School Number 234

HENRY B. GONZALEZ PERSONALIZED LEARNING ACADEMY

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HENRY B. GONZALEZ PERSONALIZED LEARNING ACADEMY (234)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

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
PK	102
KN	90
1	82
2	82
3	77
4	86
5	109
ALL	628

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	28	4.5	6	16.2
American Indian/Alaska Native	3	0.5	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	592	94.3	23	62.2
White	2	0.3	8	21.6
Multiple	3	0.5	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	478	76.1
Economically disadvantaged	585	93.2
Limited English proficient (LEP)	476	75.8
Special education	48	7.6
Talented and Gifted (TAG)	106	16.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	97	2	2.1	0	0.0	0	0.0	95	97.9	0	0.0	0	0.0
	2019	103	3	2.9	1	1.0	0	0.0	99	96.1	0	0.0	0	0.0
	2020	102	2	2.0	0	0.0	0	0.0	99	97.1	0	0.0	1	1.0
KN	2018	67	2	3.0	0	0.0	0	0.0	65	97.0	0	0.0	0	0.0
	2019	75	2	2.7	1	1.3	0	0.0	72	96.0	0	0.0	0	0.0
	2020	90	5	5.6	1	1.1	0	0.0	84	93.3	0	0.0	0	0.0
1	2018	76	2	2.6	0	0.0	0	0.0	73	96.1	1	1.3	0	0.0
	2019	78	2	2.6	0	0.0	0	0.0	74	94.9	1	1.3	1	1.3
	2020	82	6	7.3	1	1.2	0	0.0	75	91.5	0	0.0	0	0.0
2	2018	88	3	3.4	0	0.0	0	0.0	84	95.5	1	1.1	0	0.0
	2019	77	2	2.6	0	0.0	0	0.0	75	97.4	0	0.0	0	0.0
	2020	82	2	2.4	0	0.0	0	0.0	79	96.3	0	0.0	1	1.2
3	2018	111	1	0.9	0	0.0	0	0.0	109	98.2	0	0.0	1	0.9
	2019	82	3	3.7	0	0.0	0	0.0	77	93.9	2	2.4	0	0.0
	2020	77	4	5.2	1	1.3	0	0.0	72	93.5	0	0.0	0	0.0
4	2018	106	5	4.7	0	0.0	0	0.0	101	95.3	0	0.0	0	0.0
	2019	114	2	1.8	0	0.0	0	0.0	110	96.5	2	1.8	0	0.0
	2020	86	8	9.3	0	0.0	0	0.0	77	89.5	1	1.2	0	0.0
5	2018	115	2	1.7	0	0.0	0	0.0	112	97.4	0	0.0	1	0.9
	2019	104	7	6.7	0	0.0	0	0.0	95	91.3	2	1.9	0	0.0
	2020	109	1	0.9	0	0.0	0	0.0	106	97.2	1	0.9	1	0.9
PK-5	2018	660	17	2.6	0	0.0	0	0.0	639	96.8	2	0.3	2	0.3
	2019	633	21	3.3	2	0.3	0	0.0	602	95.1	7	1.1	1	0.2
	2020	628	28	4.5	3	0.5	0	0.0	592	94.3	2	0.3	3	0.5

