

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

455  
4-year-old Prekindergarten Students Reported in the Texas Education Agency's Early Childhood Data System (ECDS) for School Year 2022-23

382 (84.0%)  
Assessed Beginning-of-Year (BOY) in 2022-23

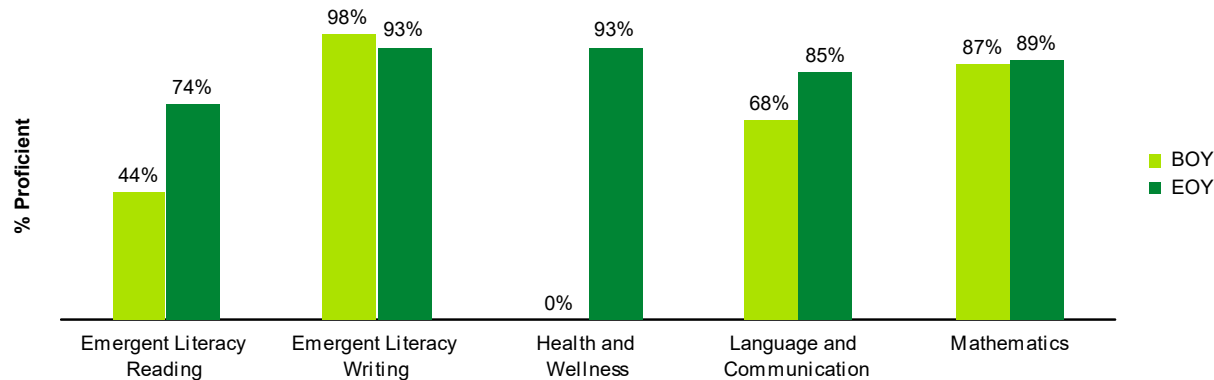
385 (84.6%)  
Assessed End-of-Year (EOY) in 2022-23

342 (75.2%)  
Assessed Both BOY and EOY in 2022-23

Notes: 1. Percentages of assessed prekindergartners are based on the number of 4-year-old public prekindergarten students reported in ECDS. ECDS includes assessment data for two public prekindergarten assessment periods: beginning-of-year (BOY) and end-of-year (EOY). Students may be administered an assessment BOY, EOY, or both BOY and EOY. 2. The focus of this report is students who were administered the same assessment(s) BOY and EOY for the same subject(s) at the same school in the same school year. 3. The data download for this report includes the data in this report and data for all students who took an assessment either BOY or EOY or both BOY and EOY. 4. Proficiency Percentage Point Difference is percent proficient EOY minus percent proficient BOY.

## Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23

Student Proficiency by Assessment Period and Subject



Note: Data shown as asterisks (\*) in data tables are shown as zeros in charts, but not all zeros in charts represent masked data.

## Prekindergarten Assessment Instruments Usage 2022-23

	Students Assessed BOY	Students Assessed EOY
CIRCLE-CLI-E	294	289
CIRCLE-CLI-S	88	96

