Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 240

FRANK GUZICK 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	72
KN	103
1	84
2	110
3	100
4	109
5	94
ALL	672

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	268	39.9	15	36.6
American Indian/Alaska Native	1	0.1	*	*
Asian/Hawaiian/Pacific Islander	6	0.9	*	*
Hispanic	378	56.3	16	39.0
White	10	1.5	8	19.5
Multiple	9	1.3	1	2.4
Other* (teachers only)	—	—	1	2.4
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	356	53.0
Economically disadvantaged	633	94.2
Limited English proficient (LEP)	296	44.0
Special education	48	7.1
Talented and Gifted (TAG)	70	10.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	68	28	41.2	0	0.0	0	0.0	35	51.5	0	0.0	5	7.4
	2019	76	27	35.5	0	0.0	1	1.3	47	61.8	1	1.3	0	0.0
	2020	72	33	45.8	0	0.0	1	1.4	36	50.0	0	0.0	2	2.8
KN	2018	85	35	41.2	0	0.0	0	0.0	47	55.3	1	1.2	2	2.4
	2019	94	38	40.4	0	0.0	0	0.0	51	54.3	2	2.1	3	3.2
	2020	103	36	35.0	0	0.0	1	1.0	62	60.2	2	1.9	2	1.9
1	2018	95	42	44.2	0	0.0	2	2.1	47	49.5	2	2.1	2	2.1
	2019	106	40	37.7	0	0.0	0	0.0	62	58.5	2	1.9	2	1.9
	2020	84	27	32.1	0	0.0	0	0.0	56	66.7	0	0.0	1	1.2
2	2018	101	44	43.6	0	0.0	1	1.0	54	53.5	2	2.0	0	0.0
	2019	93	36	38.7	0	0.0	2	2.2	50	53.8	1	1.1	4	4.3
	2020	110	42	38.2	0	0.0	0	0.0	66	60.0	1	0.9	1	0.9
3	2018	86	33	38.4	0	0.0	1	1.2	49	57.0	2	2.3	1	1.2
	2019	108	50	46.3	0	0.0	1	0.9	55	50.9	2	1.9	0	0.0
	2020	100	42	42.0	1	1.0	2	2.0	49	49.0	4	4.0	2	2.0
4	2018	108	47	43.5	0	0.0	1	0.9	56	51.9	2	1.9	2	1.9
	2019	88	35	39.8	0	0.0	1	1.1	52	59.1	0	0.0	0	0.0
	2020	109	48	44.0	0	0.0	1	0.9	57	52.3	2	1.8	1	0.9
5	2018	108	42	38.9	0	0.0	1	0.9	62	57.4	0	0.0	2	1.9
	2019	103	40	38.8	0	0.0	0	0.0	57	55.3	0	0.0	6	5.8
	2020	94	40	42.6	0	0.0	1	1.1	52	55.3	1	1.1	0	0.0
PK-5	2018	651	271	41.6	0	0.0	6	0.9	350	53.8	9	1.4	14	2.2
	2019	668	266	39.8	0	0.0	5	0.7	374	56.0	8	1.2	15	2.2
	2020	672	268	39.9	1	0.1	6	0.9	378	56.3	10	1.5	9	1.3

