

# 2013-14 School Profile

## JOHN W. CARPENTER (TEA # 121)



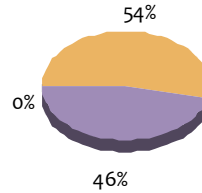
2121 TOSCA LA DALLAS, TX 75224

Phone: 972-794-6000 FAX: 972-794-6001 www.dallasisd.org/carpenter

Elementary school with grades K-5 and a PK program in DIVISION 1 and the KIMBALL feeder pattern.

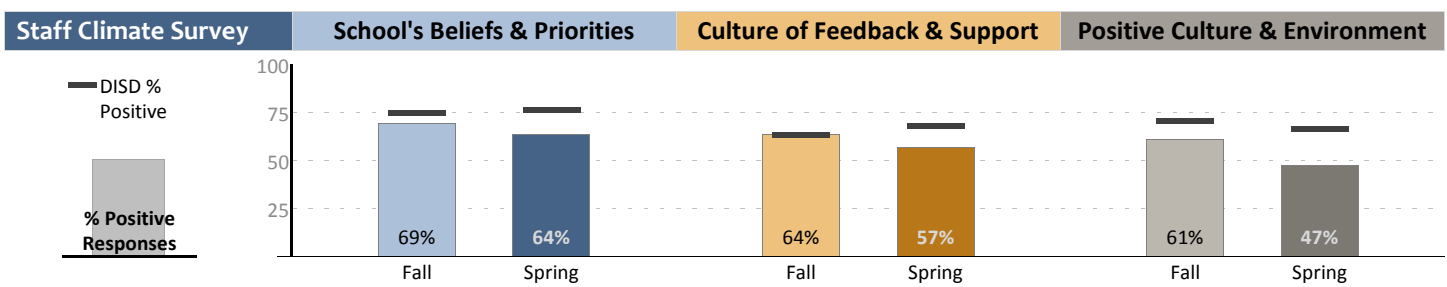
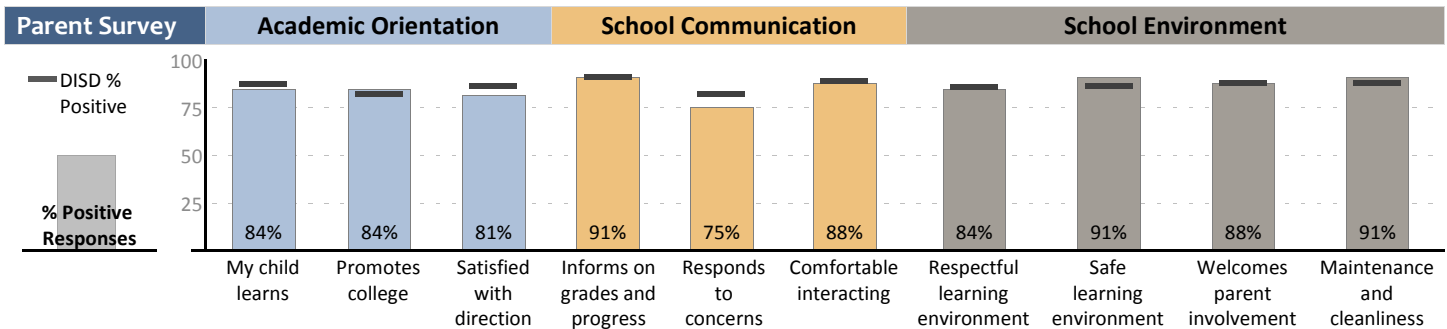
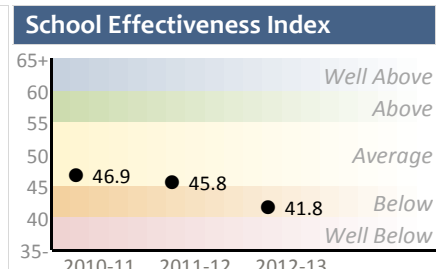
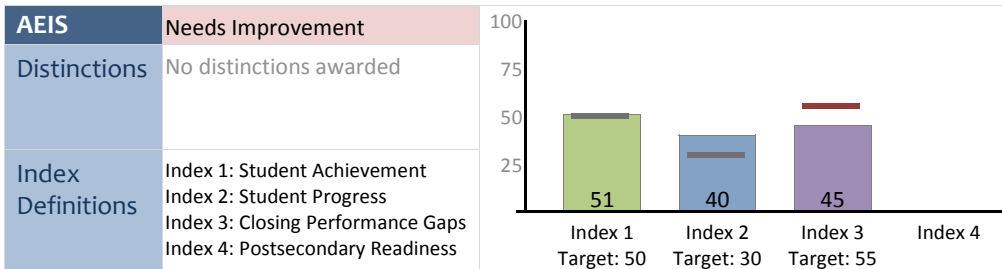
Principal: CHARMAIN CURTIS (CHCURTIS@DALLASISD.ORG)

