



School Number 37

**ROSIE M. COLLINS SORRELLS
SCHOOL OF EDUCATION AND
SOCIAL SERVICES**

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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.

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 denominator, 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 school 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	50
10	63
11	75
12	76
ALL	264

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	54	20.5	6	33.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	1	0.4	*	*
Hispanic	201	76.1	3	16.7
White	6	2.3	8	44.4
Multiple	1	0.4	0	0.0
Other* (teachers only)	—	—	1	5.6
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	129	48.9
Economically disadvantaged	188	71.2
Limited English proficient (LEP)	27	10.2
Special education	4	1.5
Talented and Gifted (TAG)	94	35.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	79	20	25.3	0	0.0	0	0.0	56	70.9	2	2.5	0	0.0
	2019	64	11	17.2	0	0.0	0	0.0	51	79.7	2	3.1	0	0.0
	2020	50	10	20.0	0	0.0	0	0.0	39	78.0	1	2.0	0	0.0
10	2018	81	19	23.5	0	0.0	1	1.2	59	72.8	1	1.2	1	1.2
	2019	79	21	26.6	0	0.0	0	0.0	55	69.6	2	2.5	0	0.0
	2020	63	10	15.9	0	0.0	0	0.0	51	81.0	2	3.2	0	0.0
11	2018	84	22	26.2	0	0.0	1	1.2	59	70.2	2	2.4	0	0.0
	2019	76	16	21.1	0	0.0	1	1.3	57	75.0	1	1.3	1	1.3
	2020	75	18	24.0	0	0.0	0	0.0	54	72.0	2	2.7	0	0.0
12	2018	84	27	32.1	0	0.0	1	1.2	53	63.1	3	3.6	0	0.0
	2019	82	22	26.8	0	0.0	1	1.2	57	69.5	2	2.4	0	0.0
	2020	76	16	21.1	0	0.0	1	1.3	57	75.0	1	1.3	1	1.3
9-12	2018	328	88	26.8	0	0.0	3	0.9	227	69.2	8	2.4	1	0.3
	2019	301	70	23.3	0	0.0	2	0.7	220	73.1	7	2.3	1	0.3
	2020	264	54	20.5	0	0.0	1	0.4	201	76.1	6	2.3	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	
9	2018	79	62	78.5	21	26.6	0	0.0	29	36.7	32	40.5	15	19.0	16.5	83.5	0.0
	2019	64	51	79.7	16	25.0	2	3.1	28	43.8	20	31.3	10	15.6	21.9	78.1	0.0
	2020	50	38	76.0	10	20.0	1	2.0	27	54.0	21	42.0	9	18.0	24.0	76.0	0.0
10	2018	81	59	72.8	15	18.5	1	1.2	26	32.1	29	35.8	3	3.7	16.0	84.0	0.0
	2019	79	63	79.7	9	11.4	0	0.0	29	36.7	31	39.2	3	3.8	17.7	82.3	0.0
	2020	63	47	74.6	8	12.7	2	3.2	39	61.9	18	28.6	2	3.2	25.4	74.6	0.0
11	2018	84	68	81.0	8	9.5	0	0.0	22	26.2	37	44.0	0	0.0	20.2	79.8	0.0
	2019	76	45	59.2	5	6.6	1	1.3	22	28.9	27	35.5	0	0.0	15.8	84.2	0.0
	2020	75	58	77.3	5	6.7	0	0.0	35	46.7	28	37.3	0	0.0	17.3	82.7	0.0
12	2018	84	60	71.4	0	0.0	1	1.2	10	11.9	35	41.7	0	0.0	14.3	85.7	0.0
	2019	82	55	67.1	2	2.4	0	0.0	17	20.7	37	45.1	0	0.0	19.5	80.5	0.0
	2020	76	45	59.2	4	5.3	1	1.3	28	36.8	27	35.5	0	0.0	15.8	84.2	0.0
9-12	2018	328	249	75.9	44	13.4	2	0.6	87	26.5	133	40.5	18	5.5	16.8	83.2	0.0
	2019	301	214	71.1	32	10.6	3	1.0	96	31.9	115	38.2	13	4.3	18.6	81.4	0.0
	2020	264	188	71.2	27	10.2	4	1.5	129	48.9	94	35.6	11	4.2	20.1	79.9	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
9	2018	79	11,716	77	97.7	10,961	93.6	0	0.0	22.9	78	9,718	98.9	82.9
	2019	328	13,484	325	99.2	12,437	92.2	0	0.0	11.5	64	8,723	19.5	64.7
	2020	279	13,875	277	99.4	12,839	92.5	0	0.0	9.0	50	10,020	17.9	72.2
10	2018	82	10,382	80	98.0	9,791	94.3	1	1.2	16.5	81	8,886	99.1	85.6
	2019	468	12,020	467	99.7	11,175	93.0	0	0.0	7.3	80	7,845	17.1	65.3
	2020	327	12,465	325	99.4	11,629	93.3	2	0.6	5.4	64	8,835	19.6	70.9
11	2018	85	9,131	83	97.8	8,661	94.9	0	0.0	12.0	82	8,132	96.8	89.1
	2019	424	10,324	421	99.2	9,693	93.9	0	0.0	4.8	74	7,071	17.4	68.5
	2020	430	10,440	428	99.5	9,830	94.2	2	0.5	4.1	73	7,647	17.0	73.2
12	2018	85	8,756	81	95.9	8,306	94.9	0	0.0	5.8	81	7,772	95.6	88.8
	2019	411	10,368	408	99.2	9,771	94.2	0	0.0	3.3	83	7,151	20.2	69.0
	2020	326	10,322	324	99.2	9,699	94.0	1	0.3	3.4	76	7,820	23.3	75.8
9-12	2018	330	39,984	321	97.3	37,719	94.3	1	0.3	15.0	322	34,508	97.5	86.3
	2019	1,631	46,196	1,620	99.3	43,077	93.2	0	0.0	7.1	301	30,790	18.5	66.7
	2020	1,362	47,101	1,354	99.4	43,997	93.4	5	0.4	5.8	263	34,322	19.3	72.9