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	
PK	2018	97	88	90.7	71	73.2	0	0.0	72	74.2	0	0.0	78	80.4	47.4	52.6	20.6
	2019	103	103	100.0	80	77.7	3	2.9	22	21.4	0	0.0	76	73.8	51.5	48.5	26.2
	2020	102	102	100.0	85	83.3	4	3.9	85	83.3	0	0.0	75	73.5	51.0	49.0	26.5
KN	2018	67	58	86.6	50	74.6	2	3.0	50	74.6	2	3.0	15	22.4	50.7	49.3	0.0
	2019	75	68	90.7	52	69.3	1	1.3	49	65.3	1	1.3	9	12.0	57.3	42.7	0.0
	2020	90	86	95.6	68	75.6	1	1.1	69	76.7	8	8.9	22	24.4	45.6	54.4	0.0
1	2018	76	71	93.4	55	72.4	2	2.6	55	72.4	7	9.2	6	7.9	40.8	59.2	0.0
	2019	78	73	93.6	59	75.6	9	11.5	56	71.8	7	9.0	6	7.7	51.3	48.7	0.0
	2020	82	71	86.6	56	68.3	7	8.5	44	53.7	12	14.6	5	6.1	57.3	42.7	1.2
2	2018	88	80	90.9	67	76.1	3	3.4	69	78.4	5	5.7	2	2.3	45.5	54.5	2.3
	2019	77	72	93.5	59	76.6	6	7.8	58	75.3	20	26.0	2	2.6	42.9	57.1	2.6
	2020	82	75	91.5	63	76.8	9	11.0	65	79.3	12	14.6	3	3.7	46.3	53.7	1.2
3	2018	111	97	87.4	80	72.1	7	6.3	76	68.5	12	10.8	6	5.4	56.8	43.2	0.0
	2019	82	78	95.1	61	74.4	9	11.0	63	76.8	13	15.9	3	3.7	46.3	53.7	0.0
	2020	77	72	93.5	58	75.3	9	11.7	58	75.3	23	29.9	8	10.4	49.4	50.6	0.0
4	2018	106	104	98.1	76	71.7	4	3.8	84	79.2	18	17.0	4	3.8	51.9	48.1	0.0
	2019	114	103	90.4	83	72.8	8	7.0	89	78.1	27	23.7	2	1.8	58.8	41.2	0.0
	2020	86	81	94.2	63	73.3	11	12.8	70	81.4	19	22.1	7	8.1	45.3	54.7	0.0
5	2018	115	114	99.1	75	65.2	8	7.0	91	79.1	27	23.5	5	4.3	53.0	47.0	0.9
	2019	104	98	94.2	73	70.2	7	6.7	81	77.9	21	20.2	2	1.9	48.1	51.9	0.0
	2020	109	98	89.9	83	76.1	7	6.4	87	79.8	32	29.4	3	2.8	59.6	40.4	0.9
PK-5	2018	660	612	92.7	474	71.8	26	3.9	497	75.3	71	10.8	116	17.6	50.0	50.0	3.5
	2019	633	595	94.0	467	73.8	43	6.8	418	66.0	89	14.1	100	15.8	51.2	48.8	4.6
	2020	628	585	93.2	476	75.8	48	7.6	478	76.1	106	16.9	123	19.6	51.0	49.0	4.8

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
KN	2018	71	11,061	68	95.7	10,520	95.1	5	7.0	17.8	68	9,830	95.2	88.9
	2019	75	10,918	72	96.6	10,370	95.0	1	1.3	5.7	72	9,637	96.3	88.3
	2020	91	10,874	87	95.3	10,319	94.9	1	1.1	3.8	88	9,815	96.8	90.3
1	2018	73	11,550	71	96.6	11,055	95.7	10	13.7	16.6	70	10,347	95.9	89.6
	2019	76	11,198	73	96.3	10,715	95.7	1	1.3	5.0	71	10,069	93.6	89.9
	2020	81	11,192	78	96.1	10,678	95.4	2	2.5	3.9	78	10,139	96.1	90.6
2	2018	90	11,864	87	97.1	11,398	96.1	4	4.5	15.9	86	10,717	95.7	90.3
	2019	77	11,232	75	97.0	10,781	96.0	1	1.3	4.8	75	10,169	96.8	90.5
	2020	81	11,070	79	97.3	10,616	95.9	1	1.2	3.2	78	10,175	95.8	91.9
3	2018	110	12,536	107	97.2	12,080	96.4	11	10.0	14.4	105	11,431	95.6	91.2
	2019	81	11,452	79	97.6	11,029	96.3	0	0.0	4.6	80	10,478	98.4	91.5
	2020	80	11,093	77	96.7	10,664	96.1	0	0.0	3.5	75	10,181	94.3	91.8
4	2018	105	12,675	102	96.8	12,235	96.5	4	3.8	14.1	100	11,637	94.9	91.8
	2019	111	12,118	107	96.7	11,690	96.5	4	3.6	4.9	103	11,112	93.2	91.7
	2020	84	11,323	81	97.3	10,902	96.3	1	1.2	3.4	81	10,479	96.9	92.5
5	2018	115	12,498	112	97.6	12,078	96.6	3	2.6	6.1	111	11,513	96.6	92.1
	2019	103	12,193	101	97.2	11,779	96.6	1	1.0	4.5	97	11,300	93.8	92.7
	2020	108	11,957	104	96.9	11,518	96.3	0	0.0	3.2	104	11,098	96.5	92.8
KN-5	2018	564	72,186	547	96.9	69,366	96.1	37	6.6	14.0	540	65,475	95.7	90.7
	2019	523	69,110	507	96.9	66,364	96.0	8	1.5	4.9	498	62,765	95.1	90.8
	2020	524	67,509	507	96.6	64,698	95.8	5	1.0	3.5	504	61,887	96.1	91.7

