

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12   
Charter

Name of Principal Dr. Joan Benz  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Winston Churchill High School  
(As it should appear in the official records)

School Mailing Address 11300 Gainsborough Road  
(If address is P.O. Box, also include street address.)

Potomac Maryland 20854-3700  
City State Zip Code+4 (9 digits total)

County: Montgomery State School Code Number\* 04602

Telephone (301) 469-1200 Fax (301) 469-1208

Web site/URL: http://montgomeryschoolsmd.org/ E-mail: Joan\_Benz@mcpsmd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date: February 7, 2007

Name of Superintendent\* Dr. Jerry Weast  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Montgomery County Public Schools Tel. (301) 279-3381

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Nancy Navarro  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district:
- |     |                     |
|-----|---------------------|
| 129 | Elementary schools  |
| 38  | Middle schools      |
| 0   | Junior high schools |
| 25  | High Schools        |
| 7   | Other               |
| 199 | TOTAL               |

2. District Per Pupil Expenditure: \$12,442.00  
 Average State Per Pupil Expenditure: \$9,661.00

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 10 Number of years the principal has been in her/his position at this school.

           If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade  | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK   |            |              |             | 7     |            |              |             |
| K  |            |              |             | 8     |            |              |             |
| 1  |            |              |             | 9     | 291        | 255          | 546         |
| 2  |            |              |             | 10    | 265        | 250          | 515         |
| 3  |            |              |             | 11    | 281        | 270          | 551         |
| 4  |            |              |             | 12    | 283        | 251          | 534         |
| 5  |            |              |             | Other |            |              |             |
| 6  |            |              |             |       |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |       |            |              | <b>2146</b> |

- |   |      |                                |
|---|------|--------------------------------|
| 6. Racial/ethnic composition of the school: | 65%  | White                          |
|   | 7%   | Black or African American      |
|   | 6%   | Hispanic or Latino             |
|   | 22%  | Asian/Pacific Islander         |
|   | 0%   | American Indian/Alaskan Native |
|   | 100% | Total                          |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4%
8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
 Number of languages represented: 0  
 Specify languages:
9. Students eligible for free/reduced-priced meals: 3%  
 Total number students who qualify: 54
10. Students receiving special education services: 11%  
227 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>2</u> Autism                | <u>    </u> Orthopedic Impairment              |
| <u>1</u> Deafness              | <u>25</u> Other Health Impaired                |
| <u>    </u> Deaf-Blindness     | <u>110</u> Specific Learning Disability        |
| <u>4</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment    | <u>1</u> Traumatic Brain Injury                |
| <u>    </u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities |  |

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

|                                       | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s)                      | 5                | _____            |
| Classroom teachers                    | 96               | _____            |
| Special resource teachers/specialists | 12               | _____            |
| Paraprofessionals                     | 17               | _____            |
| Support staff                         | 47               | _____            |
| Total number                          | 177              | _____            |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers. **23:1**

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

|                                     | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance            | 97%       | 96%       | 94%       | 94%       | 96%       |
| Daily teacher attendance            | 96%       | 97%       | 96%       | 95%       | 97%       |
| Teacher turnover rate               | 8%        | 6%        | 9%        | 8%        | 5%        |
| Student dropout rate (middle/high)  | 0%        | 0%        | 0%        | 1%        | 1%        |
| Student drop-off rate (high school) | 0%        | 0%        | 0%        | 1%        | 1%        |

14. Show what the students who graduated in Spring 2006 are doing as of September 2007.

|  |              |
|--|--------------|
| Graduating class size                      | 543          |
| Enrolled in a 4-year college or university | 93%          |
| Enrolled in a community college            | 6%           |
| Enrolled in vocational training            |              |
| Found employment                           |              |
| Military service                           |              |
| Other (travel, staying home, etc.)         |              |
| Unknown                                    | 1%           |
| <b>Total</b>                               | <b>100 %</b> |

## **PART III - SUMMARY**

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Winston Churchill High School is located in the metropolitan Washington, D.C. area. We are fortunate to have easy access to the many resources afforded our prime location. Our community is richly diverse and is a key foundation in our mission statement.

The mission of Winston Churchill High School, a diverse community, is to provide an excellent education that challenges all students to embrace the highest standards of personal integrity and academic achievement. This will be accomplished through excellence in teaching and commitment to learning in partnership with family and community.

The Churchill High School family of students, staff members, and parents extends to the five elementary and two middle schools which comprise the Churchill Cluster. Super Team, our professional learning community with representatives from each of the eight cluster schools, meets monthly to assure the smooth transition of students from elementary to middle school and then to the high school. Our high standards and commitment to student success are the core values which direct our work together.

One of the largest high schools in Montgomery County, Churchill's enrollment is 2175 students. *Newsweek* annually ranks Winston Churchill High School among the seventy-five best secondary schools in the country. In 2006, ninety-nine percent of seniors attended college. SAT mean scores for the class of 2006 were reading 596; math 628 and writing 601 for a total score of 1825. The class also boasted nine National Merit Scholar semi-finalists and a Siemens finalist.

Our curriculum offers twenty-six Advanced Placement Courses and seventeen courses at the honors level. Eighty-nine percent of Churchill students taking AP courses score a three, four or five on the AP examination. Important to the support of the academic program is the school media center. The Media Center is open before school, at lunch, and after school, providing a computer lab, study area, research facilities and a staff attuned to student needs and curriculum goals. Churchill has adopted a school wide extended lunch period in order to provide academic help and tutoring as well as an opportunity for clubs and organizations to meet.

