



School Number 212

# HARRY STONE MONTESSORI ACADEMY

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## **2020-21 DATA PACKET INFORMATION**

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

## **2019-20 SCHOOL SUMMARY**

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

## **ENROLLMENT**

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2018-19 and 2019-20.

## **ATTENDANCE Through March 13, 2020**

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

**TEACHERS**

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

**TELPAS Administered On Or Before March 13, 2020**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

**DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier**

- Cells marked with an asterisk (\*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

**STUDENT ENROLLMENT**

Grade	Enrollment
PK	48
KN	59
1	69
2	50
3	49
4	51
5	67
6	90
7	104
8	80
ALL	667

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	227	34.0	19	48.7
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	8	1.2	*	*
Hispanic	379	56.8	2	5.1
White	32	4.8	12	30.8
Multiple	21	3.1	3	7.7
Other* (teachers only)	—	—	3	7.7
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	196	29.4
Economically disadvantaged	392	58.8
Limited English proficient (LEP)	159	23.8
Special education	19	2.8
Talented and Gifted (TAG)	307	46.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	47	22	46.8	0	0.0	0	0.0	17	36.2	5	10.6	3	6.4
	2019	57	22	38.6	0	0.0	3	5.3	28	49.1	3	5.3	1	1.8
	2020	48	12	25.0	0	0.0	1	2.1	27	56.3	7	14.6	1	2.1
KN	2018	51	21	41.2	0	0.0	1	2.0	27	52.9	1	2.0	1	2.0
	2019	67	24	35.8	0	0.0	1	1.5	31	46.3	8	11.9	3	4.5
	2020	59	22	37.3	0	0.0	3	5.1	30	50.8	3	5.1	1	1.7
1	2018	53	27	50.9	0	0.0	1	1.9	22	41.5	3	5.7	0	0.0
	2019	55	20	36.4	0	0.0	1	1.8	32	58.2	1	1.8	1	1.8
	2020	69	27	39.1	0	0.0	1	1.4	30	43.5	7	10.1	4	5.8
2	2018	45	20	44.4	0	0.0	0	0.0	20	44.4	4	8.9	1	2.2
	2019	49	23	46.9	0	0.0	1	2.0	23	46.9	1	2.0	1	2.0
	2020	50	15	30.0	0	0.0	1	2.0	30	60.0	1	2.0	3	6.0
3	2018	55	22	40.0	0	0.0	0	0.0	28	50.9	5	9.1	0	0.0
	2019	49	20	40.8	0	0.0	0	0.0	24	49.0	4	8.2	1	2.0
	2020	49	23	46.9	0	0.0	2	4.1	22	44.9	0	0.0	2	4.1
4	2018	46	22	47.8	0	0.0	0	0.0	21	45.7	2	4.3	1	2.2
	2019	55	21	38.2	0	0.0	0	0.0	29	52.7	4	7.3	1	1.8
	2020	51	23	45.1	0	0.0	0	0.0	23	45.1	3	5.9	2	3.9
5	2018	51	22	43.1	0	0.0	0	0.0	24	47.1	3	5.9	2	3.9
	2019	50	17	34.0	0	0.0	0	0.0	31	62.0	1	2.0	1	2.0
	2020	67	26	38.8	0	0.0	0	0.0	37	55.2	3	4.5	1	1.5
PK-5	2018	348	156	44.8	0	0.0	2	0.6	159	45.7	23	6.6	8	2.3
	2019	382	147	38.5	0	0.0	6	1.6	198	51.8	22	5.8	9	2.4
	2020	393	148	37.7	0	0.0	8	2.0	199	50.6	24	6.1	14	3.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	95	32	33.7	1	1.1	0	0.0	56	58.9	3	3.2	3	3.2
	2019	101	24	23.8	0	0.0	0	0.0	73	72.3	2	2.0	2	2.0
	2020	90	26	28.9	0	0.0	0	0.0	59	65.6	4	4.4	1	1.1
7	2018	72	17	23.6	0	0.0	0	0.0	50	69.4	3	4.2	2	2.8
	2019	79	29	36.7	0	0.0	0	0.0	45	57.0	2	2.5	3	3.8
	2020	104	26	25.0	0	0.0	0	0.0	74	71.2	2	1.9	2	1.9
8	2018	57	18	31.6	0	0.0	0	0.0	28	49.1	8	14.0	3	5.3
	2019	70	15	21.4	0	0.0	0	0.0	49	70.0	4	5.7	2	2.9
	2020	80	27	33.8	0	0.0	0	0.0	47	58.8	2	2.5	4	5.0
6-8	2018	224	67	29.9	1	0.4	0	0.0	134	59.8	14	6.3	8	3.6
	2019	250	68	27.2	0	0.0	0	0.0	167	66.8	8	3.2	7	2.8
	2020	274	79	28.8	0	0.0	0	0.0	180	65.7	8	2.9	7	2.6