Teachers: 37

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	16.2
Hispanic	23	62.2
White	8	21.6
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	30	81.1
Male	7	18.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	4.7	71.4
2018-19	5.0	76.3
2019-20	4.6	80.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	8.1
1	2	5.4
2	3	8.1
3	5	13.5
4	4	10.8
5	2	5.4
1-3	10	27.0
More than 3	24	64.9
1 - 5	16	43.2
6 - 10	4	10.8
11 - 20	9	24.3
More than 20	5	13.5

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (68)	Beginning	36	52.9	37	54.4	68	100.0	68	100.0	37	54.4
	Intermediate	14	20.6	13	19.1	0	0.0	0	0.0	31	45.6
	Advanced	11	16.2	11	16.2	0	0.0	0	0.0	0	0.0
	Advanced High	7	10.3	7	10.3	0	0.0	0	0.0	0	0.0
1 (55)	Beginning	24	43.6	24	43.6	42	76.4	31	56.4	24	43.6
	Intermediate	12	21.8	12	21.8	12	21.8	15	27.3	23	41.8
	Advanced	15	27.3	15	27.3	1	1.8	8	14.5	7	12.7
	Advanced High	4	7.3	4	7.3	0	0.0	1	1.8	1	1.8
2 (60)	Beginning	2	3.3	11	18.3	46	76.7	8	13.3	5	8.3
	Intermediate	22	36.7	32	53.3	10	16.7	32	53.3	45	75.0
	Advanced	23	38.3	11	18.3	4	6.7	12	20.0	9	15.0
	Advanced High	13	21.7	6	10.0	0	0.0	8	13.3	1	1.7
3 (57)	Beginning	0	0.0	1	1.8	14	24.6	11	19.3	1	1.8
	Intermediate	5	8.8	8	14.0	18	31.6	12	21.1	15	26.3
	Advanced	16	28.1	13	22.8	11	19.3	11	19.3	22	38.6
	Advanced High	36	63.2	35	61.4	14	24.6	23	40.4	19	33.3
4 (61)	Beginning	1	1.6	0	0.0	2	3.3	4	6.6	0	0.0
	Intermediate	15	24.6	13	21.3	20	32.8	14	23.0	10	16.4
	Advanced	26	42.6	38	62.3	28	45.9	16	26.2	36	59.0
	Advanced High	19	31.1	10	16.4	11	18.0	27	44.3	15	24.6