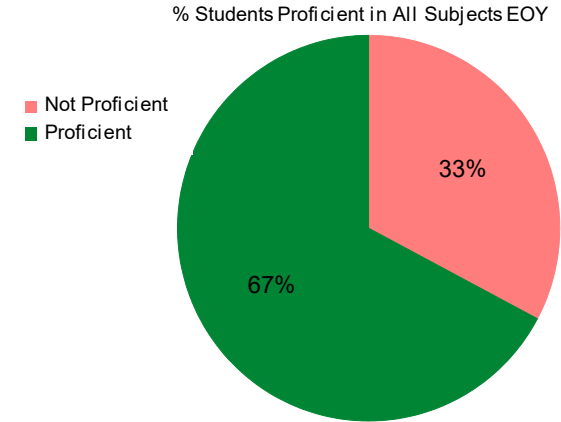
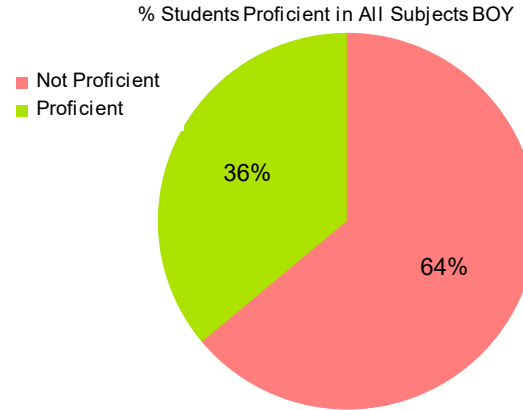
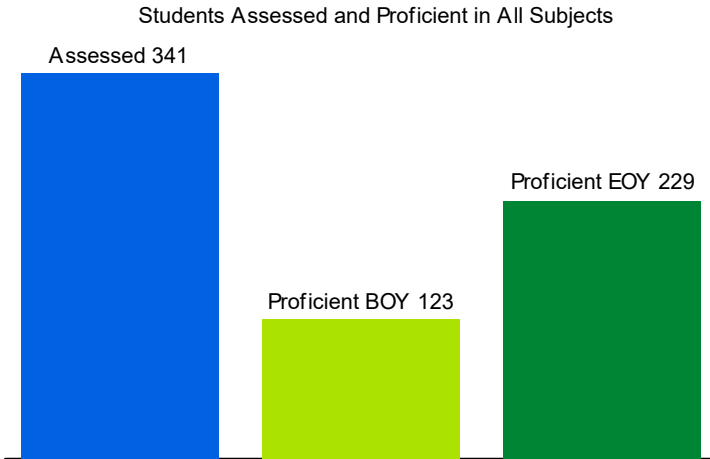
Note: Students may be assessed BOY, EOY or both BOY and EOY using multiple assessment instruments.

	Assessment and Proficiency for Students Assessed Both BOY and EOY						
	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	Proficiency Percentage Point Difference
Emergent Literacy Reading	342	75.2%	150	252	43.9%	73.7%	29.8
Emergent Literacy Writing	342	75.2%	334	319	97.7%	93.3%	-4.4
Health and Wellness	342	75.2%	*	319	*	93.3%	*
Language and Communication	342	75.2%	234	290	68.4%	84.8%	16.4
Mathematics	341	75.0%	298	303	87.4%	88.9%	1.5

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

## Prekindergarten Students Assessed Both BOY and EOY in School Year 2022-23 in All Subject Areas



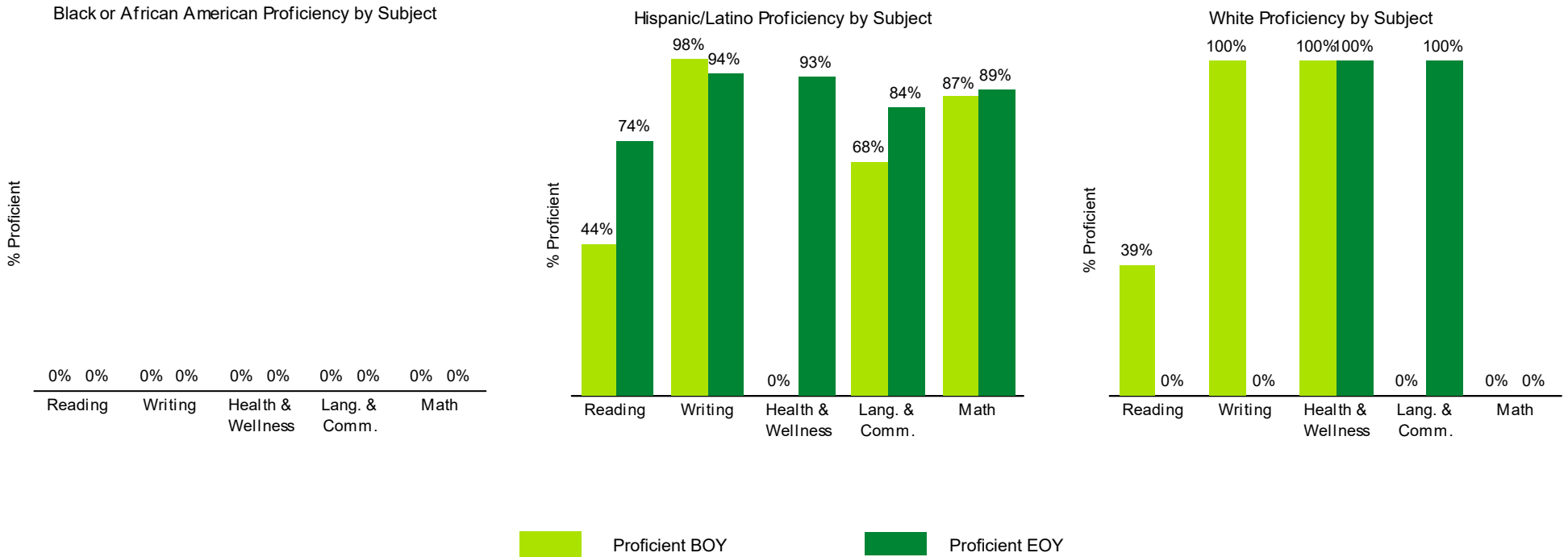
Note: Data shown as asterisks (\*) in data tables are shown as zeros in charts, but not all zeros in charts represent masked data.

