

AGENDA FOR BOARD OF DIRECTORS
AUBURN SCHOOL DISTRICT NO. 408
Monday, May 11, 2015

- I. TIME AND PLACE
 - 1. 7 p.m. at the James P. Fugate Administration Building
- II. ROLL CALL
 - 1. Roll call of board members
- III. PLEDGE OF ALLEGIANCE
- IV. AUDIENCE PARTICIPATION
 - 1. Written communications
 - 2. Scheduled communications
 - 3. Unscheduled communications
 - 4. Community groups and organizations
- V. LEGISLATIVE UPDATE
- VI. STUDENT AND STAFF RECOGNITION
 - 1. Recognition of student
 - 2. Recognition of staff
 - 3. Teachers of the year
- VII. STUDENT PARTICIPATION
 - 1. Mt. Baker Middle School art display
 - 2. Activity/athletic report
 - 3. Requests for travel
- VIII. SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT
 - 1. 2013-16 Cascade Middle School Improvement Plan
 - 2. High School English language arts common core materials—first reading
 - 3. Instructional technology implementation progress report
- IX. PERSONNEL
 - 1. Certificated and classified personnel report
 - 2. Requests for travel
- X. BUILDING PROGRAM
 - 1. 2014 portable classrooms electrical—Arthur Jacobsen, Evergreen Heights, Ilalko Elementary Schools
 - 2. Auburn Riverside High School—sewer easement

XI. FINANCE

1. Vouchers

XII. DIRECTORS

1. Approval of minutes
2. 2015 Citizens Ad Hoc committee recommendations
3. Superintendent search
4. Special board meeting
5. Special board meeting
6. Special board meeting
7. Discussion
8. Executive session

LEGISLATIVE UPDATE

The board will discuss legislative items.

STUDENT AND STAFF RECOGNITION

1. Recognition of Student

The Auburn School District Board of Directors will recognize Annalisa Battista, a fifth grade student at Terminal Park Elementary, for being an outstanding student.

Students and staff at Terminal Park greatly appreciate Annalisa's contributions inside the classroom and throughout the school. She is the type of student that helps make school a positive experience for everyone. She is a leader both in and out of the classroom. She is destined to have a positive impact in the future.

Her fourth grade teacher, Stephanie Andersen, said, "She is calm, thoughtful, kind, and caring to all."

Annalisa is an exceptional student in the STEP program, excelling both academically and socially. She is the ASB co-president, in the band, and has been in the chess club. Her favorite subject is math.

Annalisa's teacher, Leah McIntyre, said, "Annalisa takes her schoolwork very seriously. Her daily work is done with pride and always done on time. She always wants to know how she has done on an assessment and takes the time to ask questions so she learns from her mistakes. She is kind and considerate. She is truly a teacher's dream!"

Outside of school, Annalisa loves to swim, play tennis, and she takes karate lessons. She enjoys playing piano and playing board games. She is competitive and loves to win. She is bilingual, speaking both English and Italian.

2. Recognition of Staff

The Auburn School District Board of Directors will recognize Alisa Louie, second grade teacher at Evergreen Heights, for her outstanding service.

After graduating from Western Washington University, Alisa spent one year teaching in the Bethel School District and is now in her eighth year at Evergreen Heights.

Alisa loves teaching and is involved in a variety of projects at Evergreen. She is the coordinator of the Project Tell program which connects UW Tacoma interns supporting ELL students. She is co-advisor of the ASB, is on the SIP team, and is a National Board Certified teacher.

Alisa also is a Puget Sound ESD teacher leader. She writes a blog about Common Core resources for teachers and is involved in working with teachers on utilizing social media as an instructional tool.

Alisa loves teaching second grade. She views second grade as the pivotal year when students come in learning to read and leave reading to

learn. She loves being a consistent, supportive force in her students' lives.

Lisa Greer, the office manager at Evergreen Heights said, "Alisa always goes above and beyond to help staff, students, and parents. She is always willing to help whenever and wherever needed. We are so grateful for all of her valuable contributions."

Alisa has been married to Michael for five years and they have two furry, four-legged children. In her off time, she enjoys outdoor activities and having dinner parties.

