

2024-25 School Profile (TEA 184) BEN MILAM ELEMENTARY SCHOOL



4200 MCKINNEY AV DALLAS, TX 75205

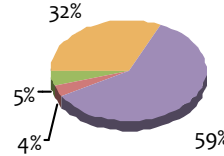
www.dallasisd.org/milam

Principal: REANNA WILBORN (rwilborn@dallasisd.org)

Phone: 972-749-5600

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

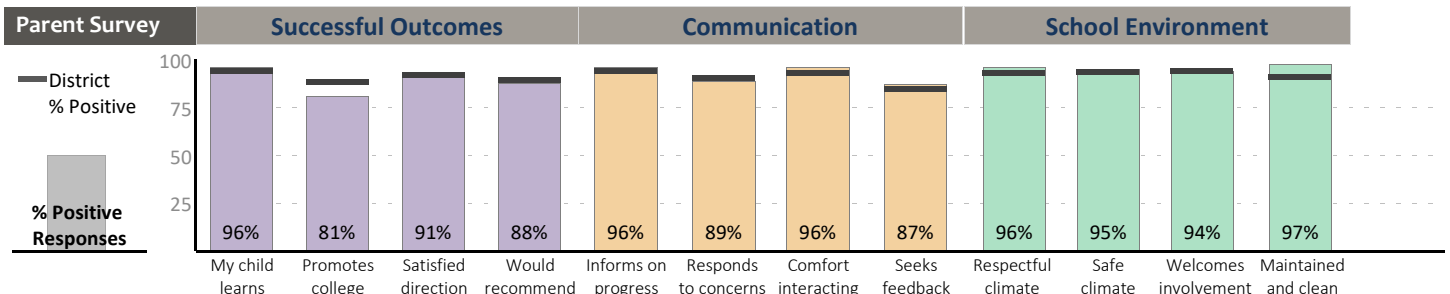
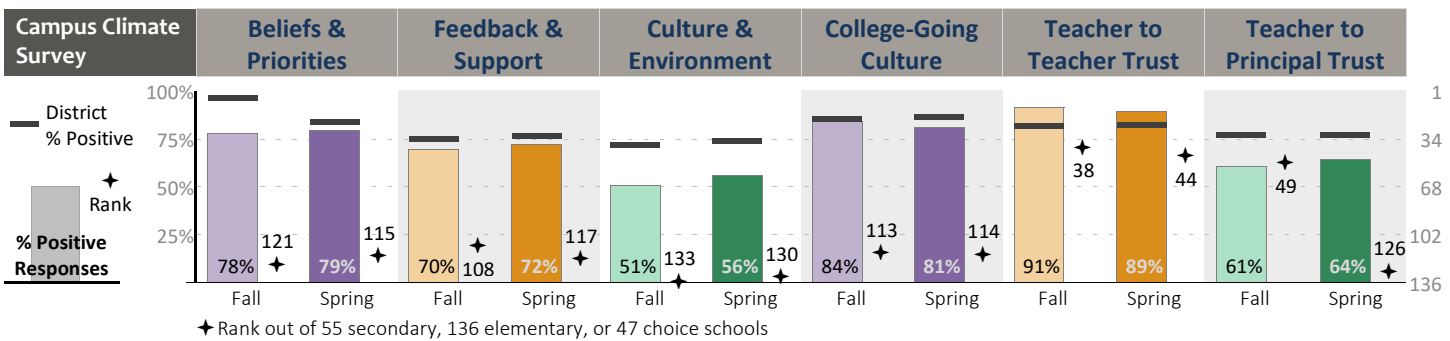
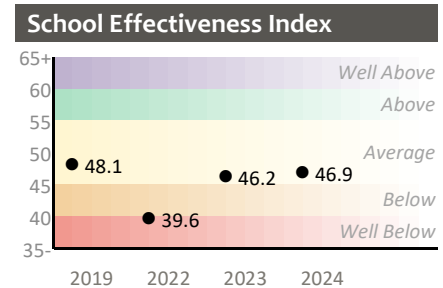
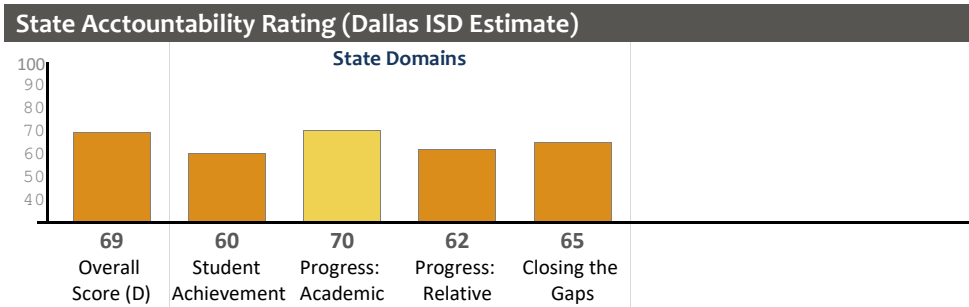
| Grd | Attendance Target: 97% | Enrollment | | % of Grade Level | | | |
|-----|----------------------------------------|------------|-------|------------------|----------|-------|-------|
| | | N | % Sch | Afr. Am. | Hispanic | White | Other |
| PK | 91.1% ✘ | 36 | 12% | 33% | 56% | 3% | 8% |
| KN | 91.6% ✘ | 31 | 10% | 52% | 42% | 6% | 0% |
| 1 | 92.8% ✘ | 49 | 16% | 29% | 57% | 6% | 8% |
| 2 | 93.9% ✘ | 57 | 19% | 37% | 54% | 0% | 9% |
| 3 | 92.9% ✘ | 49 | 16% | 24% | 65% | 6% | 4% |
| 4 | 91.9% ✘ | 39 | 13% | 36% | 62% | 3% | 0% |
| 5 | 94.1% ✘ | 37 | 12% | 14% | 76% | 5% | 5% |
| ALL | 93.0% ✘ | 298 | — | 32% | 59% | 4% | 5% |



