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PACKET

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2019-20 C

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P E Z O L C F T D

JULY 23, 2019

SOLAR
PREPARATORY SCHOOL
FOR GIRLS
AT JAMES B. BONHAM

SCHOOL NUMBER 306

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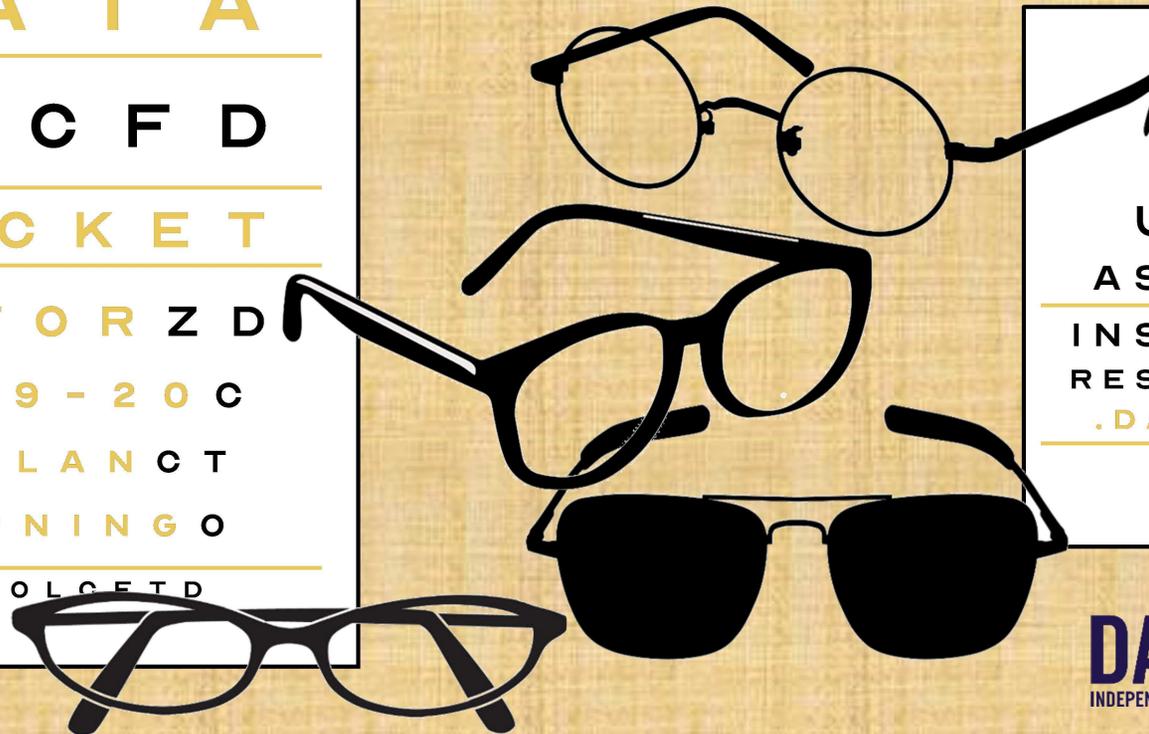
DALLAS
INDEPENDENT SCHOOL DISTRICT

2018-19 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 fifth six-weeks grading period.
- "New" students were new to the district in 2018-19. They are counted as new if not enrolled in a district campus before the last day of the 2017-18 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 2017-18 and 2018-19.

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 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.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)

• Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.

• Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

• Statistics by reporting category are averages for all students (across student groups and genders).

• "Average percentage correct" is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. Additional details provided in report footnotes.

• Grade in report is grade level of assessment, not student's grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students' scores are reflected in the row for "Grade 8".

• Statistics for SSI grades 5 and 8 are based on scores cumulative through students' second administrations.

STATE COMPENSATORY EDUCATION (SCE) COMPLIANCE and TERRANOVA/SUPERA

• 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.

• The publisher of the SUPERA assessments provided new norms for grades 1 and 2 reading and language subtests. SUPERA statistics have been updated for prior years where necessary.

• Statistics in the SCE Compliance report are based on results from both TerraNova and SUPERA administrations.

TELPAS and IPT

• 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's TELPAS composite rating did not increase at least one level from 2018 to 2019, the TEA did not report the 2018 composite rating.

• If a student is rated as Advanced High on the TELPAS in 2019, the TEA does not differentiate between the Advanced and Advanced High levels from 2018.

• Statistics from the 2018 TELPAS are presented in a separate report in this data packet because they were not available for publication the prior year.

• Statistics from 2017-18 IPT administrations are presented in a separate report in this year's data packet. Statistics were recomputed from last year to separate English from Spanish results and to select only the latest score for a student.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- 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 K-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	44
KN	77
1	81
2	80
3	86
4	85
ALL	453

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	98	21.6	5	16.7
American Indian/Alaska Native	3	0.7	*	*
Asian/Hawaiian/Pacific Islander	14	3.1	*	*
Hispanic	212	46.8	12	40.0
White	108	23.8	10	33.3
Multiple	17	3.8	1	3.3
Other* (teachers only)	—	—	2	6.7
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	78	17.2
Economically disadvantaged	227	50.1
Limited English proficient (LEP)	74	16.3
Special education	36	7.9
Talented and Gifted (TAG)	142	31.3

