

# 2024-25 School Profile (TEA 210)

## LESLIE A. STEMMONS ELEMENTARY SCHOOL



2727 KNOXVILLE ST DALLAS, TX 75211

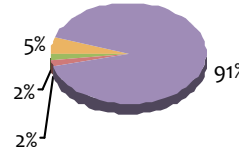
www.dallasisd.org/stemmons

Principal: EFRAIN TOVAR (eftovar@dallasisd.org)

Phone: 972-794-4900

Elementary school (grades K–5) and a PK program in the KIMBALL feeder pattern.

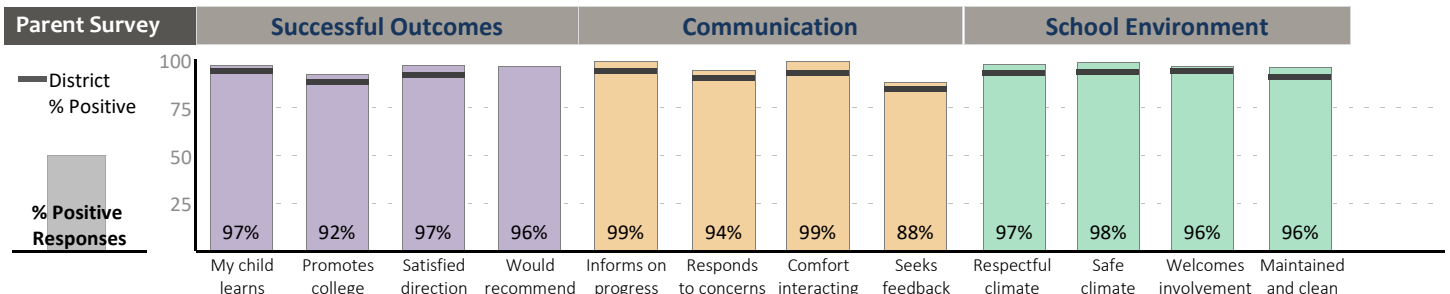
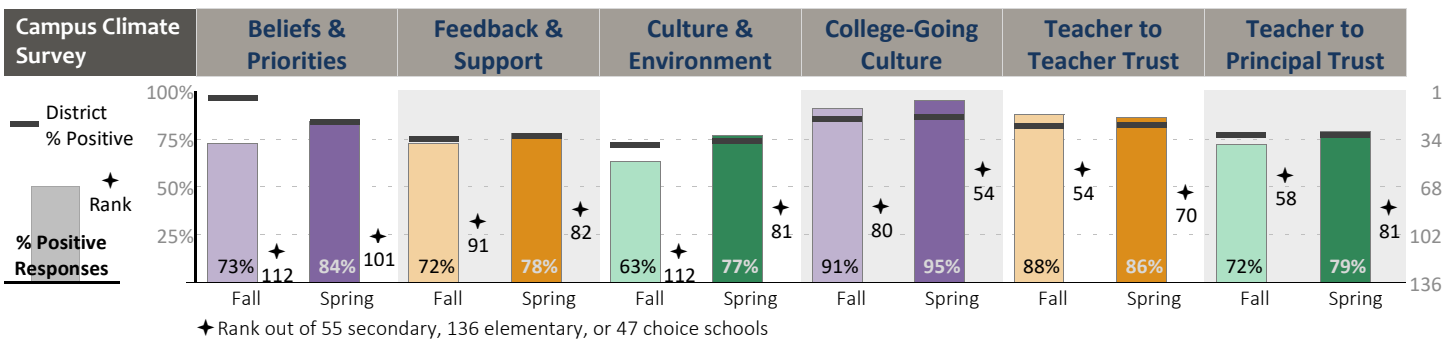
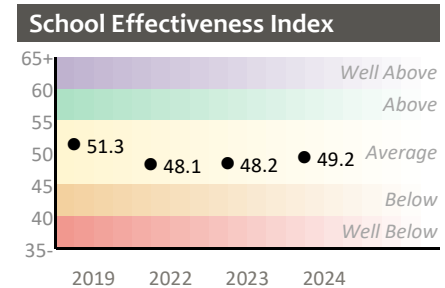
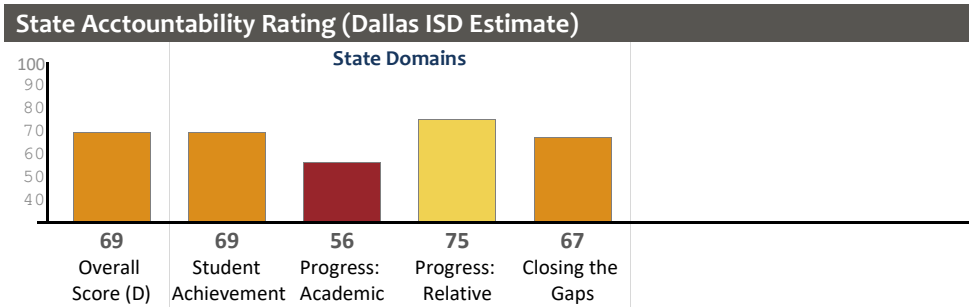
Grd	Attendance Target: 97%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
PK	93.4% <span style="color:red">✘</span>	102	17%	7%	90%	1%	2%
KN	92.6% <span style="color:red">✘</span>	83	14%	12%	84%	2%	1%
1	94.9% <span style="color:red">✘</span>	90	15%	4%	89%	2%	4%
2	94.4% <span style="color:red">✘</span>	95	16%	2%	93%	2%	3%
3	96.1% <span style="color:red">✘</span>	85	14%	5%	92%	0%	4%
4	95.2% <span style="color:red">✘</span>	72	12%	4%	92%	4%	0%
5	95.8% <span style="color:red">✘</span>	78	13%	4%	95%	0%	1%
ALL	94.8% <span style="color:red">✘</span>	605	—	5%	91%	2%	2%



