



THOMAS JEFFERSON P-TECH AT BROOKHAVEN COLLEGE

Statistics based only on students in the choice program

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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 statistics are not available for programs within a campus or for “zoned only” students. See statistics for whole campus in main campus packet.

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.”

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 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	127
10	105
11	84
12	61
ALL	377

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers*	
	Number	Percent	Number	Percent
Black/African American	9	2.4		
American Indian/Alaska Native	2	0.5		
Asian/Hawaiian/Pacific Islander	0	0.0		
Hispanic	365	96.8		
White	1	0.3		
Multiple	0	0.0		
Other* (teachers only)	—	—		
Not reported (students only)	0	0.0		

*Teacher statistics not available for programs within a campus or for "zoned only" students. See statistics for whole campus in main campus packet.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	297	78.8
Economically disadvantaged	265	70.3
Limited English proficient (LEP)	156	41.4
Special education	4	1.1
Talented and Gifted (TAG)	123	32.6

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	117	8	6.8	1	0.9	0	0.0	106	90.6	1	0.9	1	0.9
	2019	118	3	2.5	0	0.0	0	0.0	115	97.5	0	0.0	0	0.0
	2020	127	1	0.8	0	0.0	0	0.0	126	99.2	0	0.0	0	0.0
10	2018	116	5	4.3	1	0.9	0	0.0	110	94.8	0	0.0	0	0.0
	2019	104	5	4.8	1	1.0	0	0.0	96	92.3	1	1.0	1	1.0
	2020	105	1	1.0	0	0.0	0	0.0	104	99.0	0	0.0	0	0.0
11	2018													
	2019	79	4	5.1	1	1.3	0	0.0	74	93.7	0	0.0	0	0.0
	2020	84	4	4.8	1	1.2	0	0.0	78	92.9	1	1.2	0	0.0
12	2018													
	2019													
	2020	61	3	4.9	1	1.6	0	0.0	57	93.4	0	0.0	0	0.0
9-12	2018	233	13	5.6	2	0.9	0	0.0	216	92.7	1	0.4	1	0.4
	2019	301	12	4.0	2	0.7	0	0.0	285	94.7	1	0.3	1	0.3
	2020	377	9	2.4	2	0.5	0	0.0	365	96.8	1	0.3	0	0.0

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	117	98	83.8	37	31.6	0	0.0	62	53.0	37	31.6	5	4.3	41.9	58.1	0.0
	2019	118	102	86.4	47	39.8	1	0.8	86	72.9	40	33.9	0	0.0	54.2	45.8	0.0
	2020	127	92	72.4	77	60.6	4	3.1	109	85.8	41	32.3	0	0.0	44.9	55.1	0.0
10	2018	116	101	87.1	39	33.6	3	2.6	68	58.6	21	18.1	0	0.0	31.9	68.1	0.0
	2019	104	86	82.7	34	32.7	0	0.0	47	45.2	33	31.7	0	0.0	45.2	54.8	0.0
	2020	105	73	69.5	40	38.1	0	0.0	83	79.0	38	36.2	1	1.0	54.3	45.7	0.0
11	2018																
	2019	79	65	82.3	23	29.1	1	1.3	30	38.0	15	19.0	0	0.0	32.9	67.1	0.0
	2020	84	61	72.6	26	31.0	0	0.0	57	67.9	29	34.5	0	0.0	45.2	54.8	0.0
12	2018																
	2019																
	2020	61	39	63.9	13	21.3	0	0.0	48	78.7	15	24.6	0	0.0	32.8	67.2	0.0
9-12	2018	233	199	85.4	76	32.6	3	1.3	130	55.8	58	24.9	5	2.1	36.9	63.1	0.0
	2019	301	253	84.1	104	34.6	2	0.7	163	54.2	88	29.2	0	0.0	45.5	54.5	0.0
	2020	377	265	70.3	156	41.4	4	1.1	297	78.8	123	32.6	1	0.3	45.6	54.4	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	118	11,716	115	97.6	10,961	93.6	2	1.7	22.9	115	9,718	97.4	82.9
	2019	120	13,484	117	97.6	12,437	92.2	0	0.0	11.5	115	8,723	96.2	64.7
	2020	129	13,875	123	95.4	12,839	92.5	0	0.0	9.0	124	10,020	96.2	72.2
10	2018	117	10,382	114	97.8	9,791	94.3	1	0.9	16.5	115	8,886	98.7	85.6
	2019	104	12,020	100	96.3	11,175	93.0	0	0.0	7.3	101	7,845	97.0	65.3
	2020	110	12,465	105	95.5	11,629	93.3	0	0.0	5.4	102	8,835	92.8	70.9
11	2018		9,131			8,661	94.9			12.0		8,132		89.1
	2019	83	10,324	79	95.3	9,693	93.9	0	0.0	4.8	73	7,071	88.4	68.5
	2020	86	10,440	83	96.7	9,830	94.2	0	0.0	4.1	82	7,647	95.2	73.2
12	2018		8,756			8,306	94.9			5.8		7,772		88.8
	2019		10,368			9,771	94.2			3.3		7,151		69.0
	2020	56	10,322	55	98.7	9,699	94.0	0	0.0	3.4	60	7,820	100.0	75.8
9-12	2018	235	39,984	229	97.7	37,719	94.3	3	1.3	15.0	230	34,508	98.0	86.3
	2019	306	46,196	296	96.6	43,077	93.2	0	0.0	7.1	289	30,790	94.4	66.7
	2020	381	47,101	367	96.2	43,997	93.4	0	0.0	5.8	368	34,322	96.6	72.9

