Campus Data Packet
for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 382

INNOVATION, DESIGN, ENTREPRENEURSHIP ACADEMY AT J.W. FANNIN

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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.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.

- For SAT and ACT, "Percent Tested" is computed with "Number Tested" as numerator and, as demoninator, Grade 12 "Enrollment" as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for "Percent Tested" is grade-level enrollment as reported in Enrollment reports.

- Score summaries for SAT and ACT contain all scores available for the schoool year (through July) at the time of publication.

- The SAT and ACT are administered throughout the year by The College Board and ACT, Inc. at national testing sites and students sit for these voluntarily as often as they choose. The district provides a school-day administration of each test (SAT to Grade 11 students in spring and ACT to Grade 12 students in fall). If a student has results from multiple administrations, only the latest scores are used.

- SAT scores range from 200 to 800; ACT scores range from 0 to 36. SAT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (The College Board). The benchmarks are 480 for the Evidence-Based Reading and Writing section score and 530 for the Mathematics section score. ACT's college readiness benchmarks are the minimum scores indicating a 50 percent chance of earning a B or better (and 75 percent chance of earning a C or better) in the corresponding college course. ACT benchmarks are available for four tests: English, 18; reading, 21; mathematics, 22; science, 24.

- PSAT/NMSQT and PSAT 8-9 are administered once each year in the fall. District students are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a score for that year.

- PSAT/NMSQT scores range from 200 to 800. PSAT/NMSQT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (The College Board). The College Board has determined benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510.

- AP scores range from 1 to 5. A 3 is a "qualifying score". Scores from May 2020 online administration only. Make-up scores were not available at time of publication.

STUDENT ENROLLMENT

Grade	Enrollment
9	66
10	68
11	66
12	76
ALL	276

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	83	30.1	9	45.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.7	*	*
Hispanic	181	65.6	4	20.0
White	7	2.5	4	20.0
Multiple	3	1.1	1	5.0
Other* (teachers only)	—	—	2	10.0
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	150	54.3
Economically disadvantaged	220	79.7
Limited English proficient (LEP)	95	34.4
Special education	37	13.4
Talented and Gifted (TAG)	30	10.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	74	20	27.0	0	0.0	0	0.0	52	70.3	2	2.7	0	0.0
	2019	77	34	44.2	0	0.0	0	0.0	41	53.2	2	2.6	0	0.0
	2020	66	23	34.8	0	0.0	2	3.0	39	59.1	2	3.0	0	0.0
10	2018	83	21	25.3	1	1.2	0	0.0	56	67.5	5	6.0	0	0.0
	2019	71	18	25.4	0	0.0	0	0.0	52	73.2	0	0.0	1	1.4
	2020	68	25	36.8	0	0.0	0	0.0	39	57.4	3	4.4	1	1.5
11	2018	90	32	35.6	0	0.0	1	1.1	50	55.6	6	6.7	1	1.1
	2019	72	20	27.8	1	1.4	0	0.0	49	68.1	2	2.8	0	0.0
	2020	66	17	25.8	0	0.0	0	0.0	47	71.2	0	0.0	2	3.0
12	2018													
	2019	83	29	34.9	0	0.0	1	1.2	46	55.4	6	7.2	1	1.2
	2020	76	18	23.7	0	0.0	0	0.0	56	73.7	2	2.6	0	0.0
9-12	2018	247	73	29.6	1	0.4	1	0.4	158	64.0	13	5.3	1	0.4
	2019	303	101	33.3	1	0.3	1	0.3	188	62.0	10	3.3	2	0.7
	2020	276	83	30.1	0	0.0	2	0.7	181	65.6	7	2.5	3	1.1