Assessment and Proficiency for Students Assessed Both BOY and EOY in All Subjects						
Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	Proficiency Percentage Point Difference
341	75.0%	123	229	36.1%	67.2%	31.1

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23 for Selected Race/Ethnicity Categories



Note: Data shown as asterisks (\*) in data tables are shown as zeros in charts, but not all zeros in charts represent masked data.

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

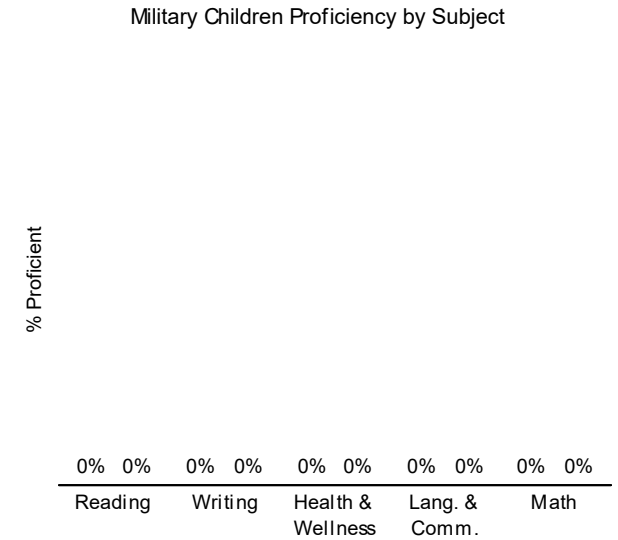
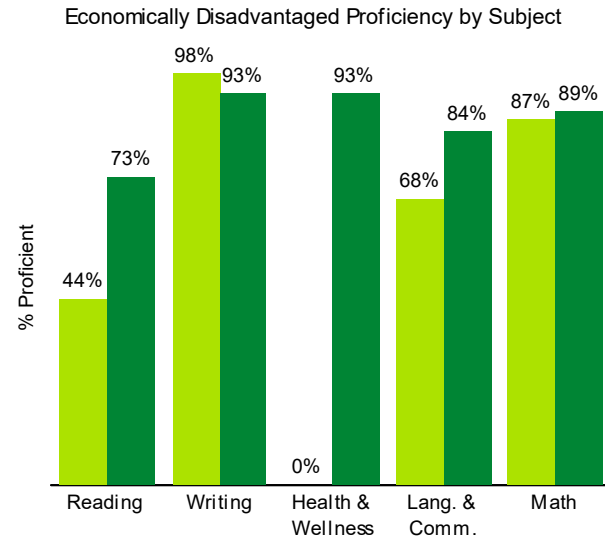
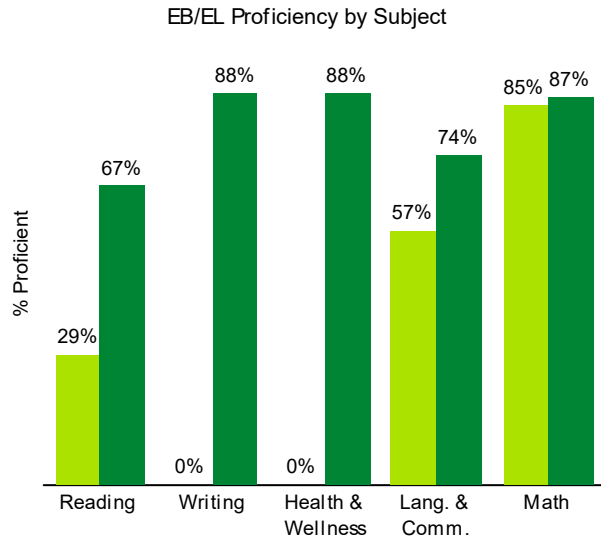
Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23 by Subject and Race/Ethnicity

