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ABSTRACT

This is a preliminary evaluation on the first year (1983-84) implementation of the expanded senior high school level gifted and talented Honors Program in the Montgomery County Public Schools (MCPS), Maryland. The Honors Program includes Advanced Placement courses, Advanced Level courses, and honors level work in designated MCPS Program of Studies courses. Data were collected from three sources: (1) student and teacher interviews at six high schools; (2) systemwide enrollment and performance data for the first semester; and (3) telephone interview comments from school administrators and guidance counselors. The study revealed findings in four areas: honors policy compliance; description of participating students; satisfaction with the Honors Program; and emerging problems. Findings show that the MCPS Honors program is in place and being implemented according to county guidelines in all areas except foreign language. The curriculum is differentiated and challenging. Honors program students believe they are learning more and better. Recommendations include: (1) continuing effort to encourage Black and Hispanic student participation; (2) adding and subtracting certain Honors Program Courses; (3) improving procedures for students exiting at mid-semester; (4) investigating the advisability of Cluster Classes and independent studies; and (5) providing more training guides and materials. Appendices contain three tables with data on participation in each Honors Program course by race, sex, and grade distributions for these courses. (BS)

MONTGOMERY COUNTY
PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

Preliminary Study of the MCPS Honors Program

August 1984

Wilmer S. Cody
Superintendent of Schools

Prepared by the Department of Educational Accountability

Montgomery County Public Schools
Rockville, Maryland

PRELIMINARY STUDY OF THE MCPS HONORS PROGRAM

by

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PRELIMINARY STUDY OF THE MCPS HONORS PROGRAM

EXECUTIVE SUMMARY

During the 1983-84 school year, MCPS expanded its gifted and talented program at the senior high school level with the development of the Honors Program. In response to a request from the Office of the Associate Superintendent for Instruction and Program Development, the Department of Educational Accountability, in conjunction with members of the Superintendent's Advisory Committee on the Gifted and Talented, conducted a preliminary evaluation of this Honors Program. The major goals were to assess how well the implementation was proceeding and to discover what issues should be addressed in more detail at a later date.

Three types of data were included in the analysis of the Honors Program.[1] Interview data were gathered from students and staff (including classroom teachers and the Honors Program .2 teacher/coordinator) in 6 high schools, two in each admininstrative area. These data were collected in the spring of 1984 and reflect the experience of the respondents for both semesters of the 1983-84 school year. Teachers and students who were interviewed were chosen by each individual school from the Honors Program. However, since the students selected by the schools were enrolled in more Honors Program courses than was typical (3 vs. 2), and no students were interviewed who were not taking courses requiring honors work, comments made may not reflect the feelings of students generally.

The second data set consisted of systemwide information on the enrollment of students in courses in the Honors Program and the performance of students in these courses. These data were analyzed for only the first semester of the 1983-84 school year due to the timing of the study. The third data set consisted of comments obtained from school administrators and guidance counselors in July 1984 when DEA staff made telephone calls to the MCPS high schools in order to corroborate the computer-generated systemwide data.

The study revealed findings in four major areas: compliance with the honors policy; a description of the students who are participating in the Honors Program; satisfaction with the Honors Program; and problems that emerged. Analysis of the study data show that the MCPS high schools have done a good job in implementing the Honors Program. However, as is usually found in the implementation of any program, some weaknesses have been identified.

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1. The Honors Program includes Advanced Placement courses, Advanced Level courses, and honors level work in designated courses in the MCPS Program of Studies. References in the text to Honors Program courses includes all three of these categories of courses.

MCPS's Compliance With The Honors Policy:

- Analysis of systemwide data on course enrollment showed that MCPS high schools are generally in compliance with the Honors Policy in the subject areas of English, social studies, science and mathematics. Where deviations from the policy were observed, it was usually because there were not enough students available to offer honors work in a specific course, or because suitable alternative courses were offered. Foreign language was the one area in which implementation of the policy was not uniform. Only about half the high schools offered honors level work in levels 3 or 4 of modern foreign languages.

- Data obtained in staff interviews demonstrated that the schools appeared to be following the MCPS guidelines for selecting students for particpation in Honors Program courses. They were using multiple criteria for selection, and urging minority students to participate.

- Staff and students all reported that instruction in the Honors Program courses was different from that in non-Honors Program courses. They said that the materials used were on a higher level, and the instruction included more long-range projects and independent study. In addition, students felt that the atmosphere was more conducive to developing respect for each other and one's academic abilities. The distribution of grades in Honors Program courses shows that the students performed well, with most receiving A's and B's.

Students Who Are Participating In The Honors Program:

- The systemwide course enrollment data indicated that 32 percent of the students in grades 9-12 were enrolled in the Honors Program. These students took an average of two courses in the Honors Program during their fall semester, 1983-84.

- Asian and white students were overrepresented in Honors Program courses compared to their proportions in the 22 high schools, while black and Hispanic students were underrepresented.

Satisfaction With The Honors Program

- Students, on the whole, reported that they liked being in the Honors Program and believed that the work was more challenging than the work in non-Honors Program courses. While they felt more pressure in Honors Program courses and thought that taking them could bring down their grade point averages, they also felt that participation in these courses increased their chances of getting into college. The participants who were interviewed reported that social pressures that might be associated with their participation in Honors Program courses were generally not a significant problem.

Problems That Emerged

- o Interviews with staff in the six schools, as well as follow-up conversations with the staff in all high schools showed that there were some courses they would like to add to or subtract from the Honors Program. Additionally, there was some confusion concerning whether course substitutions could be made, such as replacing Laboratory Science with Biology 1 in 9th grade. Problems related to specific courses are discussed fully in the detailed report that follows this summary.

- o Staff reports indicated that handling students who needed or wanted to leave Honors Program courses was one of the most difficult problems this year in the Honors Program. Schools were not prepared for scheduling problems related to mid-semester changes as a result of poor performance in Honors Program classes. This had 2 effects: some students who were not performing well remained in Honors Program courses for lack of anywhere else to go; and some students did not enroll in these courses for fear of being unable to transfer out. This may be discouraging enrollment in high level math courses such as Elementary Functions, Analytical Geometry and Calculus. Students who might have enrolled in these courses in the past when they were not part of the Honors Program may now be discouraged from taking these courses because of the grade requirement of A or B usually considered acceptable honors work.

- o The issue of cluster classes was the second major problem that staff identified in the interviews. Analysis of the Fall 1983 systemwide data shows that 70 Honors Program courses were taught in MCPS high schools as cluster or independent study classes.[2] Most of these classes were in the foreign languages and at Poolesville High School where 12 out of 13 of the Honors Program courses were offered in cluster settings. Principals, coordinators, teachers and students all agreed that cluster classes were frustrating. Teachers reported that developing two preparations for one class was burdensome and time consuming. Both teachers and students believed that honors students probably didn't get as much out of the cluster class as they would a separate honors class.

- o The need for weighted grading was raised by many students during the interviews as a problem area. They felt that weighted grades would correct what they perceived to be an inequitable impact on class rank caused by participation in this program.

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2. Some high schools offered Honors Program courses in optional 7th period or independent study frameworks. These courses were not listed among the school's regular classes, but were taught during teachers' planning or lunch periods. This arrangement has obvious drawbacks: the students do not have a legitimately constructed class, and instruction is dependent on the good will of the teachers rather than on contractual obligation.

- Some school staff felt that too many Honors Program classes could cause an elitism to develop in the school and result in a watering-down of the regular course off ings. No one suggested that this had yet occured.

- Training for teachers in differentiat- cruction in the content areas was perceived to be needed. Respondents also suggested that more instructional materials were needed to support the higher level work. Additionally, the provision of additional specific guides for differentiating the curriculum for honors level work, and the opportunity to share ideas with others in their own and different schools were two areas highlighted by teachers and coordinators as needing further attention. Finally, interviewees reported that the .2 teacher/coordinators have been serving a variety of purposes, but should, in the future, be more involved with helping teachers.

