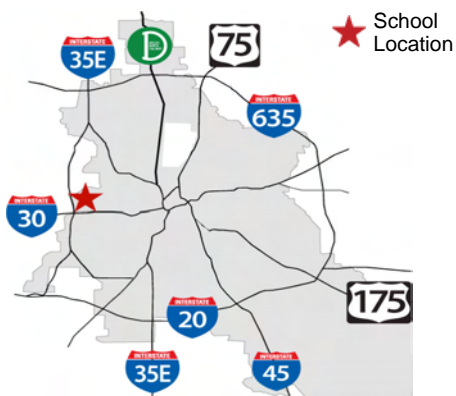


GABE P. ALLEN CHARTER SCHOOL



SCORECARD 2008-2009

5220 Nomas St | Dallas, TX 75212 | (972) 794-5100 | Fax (972) 794-5101 | <http://www.dallasisd.org/scorecards>



Board of Trustees
Jerome Garza, District 7

2008-2009 Principal
Connie Hovseth

Learning Community
Northwest Elementary

Grade Levels
PreK-5

Accountability Rating
Recognized

Overview

Gabe P. Allen Charter School is committed to continuous improvement for its prekindergarten through fifth-grade students. The school provides positive opportunities to develop academic and social skills where every student develops self-esteem and enthusiasm for learning in order to ensure continuing success in their educational careers.

The empowerment of parents, teachers, and community leaders brings ownership and a deeper responsibility to addressing students' academic, emotional, and social needs. A 13-year collaboration with AVANCE/Dallas is one of the systematic efforts Gabe Allen Charter embraced to link the school with parents, building a support system for enhancing both student achievement and effective parent education. The school also implemented a successful collaboration with the Parent in Quality Education Program and piloted a Parent Leadership Program. These three programs embrace our philosophy that parents are the first and most important educator of their children and, without their support, we would not be able to sustain the gains we have made with their children.

"Our mission at Gabe P. Allen is to make our school a happy place to be, a place to learn, a place to make friends, a place where we can be the best that we can be" is said every school day morning.

Student Enrollment / Demographics	
Enrollment	622
Limited English Proficient students	42%
Students eligible for free/reduced lunch	96%
Special education students	6%
Hispanic	91%
African American	8%
White	0%
Other	1%

Feeder schools *Elementary Schools*
N/A

Middle Schools
Thomas A. Edison

High Schools
L.G. Pinkston

Student, School and Faculty awards Texas Education Agency's District Award for Teacher Excellence

After-school / Before-school programs St. Simon's Latch Key program and Jaycee Zaragoza Park and Recreation after-school program

External partnerships AVANCE/Dallas, Jaycee Zaragoza Park and Recreation program

Extracurricular activities Tutoring, chess club, and Marathon Kids

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SCORECARD 2008-2009



		ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	ES RANK	ACTUAL	3-YEAR TREND oldest ----> newest	2010 GOAL	ES RANK	
STUDENT ACHIEVEMENT										
TAKS	Mathematics	84%		90%	★★★★☆	43%		60%	★★★★☆	
	Reading	86%		90%	★★★★☆	34%		60%	★★★★☆	
	Science	77%		90%	★★★★☆	25%		60%	★★★☆☆	
	Writing	89%		90%	★★★★☆	62%		60%	★★★★☆	
ITBS (K-2)	Math	54%		-	★★★★☆	17%		-	★★★★☆	
	Reading	61%		-	★★★★☆	20%		-	★★★☆☆	
Students who met DIAL-3 national average (Pre-Kindergarten only)						91%		-	★★★★★	
ON TRACK										
Students present at least 90% of the time						91%		-	★★★★☆	
5th grade students on track for middle school						43%		-	★★★☆☆	
Students on track one year after leaving this school						51%		-	★★★☆☆	
STUDENT GROWTH										
Students who made expected gains on TAKS math						70%		-	★★★☆☆	
Students who made expected gains on TAKS reading						71%		-	★★★★☆	
School Effectiveness Index (SEI - average score is 50)						47		-	★★★☆☆	
TEACHERS										
Average teacher attendance rate						90%		-	★★★★☆	
Teachers retained from previous year						88%		-	★★★★★	
LEARNING ENVIRONMENT										
PARENTS	Parents who completed survey = 310 out of 622 --> 50%						Agree	Not Sure	Disagree	
	Parents are satisfied with the quality of education						95.8%	2.6%	1.6%	
	Parents believe the school has a welcoming environment						93.8%	4.2%	2.0%	
	Parents are satisfied with the school facilities and cleanliness						89.3%	8.4%	2.3%	
	The school informs parents about their child's grades and learning progress throughout the year						95.8%	2.3%	2.0%	
	The school responds to concerns in a timely manner						88.9%	8.4%	2.7%	

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

★★★★☆	Bottom 25% of Dallas ISD Elementary Schools	★★★★★	Top 25% of Dallas ISD Elementary Schools
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Elementary School Scorecard Legend



Name	Definition	Why This Matters
Student Achievement		
Students who met minimum TAKS standard	Percent of students above grade 2 who scored at least 2100 on the Texas Assessment of Knowledge and Skills (TAKS) test	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 above grade 2 who scored at least 2300 on the TAKS test	Indicates a student is performing at a level which sets him/her on a path to college readiness
Students who scored at grade level on ITBS	Percent of students in grades K-2 who scored at grade level (represented by 40th percentile and above) on the Iowa Tests of Basic Skills (ITBS)	Indicates a student is performing at or above acceptable standards in a core subject
Students who scored at advanced grade level on ITBS	Percent of students in grades K-2 who scored well above grade level (represented by 80th percentile and above) on the ITBS	Indicates a student is performing at a level which sets him/her on a path to college readiness
Students who met DIAL-3 National Average	Percent of Pre-K students who scored at or above 50th percentile on the DIAL-3 total (schools that offer Pre-K)	Indicates a Pre-K student has developed language, motor, and conceptual skills
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
5th grade students on track for middle school	Percent of 5th graders who scored 2100 or higher on all TAKS tests and received no more than one "F" in a core subject	Success in 5th grade leads to high performing middle school students
Students on track one year after leaving this school	Percent of first year middle school students from this school's previous class who have scored 2100 or higher on all TAKS tests and received no more than one semester "F" in a core subject	Measures how well this school prepares students for success in middle school courses
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 tests	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
Teachers		
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		
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