



School Number 71

DALLAS ENVIRONMENTAL SCIENCE ACADEMY

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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
6	153
7	165
8	143
ALL	461

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	33	7.2	9	34.6
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	7	1.5	*	*
Hispanic	409	88.7	6	23.1
White	10	2.2	8	30.8
Multiple	2	0.4	0	0.0
Other* (teachers only)	—	—	3	11.5
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	229	49.7
Economically disadvantaged	341	74.0
Limited English proficient (LEP)	98	21.3
Special education	5	1.1
Talented and Gifted (TAG)	357	77.4

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
6	2018	146	12	8.2	0	0.0	1	0.7	125	85.6	7	4.8	1	0.7
	2019	163	13	8.0	0	0.0	4	2.5	144	88.3	2	1.2	0	0.0
	2020	153	12	7.8	0	0.0	2	1.3	135	88.2	3	2.0	1	0.7
7	2018	148	21	14.2	0	0.0	2	1.4	114	77.0	8	5.4	3	2.0
	2019	149	10	6.7	0	0.0	1	0.7	130	87.2	7	4.7	1	0.7
	2020	165	12	7.3	0	0.0	4	2.4	147	89.1	2	1.2	0	0.0
8	2018	145	14	9.7	1	0.7	4	2.8	118	81.4	6	4.1	2	1.4
	2019	145	19	13.1	0	0.0	2	1.4	113	77.9	8	5.5	3	2.1
	2020	143	9	6.3	0	0.0	1	0.7	127	88.8	5	3.5	1	0.7
6-8	2018	439	47	10.7	1	0.2	7	1.6	357	81.3	21	4.8	6	1.4
	2019	457	42	9.2	0	0.0	7	1.5	387	84.7	17	3.7	4	0.9
	2020	461	33	7.2	0	0.0	7	1.5	409	88.7	10	2.2	2	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	2018	146	128	87.7	61	41.8	2	1.4	69	47.3	115	78.8	5	3.4	69.2	30.8	0.0
	2019	163	138	84.7	61	37.4	6	3.7	82	50.3	125	76.7	4	2.5	57.7	42.3	0.0
	2020	153	111	72.5	55	35.9	0	0.0	68	44.4	120	78.4	7	4.6	55.6	44.4	0.0
7	2018	148	127	85.8	47	31.8	0	0.0	48	32.4	113	76.4	6	4.1	48.0	52.0	0.0
	2019	149	122	81.9	33	22.1	2	1.3	70	47.0	114	76.5	2	1.3	69.8	30.2	0.0
	2020	165	120	72.7	34	20.6	4	2.4	83	50.3	127	77.0	1	0.6	58.2	41.8	0.0
8	2018	145	126	86.9	15	10.3	1	0.7	21	14.5	104	71.7	3	2.1	58.6	41.4	0.0
	2019	145	134	92.4	16	11.0	0	0.0	51	35.2	111	76.6	0	0.0	47.6	52.4	0.0
	2020	143	110	76.9	9	6.3	1	0.7	78	54.5	110	76.9	1	0.7	68.5	31.5	0.0
6-8	2018	439	381	86.8	123	28.0	3	0.7	138	31.4	332	75.6	14	3.2	58.5	41.5	0.0
	2019	457	394	86.2	110	24.1	8	1.8	203	44.4	350	76.6	6	1.3	58.4	41.6	0.0
	2020	461	341	74.0	98	21.3	5	1.1	229	49.7	357	77.4	9	2.0	60.5	39.5	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	2018	147	10,808	144	97.8	10,384	96.1	0	0.0	16.0	146	9,749	99.3	90.2
	2019	163	11,096	161	98.3	10,690	96.3	0	0.0	6.1	162	9,953	99.2	89.7
	2020	155	11,110	152	98.0	10,711	96.4	0	0.0	4.2	152	10,111	98.2	91.0
7	2018	150	10,642	146	97.5	10,187	95.7	0	0.0	17.0	148	9,495	98.8	89.2
	2019	149	10,469	145	97.1	9,999	95.5	0	0.0	8.1	148	9,086	99.1	86.8
	2020	166	10,970	163	98.1	10,532	96.0	0	0.0	6.1	165	9,871	99.6	90.0
8	2018	145	10,293	142	98.0	9,803	95.2	0	0.0	9.3	144	9,068	99.3	88.1
	2019	144	10,408	140	97.2	9,933	95.4	0	0.0	9.0	140	9,060	97.0	87.0
	2020	143	10,325	139	97.1	9,856	95.5	0	0.0	7.3	142	9,155	99.0	88.7
6-8	2018	442	31,743	432	97.8	30,374	95.7	0	0.0	14.2	438	28,312	99.1	89.2
	2019	457	31,974	446	97.5	30,622	95.8	0	0.0	7.7	450	28,099	98.5	87.9
	2020	464	32,404	454	97.7	31,100	96.0	0	0.0	5.8	459	29,137	98.9	89.9

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	34.6
Hispanic	6	23.1
White	8	30.8
Multiple	0	0.0
Other	3	11.5

Gender	Number	Percentage
Female	16	61.5
Male	10	38.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	6.0	92.3
2018-19	6.5	92.3
2019-20	4.6	96.0

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	1	3.8
1	0	0.0
2	0	0.0
3	0	0.0
4	0	0.0
5	1	3.8
1-3	0	0.0
More than 3	25	96.2
1 - 5	1	3.8
6 - 10	9	34.6
11 - 20	11	42.3
More than 20	4	15.4