In conclusion, it appears that the MCPS Honors Progam is in place and being implemented according to county guidelines in all areas but foreign language. There is indeed a differentiated curriculum for courses in the Honors Program and the students are being challenged. The students believe that these courses are helping them learn more and better.

From this preliminary study the following recommendations can be made:

- Continued efforts to prepare and encourage black and Hispanic students to participate in Honors Program courses are needed.

- Consideration should be given to the following specific cases where courses may need to be added to or subtracted from the Honors Program:

  English - elimination of the core requirement for honors courses at grade 12, and inclusion of an Honors Oral Communication course

  Social studies - elimination of the core requirement for Modern World History

  Mathematics - consideration of regular and honors level sections in the high level math courses

  Science - consideration of the appropriateness of substituting Biology 1 for Laboratory Science

  Foreign language - further discussion of the pros and cons of including levels 3 and 4 of modern romance languages in the Honors Program.

- Increased attention should be given to the procedures for handling students who need or want to leave an Honors Program course mid-semester.

- Further investigation should be conducted into the advisability of offering honors level work in cluster classes or independent study classes. Particular attention should be given to exploring whether the problems identified are particular to foreign language classes and the special case of Poolesville High School, or whether the problems are more wide-spread.

- The issue of weighted grades for Honors Program courses should be revisited.

- More training guides and materials designed specifically for Honors Program courses should be provided.

PRELIMINARY STUDY OF THE MCPS HONORS PROGRAM

INTRODUCTION

During the 1983-84 school year, MCPS expanded its gifted and talented program at the senior high school level with the development of the Honors Program. The MCPS Honors Program consists of three types of courses offered in Grades 9 through 12: Advanced Placement courses, Advanced Level courses, and Honors Work in Designated Courses, hereafter referred to as courses requiring honors level work. References in the text to Honors Program courses include all three categories of courses in the Honors Program.

In response to a request from the Office of the Associate Superintendent for Instruction and Program Development, the Department of Educational Accountability, in conjunction with members of the Superintendent's Advisory Committee on the Gifted and Talented, conducted a preliminary evaluation of this Honors Program. Since this was the first year of the implementation of this countywide program, the study was designed to be exploratory. Its major goals were to assess how well the implementation was proceeding and to discover what issues should be addressed in more detail at a later date.

METHODOLOGY

Three sets of data were collected in this study. For the first set of data 6 schools were selected, two from each administrative area. Five of the schools contained grades 9 through 12; the sixth school contained grades 10 through 12. Interview data were gathered from students and staff (classroom teachers and the Honors Program .2 teacher/coordinator) in the spring of 1984. These data reflect the experience of the respondents for both semesters of the 1983-84 school year. Teachers and students who were interviewed were chosen by each individual school from the Honors Program. However, since the students selected by the schools were enrolled in more Honors Program courses than was typical (3 vs. 2), and no students were interviewed who were not taking courses requiring honors level work, comments made may not reflect the feeling of students generally.

The second data set consisted of systemwide information on the enrollment of students in courses requiring honors work, and the performance of students in these courses. These data were analyzed for only the first semester of the 1983-84 school year due to the timing of the study. The third data set consisted of comments provided by school administrators and guidance counselors who were contacted by telephone by DEA staff in July 1984 to corroborate the computer-generated systemwide course enrollment data.

THE STUDY QUESTIONS

This study attempted to answer several questions with respect to the implementation of the Honors Program. These were:

- Are courses being offered uniformly across the county and how are offerings determined?
- Were there any areas of the Honors Program where staff wished to make changes?
- What is the distribution of students in the Honors Program?
- What is the procedure for selecting students for the Honors Program? Are there special considerations for minority students?
- How do schools handle students who are not performing at the honors level?
- Were there any problems associated with cluster classes?
- How does the curriculum in the Honors Program courses differ from courses not requiring honors level work?
- How did participating in the Honors Program affect students' academic or social life?
- What kinds of staff support are perceived to be necessary?

FINDINGS

ARE COURSES BEING OFFERED UNIFORMLY ACROSS THE COUNTY AND HOW ARE OFFERINGS DETERMINED?

Analysis of systemwide enrollment data shows that MCPS high schools are generally in compliance with the Honors Policy in the subject areas of English, social studies, science, and mathematics. Where deviations from the policy were observed, it was usually because there were not enough students available to offer the course, or because suitable alternative courses were offered. Foreign language was the one area in which implementation of the policy was not uniform. Only about half the high schools offered the honors level work in levels 3 or 4 of foreign languages.

Courses Offered that Required Honors Level Work

MCPS Honors Policy stipulates that courses requiring honors level work must be offered to students in 19 courses as part of each high school's course offerings. These subjects include 3 1/2 years of English (the following 7

semester courses: Language Writing Workshop 1 and 2, Narrative Drama as Literature 1 and 2, Introduction to High School English, and English 12 A & B as part of the old curriculum or the comparable semester courses in the new curriculum); 3 years of social studies (U.S. History 1 & NSL Government, U.S. History 2 & Contemporary Issues, and Modern World History A & B); 4 years of science (Laboratory Science, Biology 1, Chemistry 1, and Physics 1); 1 year of math (Geometry); and 4 years of foreign language (French 3, French 4, Spanish 3, and Spanish 4). The following findings resulted from an analysis of the systemwide data, corroborated by follow-up telephone conversations with school administrators or guidance counselors.

English

All high schools offered honors level work in the required English courses in 10th and 11th grade, and in 9th grade as well if they had a 9th grade. Only 5 of the 22 high schools offered honors level work in 12th grade English, however, with the others indicating that they only had enough honors level English students to fill an Advanced Placement English class. Many high schools offered honors classes in Oral Communication as well, and expressed disappointment that this course was not recognized as an officially designated course in the Honors Program.

Social Studies

All high schools with 9th grades offered honors level work in the 9th grade U.S. History and NSL Government courses. Additionally, all high schools offered honors level work in the 10th grade U.S. History and Contemporary Issues classes. Sixteen of the 22 schools offered honors level work in Modern World History as well, with the other 6 schools indicating that they did not have the student interest to offer honors work in the course. (Students may take elective courses such as Psychology, Sociology, Law, and Problems of the 20th Century as their third year of social studies. All of these courses compete with the Modern World History for students' attention.)

Science

Only 10 of the 17 high schools with 9th grades offered honors work in Laboratory Science. Most of the other 7 schools offered Biology to their honors students in 9th grade instead of Laboratory Science. All 22 high schools offered Honors Biology 1, but one school did not give students honors credit for the work since it was offered in 9th grade only and they were told that honors credit could only be given if the honors level work were offered in 10th grade as well. Nineteen high schools offered honors work in Chemistry 1 and 15 offered honors work in Physics 1.

Mathematics

All but one of the 17 schools with a 9th grade offered honors work in Geometry.

Foreign Language

Roughly half of the high schools offered honors work in each of the levels of foreign language in which they are required. Nine schools offered honors work in French 3, 13 schools offered honors work in French 4, 11 schools offered honors work in Spanish 3, and 13 schools offered honors work in Spanish 4. Six schools offered no honors work in level 3 or 4 French or Spanish.

Advanced Level Course Offerings

The following courses are considered to be advanced level courses: level 5 or 6 of modern foreign languages; Algebra 2 with Trigonometry; Elementary Functions and Analytic Geometry (EFAG); and Anatomy and Physiology. MCPS policy requires only the EFAG course to be offered as part of the basic core of advanced level courses.

Implementation of the policy for advanced level courses was found to be quite good. All 22 high schools offered EFAG, 21 schools offered Algebra 2 with Trigonometry, 16 offered Anatomy and Physiology, 20 offered level 5 of French and Spanish, 11 offered French 6, 5 offered Spanish 6, and 4 offered German 5. Many schools wished to make a distinction between "regular" and "honors" sections of the EFAG and Algebra 2 with Trigonometry courses, feeling that they had students who could be served in both types of settings. However, under the present system, all sections of these courses would be designated as honors.

