



School Number 121

# JOHN W. CARPENTER ELEMENTARY SCHOOL

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## **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	42
KN	40
1	40
2	34
3	30
4	42
5	47
ALL	275

**STUDENT AND TEACHER RACE/ETHNICITY**

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	173	62.9	13	61.9
American Indian/Alaska Native	1	0.4	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	94	34.2	5	23.8
White	3	1.1	3	14.3
Multiple	4	1.5	0	0.0
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

**SELECT STUDENT GROUP ENROLLMENT**

Group	Number	Percent
At-Risk	81	29.5
Economically disadvantaged	263	95.6
Limited English proficient (LEP)	49	17.8
Special education	37	13.5
Talented and Gifted (TAG)	17	6.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	71	41	57.7	0	0.0	0	0.0	30	42.3	0	0.0	0	0.0
	2019	52	26	50.0	1	1.9	0	0.0	19	36.5	1	1.9	5	9.6
	2020	42	25	59.5	0	0.0	0	0.0	16	38.1	0	0.0	1	2.4
KN	2018	47	21	44.7	0	0.0	0	0.0	26	55.3	0	0.0	0	0.0
	2019	37	17	45.9	0	0.0	0	0.0	18	48.6	0	0.0	2	5.4
	2020	40	24	60.0	0	0.0	0	0.0	14	35.0	1	2.5	1	2.5
1	2018	42	27	64.3	0	0.0	0	0.0	14	33.3	1	2.4	0	0.0
	2019	35	18	51.4	0	0.0	0	0.0	17	48.6	0	0.0	0	0.0
	2020	40	24	60.0	0	0.0	0	0.0	16	40.0	0	0.0	0	0.0
2	2018	49	26	53.1	0	0.0	0	0.0	21	42.9	2	4.1	0	0.0
	2019	38	22	57.9	0	0.0	0	0.0	15	39.5	0	0.0	1	2.6
	2020	34	25	73.5	0	0.0	0	0.0	9	26.5	0	0.0	0	0.0
3	2018	58	37	63.8	1	1.7	0	0.0	19	32.8	0	0.0	1	1.7
	2019	42	19	45.2	0	0.0	0	0.0	21	50.0	2	4.8	0	0.0
	2020	30	21	70.0	0	0.0	0	0.0	8	26.7	0	0.0	1	3.3
4	2018	62	34	54.8	0	0.0	0	0.0	25	40.3	1	1.6	2	3.2
	2019	51	36	70.6	1	2.0	0	0.0	13	25.5	0	0.0	1	2.0
	2020	42	21	50.0	0	0.0	0	0.0	19	45.2	2	4.8	0	0.0
5	2018	60	37	61.7	0	0.0	0	0.0	23	38.3	0	0.0	0	0.0
	2019	59	31	52.5	0	0.0	0	0.0	24	40.7	1	1.7	3	5.1
	2020	47	33	70.2	1	2.1	0	0.0	12	25.5	0	0.0	1	2.1
PK-5	2018	389	223	57.3	1	0.3	0	0.0	158	40.6	4	1.0	3	0.8
	2019	314	169	53.8	2	0.6	0	0.0	127	40.4	4	1.3	12	3.8
	2020	275	173	62.9	1	0.4	0	0.0	94	34.2	3	1.1	4	1.5