Three Academies offer students rigorous opportunities to broaden their educational experiences through participation in internships, career previewing and networking with speakers recognized as exceptional in their fields. These have included scientists from the National Institutes of Health and the Howard Hughes Medical Institute, the Director of the National Symphony Orchestra, journalists and political figures. The following academies are currently established: The Academy of Mathematics, Technology and Science; The Academy of Fine and Performing Arts; and The Academy of International Studies. A fourth academy, the Academy of Fitness and Sports Medicine is being planned for initiation in the 2007-08 school year.

The strong support and advocacy of our Parent Teacher Student Association and the Churchill Booster Club combine to provide a firm foundation of additional guidance and resources for our students. The Winston Churchill High School Educational Foundation, Inc. further supports students and staff members who wish to explore learning and enrichment experiences both within the school building and at schools and colleges.

Every facet of the Winston Churchill High School community collaborates so that no child is left behind. Strong leadership, committed staff members, engaged parents and motivated students result in a winning Churchill team. Students succeed at Churchill and are well prepared for college and the future.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Maryland High School Assessments (HSA) are tests that measure school and individual student progress toward Maryland's High School Core Learning Goals in English, Government, Algebra/Data Analysis, and Biology. The English and Algebra/Data Analysis tests satisfy the No Child Left Behind (NCLB) reading and mathematics requirements. Passing the HSA is a graduation requirement beginning with the graduating class of 2009. The Maryland State Board of Education has set the performance standards of basic, proficient, and advanced for the Maryland School Assessments. Advanced is a highly challenging and exemplary level of achievement. Proficient is a realistic and rigorous level of achievement. Basic is a level of achievement indicating that more work is needed to attain proficiency.

The Algebra/Data Analysis HSA results for 2006 showed an increase in the passing rate for all our students. Churchill's passing rate of 82.9% was the highest in Montgomery County and 16.1% higher than the state. The passing rates for each of our subgroups increased and exceeded the state passing rates. Special education and free/reduced meal students achieved their highest scores since the test has been administered. This achievement is a reflection of the specialized instructional programs offered at Churchill, which provide smaller class size, additional staff, after school preparation programs and individual tutoring for these students. The 50% passing rate of our African American students indicate that we still have challenges in narrowing the achievement gap. We are increasing our outreach to these student and their parents. In addition, we are adding a summer remediation program for all students who did not pass the test. The Geometry HSA data from 2003 to 2005 indicates a high level of content mastery by our students. Although the Geometry HSA is no longer administered by the state of Maryland, passing the geometry course is a graduation requirement and an important component for success on the math portion of the SAT. We continue to monitor the progress of our students through semester exam data analysis.

The 2006 English 2 HSA scores of our students indicate a passing rate of 90.3% as compared to 69% for Montgomery County and 60.1% for Maryland. We have a significantly higher percentage of students, 63.9%, scoring at the advanced level compared with Montgomery County (35.3%) and Maryland (24%). The trend shows that all our subgroups increased the percentage of students performing at the advanced level on this assessment. A dramatic increase in the advanced level was shown by our special education (6% to 50%) and free/reduced meal (FARMS) students (11% to 27%) from 2005, while sustaining an increase in their passing rate. Our Hispanic and African American subgroups decreased slightly in the passing rate. The Grade10 Reading data and English I showed gains each year it was administered, including FARMS and special education students. The English department course-alike teams coordinate instruction and remediation for students who may be at-risk for assessments.

The SAT combined score of 1224 on the math and critical reading sections of the SAT for the class of 2006 is significantly higher than the mean score for Maryland (1012) and the nation (1021). Overall Churchill's scores are higher than Maryland and the nation on each subtest as well in all subgroups for the past three years. On average, our students scored 198 points higher than the state average and 194 points higher than the national average. Subgroup scores have remained consistent except for the drop in scores of African American students. As we increase the rate of participation of these students, we are focusing efforts on improving their preparation through rigorous coursework, school SAT preparation classes and individual tutoring and mentoring.

One of our school academic goals over the past five years has been to increase student participation in Advanced Placement (AP) classes while maintaining a high percentage of scores of 3 or better on the AP

exams. The data indicates a steady increase in participation from 28% in 2001 to 39% in 2006. It is our school expectation that all students who take an AP course take the AP exam. Funding is provided for any student who needs financial support to pay the exam fee. The number of students earning a score of 3 or higher has remained in the high 80% range with a low of 86% in 2004 to 89% in 2006. This is a strong indication that students at Churchill are prepared for success in college level coursework. The data found in this section may be accessed through the following websites:

<http://mdreportcard.org/>

<http://www.mcps.k12.md.us/>

[www.collegeboard.com/](http://www.collegeboard.com/)

<http://www.mdk12.org/>

## **2. Using Assessment Results:**

Churchill High School uses assessment results in a variety of ways to understand and improve student and school performance. Over the summer our leadership team analyzes school performance including PSAT, SAT, AP, HSA and course grades data and uses this information to construct the School Improvement Plan (SIP). During the school year faculty reviews the data in departments to determine improvement goals. Current student data is reviewed quarterly to determine students who are at-risk of earning below a C average, and appropriate interventions are designed. In addition the English 9 and 10, and Algebra 1 teachers have electronic access to individual and class performance on unit assessments and semester exams which are keyed to Maryland Core Learning Goals. This is crucial information in preparing students for the HSA exams. In the classroom, teachers use formative assessments to evaluate student progress and implement “reteach/reassess” strategies to assure success for students. Course-alike teams meet regularly and periodically review both formative and summative assessment results to inform their instructional practice.