Student Group Enrollment		
		% of School
At Risk	479	80.0%
EB	381	63.6%
Low SES	554	92.5%
SPED	80	13.4%
TAG	122	20.4%

Attendance / Retention		2021-22	2022-23	2023-24
Students	Average student attendance rate	94.5%	→ 94.5%	↑ 94.8%
	Percentage absent fewer than 10% of days enrolled	85.9%	↓ 83.2%	↑ 88.2%
Teachers	Average number of absences	9.2	↓ 8.6	↑ 9.6
	Percentage returned to campus from prior year	72.5%	↓ 68.2%	↑ 87.2%

Disciplinary Actions	21-22	22-23	23-24
Alternative Placement		3	



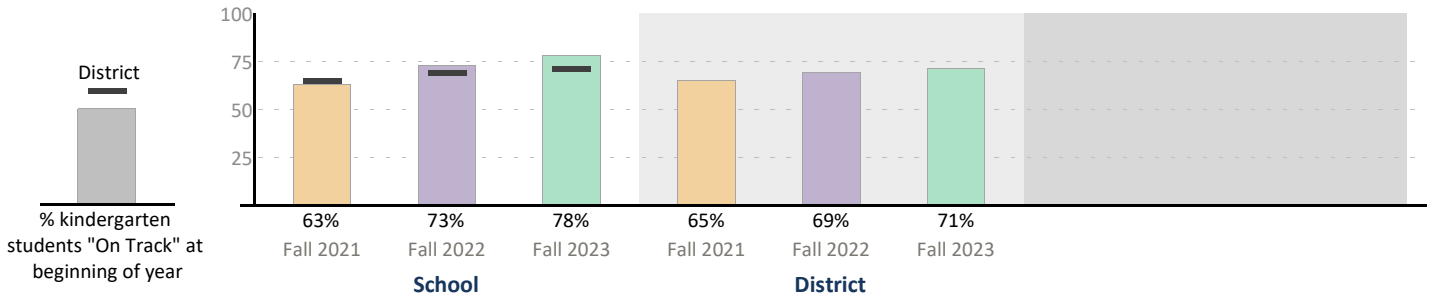
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### TX-KEA