Grade	Year	Enrollment	Economically Disadvantaged N	Economically Disadvantaged %	LEP N	LEP %	Special Education N	Special Education %	At Risk N	At Risk %	TAG N	TAG %	New (to District) N	New (to District) %	Gender % Male	Gender % Female	Retention Rate (%)
9	2018	74	61	82.4	27	36.5	12	16.2	56	75.7	2	2.7	14	18.9	44.6	55.4	0.0
	2019	77	69	89.6	25	32.5	11	14.3	57	74.0	6	7.8	18	23.4	54.5	45.5	0.0
	2020	66	59	89.4	25	37.9	5	7.6	40	60.6	9	13.6	7	10.6	48.5	51.5	4.5
10	2018	83	73	88.0	23	27.7	11	13.3	57	68.7	8	9.6	1	1.2	50.6	49.4	1.2
	2019	71	57	80.3	25	35.2	15	21.1	48	67.6	5	7.0	1	1.4	46.5	53.5	9.9
	2020	68	53	77.9	22	32.4	10	14.7	32	47.1	6	8.8	4	5.9	52.9	47.1	7.4
11	2018	90	85	94.4	15	16.7	4	4.4	56	62.2	7	7.8	2	2.2	42.2	57.8	0.0
	2019	72	63	87.5	22	30.6	9	12.5	40	55.6	11	15.3	1	1.4	44.4	55.6	0.0
	2020	66	47	71.2	24	36.4	12	18.2	33	50.0	4	6.1	6	9.1	47.0	53.0	0.0
12	2018																
	2019	83	68	81.9	14	16.9	4	4.8	34	41.0	15	18.1	1	1.2	45.8	54.2	0.0
	2020	76	61	80.3	24	31.6	10	13.2	45	59.2	11	14.5	1	1.3	50.0	50.0	0.0
9-12	2018	247	219	88.7	65	26.3	27	10.9	169	68.4	17	6.9	17	6.9	45.7	54.3	0.4
	2019	303	257	84.8	86	28.4	39	12.9	179	59.1	37	12.2	21	6.9	47.9	52.1	2.3
	2020	276	220	79.7	95	34.4	37	13.4	150	54.3	30	10.9	18	6.5	49.6	50.4	2.9

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
9	2018	76	11,716	72	95.3	10,961	93.6	5	6.6	22.9	67	9,718	88.7	82.9
	2019	80	13,484	75	94.7	12,437	92.2	2	2.5	11.5	65	8,723	81.6	64.7
	2020	73	13,875	69	94.5	12,839	92.5	3	4.1	9.0	62	10,020	85.3	72.2
10	2018	89	10,382	85	95.6	9,791	94.3	1	1.1	16.5	81	8,886	91.1	85.6
	2019	71	12,020	67	94.4	11,175	93.0	0	0.0	7.3	50	7,845	70.7	65.3
	2020	71	12,465	66	93.6	11,629	93.3	0	0.0	5.4	65	8,835	91.7	70.9
11	2018	92	9,131	87	94.7	8,661	94.9	0	0.0	12.0	86	8,132	93.9	89.1
	2019	73	10,324	69	94.7	9,693	93.9	4	5.5	4.8	54	7,071	74.1	68.5
	2020	67	10,440	63	93.7	9,830	94.2	1	1.5	4.1	61	7,647	91.2	73.2
12	2018		8,756			8,306	94.9			5.8		7,772		88.8
	2019	86	10,368	82	95.0	9,771	94.2	0	0.0	3.3	65	7,151	75.3	69.0
	2020	76	10,322	71	94.6	9,699	94.0	0	0.0	3.4	74	7,820	97.9	75.8
9-12	2018	256	39,984	244	95.2	37,719	94.3	6	2.3	15.0	234	34,508	91.4	86.3
	2019	310	46,196	293	94.7	43,077	93.2	6	1.9	7.1	234	30,790	75.6	66.7
	2020	286	47,101	269	94.1	43,997	93.4	4	1.4	5.8	262	34,322	91.6	72.9

Teachers: 20

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	45.0
Hispanic	4	20.0
White	4	20.0
Multiple	1	5.0
Other	2	10.0

Gender	Number	Percentage
Female	12	60.0
Male	8	40.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	5.8	66.7
2018-19	6.3	56.5
2019-20	5.4	50.0

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	4	20.0
2	3	15.0
3	0	0.0
4	1	5.0
5	1	5.0
1-3	7	35.0
More than 3	13	65.0
1 - 5	9	45.0
6 - 10	9	45.0
11 - 20	2	10.0
More than 20	0	0.0