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2017													
	2018													
	2019	44	9	20.5	2	4.5	1	2.3	16	36.4	15	34.1	1	2.3
KN	2017	63	15	23.8	0	0.0	0	0.0	33	52.4	12	19.0	3	4.8
	2018	81	10	12.3	0	0.0	2	2.5	37	45.7	29	35.8	3	3.7
	2019	77	21	27.3	1	1.3	2	2.6	32	41.6	18	23.4	3	3.9
1	2017	65	11	16.9	0	0.0	0	0.0	36	55.4	17	26.2	1	1.5
	2018	63	13	20.6	0	0.0	1	1.6	32	50.8	12	19.0	5	7.9
	2019	81	15	18.5	0	0.0	2	2.5	36	44.4	27	33.3	1	1.2
2	2017	65	17	26.2	0	0.0	4	6.2	29	44.6	12	18.5	3	4.6
	2018	66	11	16.7	0	0.0	0	0.0	36	54.5	18	27.3	1	1.5
	2019	80	16	20.0	0	0.0	3	3.8	41	51.3	13	16.3	7	8.8
3	2017													
	2018	82	18	22.0	0	0.0	4	4.9	37	45.1	17	20.7	6	7.3
	2019	86	16	18.6	0	0.0	0	0.0	48	55.8	20	23.3	1	1.2
4	2017													
	2018													
	2019	85	21	24.7	0	0.0	6	7.1	39	45.9	15	17.6	4	4.7
PK-4	2017	193	43	22.3	0	0.0	4	2.1	98	50.8	41	21.2	7	3.6
	2018	292	52	17.8	0	0.0	7	2.4	142	48.6	76	26.0	15	5.1
	2019	453	98	21.6	3	0.7	14	3.1	212	46.8	108	23.8	17	3.8

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	2017																
	2018																
	2019	44	43	97.7	5	11.4	2	4.5	2	4.5	0	0.0	39	88.6	0.0	100.0	11.4
KN	2017	63	31	49.2	16	25.4	4	6.3	18	28.6	7	11.1	32	50.8	0.0	100.0	1.6
	2018	81	33	40.7	13	16.0	1	1.2	14	17.3	16	19.8	51	63.0	0.0	100.0	0.0
	2019	77	36	46.8	8	10.4	1	1.3	10	13.0	10	13.0	45	58.4	0.0	100.0	0.0
1	2017	65	27	41.5	12	18.5	2	3.1	15	23.1	23	35.4	17	26.2	0.0	100.0	1.5
	2018	63	28	44.4	17	27.0	4	6.3	18	28.6	18	28.6	1	1.6	0.0	100.0	0.0
	2019	81	32	39.5	12	14.8	7	8.6	14	17.3	24	29.6	1	1.2	0.0	100.0	1.2
2	2017	65	38	58.5	11	16.9	3	4.6	13	20.0	25	38.5	10	15.4	0.0	100.0	1.5
	2018	66	25	37.9	13	19.7	8	12.1	14	21.2	32	48.5	0	0.0	0.0	100.0	0.0
	2019	80	36	45.0	21	26.3	8	10.0	20	25.0	26	32.5	10	12.5	0.0	100.0	0.0
3	2017																
	2018	82	40	48.8	14	17.1	6	7.3	14	17.1	35	42.7	10	12.2	0.0	100.0	0.0
	2019	86	39	45.3	14	16.3	11	12.8	15	17.4	41	47.7	4	4.7	0.0	100.0	0.0
4	2017																
	2018																
	2019	85	41	48.2	14	16.5	7	8.2	17	20.0	41	48.2	2	2.4	0.0	100.0	0.0
PK-4	2017	193	96	49.7	39	20.2	9	4.7	46	23.8	55	28.5	59	30.6	0.0	100.0	1.6
	2018	292	126	43.2	57	19.5	19	6.5	60	20.5	101	34.6	62	21.2	0.0	100.0	0.0
	2019	453	227	50.1	74	16.3	36	7.9	78	17.2	142	31.3	101	22.3	0.0	100.0	1.3

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	2017	63	11,388	61	96.6	10,888	95.6	11	17.5	19.6	63	10,240	100.0	89.9
	2018	79	11,061	77	96.3	10,520	95.1	4	5.0	17.8	77	9,830	97.0	88.9
	2019	77	10,918	74	96.1	10,368	95.0	1	1.3	7.1	77	9,637	99.6	88.3
1	2017	65	12,278	63	97.5	11,800	96.1	6	9.3	18.4	65	11,169	100.0	91.0
	2018	64	11,550	62	96.9	11,055	95.7	3	4.7	16.6	64	10,347	99.7	89.6
	2019	83	11,198	80	96.2	10,714	95.7	0	0.0	6.3	83	10,067	100.0	89.9
2	2017	65	12,938	63	97.1	12,476	96.4	4	6.2	16.9	64	11,850	99.0	91.6
	2018	66	11,864	64	97.4	11,398	96.1	1	1.5	15.9	66	10,717	100.0	90.3
	2019	81	11,232	78	97.1	10,778	96.0	0	0.0	5.9	80	10,167	99.2	90.5
3	2017		13,158			12,734	96.8			15.9		12,162		92.4
	2018	84	12,536	81	96.8	12,080	96.4	4	4.8	14.4	83	11,431	99.1	91.2
	2019	86	11,452	83	97.1	11,021	96.2	0	0.0	5.8	86	10,472	100.0	91.4
4	2017		12,873			12,467	96.8			15.4		11,953		92.9
	2018		12,675			12,235	96.5			14.1		11,637		91.8
	2019	84	12,118	82	96.7	11,678	96.4	0	0.0	6.0	85	11,110	100.0	91.7
KN-4	2017	192	62,635	187	97.1	60,365	96.4	21	10.9	17.1	192	57,374	99.9	91.6
	2018	293	59,687	284	96.8	57,287	96.0	12	4.1	15.7	290	53,962	98.9	90.4
	2019	411	56,917	397	96.6	54,559	95.9	1	0.2	6.2	411	51,453	99.9	90.4