| Student Group Enrollment | | |
|--------------------------|-----|-------------|
| | | % of School |
| At Risk | 175 | 60.6% |
| EB | 91 | 31.5% |
| Low SES | 228 | 78.9% |
| SPED | 46 | 15.9% |
| TAG | 55 | 19.0% |

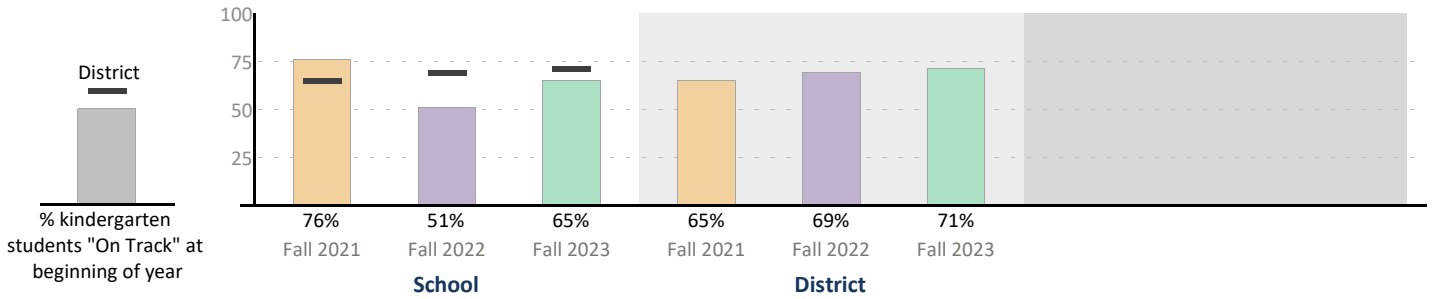
| Attendance / Retention | | 2021-22 | 2022-23 | 2023-24 |
|------------------------|---------------------------------------------------|---------|---------|---------|
| Students | Average student attendance rate | 93.0% | ↓ 92.9% | ↑ 93.0% |
| | Percentage absent fewer than 10% of days enrolled | 75.2% | ↓ 72.8% | ↑ 79.1% |
| Teachers | Average number of absences | 11.8 | ↓ 10.8 | ↓ 7.8 |
| | Percentage returned to campus from prior year | 73.7% | ↓ 40.7% | ↑ 70.8% |

| Disciplinary Actions | 21-22 | 22-23 | 23-24 |
|-----------------------|-------|-------|-------|
| Alternative Placement | | 1 | 1 |



