2006-07
Special Reports on Pupil Achievement

PLEASANT GROVE
School Number 273

Office of Institutional Research
OIR@DallasISD.org
October 26, 2007
# 2006-07 Special Report on Pupil Achievement

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
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<tbody>
<tr>
<td>2.... CONTENTS</td>
</tr>
<tr>
<td>4.... NOTES</td>
</tr>
<tr>
<td><strong>STUDENTS AND STAFF</strong></td>
</tr>
<tr>
<td>6.... SUMMARY</td>
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<tr>
<td>8.... ENROLLMENT-2</td>
</tr>
<tr>
<td>11.... TEACHERS</td>
</tr>
<tr>
<td><strong>TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS</strong></td>
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<tr>
<td>12.... TAKS-R-1</td>
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**PLEASANT GROVE (273)**

October 26, 2007  Dallas ISD Office of Institutional Research  V:CILT\0607_SRPA\CILT_0708.mdb  rpt_CONTENTS  2006-07 Special Reports on Pupil Achievements
## 2006-07 Special Report on Pupil Achievement

### Table of Contents

#### IOWA TESTS OF BASIC SKILLS (AND RELATED TESTS)

- 43. COMPLIANCE        SCE Compliance for At-Risk Students
- 45. ITBS-R-2          ITBS Reading Total: # At or Above the 80th Percentile
- 47. ITBS-M-2          ITBS Mathematics Total: # At or Above the 80th Percentile
- 49. Logramos-R-2      Logramos Reading Total: # At or Above the 80th Percentile
- 51. Logramos-M-2      Logramos Math Total: # At or Above the 80th Percentile

#### MEASURES OF ENGLISH PROFICIENCY

- 52. WMLS              Woodcock-Muñoz Language Survey
- 53. TELPAS           Texas English Language Proficiency Assessment System
**2006-07 SCHOOL SUMMARY**

- Student percentages are computed as the percentage of total student enrollment.
- More detailed information is available in ENROLLMENT and TEACHER reports.
- "Economically disadvantaged" students are those receiving free or reduced-price lunches.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

**ENROLLMENT**

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- "Economically disadvantaged" students are those receiving free or reduced-price lunches.
- "New" students were new to the district in 2006-07. They are counted as new if they were not enrolled in a district campus before the last day of the 2005-06 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 2005-06 and 2006-07.

**ATTENDANCE**

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- "Average daily membership" is the total number of school days students were 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 on the first day of the second six-weeks grading period and on the last day of testing.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

**TEACHERS**

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

**TAKS**

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Statistics on the objective performance summaries are averages for all students in the grade indicated.
- An “average percentage correct” is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then compute the average percentage for all students. For written compositions, an “average composition rating” is presented. TAKS compositions are rated on a scale of 1 to 4.
- THIRD- AND FIFTH-GRADE READING and FIFTH-GRADE MATHEMATICS statistics are based on scores cumulative through the second administration.
SDAA
• READING and MATHEMATICS reports: The number of students at each achievement level includes only students with SDAA scores for both 2006 and 2007. “Percentage Improved in 2007” is the percentage of students whose SDAA achievement level increased at least one level in 2007. Students who improve from Level III at one instructional level advance to Level I at the next instructional level.
• WRITING report: Too few students take the SDAA writing test to analyze improvement from one year to the next. Statistics are for 2007 only and include the number tested and the percentage meeting ARD expectations.

SCE Compliance and ITBS / ITED / Logramos
• Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
• Student group assignments are based on demographic data in the Dallas ISD student database.
• Kindergarten ITBS reading results for all three years are for the Language Total subtest; all other grades’ results reflect Reading Total performance. (The Reading Total summary is not available with use of the level 5R form administered to kindergarteners in 2007.) All Logramos reading summaries are for Reading Total. The number tested includes kindergarteners.
• Summaries across grades are available only for 2007. In 2005 and 2006, these summaries included students in grades that are no longer tested with the ITBS or Logramos, making comparisons between 2007 and prior years invalid.

TELPAS
• Students are counted as having tested 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's composite rating did not increase at least one level from 2006 to 2007, the TEA did not report the 2006 composite rating.
• If a student is rated as advanced high in 2007, the TEA does not differentiate between the advanced and advanced high levels from 2006.
• Limited English proficient students in grades three through twelve are assessed with the RPTE to obtain their ratings in the TELPAS reading domain as long as they are classified as LEP in the Public Education Information Management System.
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*Included in category “Other.”

**All students are classified in one of the five racial/ethnic groups.

### STUDENT GROUP ENROLLMENT

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## AVERAGE PERCENTAGE OF ITEMS CORRECT BY OBJECTIVE

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<th>Appropriate Organization of Ideas</th>
<th>Correct and Effective Sentence Construction</th>
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## PERCENTAGE DEMONSTRATING COMMENDED PERFORMANCE

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Shaded cells indicate percentages at or above 25 percent, the Gold Performance Acknowledgment Standard for 2007.
## PERCENTAGE DEMONSTRATING IMPROVEMENT

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**ALL INSTRUCTIONAL LEVELS:** 26 100.0
## PERCENTAGE DEMONSTRATING IMPROVEMENT

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**ALL INSTRUCTIONAL LEVELS:** 7 100.0
## PERCENTAGE MEETING ARD COMMITTEE EXPECTATIONS

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### State Compensatory Education (SCE) Compliance for At-Risk Students

#### PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the IOWA TESTS OF BASIC SKILLS

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**NOTE:** Summaries across grades are available only for 2007. In 2005 and 2006, these summaries included students in grades that are no longer tested with the ITBS or Logramos, making comparisons between 2007 and prior years invalid.
## Iowa Tests of Basic Skills: READING TOTAL ("LANGUAGE TOTAL")

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**NOTE:** Summaries across grades are available only for 2007. In 2005 and 2006, these summaries included students in grades that are no longer tested with the ITBS or Logramos, making comparisons between 2007 and prior years invalid.
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NOTE: Summaries across grades are available only for 2007. In 2005 and 2006, these summaries included students in grades that are no longer tested with the ITBS or Logaramos, making comparisons between 2007 and prior years invalid.
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## Logramos-R-1

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NOTE: Summaries across grades are available only for 2007. In 2005 and 2006, these summaries included students in grades that are no longer tested with the ITBS or Logramos, making comparisons between 2007 and prior years invalid.
## Logramos: READING TOTAL

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**NOTE:** Summaries across grades are available only for 2007. In 2005 and 2006, these summaries included students in grades that are no longer tested with the ITBS or Logramos, making comparisons between 2007 and prior years invalid.
## Logramos-M-1

### Logramos: MATHEMATICS TOTAL

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**NOTE:** Summaries across grades are available only for 2007. In 2005 and 2006, these summaries included students in grades that are no longer tested with the ITBS or Logramos, making comparisons between 2007 and prior years invalid.
## Logramos: MATHEMATICS TOTAL

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*NOTE: Summaries across grades are available only for 2007. In 2005 and 2006, these summaries included students in grades that are no longer tested with the ITBS or Logramos, making comparisons between 2007 and prior years invalid.*
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## PERFORMANCE IN 2007

**Rating Method:** Texas Observation Protocol (TOP) and Reading Protocol for Texas English Language Proficiency Assessment System (RPTE)

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## PROGRESSION FROM 2006 TO 2007

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*Indicates students who progressed at least one level from 2006 to 2007.*