## **3. Communicating Assessment Results:**

School performance is reported to parents, students, and the community on a regular basis. Individual student performance may be accessed by both parents and students through the web-based program Edline. Interim and final grades are mailed to parents. Total school performance, as indicated by our AYP achievement, SAT, and AP scores are communicated through a bi-monthly PTSA newsletter *Bulldog Bulletin*, and weekly email communication *Bulldog Blips*. Our leadership meetings include representatives from our PTSA who then report information to the community regarding current issues in the school. In addition, Dr. Benz holds frequent meetings with a variety of parent groups, sharing our strengths and discussing parent concerns. Our school district, Montgomery County Public Schools (MCPS), communicates school performance on state assessments through an annual report to the community and through the MCPS web-site. In addition, the state web-site is available for the public to view school performance.

## **4. Sharing Success:**

We share our success with other schools through a number of organizational structures, such as Super Team, an articulation team of two high school clusters; quad cluster teams; system-wide staff development, literacy teams and core training teams; and district administrative and departmental groups. Our Super Team shares information through teacher visits to other schools in the cluster as well as coordination between department chairpersons. At a more comprehensive level, teachers from four high school clusters meet in departments to share instructional strategies. Staff development and literacy teachers meet four times a year to share and coordinate efforts to advance initiatives. At core team training, school leaders discuss current practices in using data and technology to inform instruction. Our

principal Dr. Benz meets monthly with district principals and our superintendent Dr. Weast. This forum is an opportunity for sharing strategies for system-wide concerns. In addition, each department chairperson participates in monthly meetings with their peers across the county where methods of curriculum and assessment implementation are shared. During the summer, teachers from Churchill have participated in committees who establish range-finding for the writing aspects of our final exams. The Churchill community is proud of our school accomplishments and looks for opportunities to share our strategies with others.

# PART V – CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

The curriculum and instruction at Winston Churchill High School are best typified by the enduring understanding used by the school leadership team.

“When instructional leaders commit to rigor, relevance and relationships the goals of academic excellence and equity are achieved.”

The curriculum at Winston Churchill High School provides academic rigor and challenge while at the same time recognizing the need to close the achievement gap for low performing students. Churchill offers a full range of challenging courses and Advanced Placement Courses. The rigor and relevance are inherent in the curriculum; what makes Churchill unique are the programs in place to support all students in attaining academic excellence. Churchill offers courses such as English Science Social Studies Opportunities (ESSO), Whatever It Takes (WIT), and College Literacy (CL) designed to aid all students in the achievement of academic excellence. Well over 90% of students matriculate to two or four-year colleges. During the past four years, Churchill has focused on creating and refining excellence in providing curriculum and instruction to highly motivated and academically capable students. All of Churchill’s courses meet or exceed county and state goals; the staff is well trained in delivering excellent instruction. Churchill offers three Academies, smaller learning communities that support and advance curriculum goals and instruction provided in the classroom. The major emphasis of curriculum at Churchill are the core courses required for graduation, plus a strong honors program, Advanced Placement courses, elective courses, and support courses and programs designed to allow all students to be successful.

The strength and nature of the Foreign Language Curriculum are reflected in the rigor and relevance of the courses offered, as well as the special classes offered. As a result of the efforts and expertise of the foreign language staff, Winston Churchill High School is the first high school in the county, and one of the first in the nation, to provide AP Chinese students with a fully equipped computer lab. Students can practice on school-created activities simulating the Internet-based AP Chinese exam, using computers in all four communicative skills, listening, reading, speaking, and writing. The International Studies Academy has an emphasis on foreign language. Special programs or events offered by our department are a result of the academic excellence of both the staff and students at Churchill. Our students are well represented in the AP Language test in Spanish, French, Chinese and Latin. We have the largest percentage of students enrolled and assessed in AP Spanish Language in the county. Our annual trip to Hispanic American countries and Spain are sponsored by the department to offer enrichment to our students.

The Arts Department at Churchill offers a comprehensive instrumental and choral music program available to challenge the least experienced to the most advanced musicians. For those interested, we offer Advanced Placement Music Theory. The department offers a comprehensive fine art program available to challenge all students, including our Academy of Creative and Performing Arts. We offer AP Studio Art, as well as AP Art History, where each year at least 90% of the students receive a 3 or higher with most students scoring in the 4 and 5 ranges. Most of our advanced art students major in art at universities.

The Mathematics Curriculum is intended to enable all students to achieve mathematical proficiency by developing both conceptual understanding and procedural fluency. In our mathematics courses students learn to think and reason mathematically, as well as use mathematics to solve problems in authentic

contexts. We use engaging multi-representational strategies which allow students to investigate theoretical and real world mathematics through an analytical, numerical, graphical and verbal perspective. Over 80% of our students are studying geometry or higher in ninth grade. These students will go on to study algebra 2, pre-calculus and then calculus before finishing high school. We offer these courses both at a regular and honors level, encouraging all students to take the most challenging course in which they will be successful. We currently have 190 students in AP Calculus as well as 170 in Honors Calculus. There are 55 advanced students studying Multivariable Calculus and Differential Equations. In addition, AP Statistics is offered. Although many of our students have earned their four required math credits prior to their senior year, all our seniors are enrolled in a math course. We have a specialized program for our math-challenged students with the goal that all graduating students will have completed at least Algebra 2 which is the mathematics entry requirement for most colleges. To meet the needs of these students, we have supported double-period algebra and supported geometry and bridge to algebra 2 classes with a regular educator and special educator as instructors as well as a smaller number of students. These students are learning a variety of techniques to help them enhance their skills, develop thinking and problem solving approaches that will help them be successful in all math courses. We provide an after school math "homework club" in algebra and geometry twice a week for all students, in addition to the help teachers offer before and after school and during lunch. Our Math National Honor Society members tutor students each day during lunch and after school. In addition, we offer summer preparation classes for all our math courses including AP Calculus as part of our Summer Symposium program. Students find this review gives them the skills and confidence to enthusiastically tackle challenging coursework in the fall as well as complete their required summer math assignment.