Teachers: 18

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	33.3
Hispanic	3	16.7
White	8	44.4
Multiple	0	0.0
Other	1	5.6

Gender	Number	Percentage
Female	11	61.1
Male	7	38.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.4	69.0
2018-19	6.8	2.3
2019-20	4.6	61.1

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	5.6
1	1	5.6
2	0	0.0
3	0	0.0
4	0	0.0
5	1	5.6
1-3	1	5.6
More than 3	16	88.9
1 - 5	2	11.1
6 - 10	4	22.2
11 - 20	9	50.0
More than 20	2	11.1

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

20	72.0	80.4	84.8	85.5	90.0	95.0	69.0	87.3
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ALGEBRA II PRE-AP

69	71.4	82.9	85.0	85.3	92.8	92.8	69.4	90.9
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ALGEBRA II PRE-AP (tested with 2018-2019 test)

2	*	*	*	*	*	*	85.2	*
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BIOLOGY PRE-AP

54	65.1	79.1	81.2	81.6	92.6	94.4	73.6	89.9
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CHEMISTRY PRE-AP

63	64.7	76.5	83.6	84.9	74.6	96.8	69.5	93.7
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ENGLISH I PRE-AP

52	76.1	78.3	82.9	83.7	78.8	98.1	75.7	90.5
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ENGLISH II PRE-AP

62	73.5	80.6	86.9	88.0	91.9	98.4	80.1	93.0
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FRENCH I

2	*	*	*	*	*	*	69.2	*
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FRENCH II

2	*	*	*	*	*	*	66.7	*
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GEOMETRY PRE-AP

55	66.5	79.9	77.7	77.3	85.5	87.3	67.4	90.9
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ALGEBRA I

