Dallas Independent School District

Data Packet
for 2012-13 Planning

Evaluation and Accountability
Data Analysis, Reporting, and Research Services

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School Number 71

ENVIRONMENTAL SCIENCE ACADEMY

DALLAS ENVIRONMENTAL SCIENCE (71)
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2011-12 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 newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- "Economically disadvantaged" students are those who qualify for free or reduced-price lunch through the federal government's program.
- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- For 2010-11 forward, race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes; students reporting their ethnicity as "Hispanic" are not counted in any race category. For prior years, race/ethnicity is based on the previous categories.
- "Economically disadvantaged" students are those receiving free or reduced-price lunches.
- "New" students were new to the district in 2011-12. They are counted as new if not enrolled in a district campus before the last day of the 2010-11 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 2010-11 and 2011-12.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- "Average daily membership" is the total number of school days students were 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 for a minimum number of instructional days between the beginning of the school year and the first day of the main TAKS testing period. This number varies from 125 to 130 depending on the calendar in a particular school year.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the year prior" and denominator "# of teachers assigned to the school for the prior year." That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

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STAAR, STAAR L, and STAAR M

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are those reported to the TEA in the Public Education Information Management System (PEIMS) submission for the district.
- STAAR statistics are based on results from the standard STAAR only. STAAR L and STAAR M statistics are computed separately, following the TEA's reporting practice.
- Exclusive for 2012: Until standards are released in Spring 2013, the "Percentage Satisfactory" report is replaced by "Percentage Meeting Equivalent TAKS Standard" for reading and mathematics. (Equivalent standards not produced by TEA for other STAAR subjects.) The "Number not Satisfactory" report is replaced by "Average Number of Items Correct."
- Statistics by reporting category are averages for all students (across student groups and genders).
- An "average percentage correct" is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC reading tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. STAAR compositions are rated twice on a scale of 0 to 4. The two ratings are summed for a range of possible score points from 0 to 8.
- STAAR M reports not currently available. At time of publication, insufficient information was available from the TEA to produce meaningful statistics for reporting.

TELPAS

- Students are counted as having tested 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's composite rating did not increase at least one level from 2011 to 2012, the TEA did not report the 2011 composite rating.
- If a student is rated as advanced high in 2012, the TEA does not differentiate between the advanced and advanced high levels from 2011.

ACP

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- The ACPs are given as final course exams in grades 7-12. They account for a portion of students' final semester grades: 15 percent for high school and 10 percent for middle school. "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores.
- 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 percent is required to pass an ACP. A course mark of at least 70 percent is required to pass a course.

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STUDENT ENROLLMENT

Grade	Enrollment
6	80
7	73
8	72
ALL	225

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	**Percent**	**Number**	**Percent**
Black/African American	46	20.4	7	50.0
American Indian/Alaska Native	1	0.4	*	*
Asian/Hawaiian/Pacific Islander	6	2.7	*	*
Hispanic	160	71.1	0	0.0
White	8	3.6	6	42.9
Multiple	1	0.4	0	0.0
Other* (teachers only)	—	—	1	7.1
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	50	22.2
Economically disadvantaged	174	77.3
Limited English proficient (LEP)	16	7.1
Special education	0	0.0
Talented and Gifted (TAG)	153	68.0

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2010	76	22	28.9	0	0.0	1	1.3	48	63.2	5	6.6	—	—
	2011	77	24	31.2	0	0.0	1	1.3	45	58.4	7	9.1	0	0.0
	2012	80	9	11.3	1	1.3	4	5.0	64	80.0	2	2.5	0	0.0
7	2010	73	23	31.5	2	2.7	1	1.4	43	58.9	4	5.5	—	—
	2011	76	21	27.6	3	3.9	1	1.3	46	60.5	4	5.3	1	1.3
	2012	73	18	24.7	0	0.0	1	1.4	50	68.5	4	5.5	0	0.0
8	2010	66	14	21.2	0	0.0	2	3.0	44	66.7	6	9.1	—	—
	2011	68	20	29.4	24	35.3	1	1.5	17	25.0	4	5.9	2	2.9
	2012	72	19	26.4	0	0.0	1	1.4	46	63.9	2	2.8	1	1.4
6-8	2010	215	59	27.4	2	0.9	4	1.9	135	62.8	15	7.0	—	—
	2011	221	65	29.4	27	12.2	3	1.4	108	48.9	15	6.8	3	1.4
	2012	225	46	20.4	1	0.4	6	2.7	160	71.1	8	3.6	1	0.4