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	68	65	95.6	25	36.8	0	0.0	34	50.0	0	0.0	63	92.6	51.5	48.5	8.8
	2019	76	76	100.0	40	52.6	7	9.2	16	21.1	0	0.0	64	84.2	53.9	46.1	9.2
	2020	72	71	98.6	27	37.5	2	2.8	31	43.1	0	0.0	62	86.1	45.8	54.2	13.9
KN	2018	85	80	94.1	39	45.9	5	5.9	46	54.1	8	9.4	16	18.8	40.0	60.0	1.2
	2019	94	92	97.9	35	37.2	9	9.6	27	28.7	2	2.1	32	34.0	58.5	41.5	1.1
	2020	103	93	90.3	51	49.5	7	6.8	50	48.5	4	3.9	35	34.0	50.5	49.5	1.0
1	2018	95	89	93.7	35	36.8	2	2.1	39	41.1	4	4.2	13	13.7	48.4	51.6	0.0
	2019	106	100	94.3	50	47.2	5	4.7	53	50.0	15	14.2	20	18.9	44.3	55.7	6.6
	2020	84	79	94.0	38	45.2	8	9.5	37	44.0	4	4.8	15	17.9	53.6	46.4	3.6
2	2018	101	93	92.1	45	44.6	6	5.9	49	48.5	9	8.9	9	8.9	57.4	42.6	2.0
	2019	93	91	97.8	37	39.8	5	5.4	43	46.2	12	12.9	12	12.9	43.0	57.0	4.3
	2020	110	103	93.6	52	47.3	9	8.2	53	48.2	17	15.5	18	16.4	46.4	53.6	2.7
3	2018	86	80	93.0	35	40.7	4	4.7	45	52.3	8	9.3	12	14.0	46.5	53.5	3.5
	2019	108	104	96.3	50	46.3	8	7.4	57	52.8	11	10.2	21	19.4	49.1	50.9	2.8
	2020	100	100	100.0	41	41.0	8	8.0	48	48.0	16	16.0	18	18.0	51.0	49.0	5.0
4	2018	108	103	95.4	44	40.7	6	5.6	88	81.5	15	13.9	9	8.3	48.1	51.9	0.9
	2019	88	79	89.8	37	42.0	7	8.0	61	69.3	13	14.8	10	11.4	50.0	50.0	2.3
	2020	109	102	93.6	50	45.9	8	7.3	77	70.6	14	12.8	19	17.4	48.6	51.4	0.9
5	2018	108	104	96.3	47	43.5	11	10.2	90	83.3	14	13.0	12	11.1	51.9	48.1	2.8
	2019	103	100	97.1	45	43.7	9	8.7	86	83.5	15	14.6	6	5.8	52.4	47.6	3.9
	2020	94	85	90.4	37	39.4	6	6.4	60	63.8	15	16.0	18	19.1	52.1	47.9	1.1
PK-5	2018	651	614	94.3	270	41.5	34	5.2	391	60.1	58	8.9	134	20.6	49.3	50.7	2.5
	2019	668	642	96.1	294	44.0	50	7.5	343	51.3	68	10.2	165	24.7	50.0	50.0	4.2
	2020	672	633	94.2	296	44.0	48	7.1	356	53.0	70	10.4	185	27.5	49.7	50.3	3.6

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	89	11,061	84	94.5	10,520	95.1	21	23.6	17.8	76	9,830	85.5	88.9
	2019	93	10,918	88	93.8	10,370	95.0	16	17.1	5.7	76	9,637	81.5	88.3
	2020	97	10,874	90	92.8	10,319	94.9	11	11.4	3.8	87	9,815	89.8	90.3
1	2018	90	11,550	86	95.1	11,055	95.7	25	27.6	16.6	76	10,347	84.0	89.6
	2019	100	11,198	95	94.9	10,715	95.7	14	14.0	5.0	88	10,069	87.9	89.9
	2020	92	11,192	86	93.6	10,678	95.4	17	18.6	3.9	70	10,139	76.4	90.6
2	2018	93	11,864	89	95.6	11,398	96.1	22	23.5	15.9	83	10,717	88.8	90.3
	2019	90	11,232	86	95.7	10,781	96.0	11	12.2	4.8	77	10,169	85.3	90.5
	2020	109	11,070	103	94.5	10,616	95.9	9	8.2	3.2	96	10,175	87.9	91.9
3	2018	89	12,536	86	96.0	12,080	96.4	26	29.2	14.4	76	11,431	85.3	91.2
	2019	105	11,452	100	95.6	11,029	96.3	7	6.7	4.6	94	10,478	89.9	91.5
	2020	104	11,093	98	94.9	10,664	96.1	14	13.5	3.5	86	10,181	83.0	91.8
4	2018	108	12,675	104	96.1	12,235	96.5	23	21.3	14.1	98	11,637	90.9	91.8
	2019	88	12,118	84	95.8	11,690	96.5	16	18.2	4.9	74	11,112	84.2	91.7
	2020	108	11,323	102	94.4	10,902	96.3	10	9.2	3.4	92	10,479	84.8	92.5
5	2018	107	12,498	104	96.7	12,078	96.6	10	9.3	6.1	99	11,513	92.4	92.1
	2019	107	12,193	102	95.4	11,779	96.6	9	8.4	4.5	96	11,300	89.6	92.7
	2020	94	11,957	89	94.8	11,518	96.3	8	8.5	3.2	83	11,098	88.4	92.8
KN-5	2018	577	72,186	552	95.7	69,366	96.1	127	22.0	14.0	508	65,475	88.1	90.7
	2019	583	69,110	555	95.2	66,364	96.0	73	12.5	4.9	505	62,765	86.6	90.8
	2020	604	67,509	569	94.2	64,698	95.8	69	11.4	3.5	514	61,887	85.1	91.7