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ALGEBRA II PRE-AP

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ALGEBRA II PRE-AP (tested with 2018-2019 test)

2	*	*	*	*	*	*	81.4	*
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BIOLOGY PRE-AP

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CHEMISTRY PRE-AP

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ENGLISH I PRE-AP

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ENGLISH II PRE-AP

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FRENCH I

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FRENCH II

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GEOMETRY 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

HS HEALTH EDUCATION

48	73.0	82.0	92.1	93.8	95.8	100.0	73.7	91.9
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HS VARSITY BAND

1	*	*	*	*	*	*	70.9	*
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PRE-CALCULUS PRE-AP

60	75.1	84.1	84.5	84.5	91.7	96.7	73.5	95.7
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SPANISH I

33	83.3	88.9	92.3	92.9	97.0	100.0	76.1	90.2
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SPANISH II

30	80.2	87.3	84.4	83.9	90.0	93.3	76.3	91.1
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STUDIO ART I

51	76.0	86.1	88.1	88.5	98.0	100.0	77.9	92.3
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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

HS HEALTH EDUCATION

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HS VARSITY BAND

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PRE-CALCULUS PRE-AP

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SPANISH I

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SPANISH II

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STUDIO ART I

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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	98.8	84.1	83	550	88.0	26	543	84.6	53	551	90.6	3	*	*	7,116	468	41.8
		2018-19	98.8	87.2	81	543	84.0	21	555	90.5	57	538	82.5	2	*	*	7,714	463	39.1
		2019-20	100.0	84.8	76	545	88.2	16	531	75.0	57	549	91.2	1	*	*	7,428	466	39.8
	Mathematics	2017-18	98.8	84.1	83	523	45.8	26	530	57.7	53	516	39.6	3	*	*	7,116	463	20.7
		2018-19	98.8	87.2	81	516	40.7	21	537	57.1	57	508	33.3	2	*	*	7,714	461	19.7
		2019-20	100.0	84.8	76	525	47.4	16	509	31.3	57	528	50.9	1	*	*	7,428	461	21.7
ACT	English	2017-18	98.8	82.3	83	19	61.4	27	19	63.0	53	20	60.4	2	*	*	6,959	15	26.5
		2018-19	97.6	82.5	80	20	68.8	22	22	86.4	56	20	60.7	1	*	*	7,297	15	27.0
		2019-20	98.7	81.2	75	20	73.3	15	20	73.3	57	20	71.9	1	*	*	7,116	15	28.9
	Mathematics	2017-18	98.8	82.3	83	19	22.9	27	19	18.5	53	19	22.6	2	*	*	6,959	17	14.8
		2018-19	97.6	82.5	80	21	42.5	22	21	40.9	56	21	42.9	1	*	*	7,297	18	19.2
		2019-20	98.7	81.2	75	19	21.3	15	18	20.0	57	19	21.1	1	*	*	7,116	17	14.3
	Reading	2017-18	98.8	82.3	83	20	33.7	27	19	29.6	53	20	34.0	2	*	*	6,959	17	19.0
		2018-19	97.6	82.5	80	21	50.0	22	22	50.0	56	21	48.2	1	*	*	7,297	17	21.0
		2019-20	98.7	81.2	75	20	41.3	15	20	46.7	57	20	38.6	1	*	*	7,116	16	18.4
	Science	2017-18	98.8	82.3	83	20	19.3	27	19	22.2	53	20	15.1	2	*	*	6,959	17	12.9
		2018-19	97.6	82.5	80	21	33.8	22	21	36.4	56	21	30.4	1	*	*	7,297	17	14.5
		2019-20	98.7	81.2	75	20	25.3	15	20	20.0	57	20	26.3	1	*	*	7,116	17	13.8
	Composite	2017-18	98.8	82.3	83	20	–	27	19	–	53	20	–	2	*	–	6,959	17	–
		2018-19	97.6	82.5	80	21	–	22	22	–	56	21	–	1	*	–	7,297	17	–
		2019-20	98.7	81.2	75	20	–	15	20	–	57	20	–	1	*	–	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	77	469	84.4	20	452	80.0	54	476	85.2	2	*	*	0			1,836	466	72.5
		2018	62	439	67.7	10	422	70.0	50	441	66.0	2	*	*	0			2,063	473	74.2
		2019	52	420	59.6	10	426	70.0	41	418	56.1	1	*	*	0			2,013	463	69.8
	Mathematics	2017	77	459	63.6	20	444	50.0	54	464	68.5	2	*	*	0			1,836	467	59.8
		2018	62	452	62.9	10	447	60.0	50	453	64.0	2	*	*	0			2,063	477	64.0
		2019	52	434	50.0	10	401	30.0	41	446	56.1	1	*	*	0			2,013	460	62.6
10	Reading & Writing	2017	81	491	87.7	19	498	84.2	59	489	89.8	1	*	*	1	*	*	8,857	417	39.0
		2018	79	503	88.6	20	474	75.0	57	516	94.7	1	*	*	0			8,620	418	41.8
		2019	64	472	75.0	10	438	50.0	52	476	78.8	2	*	*	0			8,689	414	38.2
	Mathematics	2017	81	477	44.4	19	462	42.1	59	479	42.4	1	*	*	1	*	*	8,857	428	22.1
		2018	79	489	59.5	20	479	50.0	57	493	63.2	1	*	*	0			8,620	426	25.3
		2019	64	460	39.1	10	423	0.0	52	467	46.2	2	*	*	0			8,689	426	20.7
11	Reading & Writing	2017	83	520	84.3	21	529	85.7	60	517	83.3	1	*	*	1	*	*	2,095	508	67.6
		2018	76	520	84.2	17	516	82.4	56	518	83.9	1	*	*	1	*	*	1,921	501	64.3
		2019	71	520	83.1	17	508	88.2	51	525	82.4	2	*	*	0			2,726	482	56.3
	Mathematics	2017	83	499	37.3	21	500	38.1	60	497	35.0	1	*	*	1	*	*	2,095	504	44.4
		2018	76	512	51.3	17	505	47.1	56	511	51.8	1	*	*	1	*	*	1,921	497	42.6
		2019	71	497	40.8	17	492	47.1	51	499	37.3	2	*	*	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