## **2b. English:**

The secondary English Language Arts program focuses on the communication processes of reading, writing, speaking, listening, and viewing through the study of language and literature. Courses are organized into four units, each approximately one marking period in duration. Each unit addresses universal literary themes and concepts related to the discipline. Students explore the human experience across time and distance in their own writing and published exposition, narration, poetry and drama. They analyze text to consider historical, cultural, political and social contexts, and they write in response to text and to analyze argue, or inform an audience and evoke an emotional and intellectual response. Each unit integrates the communication processes and contents. No one process (reading, writing, speaking, listening, and viewing) is taught in isolation. Neither of the contents (literature and language) is taught in isolation. Rather, students learn the dynamic relationships among the components as they study the significant role language plays in literature and in the craft of expressing oneself through the written and spoken word.

## **3. Science:**

The Science Curriculum has courses that are geared toward college preparation and national excellence. More students score higher on the SAT II College Board Exams in biology, chemistry and physics than comparable schools within the county and state. A greater percentage of students achieve "4"s and "5"s on the Advanced Placement exams in biology, chemistry, physics than comparable schools in the county and state. Churchill was a finalist in the Siemens's Award for math and science achievement due to the quantity of students achieving excellent scores on College Board AP exams.

## **4. Instructional Methods:**

Instruction is offered in regular, honors and Advanced Placement levels. A special supportive program (ESSO) is offered to grades 9 and 10. As part of WCHS literacy initiative, two reading courses have been implemented. Developmental Reading is available to students who read below grade level; College

Literacy is available to students who have strong GPA's, but score low on the PSAT reading subtest. Summer courses focusing on study skills and pre-AP work are available. Another goal of our program is to encourage life-long learning; the summer reading program encourages all students to read a book of their own choice, with a reader's guide created by each grade level team. For the last three years, our Department of English has been commended by the National Council of Teachers of English (NCTE) for "excellence in its instructional program as revealed by its evident contribution to the high quality of writing" of our students being honored with NCTE Achievement Awards in Writing.

## **5. Professional Development:**

Professional development at Churchill is coordinated by our staff development team, the department chairpersons of English, math and social studies. This team works in coordination with the leadership team of the school. We create and implement training for system-wide initiatives and local school improvement plan (SIP). For the past several years, the school district staff development has focused on rigor, relevance and relationship. Here at Churchill we have highlighted the focus on continuous refinement of rigor, sustaining relevance and new inroads into cross- curricular relationships.

There are several avenues for collaboration among the staff. Small learning communities of course-alike teams provide the core of our staff development, encouraging teachers to work together to plan curriculum and share instructional materials. To address school-wide issues, such as literacy and our SIP, we have created cross-curricular teams. The course-alike teams meet during our pre-service days and substitutes are provided to release teachers at least two days per semester. In addition, the district funds three days a year for additional time teams spend after regular hours.

The staff development team surveys the staff and arranges for the most requested training needs. For the past few years, technology updates have dominated our training. The district has moved to a computer-based reporting system. Communication with students and parents is conducted through Edline, a web-based program. Attendance, email, and curriculum software add to our technology uses. Teachers are trained to integrate technology in the classroom, using United Streaming and on-line resources. The staff development team works individually with teachers throughout the year, and arrange for consultants provided by the school district if needed.

The staff development team schedules training for the implementation of standards-based instruction, formative and summative assessments, and the new district grading and reporting system. The demand for classroom use of data has resulted in the need for helping teachers manage this data in order to inform instruction. The team is available to advise teachers on where to locate needed certification course work. Workshops are held to support teachers being evaluated through the district teacher standards.

## **PART VII - ASSESSMENT RESULTS**

The English 2 HSA, formerly called English 10, is a 10<sup>th</sup> grade test which replaces the English I HSA which students typically took in 9<sup>th</sup> grade. The English 2 HSA was administered for the first time in May 2005 and satisfies the NCLB federal requirement that states administer a reading test of at least 10<sup>th</sup> grade rigor. As a result, the Maryland State Department of Education (MSDE) was able to eliminate the grade 10 reading Maryland School Assessment. Since all these tests have been administered during the last three years, data on English 2 HSA, English I HSA and Grade-10 Reading are included.

The Geometry HSA was considered the mathematics test to satisfy the NCLB requirements through 2005. The Algebra/Data Analysis HSA has been administered since 2002 and starting in 2006 became the NCLB mathematics requirement for high school graduation in the state of Maryland. Since the way the Algebra/Data Analysis HSA data was reported changed from percent passing to meeting standards, data from Geometry HSA, Algebra/Data Analysis HSA through 2005 and Algebra/Data Analysis HSA in 2006 are included.

The data found in this section may be accessed through the following websites:

<http://mdreportcard.org/>

<http://www.mcps.k12.md.us/>

[www.collegeboard.com/](http://www.collegeboard.com/)

