



School Number 88

TRINIDAD GARZA EARLY COLLEGE HIGH SCHOOL

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2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as “Hispanic” are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- “New” students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 school year.
- The “retention rate” is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- “Average daily membership” is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The “average daily attendance” number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The “average daily attendance” percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of “yearly transactions” is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by “average daily membership,” which gives (on average) the percentage of the membership associated with a transaction.
- “Continuously enrolled” students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The “stability rate” is the number of continuously enrolled students divided by “average daily membership.”

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator “# of teachers assigned to the school both that year and the prior year” and denominator “# of teachers assigned to the school for the prior year.” Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

TELPAS Administered On Or Before March 13, 2020

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). “Average course mark (no ACP)” is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- For SAT and ACT, “Percent Tested” is computed with “Number Tested” as numerator and, as demoninator, Grade 12 “Enrollment” as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for “Percent Tested” is grade-level enrollment as reported in Enrollment reports.
- Score summaries for SAT and ACT contain all scores available for the 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	124
10	115
11	100
12	108
ALL	447

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	32	7.2	6	27.3
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	4	0.9	*	*
Hispanic	403	90.2	11	50.0
White	3	0.7	5	22.7
Multiple	4	0.9	0	0.0
Other* (teachers only)	—	—	0	0.0
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	230	51.5
Economically disadvantaged	382	85.5
Limited English proficient (LEP)	76	17.0
Special education	5	1.1
Talented and Gifted (TAG)	184	41.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2018	108	7	6.5	0	0.0	1	0.9	99	91.7	1	0.9	0	0.0
	2019	117	5	4.3	1	0.9	1	0.9	107	91.5	1	0.9	2	1.7
	2020	124	9	7.3	0	0.0	0	0.0	115	92.7	0	0.0	0	0.0
10	2018	111	14	12.6	0	0.0	2	1.8	93	83.8	2	1.8	0	0.0
	2019	104	6	5.8	0	0.0	1	1.0	96	92.3	1	1.0	0	0.0
	2020	115	3	2.6	1	0.9	1	0.9	106	92.2	1	0.9	3	2.6
11	2018	109	7	6.4	0	0.0	1	0.9	100	91.7	0	0.0	1	0.9
	2019	109	14	12.8	0	0.0	2	1.8	91	83.5	1	0.9	1	0.9
	2020	100	6	6.0	0	0.0	1	1.0	92	92.0	1	1.0	0	0.0
12	2018	101	8	7.9	0	0.0	0	0.0	92	91.1	1	1.0	0	0.0
	2019	107	7	6.5	0	0.0	1	0.9	98	91.6	0	0.0	1	0.9
	2020	108	14	13.0	0	0.0	2	1.9	90	83.3	1	0.9	1	0.9
9-12	2018	429	36	8.4	0	0.0	4	0.9	384	89.5	4	0.9	1	0.2
	2019	437	32	7.3	1	0.2	5	1.1	392	89.7	3	0.7	4	0.9
	2020	447	32	7.2	1	0.2	4	0.9	403	90.2	3	0.7	4	0.9