### Percentage of "Kindergarten-Ready" Students

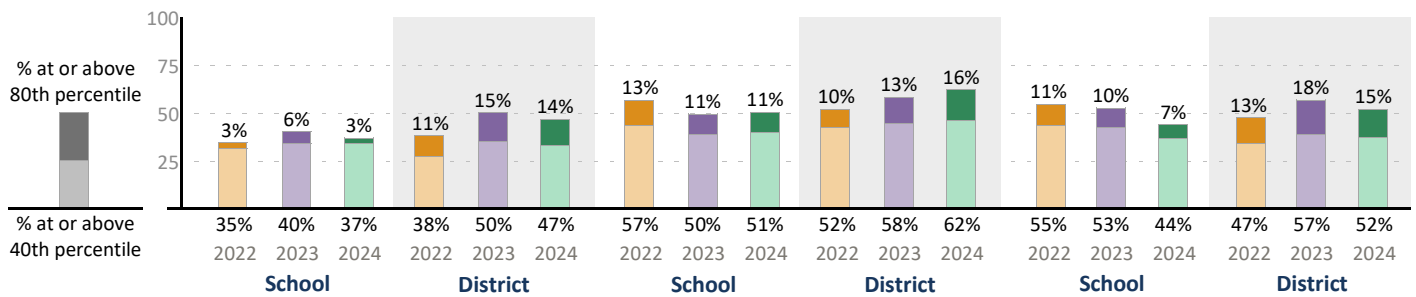


### MAP Growth K-2

#### Reading (English)

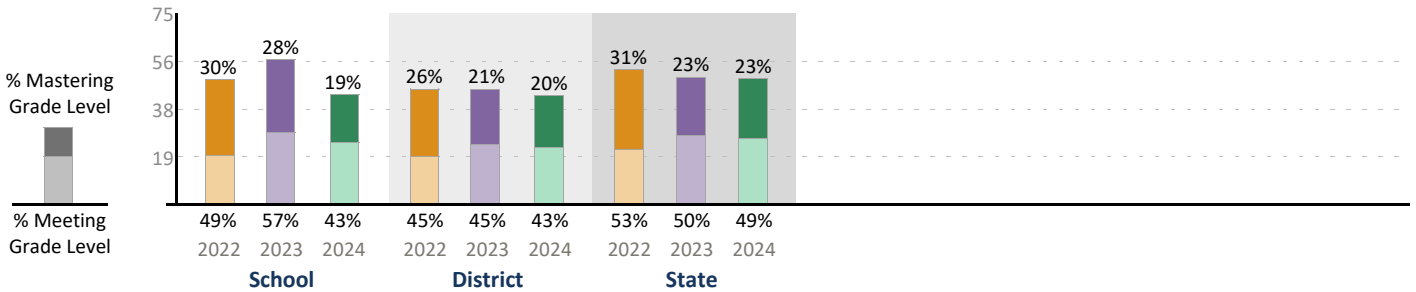
#### Reading (Spanish)