Grd	Attendance Target: 97%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
PK	91.9% <span style="color:red">✗</span>	42	11.8%	54.8%	45.2%	0.0%	-
KN	93.9% <span style="color:red">✗</span>	49	13.7%	44.9%	55.1%	0.0%	-
1	94.7% <span style="color:red">✗</span>	65	18.2%	46.2%	53.8%	0.0%	-
2	96.2% <span style="color:red">✗</span>	59	16.5%	55.9%	44.1%	-	0.0%
3	95.9% <span style="color:red">✗</span>	54	15.1%	48.1%	51.9%	0.0%	-
4	97.2% <span style="color:green">✓</span>	42	11.8%	66.7%	31.0%	-	-
5	96.5% <span style="color:green">✓</span>	46	12.9%	63.0%	37.0%	-	-
ALL	95.6% <span style="color:red">✗</span>	357	-	53.5%	46.2%	0.0%	0.0%



Student Group Enrollment		
		% of School
At Risk	204	57.8%
LEP	114	32.3%
Low SES	346	98.0%
SPED	24	6.8%
TAG	18	5.1%

Attendance / Retention		2010-11	2011-12	2012-13
Students	Average student attendance rate	95.5%	<span style="color:green">↑</span> 96.0%	<span style="color:red">↓</span> 95.6%
	Percentage of students absent fewer than 10% of days enrolled at campus	83.7%	<span style="color:green">↑</span> 87.2%	<span style="color:red">↓</span> 85.9%
Teachers	Average number of absences	7.6	<span style="color:green">↑</span> 9.0	<span style="color:red">↓</span> 7.7
	Percentage of teachers who returned to campus from prior year	86.7%	<span style="color:red">↓</span> 83.9%	<span style="color:red">↓</span> 66.7%



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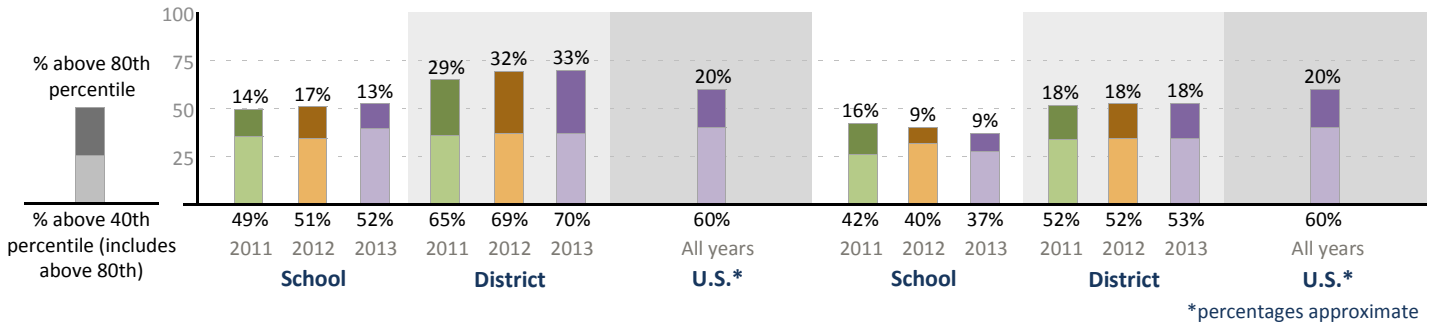
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### ITBS / Logramos

