

**Texas Education Agency
2017-18 School Report Card
LESLIE A STEMMONS EL (057905210)**

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

Total Students: **746**
Grade Span: **EE - 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 | 82 |
| Student Achievement | Met Standard | 79 |
| School Progress | Met Standard | 88 |
| Closing the Gaps | Met Standard | 68 |

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 | Mathematics |
| Science | 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 |
|-------------------------------------|--------|----------|-------|------------------------------------------------|--------|----------|-------|
| Attendance Rate (2016-17) | 97.3% | 95.6% | 95.7% | Class Size Averages by Grade or Subject | | | |
| Enrollment by Race/Ethnicity | | | | Elementary | | | |
| African American | 3.6% | 22.5% | 12.6% | Kindergarten | 19.8 | 18.1 | 18.7 |
| Hispanic | 94.0% | 69.6% | 52.4% | Grade 1 | 18.8 | 17.7 | 18.8 |
| White | 1.2% | 5.4% | 27.8% | Grade 2 | 19.9 | 17.7 | 18.8 |
| American Indian | 0.1% | 0.3% | 0.4% | Grade 3 | 20.7 | 17.9 | 19.0 |
| Asian | 1.1% | 1.4% | 4.4% | Grade 4 | 20.9 | 18.2 | 19.2 |
| Pacific Islander | 0.0% | 0.1% | 0.1% | Grade 5 | 19.0 | 19.2 | 21.2 |
| Two or More Races | 0.0% | 0.7% | 2.3% | | | | |
| Enrollment by Student Group | | | | | | | |
| Economically Disadvantaged | 92.1% | 86.7% | 58.8% | | | | |
| English Learners | 63.0% | 44.2% | 18.8% | | | | |
| Special Education | 5.8% | 8.2% | 9.1% | | | | |
| Mobility Rate (2016-17) | 13.4% | 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 |
|----------------------------------------|--------|----------|-------|---------------------------------|---------|----------|---------|
| Instructional Staff Percent | n/a | 66.7% | 64.4% | Expenditures per Student | | | |
| Instructional Expenditure Ratio | n/a | 61.7% | 63.1% | Total Operating Expenditures | \$7,184 | \$10,310 | \$9,503 |
| | | | | Instruction | \$4,941 | \$5,480 | \$5,338 |
| | | | | Instructional Leadership | \$162 | \$229 | \$149 |
| | | | | School Leadership | \$460 | \$610 | \$555 |

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|---------------------------------------------------------------------------------------|------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|
| STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2018 | 77% | 71% | 80% | * | 80% | - | * | 93% | - | - | 80% |
| | 2017 | 75% | 67% | 81% | * | 82% | * | * | 85% | - | - | 80% |
| Reading | 2018 | 74% | 66% | 79% | * | 79% | - | * | * | - | - | 78% |
| | 2017 | 72% | 62% | 79% | * | 81% | * | * | * | - | - | 78% |
| Mathematics | 2018 | 81% | 77% | 85% | * | 85% | - | * | * | - | - | 86% |
| | 2017 | 79% | 72% | 83% | * | 85% | * | * | 89% | - | - | 83% |
| Writing | 2018 | 66% | 60% | 74% | * | 74% | - | - | * | - | - | 76% |
| | 2017 | 67% | 60% | 67% | * | 69% | - | * | * | - | - | 67% |
| Science | 2018 | 80% | 74% | 75% | * | 74% | - | * | * | - | - | 75% |
| | 2017 | 79% | 72% | 93% | * | 94% | * | - | * | - | - | 93% |
| STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2018 | 48% | 41% | 50% | * | 50% | - | * | 57% | - | - | 51% |
| | 2017 | 45% | 36% | 52% | * | 52% | * | * | 77% | - | - | 52% |
| Reading | 2018 | 46% | 38% | 43% | * | 44% | - | * | * | - | - | 43% |
| | 2017 | 44% | 34% | 48% | * | 49% | * | * | * | - | - | 49% |
| Mathematics | 2018 | 50% | 45% | 60% | * | 61% | - | * | * | - | - | 63% |
| | 2017 | 46% | 37% | 59% | * | 60% | * | * | 78% | - | - | 59% |
| Writing | 2018 | 41% | 35% | 49% | * | 51% | - | - | * | - | - | 51% |
| | 2017 | 36% | 32% | 39% | * | 40% | - | * | * | - | - | 39% |
| Science | 2018 | 51% | 42% | 40% | * | 39% | - | * | * | - | - | 41% |
| | 2017 | 49% | 39% | 54% | * | 55% | * | - | * | - | - | 52% |
| STAAR Performance Rates at Masters Grade Level (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2018 | 22% | 17% | 26% | * | 26% | - | * | 57% | - | - | 27% |
| | 2017 | 20% | 14% | 25% | * | 25% | * | * | 54% | - | - | 26% |
| Reading | 2018 | 19% | 15% | 21% | * | 21% | - | * | * | - | - | 22% |
| | 2017 | 19% | 13% | 24% | * | 25% | * | * | * | - | - | 25% |
| Mathematics | 2018 | 24% | 21% | 34% | * | 33% | - | * | * | - | - | 35% |
| | 2017 | 22% | 16% | 34% | * | 34% | * | * | 78% | - | - | 35% |
| Writing | 2018 | 13% | 11% | 25% | * | 26% | - | - | * | - | - | 26% |
| | 2017 | 11% | 10% | 14% | * | 14% | - | * | * | - | - | 14% |
| Science | 2018 | 23% | 15% | 19% | * | 18% | - | * | * | - | - | 21% |
| | 2017 | 19% | 12% | 16% | * | 14% | * | - | * | - | - | 17% |
| Academic Growth Score (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2018 | 69 | 71 | 64 | * | 65 | - | * | 88 | - | - | 64 |
| | 2018 | 69 | 70 | 62 | * | 63 | - | * | * | - | - | 61 |
| Mathematics | 2018 | 70 | 71 | 67 | * | 66 | - | * | * | - | - | 67 |

'?' 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.

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|-----------------------------------------------------------------------|------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------|
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | | |
| Reading | 2018 | 38% | 39% | 42% | - | 40% | - | - | * | - | - | 44% |
| | 2017 | 35% | 35% | 45% | * | 48% | - | - | - | - | - | 43% |
| Mathematics | 2018 | 47% | 48% | 60% | * | 58% | - | - | * | - | - | 63% |
| | 2017 | 43% | 41% | 39% | * | 44% | * | - | * | - | - | 39% |
| Students Success Initiative | | | | | | | | | | | | |
| Grade 5 Reading | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | |
| | 2018 | 79% | 76% | 78% | * | 77% | - | * | * | - | - | 79% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | |
| | 2018 | 21% | 24% | 22% | * | 23% | - | * | * | - | - | 21% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | |
| | 2018 | 84% | 81% | 84% | * | 83% | - | * | * | - | - | 85% |
| Grade 5 Mathematics | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | |
| | 2018 | 85% | 82% | 85% | * | 84% | - | * | * | - | - | 88% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | |
| | 2018 | 15% | 18% | 15% | * | 16% | - | * | * | - | - | 12% |
| STAAR Cumulative Met Standard | | | | | | | | | | | | |
| | 2018 | 90% | 88% | 89% | * | 89% | - | * | * | - | - | 91% |

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