TX-KEA

Percentage of "Kindergarten-Ready" Students

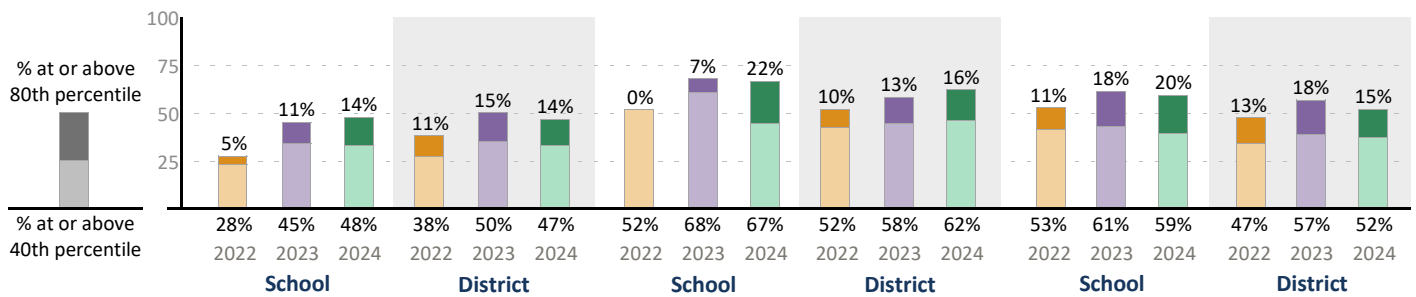


MAP Growth K-2

Reading (English)

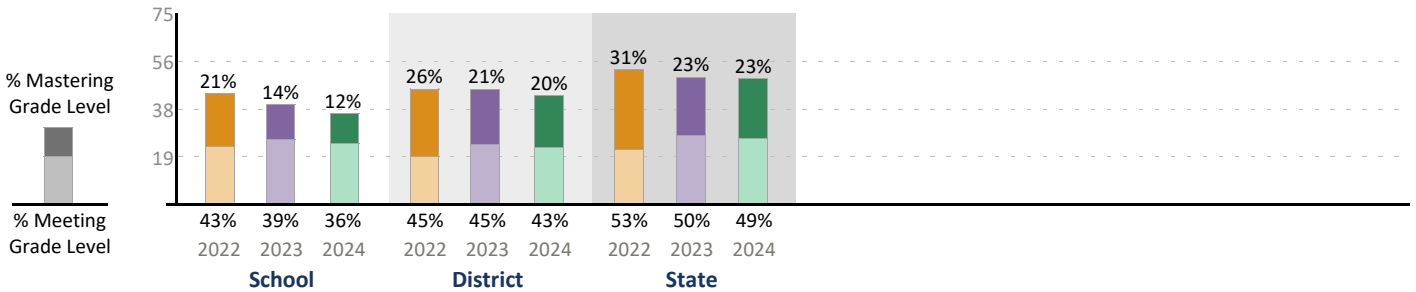
Reading (Spanish)

Mathematics



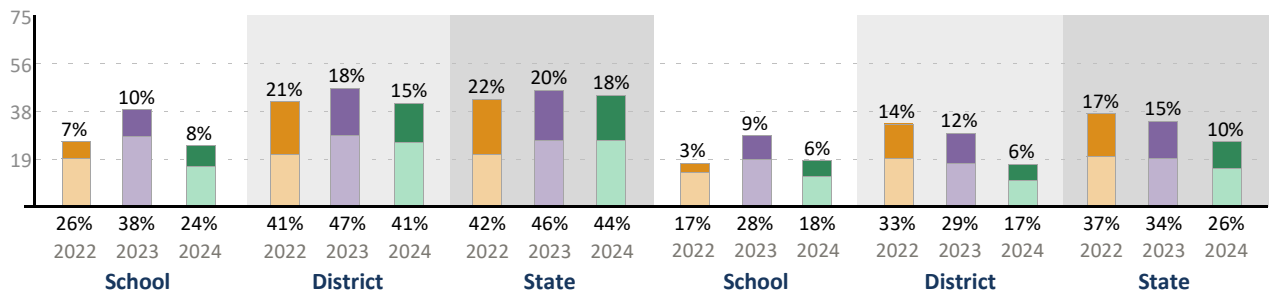
STAAR

Reading Language Arts (Elementary Grades)



Mathematics (Elementary Grades)

Science (Grade 5)



2024-25 School Profile

Elementary School Metric and Term Definitions



Attendance

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|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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

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| 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

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| 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

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| 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

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| 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 https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2024-accountability-rating-system NOTE: The district no longer participates in the Local Accountability System. |
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School Effectiveness Index

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| 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

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| 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

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|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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)

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|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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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2024-25 School Profile

Elementary School Metric and Term Definitions



MAP Growth

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|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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)

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|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 |