Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 306

SOLAR PREPARATORY SCHOOL FOR GIRLS AT JAMES B. BONHAM

Mask image designed by Freepik http://www.freepik.com

SOLAR PREPARATORY SCHOOL FOR GIRLS AT JAMES B. BONHAM (306)   **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	43
KN	83
1	87
2	86
3	84
4	91
5	83
ALL	557

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	96	17.2	5	14.7
American Indian/Alaska Native	2	0.4	*	*
Asian/Hawaiian/Pacific Islander	17	3.1	*	*
Hispanic	279	50.1	12	35.3
White	119	21.4	12	35.3
Multiple	43	7.7	1	2.9
Other* (teachers only)	—	—	4	11.8
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	116	20.8
Economically disadvantaged	282	50.6
Limited English proficient (LEP)	105	18.9
Special education	46	8.3
Talented and Gifted (TAG)	215	38.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018													
	2019	44	9	20.5	2	4.5	1	2.3	16	36.4	15	34.1	1	2.3
	2020	43	6	14.0	1	2.3	2	4.7	21	48.8	12	27.9	1	2.3
KN	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
	2020	83	9	10.8	1	1.2	4	4.8	36	43.4	21	25.3	12	14.5
1	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
	2020	87	18	20.7	0	0.0	2	2.3	41	47.1	20	23.0	6	6.9
2	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
	2020	86	14	16.3	0	0.0	2	2.3	40	46.5	27	31.4	3	3.5
3	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
	2020	84	14	16.7	0	0.0	2	2.4	50	59.5	11	13.1	7	8.3
4	2018													
	2019	85	21	24.7	0	0.0	6	7.1	39	45.9	15	17.6	4	4.7
	2020	91	17	18.7	0	0.0	0	0.0	50	54.9	18	19.8	5	5.5
5	2018													
	2019													
	2020	83	18	21.7	0	0.0	5	6.0	41	49.4	10	12.0	9	10.8
PK-5	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
	2020	557	96	17.2	2	0.4	17	3.1	279	50.1	119	21.4	43	7.7

Grade	Year	Enrollment	Economically Disadvantaged N	%	LEP N	%	Special Education N	%	At Risk N	%	TAG N	%	New (to District) N	%	Gender % Male	% Female	Retention Rate (%)
PK	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
	2020	43	43	100.0	10	23.3	2	4.7	10	23.3	0	0.0	36	83.7	0.0	100.0	14.0
KN	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
	2020	83	36	43.4	15	18.1	6	7.2	15	18.1	14	16.9	28	33.7	0.0	100.0	0.0
1	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
	2020	87	43	49.4	13	14.9	2	2.3	12	13.8	36	41.4	2	2.3	0.0	100.0	1.1
2	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
	2020	86	39	45.3	13	15.1	8	9.3	15	17.4	35	40.7	3	3.5	0.0	100.0	0.0
3	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
	2020	84	41	48.8	24	28.6	9	10.7	24	28.6	33	39.3	1	1.2	0.0	100.0	0.0
4	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
	2020	91	43	47.3	16	17.6	12	13.2	24	26.4	53	58.2	2	2.2	0.0	100.0	0.0
5	2018																
	2019																
	2020	83	37	44.6	14	16.9	7	8.4	16	19.3	44	53.0	1	1.2	0.0	100.0	0.0
PK-5	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
	2020	557	282	50.6	105	18.9	46	8.3	116	20.8	215	38.6	73	13.1	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	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	10,370	95.0	1	1.3	5.7	77	9,637	99.6	88.3
	2020	84	10,874	81	96.6	10,319	94.9	0	0.0	3.8	83	9,815	98.7	90.3
1	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	10,715	95.7	0	0.0	5.0	83	10,069	100.0	89.9
	2020	88	11,192	85	96.6	10,678	95.4	0	0.0	3.9	86	10,139	97.9	90.6
2	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	10,781	96.0	0	0.0	4.8	80	10,169	99.2	90.5
	2020	87	11,070	85	97.6	10,616	95.9	0	0.0	3.2	86	10,175	99.0	91.9
3	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	11,029	96.3	0	0.0	4.6	86	10,478	100.0	91.5
	2020	85	11,093	83	97.2	10,664	96.1	0	0.0	3.5	84	10,181	99.0	91.8
4	2018		12,675			12,235	96.5			14.1		11,637		91.8
	2019	84	12,118	82	96.7	11,690	96.5	0	0.0	4.9	85	11,112	100.0	91.7
	2020	91	11,323	89	97.3	10,902	96.3	0	0.0	3.4	91	10,479	100.0	92.5
5	2018		12,498			12,078	96.6			6.1		11,513		92.1
	2019		12,193			11,779	96.6			4.5		11,300		92.7
	2020	83	11,957	81	97.4	11,518	96.3	0	0.0	3.2	83	11,098	99.8	92.8
KN-5	2018	293	72,186	284	96.8	69,366	96.1	12	4.1	14.0	290	65,475	98.9	90.7
	2019	411	69,110	397	96.7	66,364	96.0	1	0.2	4.9	411	62,765	99.9	90.8
	2020	518	67,509	503	97.1	64,698	95.8	0	0.0	3.5	513	61,887	99.1	91.7

Teachers: 34

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	5	14.7
Hispanic	12	35.3
White	12	35.3
Multiple	1	2.9
Other	4	11.8