<http://www.mdk12.org/>

**MARYLAND HIGH SCHOOL ASSESSMENT**

Subject: English  
Edition/Publication Year - Annual

Test: English 2  
Publisher: Maryland State Department of Education

|   | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month   | May       | May       | **        |
| <b>SCHOOL SCORES</b>                                    |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 90        | 90        |           |
| <i>% Advanced</i>                                       | 64        | 58        |           |
| <i>Number of students tested</i>                        | 523       | 549       |           |
| <i>Percent of total students tested</i>                 | 100       | 100       |           |
| <i>Number of students alternatively assessed</i>        | --        | --        |           |
| <i>Percent of total students alternatively assessed</i> | --        | --        |           |
| <b>SUBGROUP SCORES</b>                                  |           |           |           |
| <b>African American</b>                                 |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 51        | 54        |           |
| <i>% Advanced</i>                                       | 17        | 13        |           |
| <i>Number of students tested</i>                        | 45        | 39        |           |
| <b>American Indian</b>                                  |           |           |           |
| <i>% Proficient plus Advanced</i>                       | *         | *         |           |
| <i>% Advanced</i>                                       | *         | *         |           |
| <i>Number of students tested</i>                        | *         | *         |           |
| <b>Asian American</b>                                   |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 93        | 94        |           |
| <i>% Advanced</i>                                       | 64        | 64        |           |
| <i>Number of students tested</i>                        | 95        | 120       |           |
| <b>Hispanic</b>   |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 83        | 91        |           |
| <i>% Advanced</i>                                       | 40        | 32        |           |
| <i>Number of students tested</i>                        | 30        | 31        |           |
| <b>White</b>  |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 95        | 93        |           |
| <i>% Advanced</i>                                       | 72        | 63        |           |
| <i>Number of students tested</i>                        | 352       | 357       |           |
| <b>SPED</b>   |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 64        | 56        |           |
| <i>% Advanced</i>                                       | 27        | 12        |           |
| <i>Number of students tested</i>                        | 44        | 61        |           |
| <b>FARMS</b>  |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 57        | 53        |           |
| <i>% Advanced</i>                                       | 50        | 6         |           |
| <i>Number of students tested</i>                        | 14        | 17        |           |

\* Too few students for reporting requirements

\*\* This test replaced English I HSA in 2004-2005

-- None to report

## MARYLAND HIGH SCHOOL ASSESSMENT

Subject: English  
Edition/Publication Year - Annual

Test: English I  
Publisher: Maryland State Department of Education

|   | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|
| Testing Month   | **        | May       | May       |
| <b>SCHOOL SCORES</b>                                    |           |           |           |
| <i>% Passing</i>  |           | 91        | 82        |
| <i>Number of students tested</i>                        |           | 492       | 485       |
| <i>Percent of total students tested</i>                 |           | 100       | 100       |
| <i>Number of students alternatively assessed</i>        |           | --        | --        |
| <i>Percent of total students alternatively assessed</i> |           | --        | --        |
| <b>SUBGROUP SCORES</b>                                  |           |           |           |
| <b>African American</b>                                 |           |           |           |
| <i>% Passing</i>  |           | 54        | 32        |
| <i>Number of students tested</i>                        |           | 35        | 25        |
| <b>American Indian</b>                                  |           |           |           |
| <i>% Passing</i>  |           | --        | --        |
| <i>Number of students tested</i>                        |           | --        | --        |
| <b>Asian American</b>                                   |           |           |           |
| <i>% Passing</i>  |           | 95        | 88        |
| <i>Number of students tested</i>                        |           | 114       | 23        |
| <b>Hispanic</b>   |           |           |           |
| <i>% Passing</i>  |           | 84        | 70        |
| <i>Number of students tested</i>                        |           | 31        | 30        |
| <b>White</b>  |           |           |           |
| <i>% Passing</i>  |           | 94        | 85        |
| <i>Number of students tested</i>                        |           | 365       | 365       |
| <b>SPED</b>   |           |           |           |
| <i>% Passing</i>  |           | 53        | 32        |
| <i>Number of students tested</i>                        |           | 53        | 59        |
| <b>FARMS</b>  |           |           |           |
| <i>% Passing</i>  |           | 39        | 42        |
| <i>Number of students tested</i>                        |           | 18        | 19        |

\* Too few students for reporting requirements

\*\* This test was replaced by English 2 HSA in 2004-2005

-- None to report

## MARYLAND SCHOOL ASSESSMENT

Subject: Reading  
Edition/Publication Year - Annual

Test: Grade 10 - Reading  
Publisher: Maryland State Department of Education

|   | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|
| Testing Month   | **        | March     | March     |
| <b>SCHOOL SCORES</b>                                    |           |           |           |
| <i>% Proficient plus Advanced</i>                       |           | 95        | 89        |
| <i>% Advanced</i>                                       |           | 73        | 69        |
| <i>Number of students tested</i>                        |           | 544       | 481       |
| <i>Percent of total students tested</i>                 |           | 100       | 100       |
| <i>Number of students alternatively assessed</i>        |           | --        | --        |
| <i>Percent of total students alternatively assessed</i> |           | --        | --        |
| <b>SUBGROUP SCORES</b>                                  |           |           |           |
| <b>African American</b>                                 |           |           |           |
| <i>% Proficient plus Advanced</i>                       |           | 72        | 61        |
| <i>% Advanced</i>                                       |           | 20        | 24        |
| <i>Number of students tested</i>                        |           | 25        | 33        |
| <b>American Indian</b>                                  |           |           |           |
| <i>% Proficient plus Advanced</i>                       |           | *         | --        |
| <i>% Advanced</i>                                       |           | *         | --        |
| <i>Number of students tested</i>                        |           | *         | --        |
| <b>Asian American</b>                                   |           |           |           |
| <i>% Proficient plus Advanced</i>                       |           | 97        | 92        |
| <i>% Advanced</i>                                       |           | 75        | 73        |
| <i>Number of students tested</i>                        |           | 123       | 115       |
| <b>Hispanic</b>   |           |           |           |
| <i>% Proficient plus Advanced</i>                       |           | 83        | 88        |
| <i>% Advanced</i>                                       |           | 53        | 53        |
| <i>Number of students tested</i>                        |           | 30        | 17        |
| <b>White</b>  |           |           |           |
| <i>% Proficient plus Advanced</i>                       |           | 97        | 91        |
| <i>% Advanced</i>                                       |           | 77        | 72        |
| <i>Number of students tested</i>                        |           | 365       | 316       |
| <b>SPED</b>   |           |           |           |
| <i>% Proficient plus Advanced</i>                       |           | 77        | 56        |
| <i>% Advanced</i>                                       |           | 41        | 25        |
| <i>Number of students tested</i>                        |           | 56        | 48        |
| <b>FARMS</b>  |           |           |           |
| <i>% Proficient plus Advanced</i>                       |           | 83        | 58        |
| <i>% Advanced</i>                                       |           | 33        | 25        |
| <i>Number of students tested</i>                        |           | 12        | 12        |