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
–	Beginning	–			
–	Intermediate	–		–	
–	Advanced	–	–	–	
	Advanced High	–	–	–	
52	Beginning	23			
	Intermediate	5	18		
10 (19.2%)	Advanced	1	3	1	
	Advanced High	0	0	1	
59	Beginning	5			
	Intermediate	21	23		
31 (52.5%)	Advanced	1	8	0	
	Advanced High	1	0	0	
55	Beginning	0			
	Intermediate	3	11		
40 (72.7%)	Advanced	0	18	4	
	Advanced High	0	8	11	
59	Beginning	0			
	Intermediate	1	9		
33 (55.9%)	Advanced	0	17	17	
	Advanced High	0	0	15	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (80)	Beginning	5	6.3	5	6.3	2	2.5	4	5.0	1	1.3
	Intermediate	11	13.8	19	23.8	12	15.0	17	21.3	13	16.3
	Advanced	23	28.8	35	43.8	20	25.0	16	20.0	30	37.5
	Advanced High	41	51.3	21	26.3	46	57.5	43	53.8	36	45.0
ALL (381)	Beginning	68	17.8	78	20.5	174	45.7	126	33.1	68	17.8
	Intermediate	79	20.7	97	25.5	72	18.9	90	23.6	137	36.0
	Advanced	114	29.9	123	32.3	64	16.8	63	16.5	104	27.3
	Advanced High	120	31.5	83	21.8	71	18.6	102	26.8	72	18.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
79 / **49 (62.0%)**	Beginning	0			
	Intermediate	2	11		
	Advanced	0	11	19	
	Advanced High	0	1	35	
304 / **163 (53.6%)**	Beginning	28			
	Intermediate	32	72		
	Advanced	2	57	41	
	Advanced High	1	9	62	

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

Elementary School Exams

GRADE 1 MATHEMATICS

75	78.7	83.6			86.7		78.9	

GRADE 1 READING

26	76.9	86.2			92.3		91.2	

GRADE 1 READING SPANISH

49	80.2	86.8			93.9		89.5	

GRADE 2 MATHEMATICS

76	72.4	80.7	82.5		82.9	90.8	76.5	92.3

GRADE 2 READING

19	63.9	76.0	74.6		63.2	57.9	72.1	91.3

GRADE 2 READING SPANISH

58	74.7	81.0	83.2		79.3	93.1	75.1	92.0

GRADE 3 MATHEMATICS

77	65.6	77.1	87.5		75.3	97.4	70.6	90.8

GRADE 3 READING

23	60.7	76.4	77.9		69.6	87.0	62.6	88.7

GRADE 3 READING SPANISH

54	55.5	73.3	77.9		59.3	83.3	57.7	88.7

GRADE 4 LANGUAGE ARTS

21	64.7	74.8	84.4		66.7	100.0	68.3	91.7

SEMESTER 2 TESTS

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

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 READING

GRADE 3 READING SPANISH

GRADE 4 LANGUAGE ARTS

HENRY B. GONZALEZ PERSONALIZED LEARNING ACADEMY (234)

SEMESTER 1 TESTS

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

GRADE 4 LANGUAGE ARTS SPANISH

| 60 | 74.5 | 78.8 | 81.5 | | 78.3 | 96.7 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 81 | 73.5 | 80.6 | 81.0 | | 75.3 | 86.4 | 71.7 | 90.4 |

GRADE 4 READING

| 21 | 55.2 | 75.6 | 85.0 | | 76.2 | 100.0 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 59 | 72.6 | 81.8 | 81.6 | | 89.8 | 96.6 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 102 | 79.3 | 84.8 | 81.8 | | 89.2 | 87.3 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 1 | * | * | * | | * | * | 56.2 | * |

GRADE 5 READING

| 37 | 55.4 | 77.7 | 80.7 | | 81.1 | 83.8 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 66 | 77.5 | 83.6 | 84.3 | | 86.4 | 97.0 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 31 | 73.7 | 76.8 | 82.2 | | 74.2 | 96.8 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 72 | 80.9 | 84.9 | 84.5 | | 93.1 | 95.8 | 73.2 | 94.7 |

SEMESTER 2 TESTS

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

GRADE 4 LANGUAGE ARTS SPANISH

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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 MATHEMATICS SPANISH

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GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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