



School Number 160

PERSONALIZED LEARNING PREPARATORY AT SAM HOUSTON

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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
PK	35
KN	39
1	26
2	30
3	34
4	31
5	27
ALL	222

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	50	22.5	2	10.5
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	5	2.3	*	*
Hispanic	135	60.8	9	47.4
White	22	9.9	8	42.1
Multiple	10	4.5	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	92	41.4
Economically disadvantaged	171	77.0
Limited English proficient (LEP)	86	38.7
Special education	17	7.7
Talented and Gifted (TAG)	54	24.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	24	3	12.5	0	0.0	6	25.0	14	58.3	0	0.0	1	4.2
	2019	19	1	5.3	0	0.0	2	10.5	14	73.7	2	10.5	0	0.0
	2020	35	7	20.0	0	0.0	1	2.9	19	54.3	3	8.6	5	14.3
KN	2018	33	6	18.2	0	0.0	1	3.0	23	69.7	3	9.1	0	0.0
	2019	32	8	25.0	0	0.0	3	9.4	17	53.1	2	6.3	2	6.3
	2020	39	8	20.5	0	0.0	1	2.6	22	56.4	6	15.4	2	5.1
1	2018	37	7	18.9	0	0.0	0	0.0	26	70.3	3	8.1	1	2.7
	2019	36	8	22.2	0	0.0	1	2.8	24	66.7	2	5.6	1	2.8
	2020	26	9	34.6	0	0.0	2	7.7	11	42.3	2	7.7	2	7.7
2	2018	27	8	29.6	0	0.0	0	0.0	16	59.3	3	11.1	0	0.0
	2019	40	10	25.0	0	0.0	0	0.0	26	65.0	3	7.5	1	2.5
	2020	30	5	16.7	0	0.0	1	3.3	19	63.3	5	16.7	0	0.0
3	2018	38	6	15.8	0	0.0	0	0.0	29	76.3	3	7.9	0	0.0
	2019	23	5	21.7	0	0.0	0	0.0	16	69.6	2	8.7	0	0.0
	2020	34	10	29.4	0	0.0	0	0.0	21	61.8	3	8.8	0	0.0
4	2018	20	2	10.0	0	0.0	0	0.0	16	80.0	1	5.0	1	5.0
	2019	34	7	20.6	0	0.0	0	0.0	26	76.5	1	2.9	0	0.0
	2020	31	8	25.8	0	0.0	0	0.0	21	67.7	1	3.2	1	3.2
5	2018	35	4	11.4	0	0.0	1	2.9	30	85.7	0	0.0	0	0.0
	2019	19	2	10.5	0	0.0	0	0.0	15	78.9	1	5.3	1	5.3
	2020	27	3	11.1	0	0.0	0	0.0	22	81.5	2	7.4	0	0.0
PK-5	2018	214	36	16.8	0	0.0	8	3.7	154	72.0	13	6.1	3	1.4
	2019	203	41	20.2	0	0.0	6	3.0	138	68.0	13	6.4	5	2.5
	2020	222	50	22.5	0	0.0	5	2.3	135	60.8	22	9.9	10	4.5

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	24	15	62.5	19	79.2	1	4.2	20	83.3	0	0.0	21	87.5	45.8	54.2	12.5
	2019	19	17	89.5	9	47.4	0	0.0	2	10.5	0	0.0	15	78.9	52.6	47.4	26.3
	2020	35	35	100.0	13	37.1	0	0.0	13	37.1	0	0.0	31	88.6	51.4	48.6	11.4
KN	2018	33	18	54.5	18	54.5	4	12.1	18	54.5	0	0.0	13	39.4	57.6	42.4	0.0
	2019	32	20	62.5	17	53.1	1	3.1	14	43.8	6	18.8	13	40.6	43.8	56.3	0.0
	2020	39	24	61.5	11	28.2	1	2.6	11	28.2	8	20.5	19	48.7	48.7	51.3	0.0
1	2018	37	27	73.0	16	43.2	3	8.1	19	51.4	6	16.2	6	16.2	48.6	51.4	5.4
	2019	36	22	61.1	15	41.7	8	22.2	12	33.3	9	25.0	11	30.6	52.8	47.2	0.0
	2020	26	15	57.7	12	46.2	1	3.8	12	46.2	10	38.5	2	7.7	50.0	50.0	3.8
2	2018	27	20	74.1	13	48.1	7	25.9	15	55.6	4	14.8	8	29.6	70.4	29.6	7.4
	2019	40	33	82.5	15	37.5	5	12.5	16	40.0	7	17.5	4	10.0	45.0	55.0	0.0
	2020	30	19	63.3	10	33.3	3	10.0	10	33.3	9	30.0	3	10.0	46.7	53.3	0.0
3	2018	38	28	73.7	22	57.9	8	21.1	23	60.5	6	15.8	6	15.8	50.0	50.0	2.6
	2019	23	22	95.7	13	56.5	5	21.7	14	60.9	5	21.7	1	4.3	73.9	26.1	0.0
	2020	34	25	73.5	10	29.4	4	11.8	11	32.4	12	35.3	1	2.9	52.9	47.1	2.9
4	2018	20	18	90.0	11	55.0	3	15.0	12	60.0	2	10.0	1	5.0	40.0	60.0	0.0
	2019	34	28	82.4	18	52.9	12	35.3	22	64.7	5	14.7	1	2.9	47.1	52.9	0.0
	2020	31	28	90.3	14	45.2	3	9.7	17	54.8	7	22.6	6	19.4	48.4	51.6	0.0
5	2018	35	32	91.4	27	77.1	7	20.0	30	85.7	9	25.7	0	0.0	54.3	45.7	0.0
	2019	19	19	100.0	11	57.9	3	15.8	15	78.9	3	15.8	0	0.0	42.1	57.9	0.0
	2020	27	25	92.6	16	59.3	5	18.5	18	66.7	8	29.6	3	11.1	44.4	55.6	0.0
PK-5	2018	214	158	73.8	126	58.9	33	15.4	137	64.0	27	12.6	55	25.7	52.8	47.2	3.7
	2019	203	161	79.3	98	48.3	34	16.7	95	46.8	35	17.2	45	22.2	50.2	49.8	2.5
	2020	222	171	77.0	86	38.7	17	7.7	92	41.4	54	24.3	65	29.3	49.1	50.9	2.7

