

Published
July 26, 2012



Dallas Independent School District

Data Packet

for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

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School Number 66

HARRY STONE MONTESSORI (MS)

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2011-12 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 newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- “Economically disadvantaged” students are those who qualify for free or reduced-price lunch through the federal government’s program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school’s enrollment at the end of the fifth six-weeks grading period.
- For 2010-11 forward, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as “Hispanic” are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- “Economically disadvantaged” students are those receiving free or reduced-price lunches.
- “New” students were new to the district in 2011-12. They are counted as new if not enrolled in a district campus before the last day of the 2010-11 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 2010-11 and 2011-12.

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 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 for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the year prior” and denominator “# of teachers assigned to the school for the prior year.” That is, the retention rate is the percentage of the prior year’s teachers who continued at the school.

STAAR, STAAR L, and STAAR M

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- STAAR statistics are based on results from the standard STAAR only. STAAR L and STAAR M statistics are computed separately, following the TEA's reporting practice.
- Exclusive for 2012: Until standards are released in Spring 2013, the "Percentage Satisfactory" report is replaced by "Percentage Meeting Equivalent TAKS Standard" for reading and mathematics. (Equivalent standards not produced by TEA for other STAAR subjects.) The "Number not Satisfactory" report is replaced by "Average Number of Items Correct."
- Statistics by reporting category are averages for all students (across student groups and genders).
- An "average percentage correct" is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC reading 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. STAAR compositions are rated twice on a scale of 0 to 4. The two ratings are summed for a range of possible score points from 0 to 8.
- STAAR M reports not currently available. At time of publication, insufficient information was available from the TEA to produce meaningful statistics for reporting.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 7-12. They account for a portion of students' final semester grades: 15 percent for high school and 10 percent for middle school. "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores.
- 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 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.

STUDENT ENROLLMENT

Grade	Enrollment
7	61
8	61
ALL	122

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	39	32.0	7	41.2
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.8	*	*
Hispanic	77	63.1	3	17.6
White	3	2.5	6	35.3
Multiple	2	1.6	1	5.9
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	29	23.8
Economically disadvantaged	81	66.4
Limited English proficient (LEP)	2	1.6
Special education	1	0.8
Talented and Gifted (TAG)	63	51.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
7	2010	62	19	30.6	2	3.2	3	4.8	32	51.6	6	9.7	—	—
	2011	68	24	35.3	0	0.0	1	1.5	39	57.4	3	4.4	1	1.5
	2012	61	19	31.1	0	0.0	0	0.0	40	65.6	1	1.6	1	1.6
8	2010	70	25	35.7	0	0.0	0	0.0	35	50.0	10	14.3	—	—
	2011	61	17	27.9	0	0.0	3	4.9	33	54.1	6	9.8	2	3.3
	2012	61	20	32.8	0	0.0	1	1.6	37	60.7	2	3.3	1	1.6
7-8	2010	132	44	33.3	2	1.5	3	2.3	67	50.8	16	12.1	—	—
	2011	129	41	31.8	0	0.0	4	3.1	72	55.8	9	7.0	3	2.3
	2012	122	39	32.0	0	0.0	1	0.8	77	63.1	3	2.5	2	1.6

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	
7	2010	62	44	71.0	1	1.6	1	1.6	6	9.7	26	41.9	3	4.8	46.8	53.2	0.0
	2011	68	44	64.7	1	1.5	1	1.5	9	13.2	31	45.6	6	8.8	39.7	60.3	0.0
	2012	61	41	67.2	2	3.3	0	0.0	13	21.3	34	55.7	5	8.2	36.1	63.9	0.0
8	2010	70	38	54.3	2	2.9	1	1.4	10	14.3	37	52.9	3	4.3	44.3	55.7	0.0
	2011	61	46	75.4	3	4.9	1	1.6	12	19.7	29	47.5	2	3.3	44.3	55.7	0.0
	2012	61	40	65.6	0	0.0	1	1.6	16	26.2	29	47.5	0	0.0	39.3	60.7	0.0
7-8	2010	132	82	62.1	3	2.3	2	1.5	16	12.1	63	47.7	6	4.5	45.5	54.5	0.0
	2011	129	90	69.8	4	3.1	2	1.6	21	16.3	60	46.5	8	6.2	41.9	58.1	0.0
	2012	122	81	66.4	2	1.6	1	0.8	29	23.8	63	51.6	5	4.1	37.7	62.3	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
7	2010	61	10,258	60	97.1	9,636	93.9	1	1.6	22.0	62	8,310	100.0	81.0
	2011	67	10,058	65	97.8	9,589	95.3	0	0.0	22.5	66	8,791	98.9	87.4
	2012	62	10,204	61	98.4	9,727	95.3	1	1.6	24.1	61	8,576	98.0	84.0
8	2010	70	9,996	68	97.0	9,326	93.3	1	1.4	15.5	69	7,894	98.9	79.0
	2011	59	9,907	58	98.4	9,388	94.8	0	0.0	17.5	61	8,465	100.0	85.4
	2012	61	10,369	60	98.6	9,838	94.9	0	0.0	15.9	60	8,711	99.1	84.0
7-8	2010	131	20,254	127	97.1	18,962	93.6	2	1.5	18.8	131	16,204	99.8	80.0
	2011	126	19,965	124	98.1	18,977	95.1	0	0.0	20.1	127	17,256	100.0	86.4
	2012	123	20,573	121	98.5	19,565	95.1	1	0.8	20.0	121	17,287	98.6	84.0