Teachers: 30

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	16.7
Hispanic	12	40.0
White	10	33.3
Multiple	1	3.3
Other	2	6.7

Gender	Number	Percentage
Female	29	96.7
Male	1	3.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2016-17	6.4	
2017-18	4.7	78.6
2018-19	6.3	73.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	6.7
1	1	3.3
2	2	6.7
3	1	3.3
4	5	16.7
5	8	26.7
1-3	4	13.3
More than 3	24	80.0
1 - 5	17	56.7
6 - 10	4	13.3
11 - 20	6	20.0
More than 20	1	3.3

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2017												59.5	0
	2018	100.0	94.4	100.0	97.0	*	100.0	100.0			98.7	98.7	67.4	75
	2019	100.0	94.1	91.7	90.0	80.0	80.0	81.3			94.3	94.3	67.4	87
4	2017												56.4	0
	2018												61.9	0
	2019	100.0	100.0	100.0	100.0	100.0	100.0	100.0			100.0	100.0	67.2	83
3-5	2017												62.7	0
	2018	100.0	94.4	100.0	97.0	*	100.0	100.0			98.7	98.7	68.7	75
	2019	100.0	97.4	95.3	94.9	87.5	88.9	90.3			97.1	97.1	72.3	170

	NUMBER TESTED IN GRADES 3-5												
2017												23,084
2018	17	18	30	33	5	7	7			75	75	22,610
2019	35	38	85	79	16	27	31			170	170	21,769

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2017												3,014	0
	2018	0	1	0	1	*	0	0			1	1	2,309	75
	2019	0	1	4	4	2	3	3			5	5	2,153	87
4	2017												3,323	0
	2018												2,811	0
	2019	0	0	0	0	0	0	0			0	0	2,376	83
3-5	2017												8,606	0
	2018	0	1	0	1	*	0	0			1	1	7,076	75
	2019	0	1	4	4	2	3	3			5	5	6,037	170

	NUMBER TESTED IN GRADES 3-5											
2017												23,084
2018	17	18	30	33	5	7	7			75	75	22,610
2019	35	38	85	79	16	27	31			170	170	21,769

SOLAR PREPARATORY SCHOOL FOR GIRLS AT JAMES B. BONHAM (306)   **12**

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PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2017												32.9	0
	2018	100.0	77.8	70.0	75.8	*	57.1	57.1			80.0	80.0	33.6	75
	2019	100.0	64.7	66.7	60.0	40.0	73.3	68.8			74.7	74.7	35.9	87
4	2017												32.4	0
	2018												35.6	0
	2019	100.0	61.9	73.0	64.1	50.0	58.3	53.3			74.7	74.7	37.1	83
3-5	2017												34.6	0
	2018	100.0	77.8	70.0	75.8	*	57.1	57.1			80.0	80.0	38.0	75
	2019	100.0	63.2	69.4	62.0	43.8	66.7	61.3			74.7	74.7	39.9	170

	NUMBER TESTED IN GRADES 3-5												
2017												23,084
2018	17	18	30	33	5	7	7			75	75	22,610
2019	35	38	85	79	16	27	31			170	170	21,769

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	**2017**												20.0	0
	2018	94.1	38.9	46.7	39.4	*	28.6	28.6			57.3	57.3	19.3	75
	2019	95.0	41.2	45.8	42.5	30.0	53.3	50.0			57.5	57.5	21.9	87
4	**2017**												16.9	0
	2018												17.7	0
	2019	80.0	33.3	35.1	25.6	16.7	25.0	20.0			43.4	43.4	18.2	83
3-5	**2017**												18.8	0
	2018	94.1	38.9	46.7	39.4	*	28.6	28.6			57.3	57.3	19.1	75
	2019	88.6	36.8	41.2	34.2	25.0	40.7	35.5			50.6	50.6	21.5	170

	NUMBER TESTED IN GRADE 3-5												
2017												23,084
2018	17	18	30	33	5	7	7			75	75	22,610
2019	35	38	85	79	16	27	31			170	170	21,769

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
3	2017			
	2018	91.2	85.8	81.9
	2019	86.4	85.1	77.2
4	2017			
	2018			
	2019	83.9	80.3	79.8
3-5	2017			
	2018	91.2	85.8	81.9
	2019	85.2	82.7	78.5

PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2017**												54.4	0
	2018												51.2	0
	2019	100.0	100.0	91.9	92.3	83.3	83.3	80.0			94.0	94.0	56.9	83

							NUMBER TESTED IN GRADE 4						
2017												7,530
2018												7,361
2019	15	21	37	39	6	12	15			83	83	7,170

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2017												3,435	0
	2018												3,589	0
	2019	0	0	3	3	1	2	3			5	5	3,091	83

NUMBER TESTED IN GRADE 4													
2017												7,530	
2018												7,361	
2019	15	21	37	39	6	12	15			83	83	7,170	

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PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	**2017**												26.0	0
	2018												29.2	0
	2019	93.3	61.9	56.8	46.2	16.7	41.7	33.3			63.9	63.9	26.4	83

													NUMBER TESTED IN GRADE 4
2017												7,530
2018												7,361
2019	15	21	37	39	6	12	15			83	83	7,170

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
4	2017												7.4	0
	2018												7.1	0
	2019	66.7	14.3	13.5	7.7	0.0	0.0	0.0				26.5	26.5	7.6	83

NUMBER TESTED IN GRADE 4													
2017													7,530
2018													7,361
2019	15	21	37	39	6	12	15				83	83	7,170

