

**Texas Education Agency  
2017-18 School Report Card  
HARRY STONE MONTESSORI ACADEMY (ES (057905212))**

District Name: **DALLAS ISD**  
Campus Type: **Elementary**

Total Students: **351**  
Grade Span: **PK - 05**

### 2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	94
Student Achievement	Met Standard	91
School Progress	Met Standard	89
Closing the Gaps	Met Standard	100

### 2018 Accountability Rating

#### Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### Distinction Designations

ELA/Reading	Comparative Academic Growth
Comparative Closing the Gaps	Postsecondary Readiness

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.**

### School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State		Campus	District	State
<b>Attendance Rate (2016-17)</b>	98.2%	95.6%	95.7%	<b>Class Size Averages by Grade or Subject</b>			
<b>Enrollment by Race/Ethnicity</b>				<b>Elementary</b>			
African American	45.6%	22.5%	12.6%	Kindergarten	12.8	18.1	18.7
Hispanic	45.3%	69.6%	52.4%	Grade 1	7.6	17.7	18.8
White	6.8%	5.4%	27.8%	Grade 2	6.6	17.7	18.8
American Indian	0.0%	0.3%	0.4%	Grade 3	7.9	17.9	19.0
Asian	0.6%	1.4%	4.4%	Grade 4	11.8	18.2	19.2
Pacific Islander	0.3%	0.1%	0.1%	Grade 5	12.8	19.2	21.2
Two or More Races	1.4%	0.7%	2.3%				
<b>Enrollment by Student Group</b>							
Economically Disadvantaged	51.9%	86.7%	58.8%				
English Learners	15.1%	44.2%	18.8%				
Special Education	0.6%	8.2%	9.1%				
<b>Mobility Rate (2016-17)</b>	3.2%	19.9%	16.0%				

### School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
<b>Instructional Staff Percent</b>	n/a	66.7%	64.4%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	61.7%	63.1%	Total Operating Expenditures	\$13,045	\$10,310	\$9,503
				Instruction	\$8,892	\$5,480	\$5,338
				Instructional Leadership	\$208	\$229	\$149
				School Leadership	\$990	\$610	\$555

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	77%	71%	<b>92%</b>	90%	93%	100%	-	-	-	100%	91%
	2017	75%	67%	<b>91%</b>	94%	88%	90%	*	*	-	*	89%
Reading	2018	74%	66%	<b>93%</b>	89%	95%	*	-	-	-	*	92%
	2017	72%	62%	<b>92%</b>	96%	89%	*	*	*	-	*	92%
Mathematics	2018	81%	77%	<b>94%</b>	91%	96%	*	-	-	-	*	94%
	2017	79%	72%	<b>91%</b>	93%	88%	*	*	*	-	*	89%
Writing	2018	66%	60%	*	*	*	*	-	-	-	*	*
	2017	67%	60%	<b>90%</b>	96%	*	*	-	-	-	*	89%
Science	2018	80%	74%	<b>100%</b>	*	100%	*	-	-	-	*	*
	2017	79%	72%	<b>88%</b>	*	*	*	*	*	-	-	*
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	48%	41%	<b>64%</b>	63%	63%	76%	-	-	-	89%	62%
	2017	45%	36%	<b>58%</b>	57%	59%	67%	*	*	-	*	57%
Reading	2018	46%	38%	<b>70%</b>	70%	67%	*	-	-	-	*	69%
	2017	44%	34%	<b>62%</b>	64%	60%	*	*	*	-	*	60%
Mathematics	2018	50%	45%	<b>65%</b>	64%	66%	*	-	-	-	*	65%
	2017	46%	37%	<b>56%</b>	55%	58%	*	*	*	-	*	52%
Writing	2018	41%	35%	*	*	*	*	-	-	-	*	*
	2017	36%	32%	<b>69%</b>	74%	*	*	-	-	-	*	71%
Science	2018	51%	42%	<b>55%</b>	*	54%	*	-	-	-	*	*
	2017	49%	39%	<b>39%</b>	*	*	*	*	*	-	-	*
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2018	22%	17%	<b>30%</b>	26%	33%	32%	-	-	-	56%	29%
	2017	20%	14%	<b>31%</b>	28%	33%	43%	*	*	-	*	29%
Reading	2018	19%	15%	<b>42%</b>	42%	41%	*	-	-	-	*	41%
	2017	19%	13%	<b>38%</b>	36%	40%	*	*	*	-	*	37%
Mathematics	2018	24%	21%	<b>31%</b>	24%	34%	*	-	-	-	*	30%
	2017	22%	16%	<b>30%</b>	26%	35%	*	*	*	-	*	27%
Writing	2018	13%	11%	*	*	*	*	-	-	-	*	*
	2017	11%	10%	<b>24%</b>	26%	*	*	-	-	-	*	17%
Science	2018	23%	15%	<b>16%</b>	*	21%	*	-	-	-	*	*
	2017	19%	12%	<b>17%</b>	*	*	*	*	*	-	-	*
<b>Academic Growth Score (All Grades Tested)</b>												
All Subjects	2018	69	71	<b>79</b>	77	78	100	-	-	-	92	77
Reading	2018	69	70	<b>84</b>	78	87	100	-	-	-	*	84
Mathematics	2018	70	71	<b>74</b>	75	69	100	-	-	-	*	70

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Progress of Prior-Year Non-Proficient Students</b>												
<b>Sum of Grades 4-8</b>												
Reading	2018	38%	39%	<b>50%</b>	*	*	*	-	-	-	-	*
	2017	35%	35%	<b>92%</b>	100%	*	-	*	-	-	-	86%
Mathematics	2018	47%	48%	<b>58%</b>	*	*	*	-	-	-	-	55%
	2017	43%	41%	<b>100%</b>	100%	100%	-	*	-	-	*	100%
<b>Students Success Initiative</b>												
<b>Grade 5 Reading</b>												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	76%	<b>96%</b>	95%	96%	*	-	-	-	*	97%
Students Requiring Accelerated Instruction												
	2018	21%	24%	*	*	*	*	-	-	-	*	*
STAAR Cumulative Met Standard												
	2018	84%	81%	<b>100%</b>	100%	100%	*	-	-	-	*	100%
<b>Grade 5 Mathematics</b>												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	82%	<b>96%</b>	95%	96%	*	-	-	-	*	94%
Students Requiring Accelerated Instruction												
	2018	15%	18%	*	*	*	*	-	-	-	*	*
STAAR Cumulative Met Standard												
	2018	90%	88%	<b>100%</b>	100%	100%	*	-	-	-	*	100%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
\*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.  
'n/a' Indicates data reporting is not applicable for this group.

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