



School Number 363

SCHOOL FOR THE TALENTED AND GIFTED IN PLEASANT GROVE

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2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

TELPAS Administered On Or Before March 13, 2020

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
4	57
5	71
6	85
7	84
ALL	297

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	5	1.7	2	10.5
American Indian/Alaska Native	1	0.3	*	*
Asian/Hawaiian/Pacific Islander	1	0.3	*	*
Hispanic	286	96.3	16	84.2
White	4	1.3	1	5.3
Multiple	0	0.0	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	223	75.1
Economically disadvantaged	259	87.2
Limited English proficient (LEP)	223	75.1
Special education	1	0.3
Talented and Gifted (TAG)	177	59.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
4	2018													
	2019	55	0	0.0	1	1.8	0	0.0	53	96.4	1	1.8	0	0.0
	2020	57	5	8.8	0	0.0	1	1.8	49	86.0	2	3.5	0	0.0
5	2018													
	2019	69	0	0.0	0	0.0	0	0.0	68	98.6	0	0.0	1	1.4
	2020	71	0	0.0	1	1.4	0	0.0	69	97.2	1	1.4	0	0.0
4-5	2018													
	2019	124	0	0.0	1	0.8	0	0.0	121	97.6	1	0.8	1	0.8
	2020	128	5	3.9	1	0.8	1	0.8	118	92.2	3	2.3	0	0.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018													
	2019	84	0	0.0	0	0.0	0	0.0	84	100.0	0	0.0	0	0.0
	2020	85	0	0.0	0	0.0	0	0.0	84	98.8	1	1.2	0	0.0
7	2018													
	2019													
	2020	84	0	0.0	0	0.0	0	0.0	84	100.0	0	0.0	0	0.0
6-8	2018													
	2019	84	0	0.0	0	0.0	0	0.0	84	100.0	0	0.0	0	0.0
	2020	169	0	0.0	0	0.0	0	0.0	168	99.4	1	0.6	0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
4	2018																
	2019	55	45	81.8	40	72.7	0	0.0	36	65.5	32	58.2	3	5.5	50.9	49.1	0.0
	2020	57	49	86.0	35	61.4	0	0.0	35	61.4	40	70.2	3	5.3	45.6	54.4	0.0
5	2018																
	2019	69	57	82.6	53	76.8	0	0.0	51	73.9	40	58.0	7	10.1	43.5	56.5	0.0
	2020	71	59	83.1	50	70.4	0	0.0	50	70.4	44	62.0	1	1.4	53.5	46.5	0.0
4-5	2018																
	2019	124	102	82.3	93	75.0	0	0.0	87	70.2	72	58.1	10	8.1	46.8	53.2	0.0
	2020	128	108	84.4	85	66.4	0	0.0	85	66.4	84	65.6	4	3.1	50.0	50.0	0.0

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
6	2018																
	2019	84	78	92.9	74	88.1	0	0.0	74	88.1	33	39.3	2	2.4	51.2	48.8	0.0
	2020	85	74	87.1	65	76.5	0	0.0	65	76.5	57	67.1	0	0.0	45.9	54.1	0.0
7	2018																
	2019																
	2020	84	77	91.7	73	86.9	1	1.2	73	86.9	36	42.9	0	0.0	52.4	47.6	0.0
6-8	2018																
	2019	84	78	92.9	74	88.1	0	0.0	74	88.1	33	39.3	2	2.4	51.2	48.8	0.0
	2020	169	151	89.3	138	81.7	1	0.6	138	81.7	93	55.0	0	0.0	49.1	50.9	0.0

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
4	2018		12,675			12,235	96.5			14.1		11,637		91.8
	2019	55	12,118	54	98.1	11,690	96.5	0	0.0	4.9	55	11,112	99.9	91.7
	2020	59	11,323	58	97.9	10,902	96.3	0	0.0	3.4	58	10,479	98.0	92.5
5	2018		12,498			12,078	96.6			6.1		11,513		92.1
	2019	69	12,193	67	98.4	11,779	96.6	0	0.0	4.5	69	11,300	100.0	92.7
	2020	71	11,957	70	98.3	11,518	96.3	0	0.0	3.2	71	11,098	99.9	92.8
4-5	2018		72,186			69,366	96.1			14.0		65,475		90.7
	2019	124	69,110	122	98.3	66,364	96.0	0	0.0	4.9	124	62,765	100.0	90.8
	2020	130	67,509	128	98.1	64,698	95.8	0	0.0	3.5	129	61,887	99.1	91.7

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
6	2018		10,808			10,384	96.1			16.0		9,749		90.2
	2019	81	11,096	80	98.8	10,690	96.3	0	0.0	6.1	84	9,953	100.0	89.7
	2020	85	11,110	84	98.8	10,711	96.4	0	0.0	4.2	85	10,111	99.7	91.0
7	2018		10,642			10,187	95.7			17.0		9,495		89.2
	2019		10,469			9,999	95.5			8.1		9,086		86.8
	2020	86	10,970	84	98.6	10,532	96.0	0	0.0	6.1	84	9,871	98.1	90.0
6-8	2018		31,743			30,374	95.7			14.2		28,312		89.2
	2019	81	31,974	80	98.8	30,622	95.8	0	0.0	7.7	84	28,099	100.0	87.9
	2020	171	32,404	169	98.7	31,100	96.0	0	0.0	5.8	169	29,137	98.9	89.9