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Composition[1] (Expository)	2. Revision	3. Editing
4	2017			
	2018			
	2019	5.1	74.5	79.9

[1]Average score points (range 0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

SOLAR PREPARATORY SCHOOL FOR GIRLS AT JAMES B. BONHAM (306)   **20**

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PERCENTAGE APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	**2017**												70.0	0
	2018	100.0	94.4	97.3	97.4	*	100.0	100.0			97.6	97.6	74.5	82
	2019	100.0	88.2	91.7	87.5	90.0	93.3	93.8			93.1	93.1	75.5	87
4	**2017**												68.1	0
	2018												75.2	0
	2019	100.0	100.0	92.3	92.7	83.3	85.7	82.4			95.3	95.3	74.7	85
3-5	**2017**												72.7	0
	2018	100.0	94.4	97.3	97.4	*	100.0	100.0			97.6	97.6	78.8	82
	2019	100.0	94.7	92.0	90.1	87.5	89.7	87.9			94.2	94.2	79.5	172

	NUMBER TESTED IN GRADES 3-5												
2017						14						37,278
2018	17	18	37	39	5	14	14			82	82	36,318
2019	35	38	87	81	16	29	33			172	172	34,690

NUMBER NOT APPROACHED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2017							0					3,851	0
3	2018	0	1	1	1	*	0	0			2	2	3,072	82
3	2019	0	2	4	5	1	1	1			6	6	2,726	87
4	2017												4,016	0
4	2018												3,028	0
4	2019	0	0	3	3	1	2	3			4	4	2,959	85
3-5	2017							0					10,175	0
3-5	2018	0	1	1	1	*	0	0			2	2	7,682	82
3-5	2019	0	2	7	8	2	3	4			10	10	7,105	172

NUMBER TESTED IN GRADES 3-5													
2017							14						37,278
2018	17	18	37	39	5	14	14			82	82	36,318
2019	35	38	87	81	16	29	33			172	172	34,690

SOLAR PREPARATORY SCHOOL FOR GIRLS AT JAMES B. BONHAM (306)   **22**

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PERCENTAGE MET GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2017												39.9	0
3	2018	94.1	61.1	67.6	66.7	*	64.3	64.3			70.7	70.7	41.8	82
3	2019	100.0	52.9	68.8	55.0	40.0	80.0	75.0			73.6	73.6	42.8	87
4	2017												39.4	0
4	2018												44.2	0
4	2019	100.0	81.0	71.8	73.2	50.0	50.0	41.2			80.0	80.0	44.8	85
3-5	2017												40.5	0
3-5	2018	94.1	61.1	67.6	66.7	*	64.3	64.3			70.7	70.7	46.6	82
3-5	2019	100.0	68.4	70.1	64.2	43.8	65.5	57.6			76.7	76.7	47.8	172

NUMBER TESTED IN GRADES 3-5													
2017													37,278
2018	17	18	37	39	5	14	14			82	82		36,318
2019	35	38	87	81	16	29	33			172	172		34,690

PERCENTAGE MASTERED GRADE LEVEL STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
3	2017												19.9	0
	2018	64.7	27.8	35.1	33.3	*	21.4	21.4			41.5	41.5	19.6	82
	2019	90.0	23.5	33.3	32.5	20.0	40.0	37.5			43.7	43.7	20.3	87
4	2017												22.1	0
	2018												23.8	0
	2019	73.3	47.6	56.4	43.9	16.7	28.6	23.5			57.6	57.6	25.1	85
3-5	2017												20.4	0
	2018	64.7	27.8	35.1	33.3	*	21.4	21.4			41.5	41.5	23.7	82
	2019	82.9	36.8	43.7	38.3	18.8	34.5	30.3			50.6	50.6	26.6	172

	NUMBER TESTED IN GRADE 3-5												
2017												37,278
2018	17	18	37	39	5	14	14			82	82	36,318
2019	35	38	87	81	16	29	33			172	172	34,690

SOLAR PREPARATORY SCHOOL FOR GIRLS AT JAMES B. BONHAM (306)   **24**

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AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Numerical Representations and Relationships	2. Computations and Algebraic Relationships	3. Geometry and Measurement	4. Data Analysis and Personal Financial Literacy
3	2017				
	2018	82.9	80.8	75.4	84.1
	2019	79.2	80.9	80.8	79.6
4	2017				
	2018				
	2019	83.4	76.5	82.8	86.5
3-5	2017				
	2018	82.9	80.8	75.4	84.1
	2019	81.3	78.7	81.8	83.0

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE on the TERRANOVA/SUPERA

Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
		TERRANOVA/SUPERA READING				
K	2017	88.9	97.8	95.3	81.7	64
	2018	85.7	94.0	92.6	82.2	81
	2019	90.0	98.5	97.4	80.8	77
1	2017	86.7	78.0	80.0	74.0	65
	2018	83.3	86.7	85.7	73.1	63
	2019	71.4	91.3	88.0	72.9	83
2	2017	92.3	96.2	95.4	70.7	65
	2018	92.9	88.5	89.4	70.6	66
	2019	85.0	86.7	86.3	68.5	80
K-2	2017	89.1	90.5	90.2	75.2	194
	2018	87.0	90.2	89.5	75.2	210
	2019	81.8	92.3	90.4	74.0	240
# Tested (GR K-2)	2017	46	148	194	35,859	
	2018	46	164	210	33,518	
	2019	44	196	240	32,206	