Advanced Placement Course Offerings

MCPS policy requires that all high schools offer the following advanced placement courses among their course offerings: Advanced Placement English; Advanced Placement U.S. History or Advanced Placement European History; Calculus; and one of the following: Biology 2, Biology AP (double period), Chemistry 2, Chemistry AP (double period), or Physics 2.

Implementation of the Advanced Placement policy was quite good, and most high schools offered several advanced placement courses. The following Advanced Placement courses were offered in the fall of 1983:

English

All 22 schools offered Advanced Placement English.

Social Studies

Six high schools offered both Advanced Placement U.S. History and Advanced Placement European History. All other schools offered at least one of these courses, with slightly more schools offering the European rather than the U.S. History.

Science

At least one Advanced Placement science course was offered in each high school. Three schools offered one advanced placement science course, 10 schools offered advanced placement courses in two of the sciences, and 9 schools offered courses in all 3 areas.

Mathematics

Twenty-one of the 22 schools offered Calculus, a required advanced placement course offering. As was indicated in the Advanced Level math courses, many schools felt that they had sufficient student interest at varied achievement levels to offer both "regular" and "honors" Calculus.

ARE THERE ANY AREAS OF THE HONORS PROGRAM WHERE STAFF WISHED TO MAKE CHANGES?

Interviews with staff in the six schools, as well as follow-up conversations with the staff in all high schools showed that there were some courses they would like to add to or subtract from the Honors Program. Additionally, there was some confusion concerning whether course substitutions could be made in specific course areas.

Addition or Subtraction of Courses

Most high schools offered a course in Honors Oral Communication (English), although such a course is not included in the MCPS Honors Program. Staff wanted to be able to include this course in their approved list of Honors Program courses. Many schools offered both an "honors" level and a "regular" level Calculus, Elementary Functions and Analytical Geometry (EFAG), and Algebra 2 with Trigonometry, and wanted to be able to differentiate between these course offerings on students' transcripts. Finally, there was considerable expression of feeling concerning whether it was appropriate to designate honors level work in the intermediate levels (3 and 4) of foreign language classes.

Course Substitutions

The inclusion of some courses in the set of course offerings for which honors work must be made available in the school seemed unrealistic to school personnel. Most schools reported that they did not have enough honors level students in 12th grade English to fill both an Honors English and an Advanced Placement English class, and offered just the Advanced Placement class. Similarly, many schools did not have enough interested students to offer an Honors Modern World History section, since courses such as Sociology, Psychology, Law, and Problems of the 20th Century competed for their students' interest.

Finally, some schools offered Honors Biology 1 to 9th graders rather than Honors Laboratory Science, but understood that they could only assign honors credit to the Biology if they offered an Honors Biology 1 for 10th graders

as well. This substitution needs to be examined from two viewpoints: first, students did not receive credit for honors level work, and second, further attention needs to be focused on whether students have missed key instructional objectives by skipping the year of Laboratory Science.

WHAT IS THE DISTRIBUTION OF STUDENTS IN THE HONORS PROGRAM?

Thirty-two percent of the students in grades 9-12 were enrolled in the Honors Program. These students took an average of 2 Honors Program courses in the fall semester of 1983-84.

Asian and white students were overrepresented in Honors Program courses compared to their proportion in the 22 high schools, and black and Hispanic students were underrepresented.

Enrollment of Students in the Honors Program

Thirty-two percent of the students in grades 9 through 12, countywide, were enrolled in the Honors Program during the first semester of 1983-84. The data for individual schools showed that there was considerable variation among high schools in the percentage of students enrolled in the Honors Program (from a low of 16 percent to a high of 53 percent). Table 1 presents these data.

The average number of Honors Program courses taken by these students in the fall semester of 1983-84 was two.

Differences in Enrollment by Race

Asian students were most heavily enrolled in courses in the Honors Program, with 51 percent of them taking courses requiring honors level work, Advanced Placement courses, or Advanced Level courses in Fall 1983. White students were enrolled in high proportion as well, with 34 percent taking Advanced Placement, Advanced Level, or other courses requiring honors level work. Comparable percentages for Hispanic and black students were 18 and 14 percent, respectively. Figure 1 illustrates these differences. Overall, 81 percent of those enrolled in Honors Program courses were white, 11 percent were Asian, 5.5 percent were black, and 2.7 percent were Hispanic.

Data were also available on participation by course. Generally, Asian students participated more heavily in the math and science courses, while white students participated more heavily in the English, social studies, and foreign language courses. Table A-1 in the Appendix shows the number and percentage of students enrolled in each course by race.

Differences in Enrollment by Sex

Course participation by sex did not appear to follow any consistent overall pattern. Females dominated the English and foreign language courses, except German. Participation of males and females was fairly even in math and social studies. In the sciences males tended to dominate with an extreme being found in Advanced Placement Physics where males outnumbered females 88 to 12 percent. In Anatomy and Physiology, however, the ratio of females to

TABLE 1

Number and Percentage of Students in the Honors Program* in the First Semester 1983-84 by School Compared with the Total Percentage of Racial Group in the School

School	School Number	ASIAN			BLACK			HISPANIC			WHITE			TOTAL		
		Number in Honors	Percent of Group in Honors	Percent in School	Number in Honors	Percent of Group in Honors	Percent in School	Number in Honors	Percent of Group in Honors	Percent in School	Number in Honors	Percent of Group in Honors	Percent in School	Number in Honors	Percent of Group in Honors	Percent in School
BCC	406	31	5	4	47	8	18	12	2	8	524	85	70	614	36	100
Mont. Blair	757	56	16	12	69	19	35	12	3	15	223	62	37	361	24	100
Churchill	602	85	10	7	15	2	4	27	3	4	698	85	85	825	48	100
Damascus	701	1	0	1	1	0	4	0	0	1	208	99	94	211	19	100
Einstein	789	36	12	9	30	10	14	8	3	5	216	74	72	291	30	100
Gaithersburg	551	44	10	5	23	5	14	9	2	1	365	82	79	444	29	100
Walter Johnson	424	41	11	5	13	4	5	22	6	11	288	79	79	364	37	100
Kennedy	815	57	14	9	63	16	25	4	1	4	272	69	62	396	27	100
Magruder	510	15	4	3	8	2	8	3	1	1	335	93	87	361	30	100
R. Montgomery	201	68	15	13	2	5	12	10	2	9	366	79	66	466	37	100
Northwood	796	55	16	14	29	8	14	11	3	7	247	72	65	343	29	100
Paint Branch	315	32	12	5	17	6	15	2	1	2	216	81	78	268	26	100
Peary	806	26	15	8	11	6	8	6	3	4	129	74	79	174	23	100
Poolesville	152	1	1	0	1	1	7	2	2	1	69	95	60	73	16	100
Rockville	230	58	11	6	23	4	6	10	2	2	454	83	86	545	38	100
Seneca Valley	104	49	9	4	34	6	9	9	2	1	432	82	85	524	31	100
Sherwood	503	10	3	2	17	5	8	10	3	1	325	90	88	362	29	100
Springbrook	798	66	12	8	60	11	21	12	2	3	433	76	68	571	34	100
Wheaton	782	56	25	9	9	4	16	13	6	6	142	65	68	220	18	100
Whitman	427	106	10	8	21	2	3	42	4	5	858	83	84	1028	53	100
Woodward	222	45	12	10	8	2	4	12	3	5	298	82	80	363	36	100
Wootton	234	81	14	7	11	2	3	13	2	2	494	82	87	599	36	100
TOTAL		1019	11	7	512	6	13	249	3	5	7592	81	76	9372	32	100

*The Honors Program includes Advanced Placement courses, Advanced Level courses, and honors work in designated courses.

