GEORGE B. DEALEY MONTESSORI ACADEMY (TEA 134)

6501 ROYAL LN DALLAS, TX 75230

Principal: BETH WING (bwing@dallasisd.org)  Phone: 972-794-8400

Elementary school with grades K–8* and a PK program. Choice school with academic requirements for admission.

*Elementary grades only in this report

Student Group Enrollment

<table>
<thead>
<tr>
<th></th>
<th>% of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Risk</td>
<td>6.9%</td>
</tr>
<tr>
<td>ELL</td>
<td>3.9%</td>
</tr>
<tr>
<td>Low SES</td>
<td>24.5%</td>
</tr>
<tr>
<td>SPED</td>
<td>6.0%</td>
</tr>
<tr>
<td>TAG</td>
<td>50.7%</td>
</tr>
</tbody>
</table>

Attendance / Retention

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>98.4%</td>
<td>98.3%</td>
<td>97.8%</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>99.5%</td>
<td>99.8%</td>
</tr>
<tr>
<td>Teachers</td>
<td>5.3</td>
<td>8.2</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>81.5%</td>
<td>84.6%</td>
<td>82.1%</td>
</tr>
</tbody>
</table>

State Acct.

- Achievement in ELA/reading, science
- Postsecondary readiness

School Effectiveness Index

- Well Above
- Above
- Average
- Below
- Well Below

Parent Survey

<table>
<thead>
<tr>
<th>Academic Orientation</th>
<th>School Communication</th>
<th>School Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child learns</td>
<td>Promotes college</td>
<td>Respects learning environment</td>
</tr>
<tr>
<td>96%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>Satisfied with direction</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>98%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>94%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Staff Climate Survey

- Beliefs & Priorities
- Feedback & Support
- Culture & Environment
- College-Going Culture
- Teacher to Teacher Trust
- Teacher to Principal Trust
*Rank out of 62 secondary, 149 elementary, or 15 magnet schools
ISIP

Percentage of Students with "Kindergarten-Ready" Scores

TerraNova/SUPERA

Reading

Mathematics

STAAR

Reading (Grades 3+)

Writing (Grade 4)

Mathematics (Grades 3+)

Science (Grade 5)
### 2018-19 School Profile

#### Elementary School Metric and Term Definitions

<table>
<thead>
<tr>
<th><strong>Metric</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Average of students’ attendance rates (number of days in attendance out of number of days enrolled). The target for elementary schools is 97%.</td>
</tr>
<tr>
<td>Students absent fewer than 10% of days enrolled</td>
<td>An indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excused or unexcused) is based on a snapshot taken at the end of the fifth six-week grading period.</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>Average daily enrollment at the campus during the school year.</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leave.</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out-of-school suspensions: 5, 25; alternative placement: 7; expulsion: 2, 4.</td>
</tr>
<tr>
<td><strong>Accountability Rating System for Texas Public Schools</strong></td>
<td>A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school’s effect on student outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of “regression to the mean.”</td>
</tr>
<tr>
<td><strong>Parent Survey</strong></td>
<td>Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.</td>
</tr>
<tr>
<td><strong>Staff Climate Survey</strong></td>
<td>Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.</td>
</tr>
<tr>
<td><strong>Istation’s Indicators of Progress (ISIP)</strong></td>
<td>Kindergarten readiness as measured using beginning-of-year ISIP scores. Includes results from English and Spanish assessments. Students scoring at or above the 40th percentile, based on ISIP’s national normative sample, are considered to be kindergarten-ready. (Guidelines were developed in 2016 by Evaluation &amp; Assessment, Early Childhood &amp; Community Partnerships, and Bilingual/ESL.)</td>
</tr>
<tr>
<td><strong>TerraNova/SUPERA</strong></td>
<td>Percentage of students with scores at or above the 40th percentile using a national norm, meaning the score was at or above approximately 40 percent of all other scores in the U.S. Indicator of grade-level performance. TerraNova is an English-language assessment and SUPERA is the Spanish-language equivalent. The district administers the reading, language, and mathematics sections of these assessments to students in grades K-2; only the reading and mathematics are presented.</td>
</tr>
</tbody>
</table>
## State of Texas Assessment of Academic Readiness (STAAR)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage meeting grade level standard</td>
<td>Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School’s statistics based on results from students in the accountability subset. District and state statistics are based on grade levels at the campus. Students meeting grade level standard have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.</td>
</tr>
<tr>
<td>Percentage mastering grade level standard</td>
<td>Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that &quot;meet grade level standard&quot;. Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention.</td>
</tr>
</tbody>
</table>