Grade	Year	At Risk	Not At Risk	All	District	Number Tested (All Students)
		TERRANOVA/SUPERA MATHEMATICS				
K	2017	76.5	80.4	79.4	59.6	63
	2018	92.9	89.4	90.0	61.3	80
	2019	60.0	89.6	85.7	62.8	77
1	2017	60.0	80.0	75.4	54.2	65
	2018	66.7	80.0	76.2	55.6	63
	2019	71.4	84.1	81.9	56.4	83
2	2017	76.9	92.2	89.1	57.7	64
	2018	85.7	90.4	89.4	58.8	66
	2019	80.0	81.7	81.3	58.9	80
K-2	2017	71.1	84.4	81.3	57.1	192
	2018	80.4	87.1	85.6	58.5	209
	2019	72.7	85.2	82.9	59.3	240
# Tested (GR K-2)	2017	45	147	192	35,697	
	2018	46	163	209	33,476	
	2019	44	196	240	32,054	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017	100.0	100.0	87.0	92.0	*	75.0	77.8			94.3	94.3	77.8	53
	2018	96.6	90.0	92.3	88.0	*	*	83.3			92.8	92.8	80.0	69
	2019	100.0	95.2	95.2	93.1		*	*			96.8	96.8	78.4	63
1	2017	86.7	90.0	76.9	75.0	*	*	71.4			82.7	82.7	63.5	52
	2018	100.0	84.6	68.4	78.9	*	71.4	75.0			83.7	83.7	63.1	49
	2019	96.2	81.3	82.1	79.3	*	71.4	66.7			87.7	87.7	65.0	73
2	2017	100.0	88.2	95.0	89.7	*	*	*			94.6	94.6	60.4	56
	2018	94.4	81.8	86.7	84.2	33.3	100.0	87.5			88.3	88.3	60.0	60
	2019	100.0	81.3	79.4	71.0	25.0	71.4	76.9			84.9	84.9	59.8	73
K-2	2017	94.9	92.9	85.5	86.5	42.9	85.7	75.0			90.7	90.7	66.7	161
	2018	96.6	85.3	84.0	84.1	36.4	84.2	81.8			88.8	88.8	67.4	178
	2019	98.2	86.8	84.3	80.9	33.3	69.6	73.1			89.5	89.5	67.5	209
# Tested (GR K-2)	2017	39	42	69	74	7	14	20			161	161	19,128	
	2018	59	34	75	63	11	19	22			178	178	17,696	
	2019	55	53	83	89	12	23	26			209	209	17,258	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017	9	9	10	10	*	2	2			31	31	2,012	53
	2018	23	5	15	14	*	*	1			46	46	2,066	69
	2019	14	14	13	17		*	*			46	46	1,898	63
1	2017	12	4	12	5	*	*	2			28	28	1,504	52
	2018	9	3	11	9	*	4	4			26	26	1,368	49
	2019	18	6	12	11	*	2	2			39	39	1,275	73
2	2017	8	11	11	17	*	*	*			35	35	1,299	56
	2018	12	4	12	5	0	3	3			29	29	1,203	60
	2019	8	6	16	9	1	5	5			38	38	1,212	73
K-2	2017	29	24	33	32	1	5	5			94	94	4,815	161
	2018	44	12	38	28	1	8	8			101	101	4,637	178
	2019	40	26	41	37	2	7	7			123	123	4,385	209
# Tested (GR K-2)	2017	39	42	69	74	7	14	20			161	161	19,128	
	2018	59	34	75	63	11	19	22			178	178	17,696	
	2019	55	53	83	89	12	23	26			209	209	17,258	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017	100.0	93.3	82.6	84.0	*	75.0	77.8			90.6	90.6	70.7	53
	2018	96.6	90.0	84.6	80.0	*	*	83.3			89.9	89.9	71.4	69
	2019	100.0	90.5	85.7	82.8		*	*			92.1	92.1	71.9	63
1	2017	80.0	60.0	69.2	55.0	*	*	42.9			71.2	71.2	49.0	52
	2018	100.0	69.2	68.4	73.7	*	71.4	75.0			79.6	79.6	48.4	49
	2019	88.5	81.3	71.4	65.5	*	71.4	55.6			80.8	80.8	47.7	73
2	2017	91.7	82.4	80.0	82.8	*	*	*			83.9	83.9	47.2	56
	2018	94.4	63.6	83.3	78.9	33.3	100.0	87.5			83.3	83.3	47.2	60
	2019	92.3	75.0	79.4	71.0	25.0	71.4	76.9			80.8	80.8	46.2	73
K-2	2017	89.7	81.0	76.8	75.7	42.9	78.6	65.0			82.0	82.0	54.9	161
	2018	96.6	73.5	80.0	77.8	36.4	84.2	81.8			84.8	84.8	55.3	178
	2019	92.7	83.0	78.3	73.0	33.3	69.6	61.5			84.2	84.2	54.9	209
# Tested (GR K-2)	2017	39	42	69	74	7	14	20			161	161	19,124	
	2018	59	34	75	63	11	19	22			178	178	17,696	
	2019	55	53	83	89	12	23	26			209	209	17,258	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017	7	2	12	11	*	4	4			24	24	1,361	53
	2018	17	4	11	8	*	*	1			34	34	1,368	69
	2019	13	11	13	13		*	*			42	42	1,322	63
1	2017	6	0	4	3	*	*	0			10	10	712	52
	2018	3	1	5	3	*	1	1			11	11	642	49
	2019	14	5	7	8	*	0	0			27	27	583	73
2	2017	5	5	7	8	*	*	*			22	22	986	56
	2018	13	3	3	3	1	1	1			19	19	937	60
	2019	8	4	10	6	0	4	4			27	27	802	73
K-2	2017	18	7	23	22	0	5	6			56	56	3,059	161
	2018	33	8	19	14	1	3	3			64	64	2,947	178
	2019	35	20	30	27	0	5	5			96	96	2,707	209
# Tested (GR K-2)	2017	39	42	69	74	7	14	20			161	161	19,124	
	2018	59	34	75	63	11	19	22			178	178	17,696	
	2019	55	53	83	89	12	23	26			209	209	17,258	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017	91.7	66.7	78.8	77.4	*	75.0	76.5			79.4	79.4	59.7	63
	2018	96.6	70.0	91.7	87.5	*	92.3	92.9			90.0	90.0	61.3	80
	2019	94.4	85.7	78.1	75.0	*	62.5	60.0			85.7	85.7	62.8	77
1	2017	94.1	63.6	69.4	55.6	*	75.0	60.0			75.4	75.4	54.3	65
	2018	83.3	76.9	68.8	64.3	*	70.6	66.7			76.2	76.2	55.5	63
	2019	88.9	75.0	77.8	69.7	*	83.3	71.4			81.9	81.9	56.4	83
2	2017	100.0	82.4	85.7	81.6	*	81.8	76.9			89.1	89.1	57.7	64
	2018	100.0	81.8	86.1	84.0	57.1	92.3	85.7			89.4	89.4	58.8	66
	2019	92.3	75.0	78.0	75.0	25.0	76.2	80.0			81.3	81.3	58.9	80
K-2	2017	95.1	72.1	77.3	72.9	37.5	76.9	71.1			81.3	81.3	57.2	192
	2018	94.9	76.5	82.7	78.8	41.7	83.7	80.4			85.6	85.6	58.5	209
	2019	91.4	79.2	78.0	73.3	30.8	75.6	72.7			82.9	82.9	59.3	240
# Tested (GR K-2)	2017	41	43	97	96	8	39	45			192	192	35,543	
	2018	59	34	104	85	12	43	46			209	209	33,396	
	2019	58	53	109	105	13	41	44			240	240	31,962	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017	4	5	10	6	*	5	5			20	20	1,889	63
	2018	23	2	18	11	*	2	3			46	46	2,135	80
	2019	11	10	13	12	*	0	0			38	38	2,112	77
1	2017	8	2	6	3	*	1	1			16	16	1,610	65
	2018	8	1	9	5	*	2	2			20	20	1,689	63
	2019	14	6	9	6	*	1	1			31	31	1,580	83
2	2017	7	9	12	17	*	3	4			33	33	2,115	64
	2018	17	4	18	11	1	6	6			39	39	2,139	66
	2019	9	6	18	11	0	8	8			37	37	2,338	80
K-2	2017	19	16	28	26	0	9	10			69	69	5,614	192
	2018	48	7	45	27	1	10	11			105	105	5,963	209
	2019	34	22	40	29	0	9	9			106	106	6,030	240
# Tested (GR K-2)	2017	41	43	97	96	8	39	45			192	192	35,543	
	2018	59	34	104	85	12	43	46			209	209	33,396	
	2019	58	53	109	105	13	41	44			240	240	31,962	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017			100.0	100.0		100.0	100.0			100.0	100.0	85.8	11
	2018			90.9	87.5		87.5	87.5			91.7	91.7	84.6	12
	2019	*		100.0	100.0	*	100.0	100.0			100.0	100.0	83.5	14
1	2017	*	*	90.0	85.7	*	100.0	100.0			69.2	69.2	86.1	13
	2018			92.3	100.0		90.0	90.0			92.9	92.9	84.0	14
	2019	*		87.5	*		*	*			90.0	90.0	82.0	10
2	2017			100.0	100.0		100.0	100.0			100.0	100.0	83.2	9
	2018			100.0	100.0	*	100.0	100.0			100.0	100.0	83.1	6
	2019			100.0	*		100.0	100.0			100.0	100.0	79.0	7
K-2	2017	*	*	96.7	95.7	*	100.0	100.0			87.9	87.9	85.0	33
	2018			93.3	95.7	*	91.7	91.7			93.8	93.8	83.9	32
	2019	*		96.2	93.8	*	94.4	94.4			96.8	96.8	81.5	31
# Tested (GR K-2)	2017	2	1	30	23	1	26	26			33	33	16,731	
	2018			30	23	1	24	24			32	32	15,822	
	2019	3		26	16	1	18	18			31	31	14,948	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017			8	4		6	6			8	8	3,104	11
	2018			8	6		6	6			9	9	2,790	12
	2019	*		4	3	*	1	1			7	7	2,430	14
1	2017	*	*	6	4	*	5	5			6	6	2,825	13
	2018			5	4		4	4			5	5	2,544	14
	2019	*		5	*		*	*			7	7	2,256	10
2	2017			2	2		2	2			2	2	1,598	9
	2018			4	4	*	4	4			4	4	1,450	6
	2019			1	*		1	1			1	1	1,349	7
K-2	2017	*	*	16	10	*	13	13			16	16	7,527	33
	2018			17	14	*	14	14			18	18	6,784	32
	2019	*		10	6	*	4	4			15	15	6,035	31
# Tested (GR K-2)	2017	2	1	30	23	1	26	26			33	33	16,731	
	2018			30	23	1	24	24			32	32	15,822	
	2019	3		26	16	1	18	18			31	31	14,948	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017			90.9	100.0		88.9	88.9			90.9	90.9	83.5	11
	2018			72.7	75.0		62.5	62.5			75.0	75.0	83.0	12
	2019	*		81.8	71.4	*	83.3	83.3			85.7	85.7	80.6	14
1	2017	*	*	90.0	100.0	*	100.0	100.0			84.6	84.6	78.4	13
	2018			100.0	100.0		100.0	100.0			100.0	100.0	75.9	14
	2019	*		100.0	*		*	*			100.0	100.0	73.6	10
2	2017			100.0	100.0		100.0	100.0			100.0	100.0	72.6	9
	2018			83.3	83.3	*	83.3	83.3			83.3	83.3	72.2	6
	2019			85.7	*		85.7	85.7			85.7	85.7	69.7	7
K-2	2017	*	*	93.3	100.0	*	96.2	96.2			90.9	90.9	78.1	33
	2018			86.7	87.0	*	83.3	83.3			87.5	87.5	77.0	32
	2019	*		88.5	87.5	*	88.9	88.9			90.3	90.3	74.6	31
# Tested (GR K-2)	2017	2	1	30	23	1	26	26			33	33	16,731	
	2018			30	23	1	24	24			32	32	15,822	
	2019	3		26	16	1	18	18			31	31	14,948	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2017			7	4		5	5			7	7	2,065	11
	2018			4	3		2	2			4	4	1,986	12
	2019	*		4	3	*	2	2			7	7	1,686	14
1	2017	*	*	4	2	*	3	3			4	4	2,260	13
	2018			6	5		4	4			6	6	2,110	14
	2019	*		4	*		*	*			5	5	1,898	10
2	2017			5	5		5	5			5	5	1,537	9
	2018			2	2	*	2	2			2	2	1,439	6
	2019			2	*		2	2			2	2	1,254	7
K-2	2017	*	*	16	11	*	13	13			16	16	5,862	33
	2018			12	10	*	8	8			12	12	5,535	32
	2019	*		10	6	*	6	6			14	14	4,838	31
# Tested (GR K-2)	2017	2	1	30	23	1	26	26			33	33	16,731	
	2018			30	23	1	24	24			32	32	15,822	
	2019	3		26	16	1	18	18			31	31	14,948	