4. Teachers of the Year

High School-Heidi Bendt, Auburn Mountainview

Heidi has been teaching English/language arts in the Auburn School District for 25 years and started at Mountainview nine years ago, when it opened.

Heidi wants only the best for her students. "I want them to learn. Academics come first, but I want them to know I care. I want them to be not only smart, but good citizens."

Heidi spends hours creating curriculum, calling parents, giving up her lunch daily to work on academics with students or just listen to a concern and/or a celebration of students. Heidi practices tough love with students. She holds all students to high behavior and academic standards.

She also has been the Service Learning teacher. Her projects have included rebuilding Brannan Park, overseeing the blood drive, toy distribution at Christmas, the Senior-Senior Prom, a formula drive for Ethiopian orphans, and more. Students not only learn the importance of service to school but also to the local and world community. This year, Heidi traded her service learning courses to establish a new program, Lion's Den, for at-risk students.

Inspired by her father who taught language arts for 37 years in Renton, Heidi truly cares about her students and the community. She has followed her father's advice. "Know the students' names the first week of school. Kill them with kindness. Learn one thing about them."

Heidi praises her colleagues. "I work with amazing educators at Mountainview who give their all to ensure our students have a top-notch education. My colleagues support me, challenge me, and help me improve my craft of teaching. I am fortunate to collaborate with so many fine instructors."

Heidi and her husband of 23 years, Christopher, have two boys. Kendan is 14 and Kade is 6.

Middle School--Kathe Ball, Olympic

Kathe has been teaching at Olympic for 16 years. Her principal, Jason Hill said, "Kathe has the heart and soul of a teacher. She is passionate about children, education, and about getting the job done no matter what. As a bonus, she also is extremely organized and far-reaching in her planning - for herself, for her teammates, and for her school."

She has been an outstanding math, reading, and language arts teacher. She is acknowledged by her colleagues as a top-notch educator and mentor. Her efforts as an ATLA teacher not only increased her leadership abilities, but also support growth at Olympic. She provides ongoing professional development throughout the year.

Kathe is the first to be nominated or volunteer for district-level leadership initiatives. She has participated in math and language arts adoptions, the standards-based teaching and learning committee, ELA writing performance tasks, and more.

She reaches outside of Olympic to make a difference in the local community. She has been a dedicated leader of Builders Club for 10 years. During this time, projects have included collecting funds for Unicef, sending cards to military staff, organizing the creation of 1000 cranes for Marysville-Pilchuck High School, and helping at the Food Bank. Her community service with Olympic students connected students to visit local nursing homes, participate in Heart Walks, and attend the Veterans Day Parade.

Kathe demonstrates the initiative, heart, and desire to help students and the community. She is not only a shining example to students, but to everyone she touches.

"Everything I do is in conjunction with other people," Kathe said. "I think this is really an award for Olympic, not just me."

Kathe has two children, Lyndsey who will graduate from high school this year and Jessica, a 4th grader. She has been married to husband Chris for 18 years.

Elementary-Julie McKenzie, Alpac

Julie has been teaching at Alpac her entire 23-year teaching career. Walk past her classroom most likely students will be singing a song, reciting a chant or using some other form of mental gymnastics aimed at entrenching a skill or concept into the long-term memory. It's not a typical classroom. But Julie is not a typical teacher, according to Jim Riley, Alpac principal. She is a passionate ambassador for children, a dedicated professional, and an inspiring advocate for education throughout the community.

Julie's philosophy of teaching is "If you love kids, they will feel it, and will learn better." Her ultimate goal is to establish a relationship with each student so she can make a lasting, lifelong impression in his or her life.

When the school year ends, Julie continues to be involved in the lives of her students. For 23 years she has been sending cards and attending birthday parties, graduations, and baby showers of former students.

Students aren't the only beneficiaries of Julie's compassion. She extends her generosity to the community, too. She solicits companies such as Costco and Target to help with class donations for struggling parents. When Julie recognizes families in need, she offers assistance in a kind and sensitive way. Her boyfriend, David, volunteers in her classroom and provides a lot of support to her students.