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
KN	2018	30	11,061	28	94.6	10,520	95.1	8	27.1	17.8	24	9,830	81.3	88.9
	2019	32	10,918	30	95.0	10,370	95.0	0	0.0	5.7	27	9,637	85.1	88.3
	2020	40	10,874	38	95.6	10,319	94.9	0	0.0	3.8	39	9,815	97.2	90.3
1	2018	33	11,550	32	94.8	11,055	95.7	10	29.9	16.6	28	10,347	83.8	89.6
	2019	37	11,198	36	96.1	10,715	95.7	2	5.4	5.0	35	10,069	93.9	89.9
	2020	28	11,192	27	94.5	10,678	95.4	1	3.6	3.9	25	10,139	88.9	90.6
2	2018	26	11,864	25	95.1	11,398	96.1	7	27.0	15.9	22	10,717	84.7	90.3
	2019	39	11,232	37	95.5	10,781	96.0	1	2.6	4.8	34	10,169	86.8	90.5
	2020	28	11,070	27	96.4	10,616	95.9	0	0.0	3.2	27	10,175	96.9	91.9
3	2018	37	12,536	35	95.1	12,080	96.4	10	27.0	14.4	32	11,431	86.5	91.2
	2019	24	11,452	23	95.9	11,029	96.3	1	4.3	4.6	20	10,478	85.1	91.5
	2020	37	11,093	35	95.8	10,664	96.1	1	2.7	3.5	33	10,181	90.0	91.8
4	2018	21	12,675	20	96.0	12,235	96.5	4	19.5	14.1	17	11,637	82.8	91.8
	2019	33	12,118	32	95.1	11,690	96.5	0	0.0	4.9	32	11,112	95.7	91.7
	2020	31	11,323	30	96.6	10,902	96.3	0	0.0	3.4	30	10,479	96.5	92.5
5	2018	36	12,498	34	96.5	12,078	96.6	2	5.6	6.1	34	11,513	95.4	92.1
	2019	20	12,193	19	97.4	11,779	96.6	1	5.1	4.5	19	11,300	96.3	92.7
	2020	29	11,957	28	94.5	11,518	96.3	1	3.4	3.2	26	11,098	89.3	92.8
KN-5	2018	182	72,186	174	95.3	69,366	96.1	41	22.5	14.0	157	65,475	86.2	90.7
	2019	185	69,110	177	95.7	66,364	96.0	5	2.7	4.9	167	62,765	90.4	90.8
	2020	193	67,509	184	95.6	64,698	95.8	3	1.6	3.5	180	61,887	93.3	91.7

Teachers: 19

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	10.5
Hispanic	9	47.4
White	8	42.1
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	15	78.9
Male	4	21.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.6	78.9
2018-19	5.2	11.1
2019-20	5.0	58.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	15.8
1	5	26.3
2	0	0.0
3	3	15.8
4	2	10.5
5	1	5.3
1-3	8	42.1
More than 3	8	42.1
1 - 5	11	57.9
6 - 10	2	10.5
11 - 20	2	10.5
More than 20	1	5.3