Teachers: 17

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	41.2
Hispanic	3	17.6
White	6	35.3
Multiple	1	5.9
Other	0	0.0

Gender	Number	Percentage
Female	11	64.7
Male	6	35.3

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	5.3	—
2010-11	6.1	94.1
2011-12	3.7	94.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	5.9
1	0	0.0
2	0	0.0
3	2	11.8
4	0	0.0
5	0	0.0
1-3	2	11.8
More than 3	14	82.4
1 - 5	2	11.8
6 - 10	2	11.8
11 - 20	5	29.4
More than 20	7	41.2

NOTE: Absence statistics for 2008-09 and 2009-10 include all teachers at both middle and elementary schools.

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2010													
	2011													
	2012	*	95.0	100.0	100.0		*	88.9		100.0	97.5	98.4	81.2	62
8	2010													
	2011													
	2012	*	100.0	100.0	100.0			100.0		100.0	100.0	100.0	83.5	60
7-8	2010													
	2011													
	2012	*	97.5	100.0	100.0		*	94.7		100.0	98.7	99.2	82.4	122

NUMBER TESTED IN GRADES 7-8														
2010														0
2011														0
2012	3	40	76	77	0	2	19	0	46	76	122	19,142		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2010													
	2011													
	2012	*	37	39	40		*	32		39	38	38	31	62
8	2010													
	2011													
	2012	*	41	41	40			36		40	42	41	32	60
7-8	2010													
	2011													
	2012	*	39	40	40		*	34		39	40	40	31	122

NUMBER TESTED IN GRADES 7-8														
2010														0
2011														0
2012	3	40	76	77	0	2	19	0	46	76	122	19,142		

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
7	2010			
	2011			
	2012	84.2	72.2	78.0
8	2010			
	2011			
	2012	80.5	77.6	79.1
7-8	2010			
	2011			
	2012	82.4	74.8	78.5

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2010													
	2011													
	2012	*	52	53	53		*	45		52	53	53	41	62

NUMBER TESTED IN GRADE 7														
2010														0
2011														0
2012	1	20	40	40	0	2	9	0	22	40	62	9,451		

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition ¹ GR 4: Personal Narrative GR 7: Expository	1. Composition ¹ GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
7	2010				
	2011				
	2012	4.8	5.9	82.6	75.9

¹Average score points (range 0-8). A STAAR 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=Non-scorable; 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

PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2010													
	2011													
	2012	*	95.0	100.0	97.5		*	88.9		100.0	97.5	98.4	75.5	62
7-8	2010													
	2011													
	2012	*	95.0	100.0	97.5		*	88.9		100.0	97.5	98.4	67.5	62

NUMBER TESTED IN GRADES 7-8														
2010														0
2011														0
2012	1	20	40	40	0	2	9	0	22	40	62	16,142		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
7	2010													
	2011													
	2012	*	31	38	39		*	27		39	35	36	27	62

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY				
		1. Numbers, Operations, and Quantitative Reasoning	2. Patterns, Relationships, and Algebraic Reasoning	3. Geometry and Spatial Reasoning	4. Measurement	5. Probability and Statistics
7	2010					
	2011					
	2012	64.8	66.4	75.5	62.1	66.0
7-8	2010					
	2011					
	2012	64.8	66.4	75.5	62.1	66.0

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	2010												
	2011												
	2012	*	100.0	97.2	100.0			90.0		95.8	100.0	98.3	94.1
Tests Taken	2010												
	2011												
	2012	2	20	36	37	0	0	10	0	24	36	60	2,553

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	2010												
	2011												
	2012	*	0	1	0			1		1	0	1	151
Tests Taken	2010												
	2011												
	2012	2	20	36	37	0	0	10	0	24	36	60	2,553