#### Mathematics



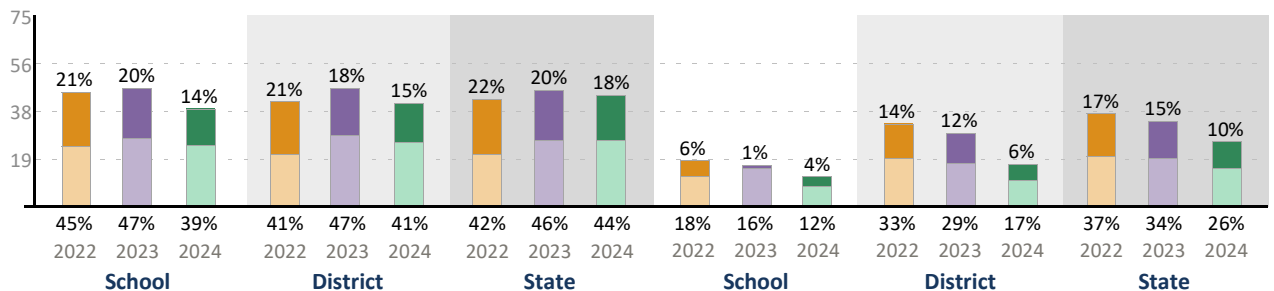
### STAAR

#### Reading Language Arts (Elementary Grades)



#### Mathematics (Elementary Grades)

#### Science (Grade 5)



# 2024-25 School Profile

## Elementary School Metric and Term Definitions



### Attendance

Student attendance rate	Average of students' attendance rates (number of days in attendance out of number of days enrolled) at end of last school year. The target for elementary schools is 97%.
Students absent fewer than 10% of days enrolled	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 last school year.

### Enrollment

Number enrolled by grade (N)	Average daily enrollment at the campus during the last school year.
Percentage enrolled by grade (% Sch)	Grade-level percentage of total school enrollment at end of last school year.
Percentage in grade by race/ethnicity (% of Grade)	Percentage of students within grade level identified as African American, Hispanic, white, or other at end of last school year. Identification in a category provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.
Percentage enrolled by student group	Counts taken at the end of last school year based on data in student information system. Students may be classified in more than one or no student groups.

### Teachers

Teacher absences	Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leave.
Teachers returning to campus	Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the school in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

### Discipline

Frequency of disciplinary actions	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.
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### Accountability Rating System for Texas Public Schools

State accountability rating	Schools receive four scaled scores in three domains (Student Achievement, Student Progress: Academic Growth, Student Progress: Relative Performance, and Closing the Gaps) and a single, overall scaled score across the three domains. The overall score is translated to a letter grade of A, B, C, D, or F. Schools can earn distinctions from the TEA for student achievement in math, reading, science, or social studies; top 25% (among comparable schools) in student progress or in closing performance gaps; and postsecondary readiness. The TEA has not released ratings for 2024. Values in this report are Dallas ISD estimates determined from available data and applications of procedures outlined in the 2024 manual. See <a href="https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2024-accountability-rating-system">https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2024-accountability-rating-system</a> NOTE: The district no longer participates in the Local Accountability System.
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### School Effectiveness Index

SEI	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." NOTE: The absence of standardized test scores from 2020 affected creation of SEIs for both 2020 and 2021.
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### Campus Climate Survey

Percentage positive responses	Surveys conducted fall and 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. Results not available when there were too few respondents.
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### Parent Survey

Percentage positive responses	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. Results not available when there were too few respondents.
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### Texas Kindergarten Entry Assessment (TX-KEA)

Percentage meeting kindergarten readiness benchmarks and competencies	Kindergarten readiness as measured using beginning-of-year Texas Kindergarten Entry Assessment, or TX-KEA, scores. Includes results from English and Spanish assessments. The TX-KEA assessment is used to determine whether a student has met specified developmental benchmarks and academic competencies as outlined by the Texas Pre-Kindergarten Guidelines and Texas Essential Knowledge and Skills. Results reported if at least 15 students were assessed.
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## Elementary School Metric and Term Definitions



### MAP Growth

Percentage at or above the 40th percentile	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. The district administers NWEA's MAP Growth assessment to students in grades 3-9 in various content areas; only the reading (in English and in Spanish) and mathematics subtest results are presented for grades K-2.
Percentage at or above the 80th percentile	Percentage of students with scores at or above the 80th percentile using a national norm, meaning the score was at or above approximately 80 percent of all other scores in the U.S. Indicator of advanced performance. Scores above the 80th percentile are a subset of scores above the 40th percentile.

### State of Texas Assessment of Academic Readiness (STAAR)

Percentage meeting grade level standard	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. School statistics reported only if at least 25 students tested. 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. Grade level standards were reset for the 2023 administration of the STAAR in grades 3-8
Percentage mastering grade level standard	Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that "meet grade level standard". Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention. Grade level standards were reset for the 2023 administration of the STAAR in grades 3-8