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	
6	2010	76	60	78.9	5	6.6	1	1.3	8	10.5	19	25.0	2	2.6	57.9	42.1	0.0
	2011	77	55	71.4	4	5.2	1	1.3	7	9.1	53	68.8	4	5.2	68.8	31.2	0.0
	2012	80	63	78.8	13	16.3	0	0.0	29	36.3	47	58.8	3	3.8	62.5	37.5	0.0
7	2010	73	53	72.6	3	4.1	0	0.0	7	9.6	48	65.8	3	4.1	57.5	42.5	0.0
	2011	76	58	76.3	5	6.6	1	1.3	8	10.5	58	76.3	2	2.6	52.6	47.4	0.0
	2012	73	53	72.6	2	2.7	0	0.0	9	12.3	53	72.6	0	0.0	64.4	35.6	0.0
8	2010	66	49	74.2	0	0.0	1	1.5	7	10.6	39	59.1	0	0.0	62.1	37.9	0.0
	2011	68	49	72.1	1	1.5	0	0.0	3	4.4	45	66.2	0	0.0	57.4	42.6	0.0
	2012	72	58	80.6	1	1.4	0	0.0	12	16.7	53	73.6	1	1.4	50.0	50.0	0.0
6-8	2010	215	162	75.3	8	3.7	2	0.9	22	10.2	106	49.3	5	2.3	59.1	40.9	0.0
	2011	221	162	73.3	10	4.5	2	0.9	18	8.1	156	70.6	6	2.7	59.7	40.3	0.0
	2012	225	174	77.3	16	7.1	0	0.0	50	22.2	153	68.0	4	1.8	59.1	40.9	0.0

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
6	**2010**	76	10,602	74	97.5	10,111	95.4	0	0.0	18.3	74	9,083	98.0	85.7
	2011	75	10,126	74	97.9	9,742	96.2	0	0.0	17.1	76	9,074	100.0	89.6
	2012	80	10,683	78	97.6	10,315	96.6	13	16.3	17.9	74	9,420	92.8	88.2
7	**2010**	73	10,258	70	96.7	9,636	93.9	1	1.4	22.0	71	8,310	97.5	81.0
	2011	74	10,058	72	97.8	9,589	95.3	1	1.4	22.5	75	8,791	100.0	87.4
	2012	73	10,204	71	98.0	9,727	95.3	4	5.5	24.1	71	8,576	97.9	84.0
8	**2010**	66	9,996	63	96.4	9,326	93.3	0	0.0	15.5	64	7,894	97.5	79.0
	2011	66	9,907	64	97.7	9,388	94.8	0	0.0	17.5	67	8,465	100.0	85.4
	2012	72	10,369	70	97.6	9,838	94.9	0	0.0	15.9	70	8,711	97.8	84.0
6-8	**2010**	214	30,856	207	96.9	29,073	94.2	1	0.5	18.6	209	25,287	97.7	82.0
	2011	215	30,091	210	97.8	28,719	95.4	1	0.5	19.1	218	26,330	100.0	87.5
	2012	224	31,256	219	97.7	29,880	95.6	17	7.6	19.3	215	26,707	96.0	85.4

Teachers: 14

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	7	50.0
Hispanic	0	0.0
White	6	42.9
Multiple	0	0.0
Other	1	7.1

Gender	Number	Percentage
Female	10	71.4
Male	4	28.6

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2009-10	7.5	—
2010-11	6.3	86.7
2011-12	8.0	87.5

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	0	0.0
2	0	0.0
3	1	7.1
4	3	21.4
5	2	14.3
1-3	1	7.1
More than 3	13	92.9
1 - 5	6	42.9
6 - 10	2	14.3
11 - 20	1	7.1
More than 20	5	35.7

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PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	77.6	80
7	2010													
	2011													
	2012	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	81.2	73
8	2010													
	2011													
	2012	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	83.5	72
6-8	2010													
	2011													
	2012	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	80.7	225

		NUMBER TESTED IN GRADES 6-8											
2010													0
2011													0
2012	8	46	160	171	2	16	28	0	134	91	225	29,201	

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012	*	39	39	38		37	37		39	39	39	30	80
7	2010													
	2011													
	2012	*	41	41	41	*	*	36		40	42	41	31	73
8	2010													
	2011													
	2012	*	43	42	42	*	*	39		42	42	42	32	72
6-8	2010													
	2011													
	2012	38	41	40	40	*	36	37		40	41	40	31	225

