



School Number 201

CHARLES RICE LEARNING CENTER

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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	88
KN	94
1	76
2	79
3	66
4	68
5	62
ALL	533

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	458	85.9	34	89.5
American Indian/Alaska Native	2	0.4	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	55	10.3	0	0.0
White	2	0.4	4	10.5
Multiple	16	3.0	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	70	13.1
Economically disadvantaged	516	96.8
Limited English proficient (LEP)	29	5.4
Special education	53	9.9
Talented and Gifted (TAG)	94	17.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	85	78	91.8	0	0.0	0	0.0	5	5.9	0	0.0	2	2.4
	2019	84	62	73.8	2	2.4	0	0.0	10	11.9	1	1.2	9	10.7
	2020	88	72	81.8	0	0.0	0	0.0	12	13.6	0	0.0	4	4.5
KN	2018	84	76	90.5	0	0.0	0	0.0	8	9.5	0	0.0	0	0.0
	2019	75	70	93.3	0	0.0	0	0.0	2	2.7	1	1.3	2	2.7
	2020	94	76	80.9	1	1.1	0	0.0	8	8.5	1	1.1	8	8.5
1	2018	61	55	90.2	0	0.0	0	0.0	6	9.8	0	0.0	0	0.0
	2019	85	76	89.4	0	0.0	0	0.0	8	9.4	0	0.0	1	1.2
	2020	76	69	90.8	0	0.0	0	0.0	4	5.3	1	1.3	2	2.6
2	2018	77	67	87.0	0	0.0	0	0.0	9	11.7	1	1.3	0	0.0
	2019	66	58	87.9	0	0.0	0	0.0	7	10.6	0	0.0	1	1.5
	2020	79	67	84.8	1	1.3	0	0.0	9	11.4	0	0.0	2	2.5
3	2018	69	61	88.4	0	0.0	0	0.0	6	8.7	2	2.9	0	0.0
	2019	70	63	90.0	0	0.0	0	0.0	7	10.0	0	0.0	0	0.0
	2020	66	60	90.9	0	0.0	0	0.0	6	9.1	0	0.0	0	0.0
4	2018	75	63	84.0	1	1.3	0	0.0	11	14.7	0	0.0	0	0.0
	2019	66	59	89.4	0	0.0	0	0.0	7	10.6	0	0.0	0	0.0
	2020	68	58	85.3	0	0.0	0	0.0	10	14.7	0	0.0	0	0.0
5	2018	58	53	91.4	0	0.0	1	1.7	4	6.9	0	0.0	0	0.0
	2019	77	65	84.4	1	1.3	0	0.0	11	14.3	0	0.0	0	0.0
	2020	62	56	90.3	0	0.0	0	0.0	6	9.7	0	0.0	0	0.0
PK-5	2018	509	453	89.0	1	0.2	1	0.2	49	9.6	3	0.6	2	0.4
	2019	523	453	86.6	3	0.6	0	0.0	52	9.9	2	0.4	13	2.5
	2020	533	458	85.9	2	0.4	0	0.0	55	10.3	2	0.4	16	3.0