Gender	Number	Percentage
Female	33	97.1
Male	1	2.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	4.7	78.6
2018-19	6.3	73.7
2019-20	5.3	75.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	8.8
1	1	2.9
2	2	5.9
3	2	5.9
4	1	2.9
5	9	26.5
1-3	5	14.7
More than 3	26	76.5
1 - 5	15	44.1
6 - 10	12	35.3
11 - 20	3	8.8
More than 20	1	2.9

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (15)	Beginning	1	6.7	1	6.7	10	66.7	10	66.7	1	6.7
	Intermediate	8	53.3	8	53.3	2	13.3	2	13.3	11	73.3
	Advanced	3	20.0	3	20.0	0	0.0	0	0.0	0	0.0
	Advanced High	3	20.0	3	20.0	3	20.0	3	20.0	3	20.0
1 (13)	Beginning	0	0.0	0	0.0	1	7.7	1	7.7	0	0.0
	Intermediate	2	15.4	2	15.4	7	53.8	6	46.2	2	15.4
	Advanced	9	69.2	9	69.2	5	38.5	6	46.2	11	84.6
	Advanced High	2	15.4	2	15.4	0	0.0	0	0.0	0	0.0
2 (13)	Beginning	0	0.0	0	0.0	3	23.1	3	23.1	0	0.0
	Intermediate	0	0.0	5	38.5	5	38.5	3	23.1	5	38.5
	Advanced	10	76.9	3	23.1	5	38.5	5	38.5	7	53.8
	Advanced High	3	23.1	5	38.5	0	0.0	2	15.4	1	7.7
3 (24)	Beginning	1	4.2	1	4.2	1	4.2	2	8.3	1	4.2
	Intermediate	0	0.0	8	33.3	5	20.8	2	8.3	1	4.2
	Advanced	6	25.0	8	33.3	7	29.2	6	25.0	12	50.0
	Advanced High	17	70.8	7	29.2	11	45.8	14	58.3	10	41.7
4 (16)	Beginning	1	6.3	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	12.5	1	6.3	2	12.5	1	6.3	1	6.3
	Advanced	6	37.5	14	87.5	7	43.8	5	31.3	6	37.5
	Advanced High	7	43.8	1	6.3	7	43.8	10	62.5	9	56.3

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	–	–	–	
12 / 9 (75.0%)	Beginning	0			
	Intermediate	1	0		
	Advanced	0	8	3	
	Advanced High	0	0	0	
12 / 1 (8.3%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	0	7	
	Advanced High	0	1	0	
24 / 13 (54.2%)	Beginning	1			
	Intermediate	1	0		
	Advanced	0	2	10	
	Advanced High	0	1	9	
16 / 10 (62.5%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	1	5	
	Advanced High	0	0	9	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (14)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	7.1	1	7.1	0	0.0	0	0.0	0	0.0
	Advanced	1	7.1	12	85.7	2	14.3	4	28.6	4	28.6
	Advanced High	12	85.7	1	7.1	12	85.7	10	71.4	10	71.4
ALL (95)	Beginning	3	3.2	2	2.1	15	15.8	16	16.8	2	2.1
	Intermediate	13	13.7	25	26.3	21	22.1	14	14.7	20	21.1
	Advanced	35	36.8	49	51.6	26	27.4	26	27.4	40	42.1
	Advanced High	44	46.3	19	20.0	33	34.7	39	41.1	33	34.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
14 / **10 (71.4%)**	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	4	
	Advanced High	0	0	10	
78 / **43 (55.1%)**	Beginning	1			
	Intermediate	2	5		
	Advanced	0	11	29	
	Advanced High	0	2	28	

☐ 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

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
87	88.3	91.0			93.1		78.9	

GRADE 1 READING

76	89.9	94.0			97.4		91.2	

GRADE 1 READING SPANISH

11	85.9	90.6			100.0		89.5	

GRADE 2 MATHEMATICS

84	88.0	91.7	91.5		96.4	100.0	76.5	92.3

GRADE 2 READING

75	85.3	90.2	93.7		94.7	100.0	72.1	91.3

GRADE 2 READING SPANISH

8	67.5	75.6	84.8		62.5	87.5	75.1	92.0

GRADE 3 MATHEMATICS

81	78.8	85.9	86.3		95.1	100.0	70.6	90.8

GRADE 3 READING

79	73.3	84.0	86.9		93.7	100.0	62.6	88.7

GRADE 3 READING SPANISH

3	*	*	*		*	*	57.7	*

GRADE 4 LANGUAGE ARTS

91	80.1	85.8	84.5		90.1	93.4	68.3	91.7

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

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 MATHEMATICS								
91	77.7	83.7	85.9		84.6	98.9	71.7	90.4
GRADE 4 READING								
91	64.1	80.4	84.3		84.6	100.0	68.8	92.4
GRADE 5 MATHEMATICS								
83	83.0	87.6	88.5		91.6	98.8	78.3	91.9
GRADE 5 READING								
83	67.3	83.6	89.2		95.2	100.0	79.5	94.1
GRADE 5 SCIENCE								
83	83.8	85.7	85.8		96.4	97.6	76.5	95.9

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 MATHEMATICS								
GRADE 4 READING								
GRADE 5 MATHEMATICS								
GRADE 5 READING								
GRADE 5 SCIENCE								