Teachers: 19

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	10.5
Hispanic	16	84.2
White	1	5.3
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	12	63.2
Male	7	36.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18		
2018-19	6.1	
2019-20	4.6	64.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	2	10.5
2	2	10.5
3	1	5.3
4	1	5.3
5	1	5.3
1-3	5	26.3
More than 3	14	73.7
1 - 5	7	36.8
6 - 10	6	31.6
11 - 20	5	26.3
More than 20	1	5.3

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
4 (35)	Beginning	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	5	14.3	5	14.3	1	2.9	1	2.9	1	2.9
	Advanced	13	37.1	27	77.1	11	31.4	9	25.7	16	45.7
	Advanced High	16	45.7	3	8.6	23	65.7	25	71.4	18	51.4
5 (50)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	3	6.0	8	16.0	0	0.0	1	2.0	1	2.0
	Advanced	11	22.0	35	70.0	12	24.0	4	8.2	15	30.6
	Advanced High	36	72.0	7	14.0	38	76.0	44	89.8	33	67.3
6 (65)	Beginning	0	0.0	2	3.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	29	44.6	1	1.6	1	1.5	2	3.2
	Advanced	7	10.8	30	46.2	14	22.2	10	15.4	31	49.2
	Advanced High	58	89.2	4	6.2	48	76.2	54	83.1	30	47.6
7 (74)	Beginning	0	0.0	7	9.6	0	0.0	0	0.0	0	0.0
	Intermediate	4	5.5	43	58.9	2	2.7	6	8.2	9	12.3
	Advanced	20	27.4	23	31.5	20	27.0	23	31.5	50	68.5
	Advanced High	49	67.1	0	0.0	52	70.3	44	60.3	14	19.2
ALL (224)	Beginning	1	0.4	9	4.0	0	0.0	0	0.0	0	0.0
	Intermediate	12	5.4	85	38.1	4	1.8	9	4.1	13	5.9
	Advanced	51	22.9	115	51.6	57	25.7	46	20.7	112	50.9
	Advanced High	159	71.3	14	6.3	161	72.5	167	75.2	95	43.2

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
35 20 (57.1%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	14	
	Advanced High	0	0	18	
50 35 (70.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	2	13	
	Advanced High	0	2	31	
65 35 (53.8%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	5	26	
	Advanced High	0	2	28	
74 17 (23.0%)	Beginning	0			
	Intermediate	0	9		
	Advanced	0	3	47	
	Advanced High	0	0	14	
224 107 (47.8%)	Beginning	0			
	Intermediate	0	13		
	Advanced	0	12	100	
	Advanced High	0	4	91	

☐ Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

Middle School Exams

MATHEMATICS 6 PRE-AP

85	80.3	86.9	87.7	87.7	94.1	100.0	72.9	97.2
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MATHEMATICS 7 PRE-AP

85	80.6	87.6	83.3	82.8	98.8	98.8	69.8	93.0
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MS ART I STUDIO

137	78.8	87.8	94.0	94.7	100.0	100.0	74.7	98.0
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PHYSICAL EDUCATION 6

85	77.5	86.5	94.7	95.6	100.0	100.0	76.5	99.6
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PHYSICAL EDUCATION 7 & 8

85	71.3	82.8	94.2	95.5	100.0	100.0	80.9	98.6
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READING LANGUAGE ARTS 6

85	79.5	88.6	88.9	88.9	100.0	100.0	58.0	88.6
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READING LANGUAGE ARTS 7

85	78.2	88.5	84.1	83.6	100.0	100.0	68.5	86.8
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SCIENCE 6 PRE-AP

85	75.7	84.5	90.7	91.4	92.9	100.0	75.3	98.1
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SCIENCE 7 PRE-AP

85	70.4	79.8	80.8	80.9	95.3	95.3	84.8	98.0
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TECHNOLOGY APPLICATIONS

170	73.2	81.8	86.5	87.0	96.5	100.0	58.8	94.4
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MATHEMATICS 6 PRE-AP

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MATHEMATICS 7 PRE-AP

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MS ART I STUDIO

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PHYSICAL EDUCATION 6

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PHYSICAL EDUCATION 7 & 8

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READING LANGUAGE ARTS 6

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READING LANGUAGE ARTS 7

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SCIENCE 6 PRE-AP

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SCIENCE 7 PRE-AP

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TECHNOLOGY APPLICATIONS

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SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

TEXAS STUDIES 7 PRE-AP

85	58.4	74.5	84.1	85.2	72.9	100.0	74.6	96.6
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WORLD CULTURES 6 PRE-AP

85	72.5	83.5	90.3	91.0	94.1	100.0	74.9	97.1
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Elementary School Exams

GRADE 4 LANGUAGE ARTS

59	73.7	81.2	89.5		88.1	100.0	68.3	91.7
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GRADE 4 MATHEMATICS

59	91.7	93.9	92.6		100.0	100.0	71.7	90.4
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GRADE 4 READING

41	68.3	82.7	91.6		92.7	100.0	68.8	92.4
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GRADE 4 READING SPANISH

18	76.1	84.1	90.8		100.0	100.0	80.7	91.8
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GRADE 5 MATHEMATICS

71	95.5	96.7	94.4		100.0	100.0	78.3	91.9
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GRADE 5 READING

71	73.5	86.7	91.7		98.6	100.0	79.5	94.1
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GRADE 5 SCIENCE

71	93.2	94.0	92.8		98.6	100.0	76.5	95.9
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SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

TEXAS STUDIES 7 PRE-AP

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WORLD CULTURES 6 PRE-AP

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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 SCIENCE

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