		School Year 2022-23							Proficiency Percentage Point Difference
		Total Students in ECDS	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	
Emergent Literacy Reading	Black or African American	11	*	*	*	*	*	*	0.0
	Hispanic/Latino	420	324	77.1%	142	241	43.8%	74.4%	30.6
	White	21	13	61.9%	5	*	38.5%	*	*
	Other	*	*	*	*	*	*	*	-33.4
Emergent Literacy Writing	Black or African American	11	*	*	*	*	*	*	0.0
	Hispanic/Latino	420	324	77.1%	317	303	97.8%	93.5%	-4.3
	White	21	13	61.9%	13	*	100.0%	*	*
	Other	*	*	*	*	*	*	*	0.0
Health and Wellness	Black or African American	11	*	*	*	*	*	*	-50.0
	Hispanic/Latino	420	324	77.1%	*	302	*	93.2%	*
	White	21	13	61.9%	13	13	100.0%	100.0%	0.0
	Other	*	*	*	*	*	*	*	0.0
Language and Communication	Black or African American	11	*	*	*	*	*	*	0.0
	Hispanic/Latino	420	324	77.1%	221	273	68.2%	84.3%	16.1
	White	21	13	61.9%	*	13	*	100.0%	*
	Other	*	*	*	*	*	*	*	33.3
Mathematics	Black or African American	11	*	*	*	*	*	*	0.0
	Hispanic/Latino	420	323	76.9%	282	287	87.3%	88.9%	1.6
	White	21	13	61.9%	*	*	*	*	0.0
	Other	*	*	*	*	*	*	*	0.0

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

## Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23 for Selected Student Subpopulations



■ Proficient BOY      ■ Proficient EOY

Note: Data shown as asterisks (\*) in data tables are shown as zeros in charts, but not all zeros in charts represent masked data.

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

## Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23 by Subject and Student Subpopulation

		School Year 2022-23							Proficiency Percentage Point Difference
		Total Students in ECDS	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	
Emergent Literacy Reading	Economically Disadvantaged	421	326	77.4%	142	237	43.6%	72.7%	29.1
	EB/EL	91	72	79.1%	21	48	29.2%	66.7%	37.5
	Homeless	6	*	*	*	*	*	*	50.0
	Military Children	*	0	0.0%	0	0	0.0%	0.0%	0.0
	Special Education	54	41	75.9%	20	30	48.8%	73.2%	24.4
Emergent Literacy Writing	Economically Disadvantaged	421	326	77.4%	318	304	97.6%	93.3%	-4.3
	EB/EL	91	72	79.1%	*	63	*	87.5%	*
	Homeless	6	*	*	*	*	*	*	0.0
	Military Children	*	0	0.0%	0	0	0.0%	0.0%	0.0
	Special Education	54	41	75.9%	36	33	87.8%	80.5%	-7.3
Health and Wellness	Economically Disadvantaged	421	326	77.4%	*	304	*	93.3%	*
	EB/EL	91	72	79.1%	*	63	*	87.5%	*
	Homeless	6	*	*	*	*	*	*	0.0
	Military Children	*	0	0.0%	0	0	0.0%	0.0%	0.0
	Special Education	54	41	75.9%	*	31	*	75.6%	*
Language and Communication	Economically Disadvantaged	421	326	77.4%	223	275	68.4%	84.4%	16.0
	EB/EL	91	72	79.1%	41	53	56.9%	73.6%	16.7
	Homeless	6	*	*	*	*	*	*	50.0
	Military Children	*	0	0.0%	0	0	0.0%	0.0%	0.0
	Special Education	54	41	75.9%	20	27	48.8%	65.9%	17.1
Mathematics	Economically Disadvantaged	421	325	77.2%	282	288	86.8%	88.6%	1.8
	EB/EL	91	71	78.0%	60	62	84.5%	87.3%	2.8
	Homeless	6	*	*	*	*	*	*	0.0
	Military Children	*	0	0.0%	0	0	0.0%	0.0%	0.0
	Special Education	54	40	74.1%	32	33	80.0%	82.5%	2.5