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: / 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (8)	Beginning	1	12.5	1	12.5	4	50.0	3	37.5	1	12.5
	Intermediate	3	37.5	3	37.5	4	50.0	5	62.5	5	62.5
	Advanced	4	50.0	4	50.0	0	0.0	0	0.0	2	25.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (12)	Beginning	0	0.0	0	0.0	2	16.7	2	16.7	0	0.0
	Intermediate	0	0.0	0	0.0	7	58.3	1	8.3	2	16.7
	Advanced	4	33.3	5	41.7	2	16.7	7	58.3	7	58.3
	Advanced High	8	66.7	7	58.3	1	8.3	2	16.7	3	25.0
2 (21)	Beginning	1	4.8	1	4.8	3	14.3	2	9.5	2	9.5
	Intermediate	0	0.0	11	52.4	7	33.3	4	19.0	3	14.3
	Advanced	7	33.3	5	23.8	7	33.3	7	33.3	11	52.4
	Advanced High	13	61.9	4	19.0	4	19.0	8	38.1	5	23.8
3 (15)	Beginning	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0
	Intermediate	1	6.7	1	6.7	8	53.3	2	13.3	1	6.7
	Advanced	2	13.3	2	13.3	2	13.3	1	6.7	9	60.0
	Advanced High	12	80.0	12	80.0	4	26.7	12	80.0	5	33.3
4 (14)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	14.3	1	7.1	3	21.4	1	7.1	0	0.0
	Advanced	8	57.1	6	42.9	3	21.4	6	42.9	8	57.1
	Advanced High	4	28.6	7	50.0	8	57.1	7	50.0	6	42.9