**Enroll (2)**

**Enrollment Statistics by Select Student Group**

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2018	47	7	14.9	8	17.0	0	0.0	8	17.0	0	0.0	42	89.4	42.6	57.4	10.6
	2019	57	55	96.5	10	17.5	0	0.0	1	1.8	0	0.0	51	89.5	43.9	56.1	10.5
	2020	48	48	100.0	12	25.0	1	2.1	12	25.0	0	0.0	40	83.3	50.0	50.0	16.7
KN	2018	51	25	49.0	12	23.5	1	2.0	12	23.5	7	13.7	2	3.9	47.1	52.9	0.0
	2019	67	37	55.2	19	28.4	1	1.5	19	28.4	43	64.2	10	14.9	43.3	56.7	1.5
	2020	59	33	55.9	12	20.3	0	0.0	13	22.0	17	28.8	4	6.8	44.1	55.9	0.0
1	2018	53	23	43.4	7	13.2	0	0.0	7	13.2	14	26.4	3	5.7	28.3	71.7	0.0
	2019	55	32	58.2	16	29.1	0	0.0	17	30.9	13	23.6	3	5.5	49.1	50.9	0.0
	2020	69	38	55.1	19	27.5	2	2.9	17	24.6	45	65.2	1	1.4	40.6	59.4	0.0
2	2018	45	16	35.6	5	11.1	2	4.4	5	11.1	23	51.1	1	2.2	46.7	53.3	0.0
	2019	49	22	44.9	10	20.4	0	0.0	10	20.4	17	34.7	1	2.0	22.4	77.6	0.0
	2020	50	30	60.0	15	30.0	0	0.0	15	30.0	15	30.0	2	4.0	46.0	54.0	0.0
3	2018	55	37	67.3	7	12.7	0	0.0	7	12.7	25	45.5	0	0.0	45.5	54.5	0.0
	2019	49	23	46.9	7	14.3	4	8.2	7	14.3	26	53.1	1	2.0	46.9	53.1	0.0
	2020	49	25	51.0	11	22.4	1	2.0	11	22.4	20	40.8	1	2.0	28.6	71.4	0.0
4	2018	46	36	78.3	5	10.9	0	0.0	14	30.4	22	47.8	0	0.0	45.7	54.3	0.0
	2019	55	27	49.1	8	14.5	0	0.0	12	21.8	28	50.9	3	5.5	54.5	45.5	0.0
	2020	51	24	47.1	8	15.7	5	9.8	17	33.3	27	52.9	5	9.8	49.0	51.0	0.0
5	2018	51	32	62.7	8	15.7	0	0.0	15	29.4	31	60.8	1	2.0	23.5	76.5	0.0
	2019	50	30	60.0	7	14.0	0	0.0	15	30.0	27	54.0	4	8.0	58.0	42.0	0.0
	2020	67	36	53.7	12	17.9	3	4.5	17	25.4	34	50.7	9	13.4	44.8	55.2	0.0
PK-5	2018	348	176	50.6	52	14.9	3	0.9	68	19.5	122	35.1	49	14.1	39.7	60.3	1.4
	2019	382	226	59.2	77	20.2	5	1.3	81	21.2	154	40.3	73	19.1	45.5	54.5	1.8
	2020	393	234	59.5	89	22.6	12	3.1	102	26.0	158	40.2	62	15.8	43.3	56.7	2.0