	NUMBER TESTED IN GRADES 6-8												
2010												0
2011												0
2012	8	46	160	171	2	16	28	0	134	91	225	29,201

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY		
		1. Understanding Across Genres (GR 3-5) 1. Understanding/Analysis Across Genres (GR 6-8)	2. Understanding/Analysis of Literary Texts	3. Understanding/Analysis of Informational Texts
6	2010			
	2011			
	2012	87.8	80.3	78.6
7	2010			
	2011			
	2012	89.2	73.6	85.1
8	2010			
	2011			
	2012	82.6	78.0	82.8
6-8	2010			
	2011			
	2012	86.6	77.4	82.0

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AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
	2010													
7	2011													
	2012	*	51	50	51	*	*	42		48	54	50	41	73

					NUMBER TESTED IN GRADE 7								
2010													0
2011													0
2012	4	18	50	54	1	2	6	0	47	26	73	9,451	

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AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Composition[1] GR 4: Personal Narrative GR 7: Expository	1. Composition[1] GR 4: Expository GR 7: Personal Narrative	2. Revision	3. Editing
7	2010				
	2011				
	2012	4.7	5.2	80.7	73.5

[1]Average score points (range 0-8). A STAAR composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

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PERCENTAGE MEETING TAKS PASSING STANDARD

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012	*	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	73.3	80
7	2010													
	2011													
	2012	*	100.0	100.0	100.0	*	*	100.0		100.0	100.0	100.0	75.5	73
6-8	2010													
	2011													
	2012	100.0	100.0	100.0	100.0	*	100.0	100.0		100.0	100.0	100.0	69.7	153

	NUMBER TESTED IN GRADES 6-8												
2010												0
2011												0
2012	6	27	114	114	1	15	19	0	98	55	153	26,035

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AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
6	2010													
	2011													
	2012	*	35	40	39		37	37		39	39	39	27	80
7	2010													
	2011													
	2012	*	35	39	39	*	*	30		39	37	38	27	73

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY				
		1. Numbers, Operations, and Quantitative Reasoning	2. Patterns, Relationships, and Algebraic Reasoning	3. Geometry and Spatial Reasoning	4. Measurement	5. Probability and Statistics
6	2010					
	2011					
	2012	73.0	81.6	74.8	68.4	76.4
7	2010					
	2011					
	2012	75.7	77.1	74.8	58.0	64.9
6-8	2010					
	2011					
	2012	74.3	79.4	74.8	63.5	70.9

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	**2010**												
	2011												
	2012	*	94.7	93.3	92.9	*	*	88.9		91.7	97.1	94.4	94.1
Tests Taken	**2010**												
	2011												
	2012	2	19	45	56	1	1	9	0	36	35	71	2,553

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NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	**2010**												
	2011												
	2012	*	1	3	4	*	*	1		3	1	4	151
Tests Taken	**2010**												
	2011												
	2012	2	19	45	56	1	1	9	0	36	35	71	2,553

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I (GRADE 8)	**2010**												
	2011												
	2012	*	31.6	40.0	39.3	*	*	22.2		30.6	42.9	36.6	19.0
Tests Taken	**2010**												
	2011												
	2012	2	19	45	56	1	1	9	0	36	35	71	2,553

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I (GRADE 8)	1. Functional Relationships	2. Properties and Attributes of Functions	3. Linear Functions	4. Linear Equations and Inequalities	5. Quadratic and Other Nonlinear Functions		
2010							
2011							
2012	71.8	58.6	67.9	63.4	61.0		

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
8	2010													
	2011													
	2012	*	38	40	40	*	*	37		41	38	40	30	72

				NUMBER TESTED IN GRADE 8									
2010													0
2011													0
2012	2	19	46	57	1	1	9	0	36	36	72	9,431	

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. Matter and Energy	2. Force, Motion, and Energy	3. Earth and Space	4. Organisms and Environments
8	2010				
	2011				
	2012	73.0	75.0	74.8	71.8

AVERAGE NUMBER (#) OF ITEMS CORRECT

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
	2010													
8	2011													
	2012	*	37	39	39	*	*	38		39	38	38	26	72

						NUMBER TESTED IN GRADE8							
2010													0
2011													0
2012	2	19	46	57	1	1	9	0	36	36	72	9,392	

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AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