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23 by School Name and Subject

		Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23							
		Total Students in ECDS	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	Proficiency Percentage Point Difference
ATHENS EL (015908115)	Emergent Literacy Reading	39	30	76.9%	14	*	46.7%	*	*
	Emergent Literacy Writing	39	30	76.9%	30	30	100.0%	100.0%	0.0
	Health and Wellness	39	30	76.9%	*	30	*	100.0%	*
	Lang. and Comm.	39	30	76.9%	22	*	73.3%	*	*
	Mathematics	39	30	76.9%	25	*	83.3%	*	*
FIVE PALMS EL (015908109)	Emergent Literacy Reading	53	44	83.0%	15	27	34.1%	61.4%	27.3
	Emergent Literacy Writing	53	44	83.0%	44	*	100.0%	*	*
	Health and Wellness	53	44	83.0%	44	*	100.0%	*	*
	Lang. and Comm.	53	44	83.0%	22	33	50.0%	75.0%	25.0
	Mathematics	53	44	83.0%	*	35	*	79.6%	*
FRANK MADLA EL (015908108)	Emergent Literacy Reading	51	36	70.6%	16	27	44.4%	75.0%	30.6
	Emergent Literacy Writing	51	36	70.6%	*	*	*	*	0.0
	Health and Wellness	51	36	70.6%	36	*	100.0%	*	*
	Lang. and Comm.	51	36	70.6%	*	*	*	*	2.7
	Mathematics	51	36	70.6%	36	*	100.0%	*	*
HUTCHINS EL (015908104)	Emergent Literacy Reading	61	44	72.1%	24	33	54.6%	75.0%	20.4
	Emergent Literacy Writing	61	44	72.1%	44	*	100.0%	*	*
	Health and Wellness	61	44	72.1%	44	*	100.0%	*	*
	Lang. and Comm.	61	44	72.1%	34	*	77.3%	*	*
	Mathematics	61	44	72.1%	*	*	*	*	0.0
KINDRED EL (015908105)	Emergent Literacy Reading	46	33	71.7%	15	28	45.5%	84.9%	39.4
	Emergent Literacy Writing	46	33	71.7%	33	33	100.0%	100.0%	0.0
	Health and Wellness	46	33	71.7%	33	33	100.0%	100.0%	0.0
	Lang. and Comm.	46	33	71.7%	23	*	69.7%	*	*
	Mathematics	46	33	71.7%	*	33	*	100.0%	*
MIGUEL CARRILLO JR EL (015908112)	Emergent Literacy Reading	42	29	69.1%	7	14	24.1%	48.3%	24.2
	Emergent Literacy Writing	42	29	69.1%	*	*	*	*	-6.9
	Health and Wellness	42	29	69.1%	29	*	100.0%	*	*
	Lang. and Comm.	42	29	69.1%	12	16	41.4%	55.2%	13.8
	Mathematics	42	29	69.1%	21	20	72.4%	69.0%	-3.4
NEIL ARMSTRONG EL (015908110)	Emergent Literacy Reading	26	20	76.9%	15	*	75.0%	*	*
	Emergent Literacy Writing	26	20	76.9%	*	20	*	100.0%	*
	Health and Wellness	26	20	76.9%	20	*	100.0%	*	*
	Lang. and Comm.	26	20	76.9%	20	20	100.0%	100.0%	0.0