\* Too few students for reporting requirements

\*\* This test was replaced by English 2 HSA in 2004-2005

-- None to report

## MARYLAND HIGH SCHOOL ASSESSMENT

Subject: Mathematics  
Edition/Publication Year - Annual

Test: Algebra/Data Analysis  
Publisher: Maryland State Department of Education

|   | 2005-2006 | 2004-2005 | 2003-2004 |
|---|-----------|-----------|-----------|
| Testing Month   | May       | **        | **        |
| <b>SCHOOL SCORES</b>                                    |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 83        |           |           |
| <i>% Advanced</i>                                       | 24        |           |           |
| <i>Number of students tested</i>                        | 139       |           |           |
| <i>Percent of total students tested</i>                 | 100       |           |           |
| <i>Number of students alternatively assessed</i>        | *         |           |           |
| <i>Percent of total students alternatively assessed</i> | *         |           |           |
|   |           |           |           |
| <b>SUBGROUP SCORES</b>                                  |           |           |           |
| <b>African American</b>                                 |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 50        |           |           |
| <i>% Advanced</i>                                       | 15        |           |           |
| <i>Number of students tested</i>                        | 26        |           |           |
| <b>American Indian</b>                                  |           |           |           |
| <i>% Proficient plus Advanced</i>                       | --        |           |           |
| <i>% Advanced</i>                                       | --        |           |           |
| <i>Number of students tested</i>                        | --        |           |           |
| <b>Asian American</b>                                   |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 91        |           |           |
| <i>% Advanced</i>                                       | 18        |           |           |
| <i>Number of students tested</i>                        | 11        |           |           |
| <b>Hispanic</b>   |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 88        |           |           |
| <i>% Advanced</i>                                       | 19        |           |           |
| <i>Number of students tested</i>                        | 16        |           |           |
| <b>White</b>  |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 91        |           |           |
| <i>% Advanced</i>                                       | 28        |           |           |
| <i>Number of students tested</i>                        | 86        |           |           |
| <b>SPED</b>   |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 64        |           |           |
| <i>% Advanced</i>                                       | 15        |           |           |
| <i>Number of students tested</i>                        | 39        |           |           |
| <b>FARMS</b>  |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 86        |           |           |
| <i>% Advanced</i>                                       | 26        |           |           |
| <i>Number of students tested</i>                        | 14        |           |           |

\* Too few students for reporting requirements

\*\* State scores were categorized differently for these school years.

-- None to report

## MARYLAND HIGH SCHOOL ASSESSMENT

Subject: Mathematics  
Edition/Publication Year - Annual

Test: Algebra/Data Analysis  
Publisher: Maryland State Department of Education

|   | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       |
| <b>SCHOOL SCORES</b>                                    |           |           |           |
| <i>% Passing</i>  | 69        | 75        | 81        |
| <i>Number of students tested</i>                        | 132       | 154       | 181       |
| <i>Percent of total students tested</i>                 | 100       | 100       | 100       |
| <i>Number of students alternatively assessed</i>        | --        | --        | --        |
| <i>Percent of total students alternatively assessed</i> | --        | --        | --        |
| <b>SUBGROUP SCORES</b>                                  |           |           |           |
| <b>African American</b>                                 |           |           |           |
| <i>% Passing</i>  | 43        | 54        | 35        |
| <i>Number of students tested</i>                        | 21        | 26        | 26        |
| <b>American Indian</b>                                  |           |           |           |
| <i>% Passing</i>  | *         | --        | --        |
| <i>Number of students tested</i>                        | *         | --        | --        |
| <b>Asian American</b>                                   |           |           |           |
| <i>% Passing</i>  | 73        | 77        | 91        |
| <i>Number of students tested</i>                        | 11        | 17        | 23        |
| <b>Hispanic</b>   |           |           |           |
| <i>% Passing</i>  | 55        | 78        | 77        |
| <i>Number of students tested</i>                        | 11        | 18        | 10        |
| <b>White</b>  |           |           |           |
| <i>% Passing</i>  | 76        | 81        | 90        |
| <i>Number of students tested</i>                        | 88        | 93        | 118       |
| <b>SPED</b>   |           |           |           |
| <i>% Passing</i>  | 456       | 43        | 55        |
| <i>Number of students tested</i>                        | 37        | 44        | 44        |
| <b>FARMS</b>  |           |           |           |
| <i>% Passing</i>  | 10        | 48        | 64        |
| <i>Number of students tested</i>                        | 10        | 15        | 11        |