### ITBS & Logramos Reading Comprehension (K-2)

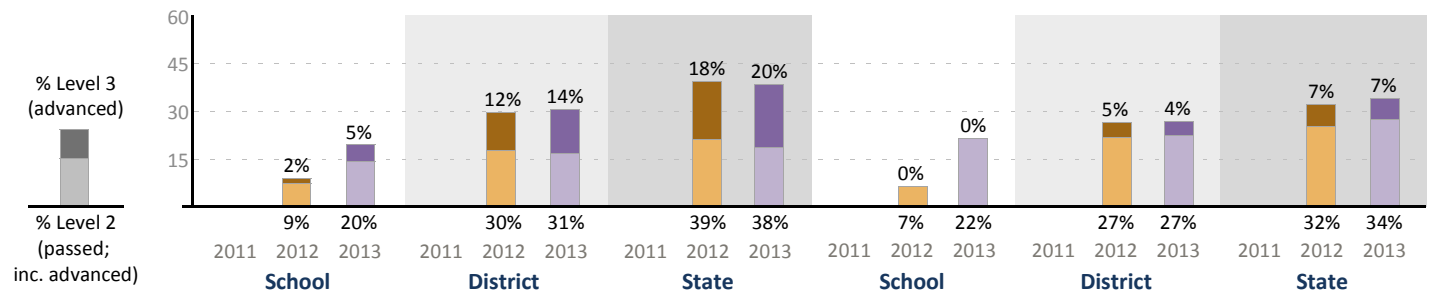
### ITBS Math Total (1-2) & Kindergarten Math



### STAAR

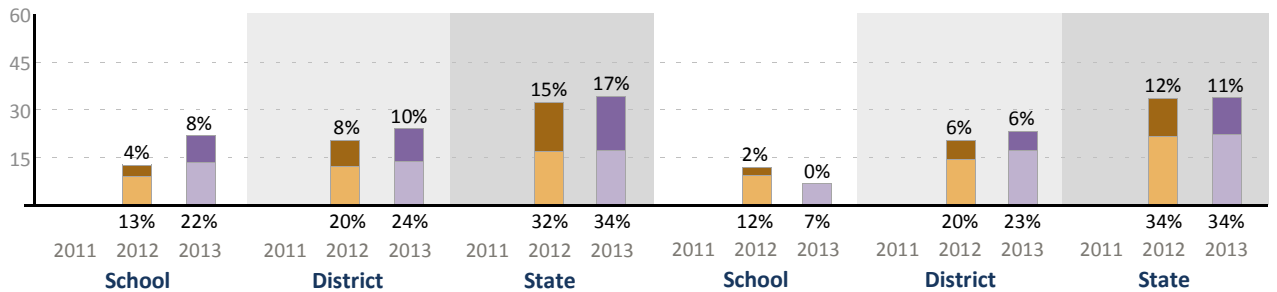
### Reading (Grades 3+)

### Writing (Grade 4)



### Mathematics (Grades 3+)

### Science (Grade 5)



# 2013-14 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). The Destination 2020 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 fifth six-week grading period.

### Enrollment

Number enrolled by grade (N)	Average daily enrollment at the campus during the school year.
Percentage enrolled by grade (% Sch)	Grade-level percentage of total school enrollment.
Percentage in grade by race/ethnicity (% of Grade Level)	Percentage of students within grade level identified as African American, Hispanic, white, or other. 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 fifth six-week grading period 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. Absences do not include vacation days.
Teachers returning to campus	Percentage of teachers from previous school year who continued at the school. The number of teachers at the school for both current year and previous year is divided by the number of teachers in the previous year.

### Academic Excellence Indicator System (AEIS) - State of Texas

AEIS rating	School must meet all targets for "Met Standard." Missing at least one target results in "Needs Improvement." Schools can earn up to three distinctions: achievement in math, achievement in reading, or top 25% (among comparable schools) in student progress.
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### School Effectiveness Index (SEI) - Dallas ISD

SEI	Measure of performance on assessments that is relative to other district campuses. Isolates effect of the school on student outcomes by controlling for differences that the school cannot control, such as socio-economic status and prior achievement levels.
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### Parent Survey

Percentage positive responses	Survey conducted May 2013. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral.
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### Staff Climate Survey

Percentage positive responses	Surveys conducted November 2012 and May 2013. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral.
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### ITBS/Logramos

Percentage above the 40th percentile	Percentage of students with scores above the 40th percentile (national norm), meaning score was above 40 percent of all other scores in the U.S. Indicator of grade-level performance. ITBS is in English, and Logramos is in Spanish.
Percentage above the 80th percentile	Percentage of students with scores above the 80th percentile (national norm), meaning score was above 80 percent of 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 at Level 2	Percentage of students with satisfactory (Level 2) scores using final (2016) standards. Criteria for Level 2 are set by the TEA and will increase every two years until 2016. District and state statistics based on same grade levels as at campus.
Percentage at Level 3	Percentage of students with advanced (Level 3) scores. Criteria for Level 3 are not phased-in. Scores at Level 3 are a subset of scores at Level 2 (satisfactory).