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District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

		Prekindergarten Assessment Results for Students Assessed Both BOY and EOY in School Year 2022-23							
		Total Students in ECDS	Number Assessed	% Assessed	Number Proficient BOY	Number Proficient EOY	% Proficient BOY	% Proficient EOY	Proficiency Percentage Point Difference
NEIL ARMSTRONG EL	Mathematics	26	20	76.9%	20	20	100.0%	100.0%	0.0
PALO ALTO EL (015908106)	Emergent Literacy Reading	52	36	69.2%	13	21	36.1%	58.3%	22.2
	Emergent Literacy Writing	52	36	69.2%	*	29	*	80.6%	*
	Health and Wellness	52	36	69.2%	36	*	100.0%	*	*
	Lang. and Comm.	52	36	69.2%	28	31	77.8%	86.1%	8.3
	Mathematics	52	36	69.2%	28	31	77.8%	86.1%	8.3
PRICE EL (015908107)	Emergent Literacy Reading	36	22	61.1%	*	14	*	63.6%	*
	Emergent Literacy Writing	36	22	61.1%	*	17	*	77.3%	*
	Health and Wellness	36	22	61.1%	*	14	*	63.6%	*
	Lang. and Comm.	36	22	61.1%	10	11	45.5%	50.0%	4.5
	Mathematics	36	21	58.3%	15	*	71.4%	*	*
ROY BENAVIDEZ EL (015908113)	Emergent Literacy Reading	59	48	81.4%	28	42	58.3%	87.5%	29.2
	Emergent Literacy Writing	59	48	81.4%	48	*	100.0%	*	*
	Health and Wellness	59	48	81.4%	48	48	100.0%	100.0%	0.0
	Lang. and Comm.	59	48	81.4%	30	*	62.5%	*	*
	Mathematics	59	48	81.4%	40	42	83.3%	87.5%	4.2



# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

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## About the Data

### Purpose

This report provides information on Texas public school prekindergarten (PK) student assessment results. It includes only four-year-old prekindergarten students as of September 1, and therefore counts may not match counts on other reports that include prekindergarten students of all ages. The focus of this report is students who were administered the same assessment(s) beginning-of-year (BOY) and end-of-year (EOY) for the same subject(s) at the same school in the same school year. Prekindergarten assessment results are shown by assessment subject area for all students administered at least one assessment as well as students administered assessments in all subject areas. Prekindergarten assessment results are shown for students by race/ethnicity, economically disadvantaged, Emergent Bilingual (EB)/English learner (EL), and other student subpopulations. This report is available at the state level and by individual school districts. The data download for this report includes the data in this report and data for all students who took an assessment either BOY or EOY or both BOY and EOY.

For more information about prekindergarten, see the TEA website at:

[https://tea.texas.gov/Academics/Early\\_Childhood\\_Education/](https://tea.texas.gov/Academics/Early_Childhood_Education/)

### Data Source

Data in this report for Texas public school prekindergarten assessments come from the Texas Education Agency's (TEA) Public Education Information Management System (PEIMS) and from the TEA's Early Childhood Data System (ECDS). ECDS includes data for two public prekindergarten assessment periods: beginning-of-year (BOY) and end-of-year (EOY). In this report, Texas public school prekindergarten students include only four-year-old prekindergarten students who were reported in ECDS and PEIMS student attendance demographic data each school year. For school year 2017-18, CIRCLE LS and CIRCLE CLI Emergent Literacy Writing (ELW) assessments are not included in this report because benchmarks were unavailable for assessing BOY proficiency. This resulted in approximately 114,000 students excluded from assessment and proficiency counts for the 'ELW' subject area. To protect student confidentiality, small data numbers in this report are masked, i.e., shown as asterisks (\*) in data tables and graphed as zeros in charts, but not all zeros in charts represent masked data. Data in this report are updated annually.