Teachers: 41

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	15	36.6
Hispanic	16	39.0
White	8	19.5
Multiple	1	2.4
Other	1	2.4

Gender	Number	Percentage
Female	34	82.9
Male	7	17.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.8	84.1
2018-19	6.5	78.0
2019-20	5.9	94.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	2.4
1	6	14.6
2	1	2.4
3	3	7.3
4	3	7.3
5	2	4.9
1-3	10	24.4
More than 3	30	73.2
1 - 5	15	36.6
6 - 10	8	19.5
11 - 20	10	24.4
More than 20	7	17.1

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
KN (51)	Beginning	29	56.9	31	60.8	50	98.0	50	98.0	32	62.7
	Intermediate	21	41.2	19	37.3	0	0.0	0	0.0	18	35.3
	Advanced	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0
	Advanced High	1	2.0	1	2.0	0	0.0	1	2.0	1	2.0
1 (38)	Beginning	7	18.4	15	39.5	23	60.5	23	60.5	15	39.5
	Intermediate	21	55.3	18	47.4	13	34.2	14	36.8	17	44.7
	Advanced	10	26.3	5	13.2	2	5.3	1	2.6	6	15.8
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (52)	Beginning	7	14.0	20	40.0	18	36.0	18	35.3	10	20.8
	Intermediate	20	40.0	22	44.0	19	38.0	25	49.0	27	56.3
	Advanced	16	32.0	6	12.0	9	18.0	6	11.8	9	18.8
	Advanced High	7	14.0	2	4.0	4	8.0	2	3.9	2	4.2
3 (42)	Beginning	7	17.5	17	42.5	6	31.6	12	29.3	3	17.6
	Intermediate	11	27.5	18	45.0	9	47.4	18	43.9	13	76.5
	Advanced	13	32.5	4	10.0	3	15.8	3	7.3	1	5.9
	Advanced High	9	22.5	1	2.5	1	5.3	8	19.5	0	0.0
4 (50)	Beginning	6	12.2	5	10.2	0	0.0	10	20.0	0	0.0
	Intermediate	20	40.8	26	53.1	0	0.0	16	32.0	0	0.0
	Advanced	15	30.6	16	32.7	0	0.0	10	20.0	0	0.0
	Advanced High	8	16.3	2	4.1	0	0.0	14	28.0	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (% Progressed)	2020 Level	2019 Level Beg	Int	Adv	Adv High
– / –	Beginning	–			
	Intermediate	–	–		
	Advanced	–	–	–	
	Advanced High	–	–	–	
29 / **16 (55.2%)**	Beginning	11			
	Intermediate	12	2		
	Advanced	4	0	0	
	Advanced High	0	0	0	
46 / **14 (30.4%)**	Beginning	6			
	Intermediate	6	20		
	Advanced	0	6	3	
	Advanced High	0	0	2	
33 / **0 (0.0%)**	Beginning	0			
	Intermediate	0	12		
	Advanced	0	0	1	
	Advanced High	0	0	0	
46 / **0 (0.0%)**	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (36)	Beginning	4	11.1	7	19.4	0	0.0	5	13.9	0	0.0
	Intermediate	5	13.9	12	33.3	0	0.0	5	13.9	0	0.0
	Advanced	17	47.2	17	47.2	0	0.0	10	27.8	0	0.0
	Advanced High	10	27.8	0	0.0	0	0.0	16	44.4	0	0.0
ALL (269)	Beginning	60	22.7	95	36.0	97	61.4	118	44.2	60	39.0
	Intermediate	98	37.1	115	43.6	41	25.9	78	29.2	75	48.7
	Advanced	71	26.9	48	18.2	15	9.5	30	11.2	16	10.4
	Advanced High	35	13.3	6	2.3	5	3.2	41	15.4	3	1.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
32 0 (0.0%)	Beginning	0			
	Intermediate	0		0	
	Advanced	0	0		0
	Advanced High	0	0		0
186 30 (16.1%)	Beginning	17			
	Intermediate	18		34	
	Advanced	4	6		4
	Advanced High	0	0		2