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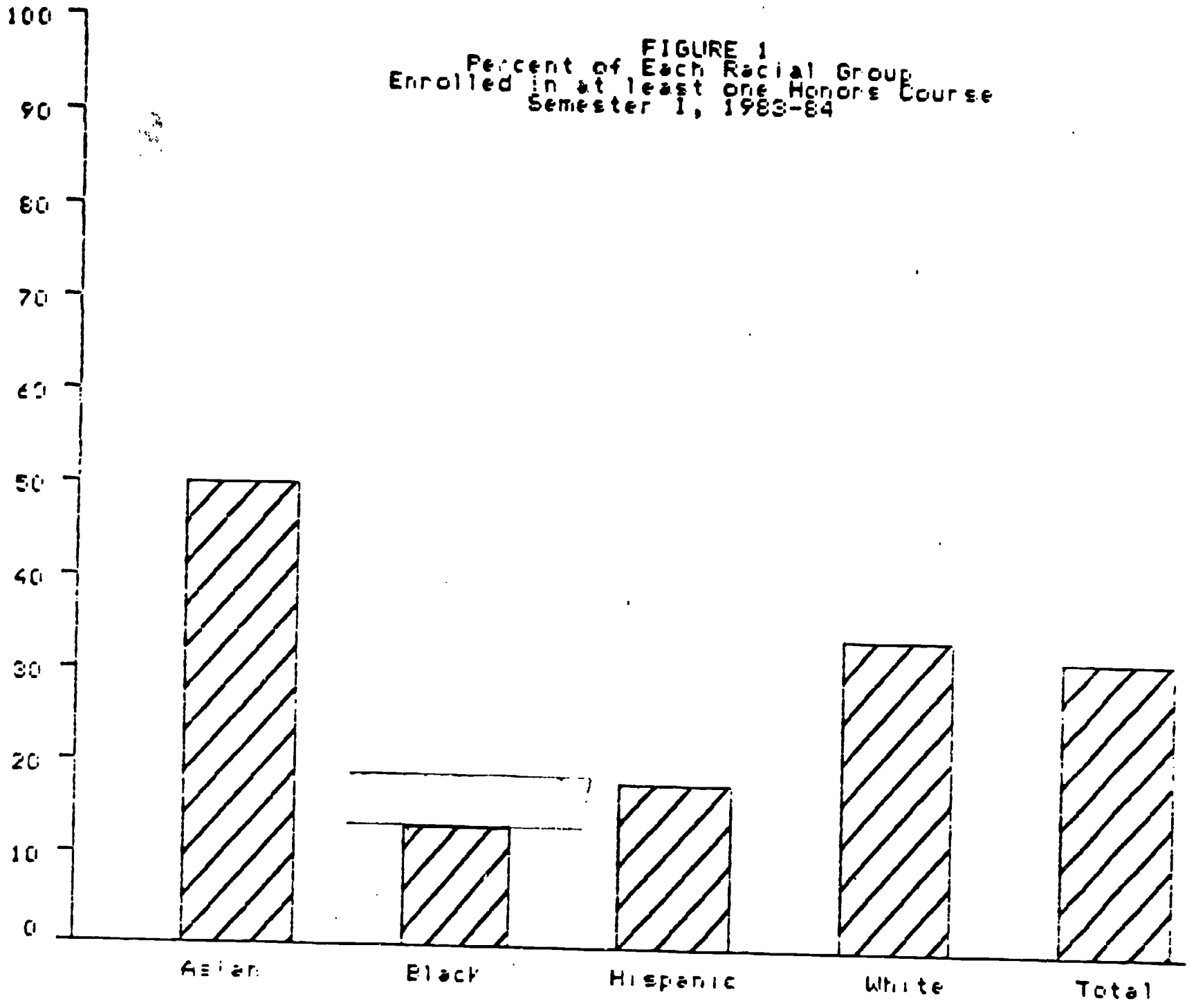
FIGURE 1
Percent of Each Racial Group
Enrolled in at least one Honors Course
Semester 1, 1983-84



males was 63 to 37 percent. Table A-2 in the Appendix shows the number and percentage of students enrolled in each course by sex.

WHAT IS THE PROCEDURE FOR SELECTING STUDENTS FOR THE HONORS PROGRAM? ARE THERE SPECIAL CONSIDERATIONS FOR MINORITY STUDENTS?

> Schools appeared to be following the MCPS guidelines for selecting students for participation in the Honors Program. They were using multiple criteria for selection, and urging minority students to participate.

All schools reported making efforts to inform students, staff, and parents of the honors program through teachers, counselors and other students. Staff and students said that selection was based on multiple criteria including a combination of grades, test results, teacher or counselor recommendations, student interest and work samples. According to staff reports there were few differences by school or department although some variation was found in two areas among departments. One was the weight given to particular criteria; i.e., some departments emphasized interest more than grades. The second was the type of assessment given; i.e. writing samples in English or tests in math. However, the range of the interviews did not permit a systematic look at selection criteria by department or by type of courses.

The interview data also indicated that schools were for the most part actively recruiting minority students in a variety of ways. Teachers were encouraged to assist minority students when needed to enable them to participate and remain in the Honors Program.[1] Minority achievement plans for next year frequently included an increased program of awareness about the Honors Program for minority parents and students.

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1. There appeared to be some confusion among the teachers about this role. While many teachers gave extra help to minority students who needed it, others seemed to feel that standards were being compromised.

HOW DO SCHOOLS HANDLE STUDENTS WHO ARE NOT PERFORMING AT THE HONORS LEVEL?

> Handling students who wanted or needed to leave courses requiring honors level work was one of the most difficult problems this year in the Honors Program. Schools were not prepared for scheduling problems related to mid-semester changes as a result of poor performance in Honors Program classes. This had an effect on two areas: students who were not performing well remained in the Honors Program course for lack of anywhere else to go; and some students did not enroll in an Honors Program course for fear of not being able to transfer out. This may be discouraging enrollment in high level math courses such as Elementary Functions, Analytical Geometry, and Calculus. Students who might have enrolled in these courses in the past when they were not part of the Honors Program may now be discouraged from taking these courses because of the grade requirement of A or B usually considered acceptable honors work.

Staff and students appeared to be aware of the county guidelines for handling students who were not performing at honors level. The guidelines state that students performing at C level were to be counseled to improve; those performing at the D and E level were to be removed. Staff reported that teachers tried to give the student as much help as possible when the student was borderline. When students were at the D and E level, coordinators who chaired the school-wide committee to remove students who were not performing up to standard usually talked to students, teachers, counselors and parents in an attempt to resolve the problem. Teachers reported that, where program changes were made, sometimes the student was moved to a regular class, and sometimes he/she remained in the same class but did not get honors credit. However, as one principal noted, since this was the first year of the program, the need for a place to put students who had to leave the honors courses had not been foreseen; and most stayed in the course even with "D"s. There were a total of 926 D's and 154 E's, four and one percent respectively, of all grades reported in all courses in the Honors Program for the first semester of the 1983-84 school year.

The issue of dealing with students who do not get grades of A or B in Honors Program courses is one that will need further attention. Many students in the past have taken courses such as Calculus or Elementary Functions and received grades of C, and possibly D. If a grade of C is truly considered an average grade in MCPS, it may be inferred that these students were able to handle the majority of the work in the class. Offering these courses only as Advanced Level or Advanced Placement without due consideration to this issue may be detrimental to some college bound students who are not necessarily "honors" students. Related to the above issue, several teachers expressed the concern that students who wanted to try an honors course but were not sure they could handle it were affected by the fact that they couldn't leave at mid-semester. They felt that fewer students were willing to sign up when they were unsure.

WERE THERE ANY PROBLEMS ASSOCIATED WITH CLUSTER CLASSES?

The issue of cluster classes was the second major problem that staff identified in the interviews. Analysis of the Fall 1983 systemwide data shows that 70 Honors Program courses were taught in MCPS high schools as cluster or independent study classes. Most of these classes were in the foreign languages and at Poolesville High School where 12 out of 13 of the Honors Program courses were offered in cluster settings. Principals, coordinators, teachers and students all agreed that cluster classes were frustrating. Teachers reported that developing two preparations for one class was burdensome and time consuming. Both teachers and students believed that honors students probably didn't get as much out of the cluster class as they would a separate honors class.