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	108	94	87.0	27	25.0	3	2.8	37	34.3	34	31.5	20	18.5	45.4	54.6	0.0
	2019	117	101	86.3	20	17.1	2	1.7	38	32.5	46	39.3	37	31.6	43.6	56.4	0.0
	2020	124	109	87.9	47	37.9	0	0.0	71	57.3	53	42.7	27	21.8	43.5	56.5	0.0
10	2018	111	85	76.6	3	2.7	0	0.0	11	9.9	50	45.0	1	0.9	50.5	49.5	0.0
	2019	104	93	89.4	8	7.7	3	2.9	31	29.8	37	35.6	0	0.0	44.2	55.8	0.0
	2020	115	100	87.0	19	16.5	2	1.7	58	50.4	46	40.0	1	0.9	43.5	56.5	0.0
11	2018	109	89	81.7	3	2.8	0	0.0	18	16.5	52	47.7	0	0.0	42.2	57.8	0.0
	2019	109	97	89.0	2	1.8	0	0.0	6	5.5	51	46.8	0	0.0	50.5	49.5	0.0
	2020	100	86	86.0	8	8.0	3	3.0	47	47.0	35	35.0	0	0.0	43.0	57.0	0.0
12	2018	101	90	89.1	2	2.0	0	0.0	22	21.8	36	35.6	0	0.0	55.4	44.6	0.0
	2019	107	88	82.2	1	0.9	0	0.0	19	17.8	51	47.7	0	0.0	43.0	57.0	0.0
	2020	108	87	80.6	2	1.9	0	0.0	54	50.0	50	46.3	0	0.0	50.0	50.0	0.0
9-12	2018	429	358	83.4	35	8.2	3	0.7	88	20.5	172	40.1	21	4.9	48.3	51.7	0.0
	2019	437	379	86.7	31	7.1	5	1.1	94	21.5	185	42.3	37	8.5	45.3	54.7	0.0
	2020	447	382	85.5	76	17.0	5	1.1	230	51.5	184	41.2	28	6.3	45.0	55.0	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	108	11,716	108	99.4	10,961	93.6	0	0.0	22.9	108	9,718	99.8	82.9
	2019	116	13,484	115	99.4	12,437	92.2	0	0.0	11.5	116	8,723	100.0	64.7
	2020	124	13,875	123	99.1	12,839	92.5	0	0.0	9.0	124	10,020	99.7	72.2
10	2018	112	10,382	111	99.4	9,791	94.3	0	0.0	16.5	111	8,886	99.5	85.6
	2019	104	12,020	103	98.7	11,175	93.0	0	0.0	7.3	104	7,845	99.8	65.3
	2020	116	12,465	114	98.5	11,629	93.3	0	0.0	5.4	115	8,835	99.6	70.9
11	2018	110	9,131	108	98.2	8,661	94.9	0	0.0	12.0	108	8,132	98.5	89.1
	2019	109	10,324	108	98.5	9,693	93.9	0	0.0	4.8	109	7,071	99.8	68.5
	2020	100	10,440	99	98.4	9,830	94.2	0	0.0	4.1	97	7,647	96.7	73.2
12	2018	101	8,756	100	98.8	8,306	94.9	0	0.0	5.8	101	7,772	100.0	88.8
	2019	106	10,368	106	99.2	9,771	94.2	0	0.0	3.3	106	7,151	99.6	69.0
	2020	108	10,322	107	98.8	9,699	94.0	0	0.0	3.4	107	7,820	99.0	75.8
9-12	2018	430	39,984	426	99.0	37,719	94.3	0	0.0	15.0	428	34,508	99.5	86.3
	2019	436	46,196	431	98.9	43,077	93.2	0	0.0	7.1	435	30,790	99.9	66.7
	2020	448	47,101	443	98.7	43,997	93.4	0	0.0	5.8	443	34,322	98.8	72.9

Teachers: 22

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	6	27.3
Hispanic	11	50.0
White	5	22.7
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	12	54.5
Male	10	45.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.9	90.5
2018-19	8.0	90.9
2019-20	5.8	90.9

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	1	4.5
1	0	0.0
2	1	4.5
3	1	4.5
4	1	4.5
5	0	0.0
1-3	2	9.1
More than 3	19	86.4
1 - 5	3	13.6
6 - 10	9	40.9
11 - 20	7	31.8
More than 20	2	9.1

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
9 (47)	Beginning	0	0.0	6	12.8	0	0.0	0	0.0	0	0.0
	Intermediate	1	2.1	8	17.0	3	6.4	1	2.1	6	12.8
	Advanced	12	25.5	21	44.7	11	23.4	12	25.5	15	31.9
	Advanced High	34	72.3	12	25.5	33	70.2	34	72.3	26	55.3
10 (19)	Beginning	0	0.0	2	11.1	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	2	11.1	0	0.0	0	0.0	2	11.1
	Advanced	2	11.1	12	66.7	1	5.3	6	31.6	2	11.1
	Advanced High	16	88.9	2	11.1	18	94.7	13	68.4	14	77.8
11 (8)	Beginning	0	0.0	1	12.5	0	0.0	0	0.0	0	0.0
	Intermediate	1	12.5	0	0.0	1	12.5	1	12.5	1	12.5
	Advanced	2	25.0	3	37.5	2	25.0	2	25.0	2	25.0
	Advanced High	5	62.5	4	50.0	5	62.5	5	62.5	5	62.5
ALL (76)	Beginning	0	0.0	9	12.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	2.7	11	14.7	4	5.3	2	2.6	9	12.0
	Advanced	16	21.3	36	48.0	14	18.4	20	26.3	20	26.7
	Advanced High	57	76.0	19	25.3	58	76.3	54	71.1	46	61.3