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	
6	2018	95	70	73.7	24	25.3	5	5.3	36	37.9	45	47.4	10	10.5	44.2	55.8	0.0
	2019	101	62	61.4	33	32.7	2	2.0	48	47.5	63	62.4	3	3.0	31.7	68.3	0.0
	2020	90	53	58.9	28	31.1	1	1.1	34	37.8	50	55.6	8	8.9	51.1	48.9	0.0
7	2018	72	57	79.2	16	22.2	2	2.8	29	40.3	37	51.4	4	5.6	47.2	52.8	0.0
	2019	79	39	49.4	13	16.5	4	5.1	24	30.4	38	48.1	3	3.8	41.8	58.2	0.0
	2020	104	63	60.6	29	27.9	2	1.9	42	40.4	61	58.7	4	3.8	31.7	68.3	0.0
8	2018	57	36	63.2	10	17.5	0	0.0	14	24.6	29	50.9	3	5.3	38.6	61.4	0.0
	2019	70	37	52.9	9	12.9	2	2.9	19	27.1	37	52.9	2	2.9	42.9	57.1	0.0
	2020	80	42	52.5	13	16.3	4	5.0	18	22.5	38	47.5	0	0.0	42.5	57.5	0.0
6-8	2018	224	163	72.8	50	22.3	7	3.1	79	35.3	111	49.6	17	7.6	43.8	56.3	0.0
	2019	250	138	55.2	55	22.0	8	3.2	91	36.4	138	55.2	8	3.2	38.0	62.0	0.0
	2020	274	158	57.7	70	25.5	7	2.6	94	34.3	149	54.4	12	4.4	41.2	58.8	0.0

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	51	11,061	50	97.1	10,520	95.1	1	2.0	17.8	51	9,830	100.0	88.9
	2019	67	10,918	64	96.2	10,370	95.0	0	0.0	5.7	66	9,637	98.8	88.3
	2020	60	10,874	58	96.6	10,319	94.9	1	1.7	3.8	59	9,815	98.8	90.3
1	2018	53	11,550	52	98.0	11,055	95.7	1	1.9	16.6	53	10,347	100.0	89.6
	2019	55	11,198	53	97.4	10,715	95.7	0	0.0	5.0	55	10,069	100.0	89.9
	2020	69	11,192	67	96.1	10,678	95.4	0	0.0	3.9	67	10,139	96.6	90.6
2	2018	46	11,864	45	97.6	11,398	96.1	0	0.0	15.9	46	10,717	100.0	90.3
	2019	50	11,232	49	97.4	10,781	96.0	1	2.0	4.8	49	10,169	98.3	90.5
	2020	52	11,070	50	96.9	10,616	95.9	1	1.9	3.2	50	10,175	96.9	91.9
3	2018	55	12,536	54	97.7	12,080	96.4	0	0.0	14.4	55	11,431	100.0	91.2
	2019	49	11,452	48	97.7	11,029	96.3	0	0.0	4.6	49	10,478	100.0	91.5
	2020	50	11,093	48	97.5	10,664	96.1	0	0.0	3.5	49	10,181	98.9	91.8
4	2018	47	12,675	45	97.4	12,235	96.5	0	0.0	14.1	46	11,637	98.7	91.8
	2019	55	12,118	54	97.7	11,690	96.5	0	0.0	4.9	55	11,112	99.9	91.7
	2020	51	11,323	50	97.5	10,902	96.3	0	0.0	3.4	51	10,479	100.0	92.5
5	2018	51	12,498	50	98.1	12,078	96.6	0	0.0	6.1	51	11,513	100.0	92.1
	2019	50	12,193	49	98.0	11,779	96.6	0	0.0	4.5	50	11,300	99.7	92.7
	2020	67	11,957	65	97.7	11,518	96.3	0	0.0	3.2	67	11,098	100.0	92.8
KN-5	2018	302	72,186	295	97.7	69,366	96.1	2	0.7	14.0	302	65,475	99.9	90.7
	2019	325	69,110	317	97.3	66,364	96.0	1	0.3	4.9	324	62,765	99.6	90.8
	2020	348	67,509	338	97.0	64,698	95.8	2	0.6	3.5	343	61,887	98.5	91.7