In many schools not enough students were available to construct a separate Honors Program course. In some schools students in these courses were clustered in a class with regular students in the subject matter or were clustered in a combination class such as French 5/6 or Honors/Advanced Placement Physics. In other schools students were served in an optional extra period or independent study framework. In many of these cases, teachers instructed these students during a planning or lunch period. This arrangement has flaws: the students obviously cannot receive the same quality of instruction that they would in a legitimately scheduled class, and teachers are providing services to students over and above their contractual requirements.

Honors Program Courses Offered as Cluster Classes

Classes Requiring Honors Level Work

Three English classes, 18 foreign language, 4 science, and 6 social studies classes requiring honors level work (a total of 32 classes) were conducted as cluster groupings in mixed level or mixed regular and honors classes. The largest number of cluster classes was offered by Poolesville High School (12 of 13 classes offered that required honors level work). Other schools having three or more cluster honors classes included: Gaithersburg, Northwood, Paint Branch, Peary, Springbrook, and Woodward.

Advanced Level Classes

Twenty-nine advanced level classes were provided in a cluster or independent study arrangement. Twenty-eight were foreign language classes, and one was an Anatomy and Physiology class.

Advanced Placement Classes

Cluster or independent study advanced placement classes occured in the science areas: 2 AP Biology, 3 AP Chemistry, and 4 AP Physics.

Reactions to Cluster Classes

Data obtained from the interview process indicate that principals, coordinators, teachers and students all agreed that cluster classes were frustrating. Teachers reported that developing two preparations for one class was burdensome and extremely time consuming. Both students and teachers believed that honors students probably didn't get as much out of the cluster class as they would a separate class.

The problem of cluster classes arose most frequently in the foreign languages where low enrollments made it difficult to set up separate classes for each level. At Poolesville, however, every course but one was held in a cluster class.

HOW DOES THE CURRICULUM IN HONORS PROGRAM COURSES DIFFER FROM THAT IN COURSES NOT REQUIRING HONORS LEVEL WORK?

Staff and students all reported that instruction in the courses in the Honors Program was different from that in non-Honors Program courses. They said that the materials used were on a higher level, and the instruction included more long-range projects and independent study. In addition, students felt that the atmosphere was more conducive to developing respect for each other and one's academic abilities. The distribution of grades in Honors Program courses shows that the students did perform well, with most receiving A's and B's.

Data obtained during the interview processs indicate that there was general agreement among principals, coordinators, teachers and students that Honors Program courses were different from non-Honors Program courses. Even though honors students received the same core instruction, the materials and the methods differed. Both the staff and the students reported that the materials were more difficult and required a higher level thinking. Further, Honors Program courses were taught differently. Teachers and students reported that discussion was intertwined with lecture in the Honors Program courses, whereas lecture alone was the primary method in non-Honors Program courses. Group work and independent study were also reported to be an integral part of Honors Program courses, but in the non-Honors Program courses students worked through each aspect of each unit together as a class. In some cases, students taught each other in the Honors Program courses.

In addition to differences in materials and methods, students reported the atmosphere to be different. They felt that teachers had higher expectations for them and treated them more as adults.

According to the teachers in the sample, the kinds of assignments given in Honors Program courses were often the same type of assignments they gave in non-Honors Program courses but on a higher level (e.g., reading on the college level, long-term projects, less structured term papers, creative writing, and higher level problem solving). Students stressed the long-term and independent nature of the assignments.

The majority of students agreed that they studied harder in Honors Program courses because assignments were "long, more tedious, and difficult to keep up to date on a day-to-day basis." The classes moved faster and covered more material. Students said that they often didn't go over some material in class but were nevertheless responsible for it. Consequently, for the most part, students did more homework although it was "not as much busy work" as in the non-Honors Program courses.

The distribution of grades in the Honors Program courses tended to show that students could handle the work in these classes. Forty-two percent of all the grades given in the Honors Program during the first semester were B's. A's accounted for 35 percent and 17 percent were C's. Only 4 percent were D's and 1 percent were E's. Table A-3 in the Appendix presents the grade distribution for each honors course. The pattern was similar for all courses and each group of courses in the Honors Program as can be seen in Figure 2. The overall distribution of grades was similar for each racial/ethnic group except for Asian students where A's accounted for 44 percent of the distribution and B's accounted for 35 percent. Figure 3 illustrates the differences in distributions for each group.

By and large staff reported that students were graded against the course objectives in the Honors Program courses, although as one teacher put it "clearly the performance of others is a factor." Students were more inclined to believe that teachers graded students against the other students.

HOW DID PARTICIPATING IN THE HONORS PROGRAM AFFECT STUDENTS' ACADEMIC OR SOCIAL LIFE?

> The students interviewed generally liked being in the Honors Program and believed that the courses were more challenging than the non-Honors Program courses. While they felt more pressure in Honors Program courses and thought that taking them could bring down their Grade Point Averages, they also felt that participation in them increased their chances of getting into college. Students felt that weighted grading would correct perceived inequities in class rankings that occur as a result of participation in Honors Program courses. Social pressures were generally not cited as a significant problem.[2]

Almost all the students who were interviewed believed that it was better to be in Honors Program courses than non-Honors Program courses because they learned more in the former. Further, students who were in Honors Program courses were perceived as being more motivated and stimulating. On the whole, the students reported that they felt more academic pressure in their

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2. Note that these students were selected by each of the schools from their Honors Program and tended to overrepresent students taking three or more honors courses. Thus, their responses may not be representative of Honors Program participants.