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain:	Listening		Speaking		Writing		Reading		Composite	
	2020 Level	N	%	N	%	N	%	N	%	N	%
9 (42)	Beginning	0	0.0	17	40.5	0	0.0	0	0.0	0	0.0
	Intermediate	5	11.9	12	28.6	0	0.0	3	7.1	0	0.0
	Advanced	19	45.2	12	28.6	0	0.0	19	45.2	0	0.0
	Advanced High	18	42.9	1	2.4	0	0.0	20	47.6	0	0.0
10 (20)	Beginning	0	0.0	2	10.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	10.0	11	55.0	0	0.0	7	35.0	0	0.0
	Advanced	8	40.0	6	30.0	0	0.0	3	15.0	0	0.0
	Advanced High	10	50.0	1	5.0	0	0.0	10	50.0	0	0.0
ALL (62)	Beginning	0	0.0	19	30.6	0	0.0	0	0.0	0	0.0
	Intermediate	7	11.3	23	37.1	0	0.0	10	16.1	0	0.0
	Advanced	27	43.5	18	29.0	0	0.0	22	35.5	0	0.0
	Advanced High	28	45.2	2	3.2	0	0.0	30	48.4	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
42 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
18 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
60 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	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

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

58	53.1	64.9	83.9	87.2	36.2	93.1	76.4	94.0
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ALGEBRA II PRE-AP

130	52.0	71.2	80.6	82.2	59.2	90.8	69.4	90.9
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BIOLOGY PRE-AP

129	56.7	74.0	81.4	82.7	69.0	95.3	73.6	89.9
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CHEMISTRY PRE-AP

115	56.1	70.7	76.7	77.7	60.0	82.6	69.5	93.7
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ENGLISH I PRE-AP

129	76.9	79.0	83.9	84.7	83.7	97.7	75.7	90.5
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ENGLISH II PRE-AP

116	70.7	78.5	80.4	80.7	82.8	90.5	80.1	93.0
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ENGLISH III

1	*	*	*	*	*	*	59.1	*
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ENGLISH IV

2	*	*	*	*	*	*	70.1	*
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GEOMETRY

1	*	*	*	*	*	*	52.5	*
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GEOMETRY PRE-AP

25	48.5	69.1	82.5	84.9	48.0	100.0	67.4	90.9
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ALGEBRA I PRE-AP

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ALGEBRA II PRE-AP

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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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ENGLISH III

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ENGLISH IV

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GEOMETRY

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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

GOVERNMENT

2	*	*			*		59.3	*
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HS HEALTH EDUCATION

39	81.7	87.8			94.9		73.7	91.9
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HS VARSITY BAND

2	*	*			*		70.9	*
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PRE-CALCULUS

1	*	*	*	*	*		51.1	*
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PRE-CALCULUS PRE-AP

1	*	*	*	*	*	*	73.5	*
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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

6	62.1	77.3	80.7	81.2	100.0	83.3	69.4	90.0
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SPANISH I

16	78.1	85.4	97.1	99.1	93.8	100.0	76.1	90.2
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SPANISH II

9	58.7	73.6	88.9	91.6	66.7	88.9	76.3	91.1
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STUDIO ART I

