Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 210

LESLIE A. STEMMONS ELEMENTARY SCHOOL

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LESLIE A. STEMMONS ELEMENTARY SCHOOL (210)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

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	109
KN	78
1	82
2	99
3	97
4	102
5	113
ALL	680

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	29	4.3	11	25.0
American Indian/Alaska Native	4	0.6	*	*
Asian/Hawaiian/Pacific Islander	3	0.4	*	*
Hispanic	637	93.7	23	52.3
White	3	0.4	6	13.6
Multiple	4	0.6	3	6.8
Other* (teachers only)	—	—	1	2.3
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	456	67.1
Economically disadvantaged	626	92.1
Limited English proficient (LEP)	448	65.9
Special education	59	8.7
Talented and Gifted (TAG)	132	19.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	70	3	4.3	0	0.0	0	0.0	67	95.7	0	0.0	0	0.0
	2019	107	4	3.7	2	1.9	0	0.0	100	93.5	1	0.9	0	0.0
	2020	109	5	4.6	0	0.0	2	1.8	101	92.7	1	0.9	0	0.0
KN	2018	99	2	2.0	0	0.0	0	0.0	97	98.0	0	0.0	0	0.0
	2019	86	5	5.8	2	2.3	0	0.0	78	90.7	1	1.2	0	0.0
	2020	78	5	6.4	1	1.3	0	0.0	70	89.7	1	1.3	1	1.3
1	2018	103	2	1.9	1	1.0	1	1.0	99	96.1	0	0.0	0	0.0
	2019	91	1	1.1	0	0.0	0	0.0	89	97.8	0	0.0	1	1.1
	2020	82	1	1.2	1	1.2	0	0.0	79	96.3	0	0.0	1	1.2
2	2018	107	7	6.5	0	0.0	0	0.0	96	89.7	4	3.7	0	0.0
	2019	98	1	1.0	1	1.0	1	1.0	95	96.9	0	0.0	0	0.0
	2020	99	4	4.0	0	0.0	0	0.0	95	96.0	0	0.0	0	0.0
3	2018	130	4	3.1	0	0.0	1	0.8	125	96.2	0	0.0	0	0.0
	2019	105	6	5.7	1	1.0	0	0.0	98	93.3	0	0.0	0	0.0
	2020	97	3	3.1	1	1.0	1	1.0	91	93.8	0	0.0	1	1.0
4	2018	110	8	7.3	0	0.0	1	0.9	101	91.8	0	0.0	0	0.0
	2019	113	1	0.9	1	0.9	0	0.0	110	97.3	1	0.9	0	0.0
	2020	102	8	7.8	1	1.0	0	0.0	92	90.2	0	0.0	1	1.0
5	2018	117	3	2.6	1	0.9	3	2.6	110	94.0	0	0.0	0	0.0
	2019	104	7	6.7	0	0.0	1	1.0	96	92.3	0	0.0	0	0.0
	2020	113	3	2.7	0	0.0	0	0.0	109	96.5	1	0.9	0	0.0
PK-5	2018	736	29	3.9	2	0.3	6	0.8	695	94.4	4	0.5	0	0.0
	2019	704	25	3.6	7	1.0	2	0.3	666	94.6	3	0.4	1	0.1
	2020	680	29	4.3	4	0.6	3	0.4	637	93.7	3	0.4	4	0.6