\* Too few students for reporting requirements

-- None to report

## MARYLAND SCHOOL ASSESSMENT

Subject: Mathematics  
Edition/Publication Year - Annual

Test: Geometry  
Publisher: Maryland State Department of Education

|   | 2004-2005 | 2003-2004 | 2002-2003 |
|---|-----------|-----------|-----------|
| Testing Month   | May       | May       | May       |
| <b>SCHOOL SCORES</b>                                    |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 90        | 88        | 91        |
| <i>% Advanced</i>                                       | 46        | 37        | 37        |
| <i>Number of students tested</i>                        | 467       | 536       | 542       |
| <i>Percent of total students tested</i>                 | 100       | 100       | 100       |
| <i>Number of students alternatively assessed</i>        | *         | --        | --        |
| <i>Percent of total students alternatively assessed</i> | *         | --        | --        |
|   |           |           |           |
| <b>SUBGROUP SCORES</b>                                  |           |           |           |
| <b>African American</b>                                 |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 60        | 41        | 54        |
| <i>% Advanced</i>                                       | 8         | 12        | 11        |
| <i>Number of students tested</i>                        | 37        | 24        | 28        |
| <b>American Indian</b>                                  |           |           |           |
| <i>% Proficient plus Advanced</i>                       | *         | *         | *         |
| <i>% Advanced</i>                                       | *         | *         | *         |
| <i>Number of students tested</i>                        | *         | *         | *         |
| <b>Asian American</b>                                   |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 90        | 98        | 93        |
| <i>% Advanced</i>                                       | 59        | 57        | 40        |
| <i>Number of students tested</i>                        | 88        | 100       | 121       |
| <b>Hispanic</b>   |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 96        | 75        | 92        |
| <i>% Advanced</i>                                       | 38        | 21        | 42        |
| <i>Number of students tested</i>                        | 9         | 25        | 26        |
| <b>White</b>  |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 93        | 91        | 93        |
| <i>% Advanced</i>                                       | 48        | 35        | 37        |
| <i>Number of students tested</i>                        | 316       | 333       | 357       |
| <b>SPED</b>   |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 55        | 50        | 57        |
| <i>% Advanced</i>                                       | 14        | 9         | 13        |
| <i>Number of students tested</i>                        | 51        | 54        | 48        |
| <b>FARMS</b>  |           |           |           |
| <i>% Proficient plus Advanced</i>                       | 47        | 67        | 67        |
| <i>% Advanced</i>                                       | 12        | 0         | 8         |
| <i>Number of students tested</i>                        | 17        | 12        | 12        |

\* Too few students for reporting requirements

-- None to report

## National Criterion-Referenced Tests

SUBJECT: Math/Verbal  
Edition/Publication Year - Annual

GRADE – 12  
Publisher: College Board

TEST – SAT

|                         | 2006   |       |          | 2005   |       |          | 2004   |       |          |
|-------------------------|--------|-------|----------|--------|-------|----------|--------|-------|----------|
|                         | School | State | National | School | State | National | School | State | National |
| <b>SCHOOL SCORES</b>    |        |       |          |        |       |          |        |       |          |
| <i>Math</i>             | 628    | 509   | 518      | 628    | 515   | 520      | 623    | 515   | 518      |
| <i>Verbal</i>           | 596    | 503   | 503      | 595    | 511   | 508      | 587    | 511   | 508      |
| <i>Total</i>            | 1224   | 1012  | 1021     | 1223   | 1026  | 1028     | 1210   | 1026  | 1026     |
| <b>SUBGROUP SCORES</b>  |        |       |          |        |       |          |        |       |          |
| <b>African American</b> |        |       |          |        |       |          |        |       |          |
| <i>Math</i>             | 479    | 418   | 429      | 507    | 426   | 431      | 519    | 423   | 427      |
| <i>Verbal</i>           | 478    | 430   | 434      | 501    | 434   | 433      | 507    | 430   | 430      |
| <i>Total</i>            | 957    | 848   | 863      | 1008   | 860   | 864      | 1026   | 853   | 857      |
| <b>American Indian</b>  |        |       |          |        |       |          |        |       |          |
| <i>Math</i>             | *      | *     | *        | *      | *     | *        | *      | *     | *        |
| <i>Verbal</i>           | *      | *     | *        | *      | *     | *        | *      | *     | *        |
| <i>Total</i>            | *      | *     | *        | *      | *     | *        | *      | *     | *        |
| <b>Asian American</b>   |        |       |          |        |       |          |        |       |          |
| <i>Math</i>             | 671    | 585   | 578      | 670    | 585   | 580      | 669    | 581   | 577      |
| <i>Verbal</i>           | 605    | 528   | 510      | 617    | 534   | 511      | 587    | 527   | 507      |
| <i>Total</i>            | 1276   | 1113  | 1088     | 1287   | 1119  | 1091     | 1256   | 1108  | 1084     |
| <b>Hispanic</b>         |        |       |          |        |       |          |        |       |          |
| <i>Math</i>             | 597    | 488   | 463      | 568    | 482   | 469      | 568    | 485   | 465      |
| <i>Verbal</i>           | 588    | 485   | 458      | 560    | 479   | 463      | 573    | 479   | 461      |
| <i>Total</i>            | 1185   | 973   | 921      | 1128   | 961   | 932      | 1141   | 964   | 926      |
| <b>White</b>            |        |       |          |        |       |          |        |       |          |
| <i>Math</i>             | 625    | 548   | 536      | 625    | 550   | 536      | 615    | 544   | 531      |
| <i>Verbal</i>           | 598    | 539   | 527      | 595    | 545   | 532      | 592    | 540   | 528      |
| <i>Total</i>            | 1223   | 1087  | 1063     | 1220   | 1095  | 1068     | 1207   | 1084  | 1059     |
| <b>SPED</b>             |        |       |          |        |       |          |        |       |          |
| <i>Math</i>             | --     | --    | --       | 525    | --    | --       | 553    | --    | --       |
| <i>Verbal</i>           | --     | --    | --       | 476    | --    | --       | 539    | --    | --       |
| <i>Total</i>            | --     | --    | --       | 1001   | --    | --       | 1092   | --    | --       |
| <b>FARMS</b>            |        |       |          |        |       |          |        |       |          |
| <i>Math</i>             | --     | --    | --       | 523    | --    | --       | 548    | --    | --       |
| <i>Verbal</i>           | --     | --    | --       | 495    | --    | --       | 511    | --    | --       |
| <i>Total</i>            | --     | --    | --       | 1018   | --    | --       | 1059   | --    | --       |