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
– / –	Beginning	–			
	Intermediate	–		–	
	Advanced	–	–	–	
	Advanced High	–	–	–	
12 / 5 (41.7%)	Beginning	0			
	Intermediate	0		2	
	Advanced	1	1	5	
	Advanced High	0	0	3	
19 / 7 (36.8%)	Beginning	2			
	Intermediate	0		3	
	Advanced	0	3	7	
	Advanced High	0	0	4	
15 / 7 (46.7%)	Beginning	0			
	Intermediate	0		1	
	Advanced	0	2	7	
	Advanced High	0	1	4	
14 / 6 (42.9%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0	8	
	Advanced High	0	0	6	

PERFORMANCE IN 2019

Grade 2018-19 (N Rated)	Domain: 2019 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
ALL (70)	**Beginning**	2	2.9	2	2.9	10	14.3	7	10.0	3	4.3
	Intermediate	6	8.6	16	22.9	29	41.4	13	18.6	11	15.7
	Advanced	25	35.7	22	31.4	14	20.0	21	30.0	37	52.9
	Advanced High	37	52.9	30	42.9	17	24.3	29	41.4	19	27.1

PROGRESSION FROM 2018 TO 2019

Number Rated Both Years N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
60	**Beginning**		2		
	Intermediate	0		6	
25 (41.7%)	**Advanced**	1	6	27	
	Advanced High	0	1	17	

Indicates students who progressed at least one level from 2018 to 2019.