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	2010												
	2011												
	2012	*	15.0	8.3	13.5			0.0		25.0	5.6	13.3	19.0
Tests Taken	2010												
	2011												
	2012	2	20	36	37	0	0	10	0	24	36	60	2,553

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I (GRADE 8)	1. Functional Relationships	2. Properties and Attributes of Functions	3. Linear Functions	4. Linear Equations and Inequalities	5. Quadratic and Other Nonlinear Functions		
2010							
2011							
2012	66.9	58.1	59.7	53.7	63.0		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2010													
	2011													
	2012	*	39	38	38			35		41	37	39	30	60

NUMBER TESTED IN GRADE 8														
2010														0
2011														0
2012	2	20	36	37	0	0	10	0	24	36	60		9,431	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
8	2010				
	2011				
	2012	73.3	71.3	70.5	70.8

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2010													
	2011													
	2012	*	32	30	31			27		34	29	31	26	60

NUMBER TESTED IN GRADE8														
2010														0
2011														0
2012	2	20	36	37	0	0	10	0	24	36	60			9,392

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
8	2010				
	2011				
	2012	59.4	65.6	57.4	56.7

TESTS ADMINISTERED IN SEMESTER 1

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

ALGEBRA I PRE-AP

60	57.1	75.3	91.3	93.1	68.3	100.0	78.2	95.5
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COMPUTER APPLICATIONS

21	72.1	82.2	91.1	92.1	90.5	100.0	69.0	94.0
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ENGLISH I

60	83.5	89.0	93.9	94.4	96.7	100.0	80.3	88.4
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HEALTH EDUCATION

11	80.8	87.5	92.8	93.4	100.0	100.0	76.6	95.7
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LANGUAGE ARTS 7 PRE-AP

62	60.4	74.8	80.0	80.5	77.4	90.3	75.3	96.2
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MATHEMATICS 7 PRE-AP

62	50.4	71.4	84.6	86.0	53.2	100.0	76.1	95.5
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SCIENCE 7 & SCIENCE 7 PRE-AP

62	73.6	84.1	80.2	79.7	95.2	88.7	71.3	88.6
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SCIENCE 8 & SCIENCE 8 PRE-AP

60	70.3	82.9	82.1	82.0	96.7	100.0	66.7	90.7
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SPANISH FOR NATIVE SPEAKERS I

20	62.6	75.6	86.8	88.0	85.0	100.0	72.7	89.4
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SPANISH I 7

11	66.6	77.7	91.7	93.3	72.7	100.0	70.7	95.8
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SPANISH I 8

14	58.1	72.1	88.9	90.8	42.9	100.0	80.4	97.3
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TESTS ADMINISTERED IN SEMESTER 2

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

ALGEBRA I PRE-AP

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COMPUTER APPLICATIONS

26	71.4	80.9	91.4	92.5	96.2	100.0	68.6	91.5
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ENGLISH I

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HEALTH EDUCATION

20	85.1	90.0	91.3	91.4	100.0	100.0	78.9	93.1
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LANGUAGE ARTS 7 PRE-AP

61	58.7	76.2	80.2	80.6	86.9	91.8	74.1	95.4
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MATHEMATICS 7 PRE-AP

61	66.1	78.8	82.8	83.2	80.3	93.4	77.4	94.3
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SCIENCE 7 & SCIENCE 7 PRE-AP

61	71.3	84.3	80.3	79.8	100.0	90.2	76.4	86.5
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SCIENCE 8 & SCIENCE 8 PRE-AP

60	72.2	81.5	82.9	83.1	95.0	100.0	71.8	90.3
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SPANISH FOR NATIVE SPEAKERS I

20	57.1	73.2	84.1	85.3	70.0	100.0	68.5	88.1
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SPANISH I 7

11	62.6	77.6	88.1	89.2	72.7	90.9	77.8	93.2
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SPANISH I 8

14	60.9	73.9	87.9	89.5	42.9	100.0	81.5	95.8
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TESTS ADMINISTERED IN SEMESTER 1

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

TEXAS STUDIES 7 PRE-AP

62	54.0	72.4	90.7	92.7	59.7	100.0	75.7	94.5
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UNITED STATES STUDIES 8 PRE-AP

60	64.8	76.5	86.1	87.2	75.0	100.0	86.2	96.2
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TESTS ADMINISTERED IN SEMESTER 2

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

TEXAS STUDIES 7 PRE-AP

61	62.4	75.0	89.2	90.8	75.4	100.0	80.9	95.9
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UNITED STATES STUDIES 8 PRE-AP

59	65.3	76.9	86.0	87.1	72.9	96.6	88.5	95.9
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