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
40 23 (57.5%)	Beginning	0			
	Intermediate	0	6		
	Advanced	0	2	11	
	Advanced High	0	1	20	
19 14 (73.7%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	0	2	
	Advanced High	0	0	14	
8 5 (62.5%)	Beginning	0			
	Intermediate	0	1		
	Advanced	0	0	2	
	Advanced High	0	0	5	
69 43 (62.3%)	Beginning	0			
	Intermediate	0	9		
	Advanced	0	2	16	
	Advanced High	0	1	40	

 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

34	82.4	87.7	90.6	91.1	97.1	100.0	69.0	87.3
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ALGEBRA II

157	72.0	82.1	88.5	89.7	96.2	99.4	58.1	86.2
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BIOLOGY PRE-AP

124	55.1	73.1	83.5	85.3	66.1	97.6	73.6	89.9
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CHEMISTRY PRE-AP

115	70.3	80.2	87.3	88.5	87.0	100.0	69.5	93.7
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ENGLISH I PRE-AP

123	83.3	84.8	89.6	90.4	95.9	98.4	75.7	90.5
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ENGLISH II PRE-AP

116	81.0	86.1	79.6	78.5	97.4	94.8	80.1	93.0
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ENGLISH III

4	*	*	*	*	*	*	59.1	*
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GEOMETRY

115	74.4	86.8	90.0	90.6	99.1	100.0	52.5	83.3
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PHYSICS

37	65.3	79.2	89.2	91.0	97.3	100.0	54.4	85.7
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PHYSICS PRE-AP

31	69.7	80.7	93.3	95.5	87.1	100.0	65.4	95.2
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ALGEBRA I

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ALGEBRA II

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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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GEOMETRY

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PHYSICS

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PHYSICS 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

PRE-CALCULUS

5	*	*	*	*	*	*	51.1	*
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U.S. HISTORY

4	*	*	*	*	*	*	63.8	*
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WORLD HISTORY PRE-AP

15	63.1	76.9	83.6	84.7	86.7	100.0	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