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

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

ALL EXAMS

458	16,384	1.7	2.2	89	19.4	37.1
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Biology

17	663	2.2	2.4	6	35.3	43.9
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Calculus AB

19	665	2.1	2.6	3	15.8	43.3
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Calculus BC

7	297	3.4	3.8	5	71.4	81.5
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Chemistry

5	239	*	2.0	*	*	30.5
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Comparative Government and Politics

9	66	1.3	2.0	1	11.1	36.4
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English Language and Composition

40	1,472	1.8	2.0	7	17.5	27.1
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English Literature and Composition

43	1,334	1.8	2.0	13	30.2	27.3
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Environmental Science

30	864	1.8	2.0	4	13.3	27.4
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Human Geography

1	1,592	*	1.9	*	*	31.0
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Macroeconomics

27	590	1.5	2.0	3	11.1	29.3
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Physics 1

55	849	1.1	1.7	0	0.0	17.9
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Physics 2

1	64	*	2.8	*	*	59.4
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Physics C: Mechanics

2	118	*	3.3	*	*	70.3
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Psychology

47	490	1.8	2.4	11	23.4	45.3
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Spanish Language and Culture

11	905	4.5	3.9	11	100.0	90.1
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Spanish Literature and Culture

2	138	*	2.6	*	*	49.3
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Statistics

6	448	1.5	2.3	1	16.7	36.4
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Studio Art: 2-D Design Portfolio

5	186	*	3.0	*	*	73.7
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United States Government and Politics

26	893	1.7	1.8	5	19.2	23.1
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United States History

52	1,519	1.4	1.7	5	9.6	21.0
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World History

53	1,511	1.6	2.0	5	9.4	28.7
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