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
6	2018	98	10,808	96	98.1	10,384	96.1	0	0.0	16.0	96	9,749	97.7	90.2
	2019	102	11,096	100	98.3	10,690	96.3	0	0.0	6.1	101	9,953	99.4	89.7
	2020	92	11,110	91	98.1	10,711	96.4	0	0.0	4.2	90	10,111	97.3	91.0
7	2018	72	10,642	70	97.7	10,187	95.7	0	0.0	17.0	72	9,495	100.0	89.2
	2019	81	10,469	79	98.1	9,999	95.5	0	0.0	8.1	78	9,086	96.7	86.8
	2020	105	10,970	103	98.2	10,532	96.0	0	0.0	6.1	104	9,871	99.2	90.0
8	2018	57	10,293	55	97.2	9,803	95.2	0	0.0	9.3	56	9,068	98.2	88.1
	2019	70	10,408	68	97.4	9,933	95.4	0	0.0	9.0	70	9,060	100.0	87.0
	2020	80	10,325	79	98.2	9,856	95.5	0	0.0	7.3	80	9,155	100.0	88.7
6-8	2018	227	31,743	222	97.8	30,374	95.7	0	0.0	14.2	224	28,312	98.6	89.2
	2019	252	31,974	247	98.0	30,622	95.8	0	0.0	7.7	249	28,099	98.8	87.9
	2020	277	32,404	272	98.2	31,100	96.0	0	0.0	5.8	274	29,137	98.8	89.9

**Teachers: 39**

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	19	48.7
Hispanic	2	5.1
White	12	30.8
Multiple	3	7.7
Other	3	7.7

Gender	Number	Percentage
Female	33	84.6
Male	6	15.4

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
<b>2017-18</b>	6.7	72.7
<b>2018-19</b>	8.7	87.0
<b>2019-20</b>	5.6	87.2

**YEARS EXPERIENCE**

Years	Number	Percentage
Beginning (0)	1	2.6
1	1	2.6
2	2	5.1
3	2	5.1
4	3	7.7
5	4	10.3
1-3	5	12.8
More than 3	33	84.6
1 - 5	12	30.8
6 - 10	9	23.1
11 - 20	11	28.2
More than 20	6	15.4

PERFORMANCE IN 2020

PROGRESSION FROM 2019 TO 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	16.7	2	16.7	4	33.3	2	16.7	2	16.7
	Advanced	4	33.3	5	41.7	6	50.0	6	50.0	5	41.7
	Advanced High	6	50.0	5	41.7	2	16.7	4	33.3	5	41.7
1 (19)	Beginning	0	0.0	0	0.0	7	36.8	0	0.0	0	0.0
	Intermediate	5	26.3	7	36.8	6	31.6	10	52.6	13	68.4
	Advanced	6	31.6	3	15.8	3	15.8	3	15.8	1	5.3
	Advanced High	8	42.1	9	47.4	3	15.8	6	31.6	5	26.3
2 (15)	Beginning	0	0.0	7	46.7	0	0.0	0	0.0	0	0.0
	Intermediate	1	6.7	4	26.7	0	0.0	5	33.3	0	0.0
	Advanced	6	40.0	4	26.7	0	0.0	5	33.3	0	0.0
	Advanced High	8	53.3	0	0.0	0	0.0	5	33.3	0	0.0
3 (11)	Beginning	0	0.0	1	9.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	6	54.5	0	0.0	0	0.0	0	0.0
	Advanced	2	18.2	3	27.3	0	0.0	2	18.2	0	0.0
	Advanced High	9	81.8	1	9.1	0	0.0	9	81.8	0	0.0
4 (8)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	12.5	7	87.5	0	0.0	0	0.0	0	0.0
	Advanced	1	12.5	1	12.5	0	0.0	3	37.5	0	0.0
	Advanced High	6	75.0	0	0.0	0	0.0	5	62.5	0	0.0


Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
19 6 (31.6%)	Beginning	0			
	Intermediate	1	12		
	Advanced	0	0	1	
	Advanced High	0	0	5	
15 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
11 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
7 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (12)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	8.3	2	16.7	0	0.0	0	0.0	0	0.0
	Advanced	2	16.7	9	75.0	0	0.0	0	0.0	0	0.0
	Advanced High	9	75.0	1	8.3	0	0.0	12	100.0	0	0.0
6 (28)	Beginning	0	0.0	3	10.7	0	0.0	0	0.0	0	0.0
	Intermediate	2	7.1	14	50.0	0	0.0	2	7.1	0	0.0
	Advanced	2	7.1	10	35.7	0	0.0	5	17.9	0	0.0
	Advanced High	24	85.7	1	3.6	0	0.0	21	75.0	0	0.0
7 (29)	Beginning	0	0.0	2	6.9	0	0.0	0	0.0	0	0.0
	Intermediate	1	3.4	10	34.5	0	0.0	3	10.3	0	0.0
	Advanced	4	13.8	16	55.2	0	0.0	2	6.9	0	0.0
	Advanced High	24	82.8	1	3.4	0	0.0	24	82.8	0	0.0
8 (13)	Beginning	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	8	61.5	0	0.0	1	7.7	0	0.0
	Advanced	1	7.7	3	23.1	0	0.0	0	0.0	0	0.0
	Advanced High	12	92.3	1	7.7	0	0.0	12	92.3	0	0.0
ALL (147)	Beginning	0	0.0	14	9.5	7	22.6	0	0.0	0	0.0
	Intermediate	13	8.8	60	40.8	10	32.3	23	15.6	15	48.4
	Advanced	28	19.0	54	36.7	9	29.0	26	17.7	6	19.4
	Advanced High	106	72.1	19	12.9	5	16.1	98	66.7	10	32.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
11 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
27 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
29 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
13 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
132 6 (4.5%)	Beginning	0			
	Intermediate	1	12		
	Advanced	0	0	1	
	Advanced High	0	0	5	

 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

**High School Exams**

**ALGEBRA I PRE-AP**

79	77.4	83.1	91.2	92.1	92.4	100.0	76.4	94.0
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**ALGEBRA I PRE-AP**

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**FRENCH II**

29	78.2	82.8	81.5	81.4	93.1	82.8	66.7	87.5
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**FRENCH II**

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**SPANISH I**

6	64.6	76.4	88.2	89.5	66.7	100.0	76.1	90.2
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**SPANISH I**

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**SPANISH II**

49	68.0	79.6	89.6	90.7	77.6	100.0	76.3	91.1
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**SPANISH II**

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**Middle School Exams**

**MATHEMATICS 6 PRE-AP**

91	55.5	70.3	84.5	86.0	58.2	95.6	72.9	97.2
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**MATHEMATICS 6 PRE-AP**

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**MATHEMATICS 7 PRE-AP**

105	69.3	80.4	84.3	84.8	85.7	98.1	69.8	93.0
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**MATHEMATICS 7 PRE-AP**

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**MS HEALTH EDUCATION 7**

19	81.7	88.8	86.7	86.5	100.0	94.7	78.6	94.8
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**MS HEALTH EDUCATION 7**

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**MS HEALTH EDUCATION 8**

17	78.0	85.3	91.9	92.7	100.0	100.0	76.6	94.7
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**MS HEALTH EDUCATION 8**

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**PHYSICAL EDUCATION 6**

91	74.6	84.7	97.6	99.0	100.0	100.0	76.5	99.6
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**PHYSICAL EDUCATION 6**

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**PHYSICAL EDUCATION 7 & 8**

106	78.3	87.0	97.7	98.8	100.0	100.0	80.9	98.6
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**PHYSICAL EDUCATION 7 & 8**

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**HARRY STONE MONTESSORI ACADEMY (212)**