FIGURE 2

Countywide Grade Distribution for the Honors Program
Semester I, 1983-84

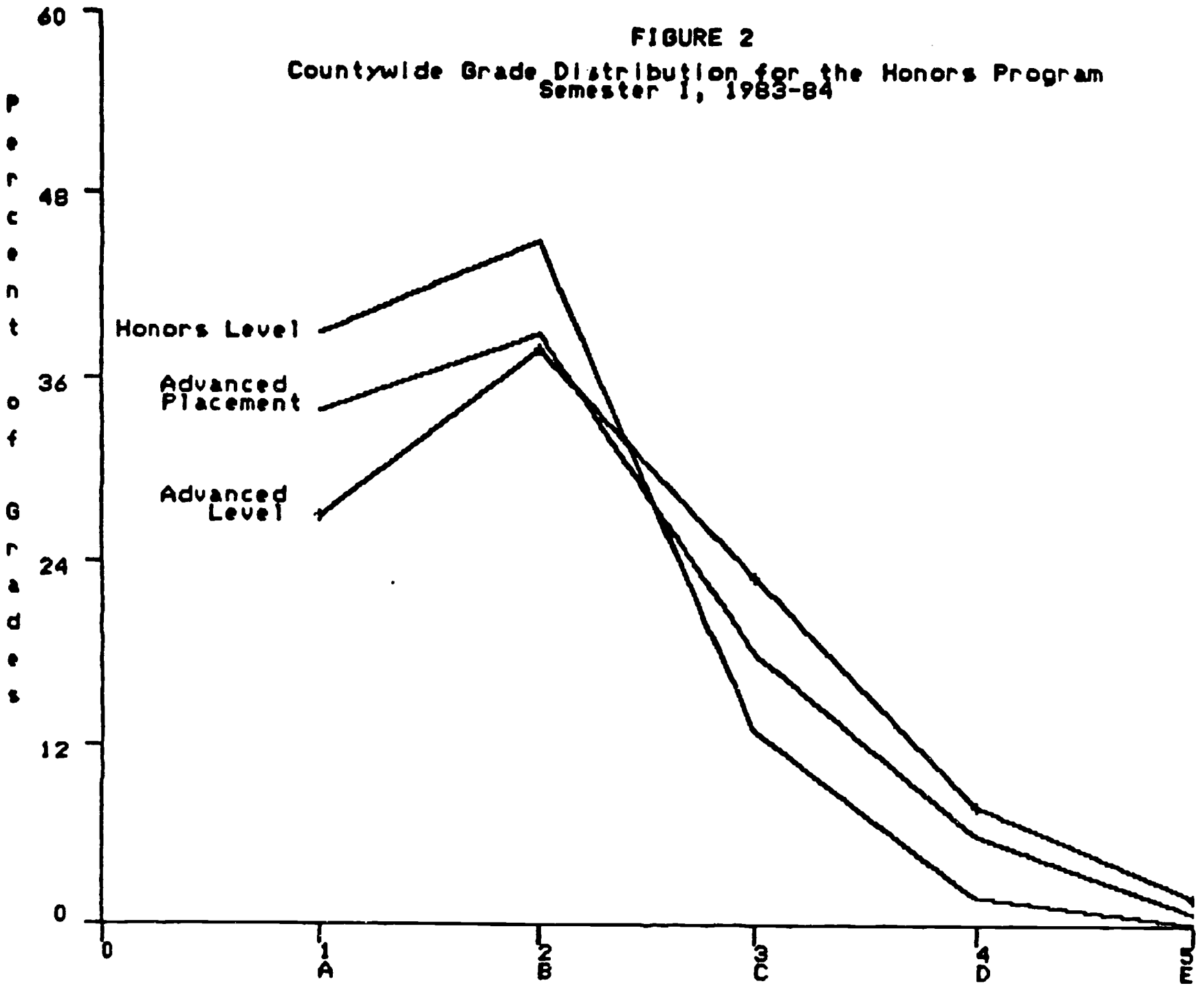
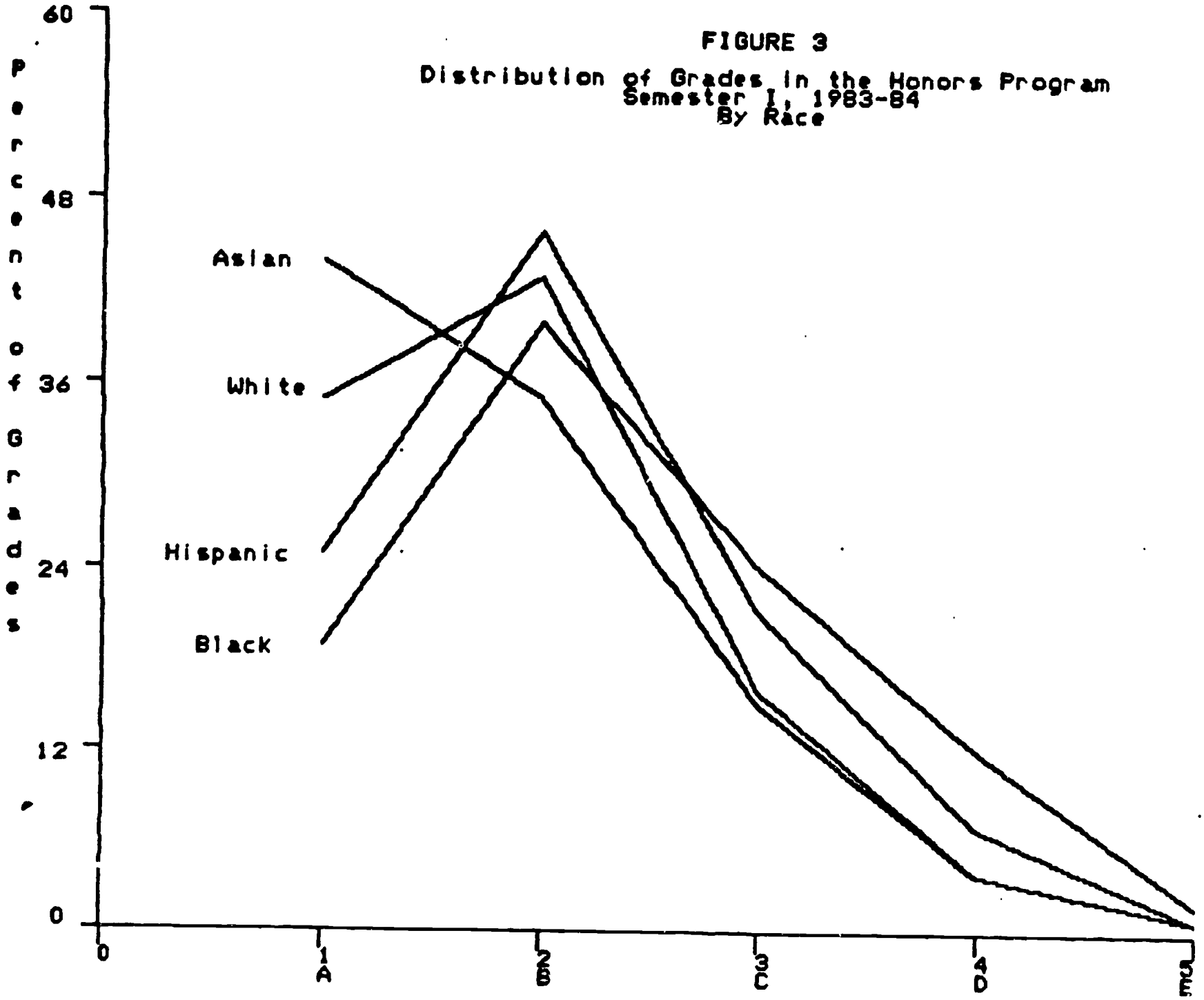


FIGURE 3

Distribution of Grades in the Honors Program
Semester I, 1983-84
By Race



Honors Program courses. The pressure came from a variety of sources: teachers, parents, friends and themselves. The concern of some staff members, however, was that an elitism was forming, thus creating a watered-down curriculum in the regular courses. Since the students interviewed were enrolled in more Honors Program courses than was typical (3 vs. 2), it would seem to be important in the future to get the perspective of students not participating in the Honors Program and students taking fewer Honors Program courses concerning the kind of learning they are getting and the way they perceive the education they are getting.

Students believed that taking many Honors Program courses could lower their grade point average because the work was harder and there was more of it. However, they felt that they needed to take as many of these courses as they could because the "H" designation on the report card was an attraction to college admissions offices. In this regard, weighted grading was seen as an important issue on which students voiced considerable concern. The prevailing view was in favor of weighted grading because they were concerned about the question of class rank. Honors students reported receiving lower class ranks than students who were taking fewer courses and easier courses.

When students were asked how participation in Honors Program courses affected friendships, they reported that most of their friends were also taking Honors Program courses. Some indicated that they had two groups of friends, those taking Honors Program courses, and those not taking these courses. This was not usually a problem, but in one instance a student felt torn between the two groups because his friends not in the Honors Program applied pressure in favor of his taking non-Honors Program courses. It must be remembered, however, that students in the sample tended to take more Honors Program classes than was typical for MCPS students in general. Whether or not problems were prevalent for students less heavily involved in the Honors Program cannot be determined from the available data.

WHAT KINDS OF STAFF SUPPORT ARE PERCEIVED TO BE NECESSARY?

> Training for teachers in differentiated instruction in the content areas was perceived to be needed. Respondents also suggested that more instructional materials are needed to support the higher level work. Additionally, the provision of specific guides for differentiating the curriculum for honors level work, and the opportunity to share ideas with others in their own and different schools were two areas highlighted by teachers and coordinators as needing further attention. Finally, interviewees reported that coordinators have been serving a variety of purposes, but should, in the future, be more involved with helping teachers.

The staff interviews revealed that, while many teachers felt that no special training was necessary other than what any teacher would need to implement a program, any future training plans should include help in the areas of teaching the higher order thinking skills, exploratory learning, and instructional methods for addressing the special needs of honors students. Principals and teachers involved in cluster classes noted the need for specific instruction in how to best handle this type of class. Respondents

also suggested that teachers should be given released time for in-service training and visiting successful Honors Programs in other schools.