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	71	68	95.8	11	15.5	2	2.8	13	18.3	0	0.0	67	94.4	49.3	50.7	5.6
	2019	52	52	100.0	5	9.6	3	5.8	8	15.4	0	0.0	38	73.1	44.2	55.8	28.8
	2020	42	41	97.6	9	21.4	1	2.4	6	14.3	0	0.0	32	76.2	57.1	42.9	23.8
KN	2018	47	42	89.4	10	21.3	10	21.3	12	25.5	1	2.1	14	29.8	40.4	59.6	2.1
	2019	37	35	94.6	8	21.6	3	8.1	6	16.2	0	0.0	14	37.8	48.6	51.4	0.0
	2020	40	38	95.0	6	15.0	1	2.5	4	10.0	2	5.0	14	35.0	40.0	60.0	0.0
1	2018	42	39	92.9	8	19.0	4	9.5	9	21.4	5	11.9	12	28.6	52.4	47.6	2.4
	2019	35	34	97.1	9	25.7	5	14.3	10	28.6	1	2.9	3	8.6	42.9	57.1	5.7
	2020	40	38	95.0	7	17.5	3	7.5	11	27.5	0	0.0	8	20.0	60.0	40.0	7.5
2	2018	49	44	89.8	12	24.5	5	10.2	15	30.6	6	12.2	11	22.4	53.1	46.9	2.0
	2019	38	37	97.4	7	18.4	6	15.8	14	36.8	4	10.5	3	7.9	52.6	47.4	21.1
	2020	34	33	97.1	5	14.7	7	20.6	11	32.4	1	2.9	4	11.8	58.8	41.2	5.9
3	2018	58	57	98.3	12	20.7	8	13.8	17	29.3	4	6.9	13	22.4	53.4	46.6	0.0
	2019	42	39	92.9	13	31.0	6	14.3	14	33.3	6	14.3	5	11.9	47.6	52.4	9.5
	2020	30	29	96.7	4	13.3	4	13.3	4	13.3	3	10.0	7	23.3	53.3	46.7	3.3
4	2018	62	60	96.8	15	24.2	5	8.1	39	62.9	5	8.1	15	24.2	61.3	38.7	0.0
	2019	51	46	90.2	8	15.7	7	13.7	37	72.5	3	5.9	4	7.8	52.9	47.1	2.0
	2020	42	40	95.2	11	26.2	7	16.7	21	50.0	6	14.3	4	9.5	61.9	38.1	7.1
5	2018	60	57	95.0	14	23.3	5	8.3	42	70.0	6	10.0	15	25.0	45.0	55.0	0.0
	2019	59	54	91.5	14	23.7	8	13.6	48	81.4	6	10.2	8	13.6	55.9	44.1	0.0
	2020	47	44	93.6	7	14.9	14	29.8	24	51.1	5	10.6	5	10.6	51.1	48.9	6.4
PK-5	2018	389	367	94.3	82	21.1	39	10.0	147	37.8	27	6.9	147	37.8	50.9	49.1	1.8
	2019	314	297	94.6	64	20.4	38	12.1	137	43.6	20	6.4	75	23.9	49.7	50.3	9.6
	2020	275	263	95.6	49	17.8	37	13.5	81	29.5	17	6.2	74	26.9	54.5	45.5	8.0

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	50	11,061	45	91.3	10,520	95.1	15	30.3	17.8	35	9,830	70.7	88.9
	2019	38	10,918	35	91.7	10,370	95.0	9	23.6	5.7	29	9,637	75.9	88.3
	2020	35	10,874	33	93.9	10,319	94.9	0	0.0	3.8	31	9,815	87.6	90.3
1	2018	42	11,550	39	93.9	11,055	95.7	11	26.4	16.6	34	10,347	81.5	89.6
	2019	36	11,198	33	91.4	10,715	95.7	3	8.3	5.0	28	10,069	77.5	89.9
	2020	40	11,192	38	94.1	10,678	95.4	3	7.4	3.9	34	10,139	84.1	90.6
2	2018	53	11,864	50	93.7	11,398	96.1	16	30.2	15.9	41	10,717	77.5	90.3
	2019	34	11,232	31	92.1	10,781	96.0	4	11.8	4.8	25	10,169	73.9	90.5
	2020	36	11,070	34	93.6	10,616	95.9	1	2.8	3.2	30	10,175	82.7	91.9
3	2018	57	12,536	54	94.8	12,080	96.4	22	38.7	14.4	46	11,431	81.0	91.2
	2019	42	11,452	39	93.1	11,029	96.3	5	12.0	4.6	32	10,478	76.9	91.5
	2020	30	11,093	28	92.4	10,664	96.1	2	6.6	3.5	22	10,181	73.1	91.8
4	2018	57	12,675	54	93.9	12,235	96.5	30	52.3	14.1	44	11,637	76.7	91.8
	2019	50	12,118	47	94.2	11,690	96.5	4	8.0	4.9	42	11,112	84.3	91.7
	2020	45	11,323	42	93.4	10,902	96.3	6	13.2	3.4	37	10,479	81.4	92.5
5	2018	54	12,498	51	94.2	12,078	96.6	3	5.5	6.1	44	11,513	80.8	92.1
	2019	56	12,193	53	95.4	11,779	96.6	2	3.6	4.5	49	11,300	88.2	92.7
	2020	45	11,957	42	93.8	11,518	96.3	1	2.2	3.2	38	11,098	84.3	92.8
KN-5	2018	313	72,186	293	93.7	69,366	96.1	97	31.0	14.0	244	65,475	78.0	90.7
	2019	255	69,110	238	93.2	66,364	96.0	27	10.6	4.9	205	62,765	80.3	90.8
	2020	233	67,509	218	93.6	64,698	95.8	13	5.6	3.5	192	61,887	82.5	91.7



Teachers: 21

**DISTRIBUTIONS**

Ethnicity/Race	Number	Percentage
African American	13	61.9
Hispanic	5	23.8
White	3	14.3
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	17	81.0
Male	4	19.0