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
KN (11)	Beginning	0	0.0	1	9.1	5	45.5	9	81.8	1	9.1
	Intermediate	6	54.5	5	45.5	6	54.5	2	18.2	10	90.9
	Advanced	5	45.5	5	45.5	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (12)	Beginning	2	16.7	1	8.3	5	41.7	3	25.0	2	16.7
	Intermediate	3	25.0	4	33.3	4	33.3	5	41.7	4	33.3
	Advanced	6	50.0	7	58.3	3	25.0	2	16.7	5	41.7
	Advanced High	1	8.3	0	0.0	0	0.0	2	16.7	1	8.3
2 (10)	Beginning	3	30.0	7	70.0	2	20.0	4	40.0	2	20.0
	Intermediate	2	20.0	3	30.0	4	40.0	4	40.0	7	70.0
	Advanced	4	40.0	0	0.0	3	30.0	1	10.0	1	10.0
	Advanced High	1	10.0	0	0.0	1	10.0	1	10.0	0	0.0
3 (10)	Beginning	0	0.0	1	10.0	4	40.0	3	30.0	1	10.0
	Intermediate	3	30.0	7	70.0	2	20.0	4	40.0	5	50.0
	Advanced	3	30.0	0	0.0	3	30.0	1	10.0	4	40.0
	Advanced High	4	40.0	2	20.0	1	10.0	2	20.0	0	0.0
4 (14)	Beginning	0	0.0	3	21.4	1	7.1	1	7.1	1	7.1
	Intermediate	4	28.6	3	21.4	6	42.9	3	21.4	4	28.6
	Advanced	4	28.6	7	50.0	4	28.6	6	42.9	6	42.9
	Advanced High	6	42.9	1	7.1	3	21.4	4	28.6	3	21.4

PROGRESSION FROM 2019 TO 2020


Number Rated Both Years		2019 Level			
N (%) Progressed	2020 Level	Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
12 7 (58.3%)	Beginning	2			
	Intermediate	3	1		
	Advanced	0	3	2	
	Advanced High	0	0	1	
10 2 (20.0%)	Beginning	2			
	Intermediate	1	6		
	Advanced	1	0	0	
	Advanced High	0	0	0	
10 4 (40.0%)	Beginning	1			
	Intermediate	2	3		
	Advanced	0	2	2	
	Advanced High	0	0	0	
14 6 (42.9%)	Beginning	1			
	Intermediate	0	4		
	Advanced	0	3	3	
	Advanced High	0	0	3	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
5 (16)	Beginning	2	12.5	3	18.8	3	18.8	2	12.5	2	12.5
	Intermediate	2	12.5	7	43.8	5	31.3	2	12.5	1	6.3
	Advanced	8	50.0	6	37.5	5	31.3	5	31.3	13	81.3
	Advanced High	4	25.0	0	0.0	3	18.8	7	43.8	0	0.0
ALL (73)	Beginning	7	9.6	16	21.9	20	27.4	22	30.1	9	12.3
	Intermediate	20	27.4	29	39.7	27	37.0	20	27.4	31	42.5
	Advanced	30	41.1	25	34.2	18	24.7	15	20.5	29	39.7
	Advanced High	16	21.9	3	4.1	8	11.0	16	21.9	4	5.5

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
15 5 (33.3%)	Beginning	1			
	Intermediate	0	1		
	Advanced	0	5	8	
	Advanced High	0	0	0	
61 24 (39.3%)	Beginning	7			
	Intermediate	6	15		
	Advanced	1	13	15	
	Advanced High	0	0	4	

 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

Elementary School Exams

GRADE 1 MATHEMATICS

27	78.0	83.0			77.8		78.9	
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GRADE 1 READING

17	81.2	88.7			88.2		91.2	
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GRADE 1 READING SPANISH

10	83.0	88.7			90.0		89.5	
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GRADE 2 MATHEMATICS

27	73.4	81.4	89.1		81.5	100.0	76.5	92.3
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GRADE 2 READING

18	78.3	85.6	86.1		83.3	100.0	72.1	91.3
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GRADE 2 READING SPANISH

9	80.0	85.0	90.1		88.9	100.0	75.1	92.0
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GRADE 3 MATHEMATICS

36	58.2	72.1	89.6		58.3	100.0	70.6	90.8
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GRADE 3 READING

29	60.3	76.2	86.6		82.8	100.0	62.6	88.7
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GRADE 3 READING SPANISH

7	45.0	67.0	86.7		57.1	100.0	57.7	88.7
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GRADE 4 LANGUAGE ARTS

22	72.7	80.5	83.6		90.9	100.0	68.3	91.7
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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

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GRADE 3 READING

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GRADE 3 READING SPANISH

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GRADE 4 LANGUAGE ARTS

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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

GRADE 4 LANGUAGE ARTS SPANISH

9	63.4	69.5	78.1		44.4	100.0	68.5	91.9
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GRADE 4 MATHEMATICS

30	63.9	73.6	84.1		60.0	93.3	71.7	90.4
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GRADE 4 READING

22	56.1	76.1	89.0		63.6	100.0	68.8	92.4
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GRADE 4 READING SPANISH

9	67.2	78.1	78.1		88.9	100.0	80.7	91.8
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GRADE 5 MATHEMATICS

28	74.0	81.0	84.8		75.0	96.4	78.3	91.9
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GRADE 5 READING

15	51.2	75.6	88.7		80.0	100.0	79.5	94.1
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GRADE 5 READING SPANISH

13	75.5	82.1	85.2		92.3	100.0	79.8	94.9
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GRADE 5 SCIENCE

29	73.6	76.7	85.7		75.9	93.1	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

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 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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