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	
PK	2018	70	68	97.1	48	68.6	6	8.6	50	71.4	0	0.0	63	90.0	51.4	48.6	7.1
	2019	107	107	100.0	74	69.2	10	9.3	5	4.7	0	0.0	97	90.7	53.3	46.7	7.5
	2020	109	109	100.0	78	71.6	2	1.8	76	69.7	0	0.0	79	72.5	56.9	43.1	27.5
KN	2018	99	89	89.9	66	66.7	5	5.1	67	67.7	12	12.1	25	25.3	45.5	54.5	0.0
	2019	86	73	84.9	58	67.4	6	7.0	48	55.8	17	19.8	19	22.1	54.7	45.3	0.0
	2020	78	73	93.6	50	64.1	4	5.1	49	62.8	11	14.1	15	19.2	53.8	46.2	0.0
1	2018	103	89	86.4	73	70.9	8	7.8	71	68.9	14	13.6	5	4.9	52.4	47.6	1.0
	2019	91	79	86.8	63	69.2	12	13.2	63	69.2	18	19.8	3	3.3	47.3	52.7	3.3
	2020	82	73	89.0	58	70.7	6	7.3	54	65.9	19	23.2	6	7.3	54.9	45.1	0.0
2	2018	107	95	88.8	71	66.4	13	12.1	75	70.1	19	17.8	7	6.5	55.1	44.9	2.8
	2019	98	85	86.7	69	70.4	11	11.2	66	67.3	23	23.5	3	3.1	53.1	46.9	0.0
	2020	99	90	90.9	67	67.7	12	12.1	66	66.7	25	25.3	7	7.1	43.4	56.6	2.0
3	2018	130	116	89.2	64	49.2	13	10.0	65	50.0	24	18.5	8	6.2	57.7	42.3	0.8
	2019	105	92	87.6	69	65.7	13	12.4	70	66.7	17	16.2	9	8.6	53.3	46.7	1.9
	2020	97	87	89.7	68	70.1	7	7.2	68	70.1	28	28.9	3	3.1	53.6	46.4	1.0
4	2018	110	107	97.3	72	65.5	3	2.7	75	68.2	34	30.9	5	4.5	54.5	45.5	0.0
	2019	113	102	90.3	57	50.4	14	12.4	75	66.4	26	23.0	4	3.5	53.1	46.9	0.0
	2020	102	89	87.3	66	64.7	15	14.7	75	73.5	22	21.6	3	2.9	52.0	48.0	0.0
5	2018	117	115	98.3	70	59.8	7	6.0	93	79.5	22	18.8	6	5.1	57.3	42.7	0.9
	2019	104	95	91.3	53	51.0	12	11.5	83	79.8	30	28.8	7	6.7	49.0	51.0	1.9
	2020	113	105	92.9	61	54.0	13	11.5	68	60.2	27	23.9	9	8.0	50.4	49.6	0.0
PK-5	2018	736	679	92.3	464	63.0	55	7.5	496	67.4	125	17.0	119	16.2	53.8	46.2	1.5
	2019	704	633	89.9	443	62.9	78	11.1	410	58.2	131	18.6	142	20.2	52.0	48.0	2.1
	2020	680	626	92.1	448	65.9	59	8.7	456	67.1	132	19.4	122	17.9	52.1	47.9	4.9