**SEMESTER 1 TESTS**

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

**PHYSICS 8**

79	50.9	59.1	85.3	88.2	12.7	100.0	70.5	94.7
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**READING LANGUAGE ARTS 6 PRE-AP**

91	69.7	80.7	79.9	79.8	91.2	89.0	81.2	97.5
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**READING LANGUAGE ARTS 7 PRE-AP**

105	69.3	80.4	84.0	84.4	89.5	94.3	83.1	96.8
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**READING LANGUAGE ARTS 8 PRE-AP**

79	68.2	78.8	85.8	86.6	83.5	100.0	80.2	96.0
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**SCIENCE 6 PRE-AP**

91	55.9	71.8	82.3	83.4	59.3	94.5	75.3	98.1
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**SCIENCE 7 PRE-AP**

105	65.3	76.3	83.4	84.2	79.0	99.0	84.8	98.0
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**TECHNOLOGY APPLICATIONS**

28	69.7	79.4	86.0	86.8	89.3	92.9	58.8	94.4
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**TEXAS STUDIES 7 PRE-AP**

105	68.6	80.8	79.8	79.7	93.3	89.5	74.6	96.6
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**U.S. STUDIES 8 PRE-AP**

79	56.9	74.1	84.2	85.4	73.4	97.5	77.3	97.1
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**WORLD CULTURES 6 PRE-AP**

91	65.7	79.4	82.4	82.7	86.8	95.6	74.9	97.1
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**SEMESTER 2 TESTS**

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

**PHYSICS 8**

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**READING LANGUAGE ARTS 6 PRE-AP**

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**READING LANGUAGE ARTS 7 PRE-AP**

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**READING LANGUAGE ARTS 8 PRE-AP**

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**SCIENCE 6 PRE-AP**

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**SCIENCE 7 PRE-AP**

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**TECHNOLOGY APPLICATIONS**

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**TEXAS STUDIES 7 PRE-AP**

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**U.S. STUDIES 8 PRE-AP**

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**WORLD CULTURES 6 PRE-AP**

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Elementary School Exams



**SEMESTER 1 TESTS**

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

**GRADE 1 MATHEMATICS**

70	78.6	83.6			87.1		78.9	
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**GRADE 1 READING**

70	86.7	92.0			100.0		91.2	
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**GRADE 2 MATHEMATICS**

52	68.2	77.8	88.6		75.0	100.0	76.5	92.3
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**GRADE 2 READING**

52	75.9	83.9	88.1		88.5	98.1	72.1	91.3
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**GRADE 3 MATHEMATICS**

49	62.7	75.1	86.8		69.4	100.0	70.6	90.8
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**GRADE 3 READING**

50	61.5	76.9	86.8		78.0	98.0	62.6	88.7
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**GRADE 4 LANGUAGE ARTS**

51	73.6	81.1	85.5		90.2	96.1	68.3	91.7
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**GRADE 4 MATHEMATICS**

51	72.6	80.0	83.6		74.5	96.1	71.7	90.4
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**GRADE 4 READING**

51	58.4	77.3	85.0		80.4	98.0	68.8	92.4
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**GRADE 5 MATHEMATICS**

67	82.7	87.3	84.1		89.6	98.5	78.3	91.9
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**GRADE 5 READING**

67	66.7	83.3	86.6		100.0	98.5	79.5	94.1
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**SEMESTER 2 TESTS**

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

**GRADE 1 MATHEMATICS**

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**GRADE 1 READING**

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**GRADE 2 MATHEMATICS**

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**GRADE 2 READING**

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**GRADE 3 MATHEMATICS**

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**GRADE 3 READING**

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**GRADE 4 LANGUAGE ARTS**

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**GRADE 4 MATHEMATICS**

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**GRADE 4 READING**

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**GRADE 5 MATHEMATICS**

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**GRADE 5 READING**

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**SEMESTER 1 TESTS**

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

**GRADE 5 SCIENCE**

67	81.7	83.9	85.4		94.0	97.0	76.5	95.9
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**SEMESTER 2 TESTS**

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

**GRADE 5 SCIENCE**

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