**ATTENDANCE / RETENTION**

	Average Absences	Retention Rate
2017-18	5.8	80.8
2018-19	6.6	53.8
2019-20	5.0	53.8

**YEARS EXPERIENCE**


Years	Number	Percentage
Beginning (0)	4	19.0
1	2	9.5
2	2	9.5
3	2	9.5
4	1	4.8
5	1	4.8
1-3	6	28.6
More than 3	11	52.4
1 - 5	8	38.1
6 - 10	2	9.5
11 - 20	5	23.8
More than 20	2	9.5

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (6)	Beginning	4	66.7	5	83.3	5	83.3	5	83.3	5	83.3
	Intermediate	2	33.3	1	16.7	1	16.7	1	16.7	1	16.7
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (7)	Beginning	3	42.9	4	57.1	5	71.4	5	71.4	4	57.1
	Intermediate	0	0.0	1	14.3	2	28.6	1	14.3	1	14.3
	Advanced	2	28.6	2	28.6	0	0.0	1	14.3	2	28.6
	Advanced High	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0
4 (10)	Beginning	2	20.0	0	0.0	0	0.0	4	40.0	0	0.0
	Intermediate	6	60.0	7	70.0	0	0.0	3	30.0	0	0.0
	Advanced	2	20.0	3	30.0	0	0.0	1	10.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	2	20.0	0	0.0
5 (7)	Beginning	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0
	Intermediate	2	28.6	2	28.6	0	0.0	2	33.3	0	0.0
	Advanced	3	42.9	3	42.9	0	0.0	2	33.3	0	0.0
	Advanced High	2	28.6	1	14.3	0	0.0	2	33.3	0	0.0
ALL (38)	Beginning	12	31.6	18	47.4	10	26.3	16	42.1	9	23.7
	Intermediate	13	34.2	11	28.9	3	7.9	11	28.9	2	5.3
	Advanced	9	23.7	8	21.1	0	0.0	5	13.2	2	5.3
	Advanced High	4	10.5	1	2.6	0	0.0	4	10.5	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
N (%) Progressed	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
7 1 (14.3%)	Beginning	4			
	Intermediate	0	1		
	Advanced	1	0	1	
	Advanced High	0	0	0	
10 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
7 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
31 1 (3.2%)	Beginning	4			
	Intermediate	0	1		
	Advanced	1	0	1	
	Advanced High	0	0	0	

 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

**SEMESTER 2 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**

38	54.5	65.0			39.5		78.9	
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**GRADE 1 READING**

31	61.1	76.7			74.2		91.2	
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**GRADE 1 READING SPANISH**

8	68.8	79.2			75.0		89.5	
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**GRADE 2 MATHEMATICS**

31	51.0	65.8	79.5		32.3	80.6	76.5	92.3
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**GRADE 2 READING**

27	50.7	67.2	78.7		37.0	88.9	72.1	91.3
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**GRADE 2 READING SPANISH**

4	*	*	*		*	*	75.1	*
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**GRADE 3 MATHEMATICS**

26	61.9	74.6	79.3		69.2	92.3	70.6	90.8
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**GRADE 3 READING**

24	53.3	72.0	82.4		58.3	95.8	62.6	88.7
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**GRADE 3 READING SPANISH**

2	*	*	*		*	*	57.7	*
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**GRADE 4 LANGUAGE ARTS**

37	60.4	71.7	74.6		70.3	89.2	68.3	91.7
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**GRADE 1 MATHEMATICS**

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**GRADE 1 READING**

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**GRADE 1 READING SPANISH**

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**GRADE 2 MATHEMATICS**

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**GRADE 2 READING**

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**GRADE 2 READING SPANISH**

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**GRADE 3 MATHEMATICS**

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**GRADE 3 READING**

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**GRADE 3 READING SPANISH**

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**GRADE 4 LANGUAGE ARTS**

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**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**

5	*	*	*		*	*	68.5	*
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**GRADE 4 MATHEMATICS**

43	62.2	72.3	73.8		65.1	83.7	71.7	90.4
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**GRADE 4 READING**

37	45.7	70.4	74.1		51.4	86.5	68.8	92.4
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**GRADE 4 READING SPANISH**

5	*	*	*		*	*	80.7	*
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**GRADE 5 MATHEMATICS**

42	60.5	71.1	78.5		69.0	78.6	78.3	91.9
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**GRADE 5 READING**

41	48.7	74.3	75.1		68.3	90.2	79.5	94.1
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**GRADE 5 READING SPANISH**

1	*	*	*		*	*	79.8	*
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**GRADE 5 SCIENCE**

42	67.4	71.2	90.7		66.7	100.0	76.5	95.9
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**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 READING**

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**GRADE 5 READING SPANISH**

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**GRADE 5 SCIENCE**

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