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	100	11,061	96	95.3	10,520	95.1	15	15.0	17.8	95	9,830	94.8	88.9
	2019	84	10,918	80	96.2	10,370	95.0	0	0.0	5.7	82	9,637	98.0	88.3
	2020	77	10,874	73	95.0	10,319	94.9	1	1.3	3.8	74	9,815	96.5	90.3
1	2018	105	11,550	101	96.7	11,055	95.7	15	14.3	16.6	97	10,347	92.7	89.6
	2019	91	11,198	88	96.4	10,715	95.7	2	2.2	5.0	85	10,069	93.1	89.9
	2020	81	11,192	77	95.8	10,678	95.4	0	0.0	3.9	77	10,139	95.3	90.6
2	2018	106	11,864	103	96.8	11,398	96.1	10	9.4	15.9	98	10,717	92.4	90.3
	2019	98	11,232	95	97.1	10,781	96.0	0	0.0	4.8	94	10,169	96.3	90.5
	2020	100	11,070	95	95.4	10,616	95.9	1	1.0	3.2	98	10,175	98.3	91.9
3	2018	130	12,536	126	96.8	12,080	96.4	8	6.1	14.4	125	11,431	96.1	91.2
	2019	104	11,452	101	97.5	11,029	96.3	0	0.0	4.6	98	10,478	94.7	91.5
	2020	96	11,093	93	97.0	10,664	96.1	0	0.0	3.5	94	10,181	98.2	91.8
4	2018	110	12,675	108	97.7	12,235	96.5	7	6.3	14.1	105	11,637	95.2	91.8
	2019	113	12,118	110	96.9	11,690	96.5	0	0.0	4.9	108	11,112	95.6	91.7
	2020	101	11,323	98	97.6	10,902	96.3	0	0.0	3.4	100	10,479	99.0	92.5
5	2018	118	12,498	116	97.7	12,078	96.6	5	4.2	6.1	115	11,513	97.1	92.1
	2019	106	12,193	104	98.0	11,779	96.6	1	0.9	4.5	102	11,300	96.5	92.7
	2020	112	11,957	108	96.6	11,518	96.3	2	1.8	3.2	108	11,098	96.3	92.8
KN-5	2018	670	72,186	649	96.9	69,366	96.1	60	9.0	14.0	635	65,475	94.8	90.7
	2019	595	69,110	577	97.1	66,364	96.0	3	0.5	4.9	569	62,765	95.7	90.8
	2020	566	67,509	545	96.3	64,698	95.8	4	0.7	3.5	551	61,887	97.3	91.7

Teachers: 44

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	11	25.0
Hispanic	23	52.3
White	6	13.6
Multiple	3	6.8
Other	1	2.3

Gender	Number	Percentage
Female	35	79.5
Male	9	20.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.6	93.2
2018-19	5.2	90.7
2019-20	4.2	95.3

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.3
1	1	2.3
2	0	0.0
3	3	6.8
4	4	9.1
5	4	9.1
1-3	4	9.1
More than 3	39	88.6
1 - 5	12	27.3
6 - 10	5	11.4
11 - 20	15	34.1
More than 20	11	25.0

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (50)	Beginning	40	80.0	40	80.0	47	94.0	47	94.0	40	80.0
	Intermediate	9	18.0	9	18.0	2	4.0	2	4.0	9	18.0
	Advanced	1	2.0	1	2.0	1	2.0	0	0.0	1	2.0
	Advanced High	0	0.0	0	0.0	0	0.0	1	2.0	0	0.0
1 (58)	Beginning	16	27.6	24	42.1	57	98.3	48	82.8	24	42.1
	Intermediate	28	48.3	27	47.4	0	0.0	9	15.5	32	56.1
	Advanced	14	24.1	6	10.5	1	1.7	1	1.7	1	1.8
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (65)	Beginning	0	0.0	0	0.0	15	23.1	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	18	27.7	0	0.0	0	0.0
	Advanced	0	0.0	0	0.0	26	40.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	6	9.2	0	0.0	0	0.0
3 (65)	Beginning	0	0.0	7	12.5	7	10.8	4	7.3	1	1.8
	Intermediate	3	5.4	30	53.6	20	30.8	15	27.3	17	30.9
	Advanced	21	37.5	11	19.6	28	43.1	13	23.6	27	49.1
	Advanced High	32	57.1	8	14.3	10	15.4	23	41.8	10	18.2
4 (65)	Beginning	8	12.5	1	1.6	9	13.8	8	12.3	2	3.1
	Intermediate	24	37.5	27	42.2	21	32.3	19	29.2	21	32.8
	Advanced	21	32.8	31	48.4	23	35.4	15	23.1	30	46.9
	Advanced High	11	17.2	5	7.8	12	18.5	23	35.4	11	17.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level: Beg	Int	Adv	Adv High
– / –	Beginning	–			
	Intermediate	–	–		
	Advanced	–	–	–	
	Advanced High	–	–	–	
55 / 20 (36.4%)	Beginning	22			
	Intermediate	19	12		
	Advanced	0	1	0	
	Advanced High	0	0	0	
64 / 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
65 / 22 (33.8%)	Beginning	1			
	Intermediate	1	16		
	Advanced	0	11	16	
	Advanced High	0	0	10	
65 / 25 (38.5%)	Beginning	2			
	Intermediate	3	17		
	Advanced	0	11	19	
	Advanced High	0	0	11	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (56)	Beginning	2	3.6	2	3.6	1	1.8	0	0.0	1	1.8
	Intermediate	13	23.6	13	23.6	5	8.9	7	12.7	6	10.9
	Advanced	19	34.5	29	52.7	28	50.0	10	18.2	23	41.8
	Advanced High	21	38.2	11	20.0	22	39.3	38	69.1	25	45.5
ALL (359)	Beginning	66	23.3	74	26.2	136	37.9	107	37.8	68	24.2
	Intermediate	77	27.2	106	37.6	66	18.4	52	18.4	85	30.2
	Advanced	76	26.9	78	27.7	107	29.8	39	13.8	82	29.2
	Advanced High	64	22.6	24	8.5	50	13.9	85	30.0	46	16.4