It was reported in the staff interviews that, because the Honors Program was in the first year of implementation, there had not been time to develop specific guides for differentiated instruction in honors work for every designated course. Teachers reported that the guides that were developed (particularly those developed last summer) were very helpful and that they needed additional guides for the remaining courses.

The position of .2 teacher/coordinator was perceived by most of the staff to be useful. The position was being used in different ways in different schools. For example, teacher/coordinators chaired the school-wide committee on honors; they counseled students when necessary or spoke to parents; they also acted as liaisons to the central and area offices; and one conducted research. However, teachers in 2 of the 6 schools in which the interviews were conducted reported that the teacher/coordinator had not been particularly helpful to them. Coordinators also felt that working with teachers was important. Coordinators in half the sample schools indicated that, in the future, they would like to be "more actively involved in teachers' problems" and would like to be "a resource for teachers." It should be remembered, however, that this was the first year of program implementation. Many of the organizational duties that the teacher/coordinators had to perform could essentially be considered "start-up" tasks which hopefully will diminish, leaving time for them to work with teachers.

SUMMARY AND RECOMMENDATIONS

From this preliminary view of the MCPS Honors Program, it appears that the program is in place and being implemented according to county guidelines. There is indeed a differentiated curriculum for Honors Program courses and the students are being challenged. The students believe that the Honors Program courses are helping them learn more and better.

The following recommendations are suggested as a result of the study findings:

- Continued efforts to prepare and encourage black and Hispanic students to participate in Honors Program courses are needed.

- Consideration should be given to the following specific cases where courses may need to be added to or subtracted from the Honors Program:

  English - elimination of the core requirement for honors courses at grade 12, and inclusion of an Honors Oral Communication course

  Social studies - elimination of the core requirement for Modern World History

  Mathematics - consideration of regular and honors level sections in the high level math courses

Science - consideration of the appropriateness of substituting Biology 1 for Laboratory Science

Foreign language - further discussion of the pros and cons of including levels 3 and 4 of modern romance languages in the Honors Program.

- Increased attention should be given to the procedures for handling students who need or want to leave an Honors Program course mid-semester.

- Further investigation should be conducted into the advisability of offering honors level work in cluster classes or independent study classes. Particular attention should be given to exploring whether the problems identified are particular to foreign language classes and the special case of Poolesville High School, or whether the problems are more wide-spread.

- The issue of weighted grades for Honors Program courses should be revisited.

- More training guides and materials designed specifically for Honors Program courses should be provided.

APPENDIX

TABLE A-1

Participation in Honors Program Courses
By Race, Semester I, 1983-84

ADVANCED PLACEMENT

Course	ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	Number*	Percent	Number*	Percent	Number*	Percent	Number*	Percent	Number*	Percent
1017 English AP A	53	8	25	4	8	1	561	87	648	100
1018 English AP B	1	5	1	5	1	5	18	86	21	100
2114 US History AP A	16	7	9	4	2	1	214	89	241	100
2216 European Hist AP A	50	9	17	3	8	1	508	87	584	100
3491 Calculus A	153	15	30	3	16	2	808	80	1011	100
3641 Biology AP A	69	13	40	8	17	3	393	76	520	100
3651 Biology AP A (DP)	21	11	10	5	6	3	155	80	193	100
3741 Chemistry AP A	85	22	16	4	6	2	277	72	384	100
3751 Chemistry AP A (DP)	2	11	1	6			15	83	18	100
3841 Physics AP A	34	27	2	2	5	4	85	68	126	100
TOTAL	484	13	151	4	69	1	3034	81	3746	100

*Students may be enrolled in more than one course.

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TABLE A-1 (Continued)

Participation in Honors Program Courses
By Race, Semester I, 1983-84

ADVANCED LEVEL

Course	ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	Number*	Percent	Number*	Percent	Number*	Percent	Number*	Percent	Number*	Percent
1456 Narr-D As Lit 3	8	16	4	8	1	2	36	74	49	100
1615 French V A	35	9	13	4	10	3	316	84	375	100
1616 French VI A	7	8	1	1	1	1	74	89	83	100
1715 Spanish V A	14	5	16	5	34	11	244	79	309	100
1716 Spanish VI A	1	8	1	8	2	17	8	67	12	100
1965 German V A	2	6					32	94	34	100
3030 Unified Math 3 A	28	15	4	2	2	1	153	82	187	100
3032 Unified Math 4 A	6	10	1	2	2	3	54	86	63	100
3034 Unified Math 5 A	9	22			1	2	31	76	41	100
3036 Unified Math 6 A	2	7	2	7			25	86	29	100
3304 Algebra 2/Trig A	214	13	72	4	45	3	1318	80	1652	100
3421 Elementary Funct	290	16	85	5	32	2	1404	78	1812	100
3761 Anat & Physiol A	62	7	70	8	17	2	698	82	850	100
TOTAL	678	12	269	5	147	3	4393	80	5496	100

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TABLE A-1 (Continued)

Participation in Honors Program Courses
by Race, Semester I, 1983-84

HONORS WORK IN DESIGNATED COURSES

Course	ASIAN		BLACK		HISPANIC		WHITE		TOTAL	
	Number*	Percent	Number*	Percent	Number*	Percent	Number*	Percent	Number*	Percent
1019 English 12 A	23	9	14	5	5	2	216	84	258	100
1020 English 12 B	5	9	3	6			45	85	53	100
1471 Intro HS Eng	58	10	25	4	7	1	504	85	594	100
1470 Lang WW 1	86	9	60	6	18	2	779	83	943	100
1477 Lang WW 2	77	10	29	4	12	2	636	84	754	100
1472 Nar Drama 1	87	10	45	5	14	2	706	83	853	100
1473 Nar Drama 2	17	8	8	4	2	1	193	88	220	100
1474 Essay/Lyr 1	21	7	14	5	1	0	273	88	310	100
1633 French 3 A	34	13	4	2	5	2	221	83	265	100
1634 French 4 A	34	14	22	9	7	3	180	74	243	100
1733 Spanish 3 A	24	10	16	7	11	5	185	78	236	100
1734 Spanish 4 A	15	7	11	5	19	9	165	78	211	100
1815 Latin 3 A			1	20			4	80	5	100
1839 Japanese 3 A							7	100	7	100
1977 German 3 A							8	100	8	100
1978 German 4 A	1	11					8	89	9	100
2126 US Hist 1	27	13	6	3	3	1	173	83	209	100
2127 NSL Gov't	93	10	48	5	17	2	785	83	943	100
2128 US Hist 2	104	9	65	6	22	2	927	83	1120	100
2223 Mod World A	41	12	14	4	4	1	283	83	342	100
3203 Geometry A	131	13	65	6	16	2	815	79	1028	100
3581 Lab Sci A	85	12	39	5	10	1	597	82	731	100
3621 Biology 1 A	147	13	54	5	27	2	932	80	1161	100
3711 Chemistry 1 A	127	15	26	3	9	1	678	81	842	100
3821 Physics 1 A	77	18	6	1	7	2	337	79	428	100
TOTAL	1314	11	575	5	216	2	9657	82	11773	100

*Students may be enrolled in more than one course.

TABLE A-2

Participation in Honors Program Courses
By Sex, Semester I, 1983-84

ADVANCED PLACEMENT

Course	MALE		FEMALE		TOTAL	
	Number*	Percent	Number*	Percent	Number*	Percent
1017 English AP A	235	36	413	64	648	100
1018 English AP B	11	52	10	48	21	100
2114 US History AP A	124	52	117	49	241	100
2216 European Hist AP A	320	55	264	45	584	100
3491 Calculus A	553	55	458	45	1011	100
3641 Biology 2 AP A	228	44	292	56	520	100
3651 Biology AP A (DP)	80	42	113	59	193	100
3741 Chemistry 2 AP A	253	66	131	34	384	100
3751 Chemistry AP A (DP)	10	56	8	44	18	100
3841 Physics 2 AP A	111	88	15	12	126	100
TOTAL	1925	51	1821	49	3746	100

*Students may be enrolled in more than one course.