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
9 (25)	Beginning	1	4.0	14	56.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	5	20.0	0	0.0	9	36.0	0	0.0
	Advanced	15	60.0	6	24.0	0	0.0	6	24.0	0	0.0
	Advanced High	9	36.0	0	0.0	0	0.0	10	40.0	0	0.0
10 (22)	Beginning	0	0.0	9	40.9	1	50.0	0	0.0	0	0.0
	Intermediate	4	18.2	8	36.4	1	50.0	6	27.3	1	50.0
	Advanced	6	27.3	5	22.7	0	0.0	8	36.4	1	50.0
	Advanced High	12	54.5	0	0.0	0	0.0	8	36.4	0	0.0
11 (23)	Beginning	1	4.3	11	47.8	0	0.0	2	8.7	0	0.0
	Intermediate	7	30.4	6	26.1	0	0.0	13	56.5	0	0.0
	Advanced	4	17.4	6	26.1	0	0.0	4	17.4	0	0.0
	Advanced High	11	47.8	0	0.0	0	0.0	4	17.4	0	0.0
12 (24)	Beginning	1	4.2	5	20.8	0	0.0	2	8.3	0	0.0
	Intermediate	8	33.3	8	33.3	0	0.0	12	50.0	0	0.0
	Advanced	8	33.3	7	29.2	0	0.0	6	25.0	0	0.0
	Advanced High	7	29.2	4	16.7	0	0.0	4	16.7	0	0.0
ALL (94)	Beginning	3	3.2	39	41.5	1	50.0	4	4.3	0	0.0
	Intermediate	19	20.2	27	28.7	1	50.0	40	42.6	1	50.0
	Advanced	33	35.1	24	25.5	0	0.0	24	25.5	1	50.0
	Advanced High	39	41.5	4	4.3	0	0.0	26	27.7	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (% Progressed)	2020 Level	2019 Level Beg	Int	Adv	Adv High
23 / 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	0
22 / 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	0	0	0
23 / 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	0
24 / 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	0
92 / 0 (0.0%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	1	
	Advanced High	0	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

High School Exams

ALGEBRA I PRE-AP

53	63.3	72.5	79.0	80.1	58.5	83.0	76.4	94.0

ALGEBRA II PRE-AP

60	58.8	75.3	85.4	87.1	76.7	93.3	69.4	90.9

BIOLOGY PRE-AP

50	55.2	73.1	80.6	81.9	66.0	100.0	73.6	89.9

CHEMISTRY

63	42.0	68.4	75.8	77.2	39.7	87.3	41.6	80.1

ENGLISH I PRE-AP

62	64.2	67.4	76.2	77.7	48.4	90.3	75.7	90.5

ENGLISH II PRE-AP

63	59.6	70.4	77.4	78.7	54.0	87.3	80.1	93.0

GOVERNMENT

52	57.8	72.5	82.9	84.7	59.6	100.0	59.3	88.6

PRE-CALCULUS

39	48.8	61.6	76.7	79.4	30.8	97.4	51.1	86.1

STUDIO ART I

44	59.6	76.7	85.3	86.8	84.1	100.0	77.9	92.3

U.S. HISTORY

65	66.8	76.3	87.5	89.4	72.3	95.4	63.8	88.5

SEMESTER 2 TESTS

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

ALGEBRA I PRE-AP

ALGEBRA II PRE-AP

BIOLOGY PRE-AP

CHEMISTRY

ENGLISH I PRE-AP

ENGLISH II PRE-AP

GOVERNMENT

PRE-CALCULUS

STUDIO ART I

U.S. HISTORY

Test	Subtest	Year	Percent Tested		All Students			African American			Hispanic			White			District		
			%	Dist %	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK*	N	Mean	% at BMRK
SAT	Reading & Writing	**2017-18**		84.1													7,116	468	41.8
		2018-19	94.0	87.2	78	458	41.0	26	439	26.9	44	454	43.2	6	552	66.7	7,714	463	39.1
		2019-20	88.2	84.8	67	455	44.8	16	467	50.0	49	449	40.8	2	*	*	7,428	466	39.8
	Mathematics	**2017-18**		84.1													7,116	463	20.7
		2018-19	94.0	87.2	78	447	12.8	26	422	0.0	44	453	18.2	6	508	33.3	7,714	461	19.7
		2019-20	88.2	84.8	67	448	10.4	16	454	12.5	49	443	8.2	2	*	*	7,428	461	21.7
ACT	English	**2017-18**		82.3													6,959	15	26.5
		2018-19	95.2	82.5	79	14	20.3	27	12	7.4	44	13	25.0	6	20	33.3	7,297	15	27.0
		2019-20	88.2	81.2	67	15	32.8	15	16	40.0	50	15	30.0	2	*	*	7,116	15	28.9
	Mathematics	**2017-18**		82.3													6,959	17	14.8
		2018-19	95.2	82.5	79	17	10.1	27	15	3.7	44	18	13.6	6	20	16.7	7,297	18	19.2
		2019-20	88.2	81.2	67	17	7.5	15	17	13.3	50	17	6.0	2	*	*	7,116	17	14.3
	Reading	**2017-18**		82.3													6,959	17	19.0
		2018-19	95.2	82.5	79	16	19.0	27	14	7.4	44	17	18.2	6	22	50.0	7,297	17	21.0
		2019-20	88.2	81.2	67	16	11.9	15	17	13.3	50	16	12.0	2	*	*	7,116	16	18.4
	Science	**2017-18**		82.3													6,959	17	12.9
		2018-19	95.2	82.5	79	17	11.4	27	15	3.7	44	18	13.6	6	20	33.3	7,297	17	14.5
		2019-20	88.2	81.2	67	16	7.5	15	17	20.0	50	16	4.0	2	*	*	7,116	17	13.8
	Composite	**2017-18**		82.3			–			–			–			–	6,959	17	–
		2018-19	95.2	82.5	79	16	–	27	14	–	44	17	–	6	21	–	7,297	17	–
		2019-20	88.2	81.2	67	16	–	15	17	–	50	16	–	2	*	–	7,116	16	–

