

Notice regarding TELPAS: Counts were incorrectly reported in previous versions of 2017-18 data packets. Counts were doubled when reported, but percentages were not affected.

Data Packet

for 2017-18 Planning



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School Number 306

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SOLAR PREPARATORY STEAM SCHOOL FOR GIRLS AT JAMES BONHAM

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2016-17 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 2016-17. They are counted as new if not enrolled in a district campus before the last day of the 2015-16 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 2015-16 and 2016-17.

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.

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 2016 to 2017, the TEA did not report the 2016 composite rating.
- If a student is rated as advanced high in 2017, the TEA does not differentiate between the advanced and advanced high levels from 2016.

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
KN	63
1	65
2	65
ALL	193

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	43	22.3	3	21.4
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	2.1	*	*
Hispanic	98	50.8	7	50.0
White	41	21.2	3	21.4
Multiple	7	3.6	1	7.1
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	46	23.8
Economically disadvantaged	96	49.7
Limited English proficient (LEP)	39	20.2
Special education	9	4.7
Talented and Gifted (TAG)	55	28.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
KN	2015													
	2016													
	2017	63	15	23.8	0	0.0	0	0.0	33	52.4	12	19.0	3	4.8
1	2015													
	2016													
	2017	65	11	16.9	0	0.0	0	0.0	36	55.4	17	26.2	1	1.5
2	2015													
	2016													
	2017	65	17	26.2	0	0.0	4	6.2	29	44.6	12	18.5	3	4.6
EC,PK,K-2	2015													
	2016													
	2017	193	43	22.3	0	0.0	4	2.1	98	50.8	41	21.2	7	3.6

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	
KN	2015																
	2016																
	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
1	2015																
	2016																
	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
2	2015																
	2016																
	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
EC,PK,K-2	2015																
	2016																
	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

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	2015		13,283			12,675	95.4			19.2		11,627		87.5
	2016		12,185			11,638	95.5			19.3		10,883		89.3
	2017	63	11,388	61	96.6	10,888	95.6	11	17.5	19.6	63	10,240	100.0	89.9
1	2015		13,984			13,437	96.1			18.1		12,405		88.7
	2016		13,397			12,877	96.1			18.1		12,066		90.1
	2017	65	12,278	63	97.5	11,800	96.1	6	9.3	18.4	65	11,169	100.0	91.0
2	2015		13,916			13,422	96.4			16.6		12,453		89.5
	2016		13,532			13,066	96.6			16.6		12,286		90.8
	2017	65	12,938	63	97.1	12,476	96.4	4	6.2	16.9	64	11,850	99.0	91.6
EC,PK,K-2	2015		41,183			39,533	96.0			18.0		36,485		88.6
	2016		39,114			37,582	96.1			18.0		35,235		90.1
	2017	192	36,604	187	97.1	35,164	96.1	21	10.9	18.2	192	33,259	99.9	90.9

Teachers: 14

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	21.4
Hispanic	7	50.0
White	3	21.4
Multiple	1	7.1
Other	0	0.0

Gender	Number	Percentage
Female	14	100.0
Male	0	0.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2014-15		
2015-16		
2016-17	6.4	

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	7.1
2	0	0.0
3	5	35.7
4	1	7.1
5	1	7.1
1-3	6	42.9
More than 3	8	57.1
1 - 5	8	57.1
6 - 10	3	21.4
11 - 20	2	14.3
More than 20	1	7.1

PERFORMANCE IN 2017

Grade 2016-17	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (16)	Beginning	2	12.5	2	12.5	12	75.0	12	75.0	12	75.0
	Intermediate	7	43.8	8	50.0	1	6.3	1	6.3	0	0.0
	Advanced	5	31.3	5	31.3	2	12.5	1	6.3	3	18.8
	Advanced High	2	12.5	1	6.3	1	6.3	2	12.5	1	6.3
1 (12)	Beginning	0	0.0	1	8.3	2	16.7	3	25.0	2	16.7
	Intermediate	2	16.7	3	25.0	6	50.0	4	33.3	5	41.7
	Advanced	2	16.7	3	25.0	3	25.0	2	16.7	2	16.7
	Advanced High	8	66.7	5	41.7	1	8.3	3	25.0	3	25.0
2 (11)	Beginning	0	0.0	0	0.0	2	20.0	0	0.0	0	0.0
	Intermediate	2	18.2	6	54.5	4	40.0	2	18.2	3	30.0
	Advanced	5	45.5	1	9.1	2	20.0	7	63.6	5	50.0
	Advanced High	4	36.4	4	36.4	2	20.0	2	18.2	2	20.0
ALL (39)	Beginning	2	5.1	3	7.7	16	42.1	15	38.5	14	36.8
	Intermediate	11	28.2	17	43.6	11	28.9	7	17.9	8	21.1
	Advanced	12	30.8	9	23.1	7	18.4	10	25.6	10	26.3
	Advanced High	14	35.9	10	25.6	4	10.5	7	17.9	6	15.8

**PROGRESSION FROM
2016 TO 2017**

Number Rated Both Years	2017 Level	2016 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed					
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
10 5 (50.0%)	Beginning	2			
	Intermediate	3	1		
	Advanced	0	0	2	
	Advanced High	0	0	2	
8 6 (75.0%)	Beginning	0			
	Intermediate	1	2		
	Advanced	1	3	0	
	Advanced High	0	0	1	
18 11 (61.1%)	Beginning	2			
	Intermediate	4	3		
	Advanced	1	3	2	
	Advanced High	0	0	3	

 Indicates students who progressed at least one level from 2016 to 2017.

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

KINDERGARTEN MATHEMATICS

62	89.8	91.0			93.5		85.6	
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KINDERGARTEN READING

51	93.9	95.9			100.0		92.8	
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KINDERGARTEN READING SPANISH

11	81.8	86.0			90.9		94.5	
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GRADE 1 MATHEMATICS

65	87.5	88.9			95.4		82.8	
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GRADE 1 READING

52	88.8	91.6			98.1		90.4	
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GRADE 1 READING SPANISH

13	85.4	85.4			84.6		91.4	
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GRADE 2 MATHEMATICS

64	84.8	89.9	90.1		93.8	98.4	80.7	91.6
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GRADE 2 READING

55	90.7	93.8	88.4		98.2	100.0	77.0	89.0
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GRADE 2 READING SPANISH

9	87.2	87.2	89.1		100.0	100.0	79.9	93.2
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KINDERGARTEN MATHEMATICS

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KINDERGARTEN READING

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KINDERGARTEN READING SPANISH

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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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