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	85	85	100.0	1	1.2	2	2.4	2	2.4	0	0.0	58	68.2	43.5	56.5	31.8
	2019	84	84	100.0	2	2.4	1	1.2	3	3.6	0	0.0	50	59.5	50.0	50.0	40.5
	2020	88	88	100.0	6	6.8	1	1.1	10	11.4	0	0.0	57	64.8	44.3	55.7	36.4
KN	2018	84	82	97.6	5	6.0	5	6.0	6	7.1	6	7.1	15	17.9	54.8	45.2	1.2
	2019	75	73	97.3	1	1.3	2	2.7	1	1.3	0	0.0	12	16.0	56.0	44.0	0.0
	2020	94	93	98.9	2	2.1	5	5.3	3	3.2	16	17.0	15	16.0	54.3	45.7	0.0
1	2018	61	54	88.5	4	6.6	2	3.3	5	8.2	10	16.4	7	11.5	50.8	49.2	0.0
	2019	85	81	95.3	5	5.9	12	14.1	6	7.1	16	18.8	2	2.4	60.0	40.0	0.0
	2020	76	76	100.0	3	3.9	9	11.8	4	5.3	14	18.4	10	13.2	53.9	46.1	0.0
2	2018	77	72	93.5	6	7.8	8	10.4	7	9.1	22	28.6	4	5.2	59.7	40.3	1.3
	2019	66	64	97.0	4	6.1	9	13.6	4	6.1	15	22.7	6	9.1	51.5	48.5	0.0
	2020	79	74	93.7	5	6.3	10	12.7	4	5.1	15	19.0	11	13.9	54.4	45.6	0.0
3	2018	69	64	92.8	4	5.8	8	11.6	6	8.7	19	27.5	10	14.5	49.3	50.7	0.0
	2019	70	67	95.7	5	7.1	9	12.9	6	8.6	16	22.9	3	4.3	57.1	42.9	0.0
	2020	66	61	92.4	4	6.1	6	9.1	4	6.1	17	25.8	13	19.7	54.5	45.5	1.5
4	2018	75	73	97.3	7	9.3	6	8.0	35	46.7	18	24.0	4	5.3	49.3	50.7	0.0
	2019	66	63	95.5	3	4.5	12	18.2	29	43.9	15	22.7	5	7.6	48.5	51.5	0.0
	2020	68	65	95.6	6	8.8	9	13.2	30	44.1	15	22.1	9	13.2	55.9	44.1	0.0
5	2018	58	57	98.3	4	6.9	14	24.1	25	43.1	12	20.7	1	1.7	56.9	43.1	0.0
	2019	77	69	89.6	6	7.8	8	10.4	30	39.0	19	24.7	3	3.9	49.4	50.6	0.0
	2020	62	59	95.2	3	4.8	13	21.0	15	24.2	17	27.4	3	4.8	53.2	46.8	0.0
PK-5	2018	509	487	95.7	31	6.1	45	8.8	86	16.9	87	17.1	99	19.4	51.9	48.1	5.7
	2019	523	501	95.8	26	5.0	53	10.1	79	15.1	81	15.5	81	15.5	53.3	46.7	6.5
	2020	533	516	96.8	29	5.4	53	9.9	70	13.1	94	17.6	118	22.1	52.7	47.3	6.2

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	82	11,061	77	93.9	10,520	95.1	14	17.1	17.8	69	9,830	84.5	88.9
	2019	74	10,918	71	96.2	10,370	95.0	0	0.0	5.7	69	9,637	93.1	88.3
	2020	96	10,874	89	93.2	10,319	94.9	5	5.2	3.8	83	9,815	86.7	90.3
1	2018	62	11,550	59	94.9	11,055	95.7	17	27.4	16.6	54	10,347	87.2	89.6
	2019	84	11,198	80	94.9	10,715	95.7	4	4.8	5.0	76	10,069	90.4	89.9
	2020	77	11,192	73	95.2	10,678	95.4	2	2.6	3.9	72	10,139	93.3	90.6
2	2018	78	11,864	75	95.3	11,398	96.1	20	25.6	15.9	70	10,717	89.5	90.3
	2019	64	11,232	61	94.4	10,781	96.0	2	3.1	4.8	57	10,169	88.4	90.5
	2020	82	11,070	78	94.6	10,616	95.9	2	2.4	3.2	74	10,175	90.3	91.9
3	2018	70	12,536	67	96.6	12,080	96.4	21	30.1	14.4	60	11,431	86.0	91.2
	2019	71	11,452	68	95.8	11,029	96.3	2	2.8	4.6	63	10,478	88.3	91.5
	2020	64	11,093	60	94.3	10,664	96.1	4	6.3	3.5	57	10,181	89.4	91.8
4	2018	75	12,675	72	96.3	12,235	96.5	14	18.7	14.1	67	11,637	89.7	91.8
	2019	65	12,118	62	96.2	11,690	96.5	4	6.2	4.9	54	11,112	83.2	91.7
	2020	67	11,323	65	96.7	10,902	96.3	0	0.0	3.4	64	10,479	95.6	92.5
5	2018	57	12,498	56	96.6	12,078	96.6	5	8.7	6.1	50	11,513	87.1	92.1
	2019	75	12,193	72	96.0	11,779	96.6	8	10.6	4.5	68	11,300	90.3	92.7
	2020	63	11,957	60	94.7	11,518	96.3	1	1.6	3.2	55	11,098	87.1	92.8
KN-5	2018	424	72,186	405	95.5	69,366	96.1	91	21.5	14.0	370	65,475	87.3	90.7
	2019	434	69,110	415	95.6	66,364	96.0	20	4.6	4.9	387	62,765	89.1	90.8
	2020	449	67,509	425	94.7	64,698	95.8	14	3.1	3.5	405	61,887	90.3	91.7