NOTE: See the NOTES report for information about score ranges and college-readiness benchmarks set by The College Board (SAT) and ACT, Inc.

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK	N	Mean	% at BMRK
9	Reading & Writing	**2017**	4	*	*	2	*	*	2	*	*	0			0			1,836	466	72.5
		2018	4	*	*	0			4	*	*	0			0			2,063	473	74.2
		2019	70	368	25.7	25	342	16.0	39	369	25.6	3	*	*	3	*	*	2,013	463	69.8
	Mathematics	**2017**	4	*	*	2	*	*	2	*	*	0			0			1,836	467	59.8
		2018	4	*	*	0			4	*	*	0			0			2,063	477	64.0
		2019	70	397	20.0	25	379	8.0	39	403	23.1	3	*	*	3	*	*	2,013	460	62.6
10	Reading & Writing	**2017**	91	406	31.9	25	412	36.0	58	397	29.3	7	463	42.9	1	*	*	8,857	417	39.0
		2018	63	386	28.6	15	383	33.3	47	384	25.5	0			0			8,620	418	41.8
		2019	68	395	23.5	25	374	20.0	39	392	20.5	3	*	*	0			8,689	414	38.2
	Mathematics	**2017**	91	423	15.4	25	422	12.0	58	418	15.5	7	476	28.6	1	*	*	8,857	428	22.1
		2018	63	396	7.9	15	404	6.7	47	391	6.4	0			0			8,620	426	25.3
		2019	68	406	7.4	25	384	4.0	39	411	2.6	3	*	*	0			8,689	426	20.7
11	Reading & Writing	**2017**																2,095	508	67.6
		2018	1	*	*	1	*	*	0			0			0			1,921	501	64.3
		2019	68	409	29.4	19	415	36.8	47	408	25.5	0			0			2,726	482	56.3
	Mathematics	**2017**																2,095	504	44.4
		2018	1	*	*	1	*	*	0			0			0			1,921	497	42.6
		2019	68	412	5.9	19	405	10.5	47	413	4.3	0			0			2,726	473	32.8

NOTE: See the NOTES report for information about score ranges and college readiness benchmarks set by The College Board for PSAT/NMSQT and PSAT 8-9.

Exams Taken		Average Score		Exams Passed		
School	Dist	School	Dist	School	%	Dist

ALL EXAMS

School	Dist	School	Dist	School	%	Dist
137	16,384	1.3	2.2	13	9.5	37.1

English Language and Composition

School	Dist	School	Dist	School	%	Dist
15	1,472	1.1	2.0	0	0.0	27.1

Human Geography

School	Dist	School	Dist	School	%	Dist
23	1,592	1.1	1.9	1	4.3	31.0

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Calculus AB

School	Dist	School	Dist	School	%	Dist
5	665	*	2.6	*	*	43.3

English Literature and Composition

School	Dist	School	Dist	School	%	Dist
15	1,334	1.2	2.0	0	0.0	27.3

Studio Art: 2-D Design Portfolio

School	Dist	School	Dist	School	%	Dist
2	186	*	3.0	*	*	73.7

Exams Taken		Average Score		Passed		
School	Dist	School	Dist	School	%	Dist

Computer Science Principles

School	Dist	School	Dist	School	%	Dist
7	106	3.0	2.3	5	71.4	37.7

Environmental Science

School	Dist	School	Dist	School	%	Dist
44	864	1.3	2.0	3	6.8	27.4

World History

School	Dist	School	Dist	School	%	Dist
26	1,511	1.3	2.0	3	11.5	28.7