## Data Elements

### Assessed Students

Four-year-old Texas public prekindergarten students administered an assessment on the Texas Education Agency Commissioner's List of Approved Prekindergarten Assessment Instruments. For more information about the Commissioner's List of Approved Prekindergarten Assessment Instruments, see the TEA website at:

[https://tea.texas.gov/Academics/Early\\_Childhood\\_Education/Educator\\_Resources/](https://tea.texas.gov/Academics/Early_Childhood_Education/Educator_Resources/)

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

Assessment Method	Although the Early Childhood Education program area allows both 'Raw score' and 'Percentile' assessment reporting methods to be reported in the ECDS PK submission, the 'Lowest Proficiency Score' range is based on a 'Raw score' scoring method. Hence, only student assessment records using the 'Raw score' scoring method are included in this report.
Assessment Period	Timeframe in which Texas public prekindergarten students are administered assessments. Assessment periods are beginning-of-year (BOY) and end-of-year (EOY). Students can be assessed at the BOY, or EOY or both BOY and EOY.
Assessment Subject (Subject)	The five primary domains of development that may be assessed using the assessment instruments on the Texas Education Agency Commissioner's list: 1. Emergent Literacy (Reading) 2. Emergent Literacy (Writing) 3. Language and Communication (Lang. & Comm.) 4. Health and Wellness (Health & Wellness) 5. Mathematics (Math).
ECDS	The Texas Education Agency's Early Childhood Data System (ECDS). ECDS includes assessment data for two Texas public prekindergarten assessment periods: beginning-of-year (BOY) and end-of-year (EOY).
Economically Disadvantaged	A student is designated as economically disadvantaged if he/she is eligible for free or reduced-price lunch or eligible for other public assistance as defined in the TEA's Public Education Information Management System (PEIMS) Data Standards.
Emergent Bilingual (EB)/ English learner (EL)	Emergent Bilingual (EB)/English learner (EL) refers to students who have limited English language skills. A student is identified as EL by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative
Foster Care	Students who are in or who have ever been in the conservatorship of the Texas Department of Family and Protective Services (DFPS) (i.e., in foster care) following an adversary hearing are eligible for free prekindergarten. These students include not only students who are in or who have ever been in DFPS conservatorship but also students who have been adopted or returned to their parents after having been in DFPS conservatorship.
Homeless	If the student is eligible for prekindergarten because the student is homeless, the student must fit the definition of homeless as defined by 42 U.S.C. Section 11302 or 42 U.S.C. Section 11434(a). The term "homeless child," as used in the prekindergarten statute, TEC, §29.153(b)(3), is defined by 42 USC, §11434a. The definition of "homeless," "homeless individual," and "homeless person" in 42 USC, §11302, is similar, but not identical, to the definition of "homeless children and youths" in 42 USC, §11434a. As the general admission provision in the TEC, §25.001(b) (5), references the homeless definition in 42 USC, §11302, the TEA advises school districts to apply 42 USC, §11434a, and 42 USC, §11302, when determining whether a prekindergarten student is eligible for enrollment. For definitions, see entry for "Homeless Students" in the Student Attendance Accounting Handbook. <a href="https://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student_Attendance_Accounting_Handbook/">https://tea.texas.gov/Finance and Grants/Financial Compliance/Student Attendance Accounting Handbook/</a>

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District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

Merged Academic Subject	<p>Commissioner-approved assessments that address one or more academic subjects with a single score (merged score). In this report, merged scores are not included in assessed and proficient counts for 'Emergent Literacy Reading', 'Emergent Literacy Writing' and 'Language and Communication'. For school year 2017-18, there are two merged scores: 1. 'Emergent Literacy Reading' and 'Emergent Literacy Writing' (Merged ELR and ELW) and 2. 'Emergent Literacy Reading', 'Emergent Literacy Writing' and 'Language and Communication' (Merged ELR, ELW and L&amp;C). Merged scores by race/ethnicity and student programs are displayed in separate tables following data tables for assessment subjects.</p>
Military Child	<p>A student is eligible for prekindergarten if the student is the child of an active duty, injured or killed member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces.</p>
Prekindergarten (PK)	<p>A public school district is required to offer a prekindergarten program if it identifies 15 or more eligible students who are at least four years of age by September 1 of the school year. A school district may offer prekindergarten if the district identifies 15 or more eligible children who are at least three years of age. To be eligible to attend a state funded prekindergarten program, the child must meet one of the following criteria.</p> <p>Prekindergarten Eligibility:</p> <ul style="list-style-type: none"> <li>• is unable to speak and comprehend the English language;</li> <li>• is educationally disadvantaged;</li> <li>• is homeless;</li> <li>• is the child of an active duty member of the armed forces of the United States;</li> <li>• is the child of a member of the armed forces who was injured or killed while on active duty;</li> <li>• is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder; or</li> <li>• is or ever has been in foster care.</li> </ul> <p>A school district may offer a tuition-based program for an additional half day of prekindergarten classes to those children who are eligible for free prekindergarten classes or half-day and full-day prekindergarten classes to children who are ineligible for free prekindergarten classes.</p>

