necessary, data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the class size is presented in intervals of 50 to provide an approximate or general idea of the number of students in the class while maintaining student anonymity. In a class of <150, for example, the number of students is between 100 and 149.</p>
Number of Schools	The number of schools displayed is based on the number of schools within the school district reporting enrolled students as of the Fall Snapshot date (this is usually the last Friday in October) of each year. The Texas School for the Deaf, Texas School for the Blind and Visually Impaired, and the Texas Youth Commission schools are not included in this number.
Number of Students	The number of students enrolled as of the Fall Snapshot date. See Enrollment.
Operating Expenditures – Program	Sum of all expenditures for the operation specifically identified with a major instructional program. These programs include Regular, Gifted and Talented, Career and Technology, Students with Disabilities, Accelerated Education, Bilingual, Non-disciplinary Alternative Education Programs (AEP Basic Services), Disciplinary Alternative Education Program (DAEP Basic Services), Disciplinary Alternative Education Program (DAEP State Compensatory Education Supplemental), Title I, Part A Schoolwide Activities Related to State Compensatory Education (SCE) and Other Costs on Campuses with 50% or More Educationally Disadvantaged, and Athletics and Related Activities. Operating expenses include payroll, professional and contracted services, and supplies and materials. Operating expenditures of programs are a subset of total expenditures and cannot be compared to total expenditures. See PEIMS Actual Financial Data Report criteria for additional information.
Operating Expenditures Per Student – Program	Total operating expenditures for programs divided by total students in membership per school year.
Prekindergarten	Prekindergarten or PK is available for children who are unable to speak and comprehend the English language, are educationally disadvantaged, are homeless, or are children of an active duty member of the U.S. armed services.
Recognized	Recognized is the second highest possible rating of the Texas Education Agency's accountability system. Districts and campuses must have at least 75 percent of the students tested pass each subject or demonstrate sufficient Required Improvement. The district or campus must also meet the standards for the Recognized rating on the completion and dropout indicators. See Accountability Rating.
Recommended Graduation Plan	The recommended high school graduation plan requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 26 credits, including courses in language arts, mathematics, science, social studies, a language other than English, physical education, health education, speech, technology applications, and fine arts in addition to meeting testing requirements.
School Year	Each school district must, by state law, operate so that the district provides for at least 180 days of instruction for students during the school or scholastic year, generally from September to June.
Special Education	Special Education is a program that serves students with disabilities. It offers instructional and related services for eligible students with cognitive, physical, and or emotional disabilities.
(TAKS) Texas Assessment of Knowledge and Skills	The primary statewide testing program implemented in 2003 designed to measure the extent to which a student in grades 3-11 has learned and is able to apply the defined knowledge and skills at each tested grade level. A student must meet the standard on the four Grade 11 exit level TAKS tests to receive a high school diploma from a Texas public high school.

(TAKS) Met Commended	Met Standard in LONESTAR TAKS reports refers to the Panel Recommended category representing satisfactory academic achievement. Students in this category performed at a level that was at or above the state passing standard for that test. In LONESTAR, "Met Standard" includes students in the met commended category.
(TAKS) Met Standard	Met Standard in LONESTAR TAKS reports refers to the Panel Recommended category representing satisfactory academic achievement. Students in this category performed at a level that was at or above the state passing standard for that test. In LONESTAR, "Met Standard" includes students in the met commended category.
(TAKS) Primary Plus First Retest	Refers to the original test administration and the first retest. Retests are given for reading and mathematics in grades 5 and 8. Prior to the 2009-2010 school year, retests were offered for Grade 3 in Reading (English and Spanish versions). School year 2008-2009 was the first year grade 8 retests were administered.
(TAKS) Retest	TAKS and TAKS Accommodated retests of some subjects at specific grade levels are provided to allow students additional opportunities to pass a test, thus allowing the student to be promoted to the next grade level. For Exit Level, a student is required to pass a total of four subject area tests to be eligible to receive a diploma from a Texas public high school. Retests are currently administered for the following grades/subjects: Grade 5 - Mathematics and Reading (English and Spanish versions), Grade 8 - Mathematics and Reading, Exit Level - English Language Arts, Mathematics, Science, and Social Studies. Note: Prior to the 2009-2010 school year, retests were offered for Grade 3 in Reading (English and Spanish versions). School year 2008-2009 was the first year grade 8 retests were administered.
Teacher FTE	The FTE count of personnel categorized as teachers, including special duty and permanent substitute teachers. See Full Time Equivalent.
Total Expenditures	Total outlays of money for all functions and objects, excluding actual expenditures used for the following: tuition transfers for grades or services not offered; the cost of reducing property wealth; Shared Services Arrangement (SSA) Funds used for payments from fiscal agents to member districts for services provided; and the Tax Increment Fund. Expenditures include Teacher Retirement System benefits paid by the state of Texas on behalf of employees in the districts.
Total Expenditures Per Student	Total expenditures divided by total students in membership per school year.
Total Revenue	Sum of local, intermediate, state taxes and federal program revenues.
Total Revenue Per Student	Total revenue divided by total students in membership per school year.
Total Students (Annual Dropout Rate)	Total number of students (used for annual dropout rate calculation) enrolled during the school year is a cumulative enrollment number based on attendance records. When the number of dropouts is not reported, the total number of students is presented in intervals of 15 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 135 and 149.