PRE-CALCULUS

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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	95.0	84.1	96	526	78.1	7	523	85.7	88	524	77.3	1	*	*	7,116	468	41.8
		2018-19	99.1	87.2	106	547	86.8	7	526	85.7	97	547	86.6				7,714	463	39.1
		2019-20	100.0	84.8	108	555	91.7	14	562	92.9	90	553	91.1	1	*	*	7,428	466	39.8
	Mathematics	2017-18	95.0	84.1	96	531	54.2	7	517	42.9	88	532	54.5	1	*	*	7,116	463	20.7
		2018-19	99.1	87.2	106	531	50.9	7	493	42.9	97	534	52.6				7,714	461	19.7
		2019-20	100.0	84.8	108	543	58.3	14	538	64.3	90	542	56.7	1	*	*	7,428	461	21.7
ACT	English	2017-18	94.1	82.3	95	18	53.7	7	19	42.9	87	18	54.0	1	*	*	6,959	15	26.5
		2018-19	99.1	82.5	106	20	69.8	7	17	28.6	97	20	72.2				7,297	15	27.0
		2019-20	100.0	81.2	108	20	77.8	14	22	85.7	90	20	76.7	1	*	*	7,116	15	28.9
	Mathematics	2017-18	94.1	82.3	95	21	43.2	7	20	28.6	87	21	43.7	1	*	*	6,959	17	14.8
		2018-19	99.1	82.5	106	21	51.9	7	20	42.9	97	22	53.6				7,297	18	19.2
		2019-20	100.0	81.2	108	21	37.0	14	21	35.7	90	21	36.7	1	*	*	7,116	17	14.3
	Reading	2017-18	94.1	82.3	95	20	28.4	7	18	14.3	87	20	28.7	1	*	*	6,959	17	19.0
		2018-19	99.1	82.5	106	22	57.5	7	18	28.6	97	22	58.8				7,297	17	21.0
		2019-20	100.0	81.2	108	22	50.0	14	22	50.0	90	21	48.9	1	*	*	7,116	16	18.4
	Science	2017-18	94.1	82.3	95	21	29.5	7	18	14.3	87	21	29.9	1	*	*	6,959	17	12.9
		2018-19	99.1	82.5	106	21	35.8	7	17	28.6	97	21	36.1				7,297	17	14.5
		2019-20	100.0	81.2	108	21	33.3	14	22	35.7	90	21	33.3	1	*	*	7,116	17	13.8
	Composite	2017-18	94.1	82.3	95	20	–	7	19	–	87	20	–	1	*	–	6,959	17	–
		2018-19	99.1	82.5	106	21	–	7	18	–	97	21	–			–	7,297	17	–
		2019-20	100.0	81.2	108	21	–	14	22	–	90	21	–	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	30	521	100.0	0			29	519	100.0	0			1	*	*	1,836	466	72.5
		2018	33	514	97.0	1	*	*	29	514	96.6	0			1	*	*	2,063	473	74.2
		2019	55	486	90.9	5	*	*	50	488	92.0	0			0			2,013	463	69.8
	Mathematics	2017	30	513	93.3	0			29	512	93.1	0			1	*	*	1,836	467	59.8
		2018	33	501	75.8	1	*	*	29	497	72.4	0			1	*	*	2,063	477	64.0
		2019	55	485	80.0	5	*	*	50	486	82.0	0			0			2,013	460	62.6
10	Reading & Writing	2017	111	515	91.9	14	552	100.0	93	509	91.4	2	*	*	2	*	*	8,857	417	39.0
		2018	104	507	91.3	5	*	*	97	507	91.8	1	*	*	1	*	*	8,620	418	41.8
		2019	116	511	93.1	4	*	*	106	509	92.5	1	*	*	2	*	*	8,689	414	38.2
	Mathematics	2017	111	494	63.1	14	501	64.3	93	492	63.4	2	*	*	2	*	*	8,857	428	22.1
		2018	104	487	65.4	5	*	*	97	487	66.0	1	*	*	1	*	*	8,620	426	25.3
		2019	116	485	60.3	4	*	*	106	485	61.3	1	*	*	2	*	*	8,689	426	20.7
11	Reading & Writing	2017	6	635	100.0	0			6	635	100.0	0			0			2,095	508	67.6
		2018	14	622	92.9	4	*	*	9	637	100.0	1	*	*	0			1,921	501	64.3
		2019	21	579	100.0	0			21	579	100.0	0			0			2,726	482	56.3
	Mathematics	2017	6	615	100.0	0			6	615	100.0	0			0			2,095	504	44.4
		2018	14	621	100.0	4	*	*	9	613	100.0	1	*	*	0			1,921	497	42.6
		2019	21	520	66.7	0			21	520	66.7	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

405	16,384	2.2	2.2	133	32.8	37.1
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Calculus BC

6	297	2.7	3.8	3	50.0	81.5
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Environmental Science

23	864	2.2	2.0	6	26.1	27.4
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Statistics

21	448	1.6	2.3	2	9.5	36.4
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Biology

32	663	2.6	2.4	20	62.5	43.9
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Computer Science Principles

50	106	1.9	2.3	7	14.0	37.7
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Human Geography

110	1,592	1.9	1.9	36	32.7	31.0
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World History

98	1,511	2.1	2.0	27	27.6	28.7
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Calculus AB

26	665	2.0	2.6	4	15.4	43.3
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English Literature and Composition

12	1,334	1.7	2.0	1	8.3	27.3
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Spanish Language and Culture

27	905	4.4	3.9	27	100.0	90.1
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