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TABLE A-2 (Continued)

Participation in Honors Program Courses
By Sex, Semester I, 1983-84

ADVANCED LEVEL

Course	MALE		FEMALE		TOTAL	
	Number*	Percent	Number*	Percent	Number*	Percent
1456 Narr-D As Lit 3	27	55	22	45	49	100
1615 French V A	109	29	266	71	375	100
1616 French VI A	26	31	57	69	83	100
1715 Spanish V A	99	32	210	68	309	100
1716 Spanish VI A	4	33	8	67	12	100
1965 German V A	16	47	18	53	34	100
3030 Unified Math 3 A	107	57	80	43	187	100
3032 Unified Math 4 A	31	49	32	51	63	100
3034 Unified Math 5 A	29	71	12	29	41	100
3036 Unified Math 6 A	25	86	4	14	29	100
3304 Algebra 2/Trig A	865	52	787	48	1652	100
3421 Elementary Func	958	53	854	47	1812	100
3761 Anat & Physiol A	314	37	536	63	850	100
TOTAL	2610	47	2886	53	5496	100

*Students may be enrolled in more than one course.

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TABLE A-2 (Continued)

Participation in Honors Program Courses
By Sex, Semester I, 1983-84

HONORS WORK IN DESIGNATED COURSES

Course	MALE		FEMALE		TOTAL	
	Number*	Percent	Number*	Percent	Number*	Percent
1019 English 12 A	99	38	159	62	258	100
1020 English 12 B	26	49	27	51	53	100
1471 Intro HS English	237	40	357	60	594	100
1470 Lang WW 1	387	41	556	59	943	100
1477 Lang WW 2	300	40	454	60	754	100
1472 Narr Drama 1	330	39	523	61	853	100
1473 Narr Drama 2	99	45	121	55	220	100
1474 Essay/Lyr 1	101	33	209	67	310	100
1633 French 3 A	90	34	175	66	265	100
1634 French 4 A	68	28	175	72	243	100
1733 Spanish 3 A	90	38	146	62	236	100
1734 Spanish 4 A	65	31	146	69	211	100
1815 Latin 3 A			5	100	5	100
1839 Japanese 3 A	4	57	3	43	7	100
1977 German 3 A	2	25	6	75	8	100
1978 German 4 A	5	56	4	44	9	100
2126 US Hist 1	103	49	106	51	209	100
2127 NSL Gov't	422	45	521	55	943	100
2128 US Hist 2	520	46	600	54	1120	100
2223 Mod World A	176	52	166	49	342	100
3203 Geometry A	460	45	568	55	1028	100
3581 Lab Sci A	363	50	368	50	731	100
3621 Biology 1 A	570	49	591	51	1161	100
3711 Chemistry 1 A	449	53	393	47	842	100
3821 Physics 1 A	247	58	181	42	428	100
TOTAL	5123	44	6560	56	11773	100

*Students may be enrolled in more than one course.

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TABLE A-3

Grade Distribution for Honors Program Courses for Semester I, 1983-84

ADVANCED PLACEMENT

Courses No.	Name	A		B		C		D		E		TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent*
1017	Eng Adv Plcmt A	265	41	332	51	43	7	7	1	1	0	648	100
1018	Eng Adv Plcmt B	4	19	12	57	4	19	1	5			21	100
2114	US Hist A	85	35	93	39	47	20	11	5	3	1	241	100
2216	Europn Hist A	242	41	247	42	74	13	18	3	2	0	584	100
3491	Calculus A	243	24	369	37	256	25	95	9	12	1	1011	96
3641	Biology A	168	32	160	31	114	22	54	10	9	2	520	97
3651	Biology A DP	60	31	78	40	35	18	14	7	6	3	193	100
3741	Chem 2 A	130	34	135	35	78	20	29	8	4	1	384	98
3751	Chem A DP	11	61	5	28	1	6	1	6			18	100
3841	Physics 2 A	61	48	41	33	16	13	3	2	1	1	126	97
TOTAL		1269	34	1472	39	668	18	233	6	38	1	3746	98

*Not all students enrolled in the courses received letter grade.

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TABLE A-3 (Continued)

Grade Distribution for Honors Program Courses for Semester I, 1983-84

ADVANCED LEVEL

Courses No.	Name	A		B		C		D		E		TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent*
1456	Narr-D As Lit 3	2	4	15	31	11	22	13	27	7	14	49	98
1615	French V A	153	41	151	40	54	14	5	1	1	0	375	96
1616	French VI A	34	41	41	49	5	6			1	1	83	97
1715	Spanish V A	120	39	130	42	47	15	5	2			309	98
1716	Spanish VI A	10	83	1	8	1	8					12	100
1965	German V A	14	41	12	35	3	9	1	3	1	3	34	91
3030	Unified Math 3 A	78	42	76	41	27	14	4	2	2	1	187	100
3032	Unified Math 4 A	29	46	25	40	6	10	2	3	1	2	63	100
3034	Unified Math 5 A	14	34	23	56	4	10					41	100
3036	Unified Math 6 A	9	31	12	41	8	28					29	100
3304	Algeb 2/Trig A	389	23	682	41	408	25	142	9	22	1	1652	99
3421	Elem Funct	405	22	652	36	487	27	161	9	44	2	1812	96
3761	Anat & Physio	243	29	270	32	214	25	92	11	14	2	850	98
TOTAL		1500	27	2090	38	1275	23	425	8	93	2	5496	98

*Not all students enrolled in the courses received letter grades.

TABLE A-3 (Continued)

Grade Distribution for Honors Program Courses for Semester I, 1983-84

HONORS WORK IN DESIGNATED COURSES

Courses No.	Name	A		B		C		D		E		TOTAL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent*
1019	English 12A	70	27	151	59	32	12	3	1			258	99
1020	English 12B	15	28	35	66	2	4	1	2			53	100
1471	Intro HS Eng	205	35	312	53	70	12	6	1			594	100
1470	Lang WW 1	338	36	487	52	102	11	14	2			943	100
1477	Lang WW 2	350	46	292	39	83	11	22	3	3	0	754	99
1472	Nar Drama 1	286	34	425	50	126	15	15	2			853	100
1473	Nar Drama 2	83	38	116	53	20	9	1	1			220	100
1474	Essay/Lyr 1	88	28	169	55	47	15	6	2			310	100
1633	French 3A	147	56	95	36	19	7	2	1	1	0	265	100
1634	French 4A	98	40	113	47	25	10	6	3			243	100
1733	Spanish 3A	98	42	113	48	20	9	4	2			236	100
1734	Spanish	84	40	91	43	28	13	7	3			211	99
1815	Latin 3A	2	40	2	40	1	20					5	100
1839	Japanese 3A	4	57	2	29	1	14					7	100
1977	German 3A	5	63	3	38							8	100
1978	German 4A	5	56	2	22	2	22					9	100
2126	US Hist 1	102	49	77	37	25	12	5	2			209	100
2127	NSL Gov't	390	41	433	46	99	11	18	2			943	100
2128	US Hist 2	483	43	474	42	144	13	18	2			1120	100
2223	Mod World A	133	39	147	43	45	13	15	4	1	0	342	100
3203	Geometry A	358	35	449	44	171	17	43	4	5	1	1028	100
3581	Lab Sci A	395	54	285	39	42	6	5	1	3	0	731	100
3621	Biology 1 A	401	35	518	45	205	18	28	2	7	1	1161	100
3711	Chemistry 1 A	298	35	326	39	180	21	31	4	1	0	842	99
3821	Physics 1 A	155	36	182	43	65	15	20	5	3	1	428	100
TOTAL		4593	39	5299	45	1554	13	262	2	24	0	11773	99

*Not all students enrolled in the courses received letter grade.