Grade	Year	REPORTING CATEGORY			
		1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
8	2010				
	2011				
	2012	75.4	73.7	74.3	69.6

PERFORMANCE IN 2012

Grade (2010-11) (N Rated)	Domain: 2012 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
6 (13)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	3	23.1	5	38.5	3	23.1	0	0.0	0	0.0
	Advanced High	10	76.9	8	61.5	10	76.9	13	100.0	13	100.0
ALL (16)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	4	25.0	6	37.5	4	25.0	1	6.3	1	6.3
	Advanced High	12	75.0	10	62.5	12	75.0	15	93.8	15	93.8

PROGRESSION FROM 2011 TO 2012

Number Rated Both Years N (%) Progressed	2012 Level	2011 Level Beg	Int	Adv	Adv High
11 / 11 (100.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	11	
13 / 12 (92.3%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	1	
	Advanced High	0	0	12	

Indicates students who progressed at least one level from 2011 to 2012.

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July 26, 2012   Dallas ISD Evaluation & Accountability (Data Analysis, Research, and Reporting Services)   rpt_TELPAS   2012-13 Campus Data Packet

TESTS ADMINISTERED IN SEMESTER 1

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

ALGEBRA I PRE-AP

| 71 | 62.3 | 78.2 | 79.0 | 79.1 | 83.1 | 93.0 | 78.2 | 95.5 |

COMPUTER APPLICATIONS

| 75 | 76.2 | 84.8 | 92.4 | 93.2 | 100.0 | 100.0 | 69.0 | 94.0 |

LANGUAGE ARTS 7 PRE-AP

| 72 | 62.5 | 76.1 | 82.4 | 83.1 | 81.9 | 91.7 | 75.3 | 96.2 |

LANGUAGE ARTS 8 PRE-AP

| 70 | 63.7 | 75.8 | 84.9 | 85.9 | 82.9 | 98.6 | 73.7 | 95.8 |

MATHEMATICS 7 PRE-AP

| 75 | 56.1 | 74.7 | 80.0 | 80.6 | 68.0 | 93.3 | 76.1 | 95.5 |

SCIENCE 7 & SCIENCE 7 PRE-AP

| 75 | 80.6 | 88.4 | 83.6 | 83.0 | 100.0 | 96.0 | 71.3 | 88.6 |

SCIENCE 8 & SCIENCE 8 PRE-AP

| 71 | 75.4 | 85.8 | 88.2 | 88.4 | 100.0 | 100.0 | 66.7 | 90.7 |

TEXAS STUDIES 7 PRE-AP

| 75 | 70.5 | 82.3 | 79.2 | 78.9 | 93.3 | 92.0 | 75.7 | 94.5 |

UNITED STATES STUDIES 8 PRE-AP

| 71 | 76.9 | 84.6 | 80.8 | 80.4 | 97.2 | 98.6 | 86.2 | 96.2 |

TESTS ADMINISTERED IN SEMESTER 2

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

ALGEBRA I PRE-AP

| | | | | | | | | |

COMPUTER APPLICATIONS

| | | | | | | | | |

LANGUAGE ARTS 7 PRE-AP

| 71 | 57.5 | 75.5 | 85.7 | 86.8 | 84.5 | 98.6 | 74.1 | 95.4 |

LANGUAGE ARTS 8 PRE-AP

| 71 | 64.5 | 76.4 | 85.8 | 86.9 | 80.3 | 100.0 | 71.7 | 94.6 |

MATHEMATICS 7 PRE-AP

| 73 | 61.7 | 76.1 | 84.7 | 85.7 | 79.5 | 100.0 | 77.4 | 94.3 |

SCIENCE 7 & SCIENCE 7 PRE-AP

| 73 | 78.0 | 88.0 | 85.3 | 85.0 | 100.0 | 98.6 | 76.4 | 86.5 |

SCIENCE 8 & SCIENCE 8 PRE-AP

| 72 | 76.3 | 84.2 | 87.4 | 87.8 | 100.0 | 94.4 | 71.8 | 90.3 |

TEXAS STUDIES 7 PRE-AP

| 73 | 73.1 | 82.1 | 83.9 | 84.1 | 90.4 | 95.9 | 80.9 | 95.9 |

UNITED STATES STUDIES 8 PRE-AP

| 71 | 75.5 | 83.7 | 80.9 | 80.6 | 93.0 | 90.1 | 88.5 | 95.9 |

DALLAS ENVIRONMENTAL SCIENCE (71)