\* Too few students for reporting requirements

-- Not available

National Tests

Advanced Placement Exams

College Board/Annual Publications

|                       | 2006 AP GRADES |       |     |     |     | 2005 AP GRADES |       |      |     |     | 2004 AP GRADES |       |       |      |     |
|-----------------------|----------------|-------|-----|-----|-----|----------------|-------|------|-----|-----|----------------|-------|-------|------|-----|
|                       | 5              | 4     | 3   | 2   | 1   | 5              | 4     | 3    | 2   | 1   | 5              | 4     | 3     | 2    | 1   |
| Art History           | 3              | 7     | 11  | 2   | 0   | 12             | 28    | 17   | 3   | 2   | 7              | 8     | 7     | 0    | 0   |
| Biology               | 34             | 28    | 12  | 2   | 1   | 36             | 17    | 8    | 2   | 0   | 31             | 26    | 14    | 9    | 2   |
| Calculus AB           | 65             | 19    | 3   | 0   | 0   | 51             | 18    | 4    | 0   | 0   | 58             | 12    | 1     | 2    | 0   |
| Calculus BC           | 88             | 3     | 0   | 0   | 0   | 68             | 13    | 7    | 0   | 0   | 56             | 10    | 5     | 1    | 0   |
| Chemistry             | 28             | 23    | 9   | 4   | 0   | 22             | 25    | 19   | 5   | 2   | 15             | 9     | 5     | 3    | 4   |
| Computer Science A/AB | 5/9            | 3/3   | 0/5 | 1/1 | 0/2 | 10             | 8     | 2    | 3   | 2   | 10             | 15    | 13    | 11   | 2   |
| Economics Mac/Mic     | 29/22          | 10/11 | 2/7 | 3/2 | 0/1 | 17/11          | 21/16 | 7/15 | 5/7 | 0/1 | 7/12           | 25/31 | 14/12 | 12/4 | 2/1 |
| English Language      | 19             | 35    | 31  | 13  | 0   | 39             | 49    | 28   | 3   | 0   | 25             | 32    | 31    | 2    | 0   |
| English Literature    | 24             | 43    | 22  | 2   | 0   | 31             | 40    | 19   | 3   | 0   | 20             | 37    | 21    | 5    | 0   |
| Environmental Science | 12             | 29    | 25  | 11  | 14  | 9              | 28    | 27   | 14  | 14  | 0              | 7     | 16    | 16   | 35  |
| European History      | 12             | 13    | 13  | 3   | 1   | 11             | 10    | 12   | 1   | 0   | 9              | 8     | 19    | 0    | 1   |
| French Language/Lit.  | 6/0            | 4/0   | 4/1 | 2/0 | 0/0 | 6/1            | 3/0   | 4/0  | 0   | 0   | 6              | 4     | 6     | 3    | 0   |
| German Language       | -              | -     | -   | -   | -   | 2              | 1     | 0    | 0   | 0   | -              | -     | -     | -    | -   |
| Govt. +Pol Comp       | 0              | 2     | 8   | 13  | 3   | 4              | 4     | 10   | 10  | 4   | 2              | 4     | 20    | 4    | 1   |
| Govt. +Pol US         | 20             | 59    | 48  | 13  | 1   | 30             | 50    | 25   | 18  | 2   | 13             | 28    | 17    | 22   | 1   |
| Human Geography       | 32             | 19    | 15  | 14  | 5   | 9              | 16    | 24   | 10  | 4   | 25             | 41    | 26    | 13   | 3   |
| Italian Language      | 3              | 0     | 0   | 0   | 0   | -              | -     | -    | -   | -   | -              | -     | -     | -    | -   |
| Latin Vergil          | 0              | 0     | 0   | 0   | 1   | -              | -     | -    | -   | -   | -              | -     | -     | -    | -   |
| Music Theory          | 9              | 3     | 7   | 2   | 0   | 1              | 0     | 0    | 0   | 0   | -              | -     | -     | -    | -   |
| Physics C: E&M        | 14             | 8     | 6   | 6   | 1   | 18             | 7     | 0    | 6   | 0   | 15             | 10    | 2     | 2    | 0   |
| Physics C: Mech.      | 19             | 13    | 4   | 2   | 0   | 22             | 14    | 3    | 0   | 0   | 14             | 7     | 3     | 4    | 1   |
| Psychology            | 87             | 94    | 43  | 19  | 5   | 67             | 49    | 22   | 12  | 7   | 80             | 51    | 18    | 3    | 3   |
| Spanish Language      | 34             | 23    | 36  | 5   | 1   | 10             | 20    | 35   | 15  | 3   | 17             | 26    | 14    | 11   | 2   |
| Spanish Literature    | 4              | 8     | 10  | 1   | 1   | 3              | 3     | 9    | 0   | 0   | 7              | 3     | 7     | 0    | 0   |
| Statistics            | 32             | 27    | 13  | 6   | 2   | 16             | 19    | 18   | 1   | 1   | 14             | 23    | 20    | 3    | 1   |
| Studio Drawing/2D     | 1/0            | 0/1   | 0/1 | 0/1 | 0/1 | -              | -     | -    | -   | -   | -              | -     | -     | -    | -   |
| US History            | 44             | 41    | 26  | 11  | 3   | 18             | 18    | 11   | 8   | 1   | 19             | 23    | 24    | 7    | 2   |
| World History         | 23             | 20    | 22  | 6   | 2   | 74             | 29    | 31   | 1   | 1   | 23             | 29    | 19    | 3    | 0   |
| Percentage of Total   | 38%            | 31%   | 21% | 8%  | 3%  | 37%            | 31%   | 22%  | 8%  | 3%  | 32%            | 31%   | 23%   | 10%  | 4%  |