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
53 — 30 (56.6%)	Beginning	0			
	Intermediate	0		6	
	Advanced	0	5		16
	Advanced High	0	1		24
302 — 97 (32.1%)	Beginning	25			
	Intermediate	23		51	
	Advanced	0	28		51
	Advanced High	0	1		45

☐ 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

Elementary School Exams

GRADE 1 MATHEMATICS

79	77.5	82.7			79.7		78.9	

GRADE 1 READING

24	79.0	87.4			95.8		91.2	

GRADE 1 READING SPANISH

53	85.7	90.4			96.2		89.5	

GRADE 2 MATHEMATICS

96	66.0	76.3	82.8		76.0	92.7	76.5	92.3

GRADE 2 READING

46	67.0	78.0	74.0		73.9	63.0	72.1	91.3

GRADE 2 READING SPANISH

50	76.1	82.1	86.1		82.0	100.0	75.1	92.0

GRADE 3 MATHEMATICS

89	76.9	84.6	80.2		86.5	86.5	70.6	90.8

GRADE 3 READING

46	61.3	76.8	76.2		80.4	78.3	62.6	88.7

GRADE 3 READING SPANISH

43	63.0	77.8	79.9		83.7	97.7	57.7	88.7

GRADE 4 LANGUAGE ARTS

48	64.0	74.3	80.8		72.9	89.6	68.3	91.7

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

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 READING

GRADE 3 READING SPANISH

GRADE 4 LANGUAGE ARTS

SEMESTER 1 TESTS

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

GRADE 4 LANGUAGE ARTS SPANISH

| 46 | 71.6 | 76.3 | 83.1 | | 71.7 | 95.7 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 97 | 74.3 | 81.2 | 83.8 | | 81.4 | 99.0 | 71.7 | 90.4 |

GRADE 4 READING

| 48 | 53.8 | 74.8 | 75.3 | | 79.2 | 75.0 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 46 | 69.1 | 79.4 | 83.1 | | 78.3 | 95.7 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 98 | 75.0 | 81.7 | 82.8 | | 82.7 | 93.9 | 78.3 | 91.9 |

GRADE 5 MATHEMATICS SPANISH

| 3 | * | * | * | | * | * | 56.2 | * |

GRADE 5 READING

| 86 | 58.5 | 79.2 | 80.7 | | 87.2 | 96.5 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 15 | 60.3 | 71.0 | 77.7 | | 60.0 | 93.3 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 64 | 84.8 | 86.6 | 86.9 | | 92.2 | 100.0 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 37 | 76.1 | 81.1 | 92.2 | | 81.1 | 97.3 | 73.2 | 94.7 |

SEMESTER 2 TESTS

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

GRADE 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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GRADE 5 MATHEMATICS SPANISH

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GRADE 5 READING

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GRADE 5 READING SPANISH

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GRADE 5 SCIENCE

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GRADE 5 SCIENCE SPANISH

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