Teachers: 38

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	34	89.5
Hispanic	0	0.0
White	4	10.5
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	32	84.2
Male	6	15.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.7	85.7
2018-19	6.6	85.7
2019-20	5.8	83.3

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	3	7.9
1	1	2.6
2	2	5.3
3	1	2.6
4	3	7.9
5	1	2.6
1-3	4	10.5
More than 3	31	81.6
1 - 5	8	21.1
6 - 10	2	5.3
11 - 20	9	23.7
More than 20	16	42.1

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
(N Rated)	2020 Level	N	%	N	%	N	%	N	%	N	%
4 (6)	Beginning	0	0.0	2	33.3	1	16.7	0	0.0	0	0.0
	Intermediate	1	16.7	3	50.0	3	50.0	3	50.0	4	66.7
	Advanced	4	66.7	1	16.7	0	0.0	3	50.0	2	33.3
	Advanced High	1	16.7	0	0.0	2	33.3	0	0.0	0	0.0
ALL (19)	Beginning	0	0.0	7	36.8	4	26.7	4	21.1	1	6.7
	Intermediate	4	21.1	7	36.8	5	33.3	7	36.8	9	60.0
	Advanced	9	47.4	4	21.1	3	20.0	7	36.8	4	26.7
	Advanced High	6	31.6	1	5.3	3	20.0	1	5.3	1	6.7

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
6 0 (0.0%)	Beginning	0			
	Intermediate	0	4		
	Advanced	0	0	2	
	Advanced High	0	0	0	
17 1 (5.9%)	Beginning	1			
	Intermediate	0	8		
	Advanced	0	0	3	
	Advanced High	0	0	1	

 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

71	76.0	81.5			83.1		78.9	
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GRADE 1 READING

71	76.5	85.9			91.5		91.2	
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GRADE 2 MATHEMATICS

70	58.4	71.0	84.1		54.3	94.3	76.5	92.3
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GRADE 2 READING

71	59.9	73.3	80.8		69.0	97.2	72.1	91.3
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GRADE 3 MATHEMATICS

59	68.6	79.1	81.2		76.3	89.8	70.6	90.8
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GRADE 3 READING

59	66.7	80.0	80.3		84.7	93.2	62.6	88.7
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GRADE 4 LANGUAGE ARTS

59	67.2	76.6	79.3		74.6	91.5	68.3	91.7
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GRADE 4 MATHEMATICS

58	68.5	76.9	85.0		72.4	94.8	71.7	90.4
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GRADE 4 READING

59	63.2	79.9	77.6		79.7	88.1	68.8	92.4
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GRADE 5 MATHEMATICS

50	80.5	85.8	78.3		84.0	80.0	78.3	91.9
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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 3 MATHEMATICS

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GRADE 3 READING

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GRADE 4 LANGUAGE ARTS

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 5 MATHEMATICS

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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 5 READING

49	60.9	80.4	81.4		75.5	91.8	79.5	94.1
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GRADE 5 SCIENCE

50	80.7	83.0	87.7		78.0	96.0	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 5 READING

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GRADE 5 SCIENCE

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