☐ Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
		Averages			% Passing		District % Passing	

Elementary School Exams

GRADE 1 MATHEMATICS

80	72.3	78.7			77.5		78.9	

GRADE 1 READING

42	68.9	81.4			92.9		91.2	

GRADE 1 READING SPANISH

39	78.5	85.6			79.5		89.5	

GRADE 2 MATHEMATICS

102	67.8	77.6	79.6		74.5	85.3	76.5	92.3

GRADE 2 READING

59	51.7	67.8	80.3		40.7	91.5	72.1	91.3

GRADE 2 READING SPANISH

43	73.7	80.3	83.8		74.4	88.4	75.1	92.0

GRADE 3 MATHEMATICS

93	50.2	66.8	81.6		47.3	82.8	70.6	90.8

GRADE 3 READING

60	45.7	67.4	74.9		46.7	70.0	62.6	88.7

GRADE 3 READING SPANISH

34	46.0	67.6	72.5		47.1	70.6	57.7	88.7

GRADE 4 LANGUAGE ARTS

57	59.0	70.7	70.5		54.4	59.6	68.3	91.7

SEMESTER 2 TESTS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
		Averages			% Passing		District % Passing	

GRADE 1 MATHEMATICS

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 READING

GRADE 3 READING SPANISH

GRADE 4 LANGUAGE ARTS

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

| 38 | 71.2 | 76.0 | 67.9 | | 65.8 | 47.4 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 98 | 62.2 | 72.3 | 78.7 | | 59.2 | 86.7 | 71.7 | 90.4 |

GRADE 4 READING

| 61 | 50.2 | 72.8 | 74.0 | | 54.1 | 83.6 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 39 | 71.2 | 80.8 | 68.3 | | 82.1 | 48.7 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 87 | 67.1 | 75.9 | 74.0 | | 66.7 | 64.4 | 78.3 | 91.9 |

GRADE 5 READING

| 56 | 46.8 | 73.4 | 74.7 | | 55.4 | 76.8 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 35 | 67.3 | 76.1 | 79.2 | | 68.6 | 88.6 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 56 | 63.6 | 67.8 | 80.2 | | 50.0 | 92.9 | 76.5 | 95.9 |

GRADE 5 SCIENCE SPANISH

| 35 | 59.3 | 67.8 | 77.6 | | 42.9 | 85.7 | 73.2 | 94.7 |

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

| | | | | | | | | |

GRADE 4 MATHEMATICS

| | | | | | | | | |

GRADE 4 READING

| | | | | | | | | |

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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GRADE 5 SCIENCE SPANISH

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