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

Race/Ethnicity	<p>Race/ethnicity is one of the demographic characteristics reported for each student at the time of enrollment. The categories used in this report are described in the PEIMS Data Standards as:</p> <ul style="list-style-type: none"> <li>• Black or African American - A person having origins in any of the black racial groups of Africa.</li> <li>• Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</li> <li>• Hispanic/Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.</li> <li>• American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.</li> <li>• White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.</li> <li>• Native Hawaiian/Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</li> <li>• Two or more races - A person having origins in any two, or more than two, non-Hispanic racial categories, e.g., Black or African American and White.</li> </ul>
Special Education	<p>Special education is a program that serves students with disabilities. It provides instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.</p>

## Calculated Data Elements

Assessed BOY	<p>Texas public prekindergarten students administered an assessment on the Commissioner's List of Approved Prekindergarten Assessment Instruments at the beginning-of-year (BOY) assessment period. In this report, students assessed BOY consist of those students taking an assessment on the Commissioner's list having a score range and benchmarks for assessing BOY proficiency. Assessed BOY students have a raw score that falls within the score range for a specific assessment and subject.</p>
Assessed EOY	<p>Texas public prekindergarten students administered an assessment on the Commissioner's List of Approved Prekindergarten Assessment Instruments at the end-of-year assessment (EOY) period. In this report, students assessed EOY consist of those students taking an assessment on the Commissioner's list having a score range and benchmarks for assessing EOY proficiency. Assessed EOY students have a raw score that falls within the score range for a specific assessment and subject.</p>
Assessed BOY and EOY	<p>Texas public prekindergarten students administered the same assessment(s), on the Commissioner's List of Approved Prekindergarten Assessment Instruments, beginning-of-year and end-of-year for the same subject(s) at the same school in the same school year.</p>

# Texas Public Prekindergarten Assessment Results for 4-Year-Olds

District: SOUTH SAN ANTONIO ISD (015908), SAN ANTONIO, TX

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Number Assessed	The number of four-year-old Texas public prekindergarten students administered an assessment on the Commissioner's List of Approved Prekindergarten Assessment Instruments who have a result raw score within the score range for that assessment and a specific subject. In this report, number assessed is shown for students who were assessed both BOY and EOY and assessed in a specific subject or assessed in all subject areas.
Percentage Assessed	The percentage of four-year-old Texas public prekindergarten students reported in ECDS who were assessed. In this report, percentage assessed is shown for students who were assessed both BOY and EOY and assessed in a specific subject or assessed in all subject areas.
Number Proficient	The number of assessed students who have a raw score that falls within the accepted score range for a specific assessment and subject and meets or exceeds a predefined benchmark score for that subject and assessment. For students assessed in all subjects, number proficient is the count of students proficient in all subject areas. In this report, number proficient is shown for students who were assessed both BOY and EOY and assessed in a specific subject or assessed in all subject areas.
Percentage Proficient	The percentage of assessed students who were proficient in a specific subject or proficient in all subjects.
Proficiency Percentage Point Difference	Proficiency Percentage Point Difference is the difference between the BOY and EOY proficiency percentages for students who were assessed both BOY and EOY. It is calculated as percent proficient EOY minus the percent proficient BOY; both percentages are rounded to the nearest integer before subtraction.