PERFORMANCE IN 2018

Grade 2018-19 (N Rated)	Domain: / 2019 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
KN (13)	Beginning	0	0.0	0	0.0	3	23.1	3	23.1	0	0.0
	Intermediate	1	7.7	1	7.7	7	53.8	5	38.5	3	23.1
	Advanced	4	30.8	4	30.8	2	15.4	3	23.1	7	53.8
	Advanced High	8	61.5	8	61.5	1	7.7	2	15.4	3	23.1
1 (17)	Beginning	0	0.0	0	0.0	3	17.6	4	23.5	0	0.0
	Intermediate	2	11.8	5	29.4	10	58.8	10	58.8	5	29.4
	Advanced	8	47.1	6	35.3	2	11.8	0	0.0	9	52.9
	Advanced High	7	41.2	6	35.3	2	11.8	3	17.6	3	17.6
2 (13)	Beginning	0	0.0	0	0.0	1	7.7	1	7.7	0	0.0
	Intermediate	2	15.4	6	46.2	5	38.5	2	15.4	3	23.1
	Advanced	5	38.5	6	46.2	6	46.2	5	38.5	7	53.8
	Advanced High	6	46.2	1	7.7	1	7.7	5	38.5	3	23.1
3 (14)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	1	7.1	1	7.1	0	0.0	0	0.0
	Advanced	4	28.6	11	78.6	4	28.6	7	50.0	7	50.0
	Advanced High	10	71.4	2	14.3	9	64.3	7	50.0	7	50.0
ALL (57)	Beginning	0	0.0	0	0.0	7	12.3	8	14.0	0	0.0
	Intermediate	5	8.8	13	22.8	23	40.4	17	29.8	11	19.3
	Advanced	21	36.8	27	47.4	14	24.6	15	26.3	30	52.6
	Advanced High	31	54.4	17	29.8	13	22.8	17	29.8	16	28.1

PROGRESSION FROM 2017 TO 2018

Number Rated Both Years / N (%) Progressed	2019 Level	2018 Level Beg	Int	Adv	Adv High
– / –	Beginning	–			
	Intermediate	–	–		
	Advanced	–	–	–	
	Advanced High	–	–	–	
17 / **15 (88.2%)**	Beginning	0			
	Intermediate	4	1		
	Advanced	8	0	1	
	Advanced High	0	0	3	
12 / **7 (58.3%)**	Beginning	0			
	Intermediate	1	2		
	Advanced	1	2	3	
	Advanced High	1	1	1	
14 / **10 (71.4%)**	Beginning	0			
	Intermediate	0	0		
	Advanced	0	3	4	
	Advanced High	0	1	6	
43 / **32 (74.4%)**	Beginning	0			
	Intermediate	5	3		
	Advanced	9	5	8	
	Advanced High	1	2	10	

Indicates students who progressed at least one level from 2017 to 2018.

PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning		Early Intermediate		Intermediate		Early Advanced		Advanced	
			N	%	N	%	N	%	N	%	N	%
English	PK	2			*	*			*	*		
	KN	4									*	*
	2	2					*	*			*	*
	ALL	8			*	*	*	*	*	*	*	*
Spanish	PK	3	*	*			*	*			*	*
	KN	4	*	*							*	*
	2	2									*	*
	ALL	9	*	*			*	*			*	*

2018 PERCENTAGE BY PROFICIENCY LEVEL

Language	Grade	Number Tested	Beginning N	Beginning %	Early Intermediate N	Early Intermediate %	Intermediate N	Intermediate %	Early Advanced N	Early Advanced %	Advanced N	Advanced %
English	KN	9					*	*	*	*	*	*
	1	1					*	*				
	3	1									*	*
	ALL	11					*	*	*	*	6	54.5
Spanish	KN	15	*	*			*	*	*	*	*	*
	1	13	*	*	7	53.8	*	*	*	*	*	*
	2	11			*	*	6	54.5			*	*
	3	5			*	*	*	*			*	*
	ALL	44	*	*	13	29.5	12	27.3	6	13.6	8	18.2

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

KINDERGARTEN MATHEMATICS

78	88.2	92.5			98.7		87.2	

KINDERGARTEN READING

66	92.4	94.9			100.0		91.7	

KINDERGARTEN READING SPANISH

12	92.6	94.3			100.0		91.9	

GRADE 1 MATHEMATICS

83	86.2	87.8			94.0		77.8	

GRADE 1 READING

72	87.4	90.6			97.2		86.4	

GRADE 1 READING SPANISH

11	77.3	77.3			72.7		87.3	

GRADE 2 MATHEMATICS

78	82.1	87.5	89.8		93.6	100.0	78.4	93.0

GRADE 2 READING

70	89.5	93.0	91.6		97.1	100.0	76.8	91.5

GRADE 2 READING SPANISH

8	69.4	77.0	89.9		87.5	100.0	74.0	92.7

GRADE 3 MATHEMATICS

83	78.1	85.4	86.7		92.8	100.0	65.9	90.6

SEMESTER 2 TESTS

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

KINDERGARTEN MATHEMATICS

KINDERGARTEN READING

KINDERGARTEN READING SPANISH

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

SEMESTER 1 TESTS

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

GRADE 3 READING

82	75.1	83.4	87.6		87.8	100.0	54.4	89.1

GRADE 3 READING SPANISH

1	*	*	*		*	*	54.5	*

GRADE 4 LANGUAGE ARTS

83	72.1	82.2	89.5		92.8	100.0	66.0	92.3

GRADE 4 LANGUAGE ARTS SPANISH

2	*	*	*		*	*	70.3	*

GRADE 4 MATHEMATICS

85	82.7	87.3	88.2		92.9	98.8	66.6	91.0

GRADE 4 READING

83	74.9	84.9	89.9		96.4	100.0	68.8	91.6

GRADE 4 READING SPANISH

2	*	*	*		*	*	76.0	*

SEMESTER 2 TESTS

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

GRADE 3 READING

GRADE 3 READING SPANISH

GRADE 4 LANGUAGE ARTS

GRADE 4 LANGUAGE ARTS SPANISH

GRADE 4 MATHEMATICS

GRADE 4 READING

GRADE 4 READING SPANISH