80	62.3	78.2	88.7	90.6	88.8	96.3	77.9	92.3
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U.S. HISTORY

114	72.9	80.6	85.5	86.4	88.6	96.5	63.8	88.5
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WORLD HISTORY PRE-AP

127	73.7	83.5	87.0	87.6	97.6	98.4	76.6	93.5
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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

GOVERNMENT

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HS HEALTH EDUCATION

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HS VARSITY BAND

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PRE-CALCULUS

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PRE-CALCULUS PRE-AP

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SPANISH FOR HERITAGE SPEAKERS FUNDAMENTALS

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SPANISH I

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SPANISH II

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STUDIO ART I

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U.S. HISTORY

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WORLD HISTORY PRE-AP

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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		84.1													7,116	468	41.8
		2018-19		87.2													7,714	463	39.1
		2019-20	95.1	84.8	58	474	43.1	3	*	*	54	474	42.6				7,428	466	39.8
	Mathematics	2017-18		84.1													7,116	463	20.7
		2018-19		87.2													7,714	461	19.7
		2019-20	95.1	84.8	58	477	22.4	3	*	*	54	478	22.2				7,428	461	21.7
ACT	English	2017-18		82.3													6,959	15	26.5
		2018-19		82.5													7,297	15	27.0
		2019-20	70.5	81.2	43	14	18.6	3	*	*	39	14	20.5				7,116	15	28.9
	Mathematics	2017-18		82.3													6,959	17	14.8
		2018-19		82.5													7,297	18	19.2
		2019-20	70.5	81.2	43	17	7.0	3	*	*	39	17	7.7				7,116	17	14.3
	Reading	2017-18		82.3													6,959	17	19.0
		2018-19		82.5													7,297	17	21.0
		2019-20	70.5	81.2	43	18	23.3	3	*	*	39	18	20.5				7,116	16	18.4
	Science	2017-18		82.3													6,959	17	12.9
		2018-19		82.5													7,297	17	14.5
		2019-20	70.5	81.2	43	17	4.7	3	*	*	39	17	5.1				7,116	17	13.8
	Composite	2017-18		82.3			-										6,959	17	-
		2018-19		82.5			-										7,297	17	-
		2019-20	70.5	81.2	43	17	-	3	*	-	39	17	-				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	18	459	77.8	0			18	459	77.8	0			0			1,836	466	72.5
		2018	23	435	56.5	1	*	*	22	437	59.1	0			0			2,063	473	74.2
		2019	14	462	71.4	0			14	462	71.4	0			0			2,013	463	69.8
	Mathematics	2017	18	482	88.9	0			18	482	88.9	0			0			1,836	467	59.8
		2018	23	465	65.2	1	*	*	22	468	68.2	0			0			2,063	477	64.0
		2019	14	446	57.1	0			14	446	57.1	0			0			2,013	460	62.6
10	Reading & Writing	2017	114	429	49.1	5	*	*	108	427	48.1	0			1	*	*	8,857	417	39.0
		2018	96	440	56.3	5	*	*	89	440	57.3	1	*	*	0			8,620	418	41.8
		2019	112	427	44.6	2	*	*	109	427	45.0	0			0			8,689	414	38.2
	Mathematics	2017	114	454	33.3	5	*	*	108	454	34.3	0			1	*	*	8,857	428	22.1
		2018	96	440	31.3	5	*	*	89	440	31.5	1	*	*	0			8,620	426	25.3
		2019	112	430	18.8	2	*	*	109	430	18.3	0			0			8,689	426	20.7
11	Reading & Writing	2017															2,095	508	67.6	
		2018	16	429	25.0	0			16	429	25.0	0			0			1,921	501	64.3
		2019	1	*	*	0			1	*	*	0			0			2,726	482	56.3
	Mathematics	2017																2,095	504	44.4
		2018	16	442	18.8	0			16	442	18.8	0			0			1,921	497	42.6
		2019	1	*	*	0			1	*	*	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

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

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

ALL EXAMS

115	16,384	1.3	2.2	6	5.2	37.1
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Human Geography

1	1,592	*	1.9	*	*	31.0
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Macroeconomics

23	590	1.1	2.0	0	0.0	29.3
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Physics 1

38	849	1.1	1.7	0	0.0	17.9
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Spanish Language and Culture

4	905	*	3.9	*	*	90.1
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United States Government and Politics

49	893	1.3	1.8	2	4.1	23.1
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