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
6 (55)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	1.8	19	34.5	8	14.5	2	3.6	2	3.6
	Advanced	3	5.5	33	60.0	19	34.5	5	9.1	25	45.5
	Advanced High	51	92.7	3	5.5	28	50.9	48	87.3	28	50.9
7 (34)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	13	38.2	4	11.8	0	0.0	0	0.0
	Advanced	3	8.8	19	55.9	14	41.2	0	0.0	15	44.1
	Advanced High	31	91.2	2	5.9	16	47.1	34	100.0	19	55.9
8 (9)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	22.2	0	0.0	0	0.0	0	0.0
	Advanced	0	0.0	5	55.6	1	11.1	0	0.0	2	22.2
	Advanced High	9	100.0	2	22.2	8	88.9	9	100.0	7	77.8
ALL (98)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	1.0	34	34.7	12	12.2	2	2.0	2	2.0
	Advanced	6	6.1	57	58.2	34	34.7	5	5.1	42	42.9
	Advanced High	91	92.9	7	7.1	52	53.1	91	92.9	54	55.1

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
52 27 (51.9%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	1	23	
	Advanced High	0	1	25	
34 19 (55.9%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	15	
	Advanced High	0	0	19	
9 7 (77.8%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	2	
	Advanced High	0	0	7	
95 53 (55.8%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	1	40	
	Advanced High	0	1	51	

 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

High School Exams

ALGEBRA I PRE-AP

143	84.6	88.4	84.0	83.5	95.1	97.2	76.4	94.0
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ENVIRONMENTAL SYSTEMS

143	81.9	88.9	90.4	90.6	100.0	100.0	68.7	89.3
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SPANISH I

71	76.5	84.4	90.4	91.0	93.0	100.0	76.1	90.2
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SPANISH II

156	80.4	87.5	89.0	89.1	97.4	99.4	76.3	91.1
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Middle School Exams

ASTRONOMY 8

69	85.7	88.4	84.7	84.3	100.0	95.7	66.2	95.3
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MATHEMATICS 6 PRE-AP

155	72.6	81.7	83.9	84.1	87.7	100.0	72.9	97.2
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MATHEMATICS 7 PRE-AP

166	81.7	88.3	89.0	89.0	98.2	98.8	69.8	93.0
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MS ART I STUDIO

155	83.4	90.4	93.7	94.1	100.0	100.0	74.7	98.0
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MS HEALTH EDUCATION 7

166	81.9	88.9	91.2	91.4	100.0	100.0	78.6	94.8
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PHYSICAL EDUCATION 6

155	75.5	85.3	88.9	89.3	100.0	100.0	76.5	99.6
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ALGEBRA I PRE-AP

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ENVIRONMENTAL SYSTEMS

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SPANISH I

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SPANISH II

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ASTRONOMY 8

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MATHEMATICS 6 PRE-AP

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MATHEMATICS 7 PRE-AP

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MS ART I STUDIO

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MS HEALTH EDUCATION 7

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PHYSICAL EDUCATION 6

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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

PHYSICAL EDUCATION 7 & 8

130	82.3	89.4	93.8	94.3	100.0	100.0	80.9	98.6
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PHYSICS 8

74	80.9	84.1	83.8	83.8	89.2	91.9	70.5	94.7
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READING LANGUAGE ARTS 6

14	76.0	86.6	87.5	87.6	100.0	100.0	58.0	88.6
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READING LANGUAGE ARTS 6 PRE-AP

141	73.5	83.1	89.1	89.8	99.3	100.0	81.2	97.5
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READING LANGUAGE ARTS 7

28	78.3	88.6	89.6	89.8	96.4	100.0	68.5	86.8
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READING LANGUAGE ARTS 7 PRE-AP

138	73.9	83.4	89.8	90.6	97.8	98.6	83.1	96.8
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READING LANGUAGE ARTS 8

9	76.1	86.5	84.0	83.7	100.0	100.0	67.6	86.4
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READING LANGUAGE ARTS 8 PRE-AP

75	71.0	80.7	85.7	86.3	94.7	100.0	80.2	96.0
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SCIENCE 6 PRE-AP

155	71.2	81.6	89.4	90.3	89.0	100.0	75.3	98.1
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SCIENCE 7 PRE-AP

166	82.3	87.9	91.5	92.0	100.0	100.0	84.8	98.0
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TEXAS STUDIES 7 PRE-AP

166	84.2	90.3	90.4	90.5	100.0	99.4	74.6	96.6
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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

PHYSICAL EDUCATION 7 & 8

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PHYSICS 8

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READING LANGUAGE ARTS 6

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READING LANGUAGE ARTS 6 PRE-AP

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READING LANGUAGE ARTS 7

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READING LANGUAGE ARTS 7 PRE-AP

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READING LANGUAGE ARTS 8

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READING LANGUAGE ARTS 8 PRE-AP

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SCIENCE 6 PRE-AP

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SCIENCE 7 PRE-AP

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TEXAS STUDIES 7 PRE-AP

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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

U.S. STUDIES 8 PRE-AP

143	74.4	84.7	83.4	83.2	96.5	100.0	77.3	97.1
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WORLD CULTURES 6 PRE-AP

155	71.0	82.6	90.6	91.5	98.1	100.0	74.9	97.1
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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

U.S. STUDIES 8 PRE-AP

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WORLD CULTURES 6 PRE-AP

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