Julie is a member of the district-level Student Improvement Plan as chair of the climate committee. She is an ATLA teacher, has served as 2nd grade PLC lead for three years, is a member of Alpac's climate committee, and is a member of the PBIS leadership team.

During the summer, Julie devotes time daily to developing curriculum, she volunteers as a tutor, and works at a Korean preschool teaching kindergarteners pre-reading and math skills.

Julie's daughter, Shelby, is a sophomore at UW and her son Derek will join his sister there next year as a freshman

STUDENT PARTICIPATION

1. Mt. Baker Middle School Art Display

Ryan Foster, assistant superintendent of principal leadership and school programs, will introduce Greg Brown, Mt. Baker Middle School principal, who will introduce Nikki Wells, Mt. Baker Middle School teacher, who will introduce Kira Kopcho, Kyra Brandt, and Kaitlyn Enrico, students. The students will present the Mt. Baker Middle School art display and answer questions from the board.

2. Activity/Athletic Report-Cascade Middle School Boys' Baseball Program

Ryan Foster will introduce Darice Johnson, Cascade Middle School assistant principal, who will introduce Aaron Lee, Cascade Middle School coach, who will introduce Jace Graves, Cameron Foust, and Carter Casad, students. The students will report on the Cascade Middle School boys' baseball program and answer questions from the board.

3. Requests for Travel

- a. Forty-five Auburn Riverside High School students requested permission to travel to Bellingham, Thursday to Sunday, April 9-12. The purpose of the trip was to attend music workshops and campus tours at local universities. Lodging was at the Best Western, meals were at local restaurants, and travel was by charter bus. All expenses were paid by students. Meghan Wagner, Auburn Riverside High School teacher, requested permission to accompany the students. No substitutes were needed. Laura Theimer and Cari Manry, parent chaperones, requested permission to accompany the students. By prior administrative approval.
- b. Five Auburn Mountainview High School students request permission to travel to Kennewick, Thursday to Saturday, May 28-30. The purpose of the trip is to compete in the tennis state tournament. Lodging will be at the Comfort Inn, meals will be local restaurants, and travel will be by private vehicle. All student expenses will be paid by ASB funds and all coach expenses will be paid by district funds. Kay Lorrain, Auburn Mountainview High School coach, requests permission to accompany the students. A substitute will be needed for two days.

Recommendation:

That the above trips be approved as requested.

SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. 2013-16 Cascade Middle School Improvement Plan

Heidi Harris, assistant superintendent of student learning, will introduce Darice Johnson, who will introduce Paula Dragseth and Pam Cavenee, instructional coach and support staff. The team will present the 2013-16 Cascade Middle School Improvement Plan, share a PowerPoint presentation, and answer questions from the board. This presentation aligns with the 2013-16 district strategic plan, Goal 1: student achievement, Objective 2 school improvement plans and the 2013-14 stated district goals, Standard III "create conditions district wide for student and staff success."

Recommendation: That the board approve the 2013-16 Cascade Middle School Improvement Plan.

2. High School English Language Arts Common Core Materials Review-First Reading

Heidi Harris will introduce Tom McDermott, assistant director of college and career readiness, who will present the High School English Language Arts CCSS Materials Review. Mr. McDermott will introduce Anna Marshall, language arts teacher at Auburn High School; Heidi Bendt, language arts teacher at Auburn Mountainview High School; Angela Rigley-Berg, language arts teacher at Auburn Riverside High School, and Anna Johnson, language arts teacher at West Auburn High School. The team will present an overview of the pilot and recommendations from the committee.

Recommendation: That the proposed High School English Language Arts Common Core State Standard Materials Review be approved for first reading with second reading and adoption scheduled for Tuesday, May 26.

3. Instructional Technology Implementation Progress Report for Olympic Middle School and Cascade Middle School

Rodney Luke, associate superintendent of technology and learning, will introduce Douglas Gonzales, coordinator of instructional technology, who will introduce Jason Hill, Olympic Middle School principal, and Darice Johnson, Cascade Middle School assistant principal. Mr. Hill will introduce Olympic math teachers, Mark Butler and Joanna Guest, and Ms. Johnson will introduce Cascade math teacher, Shayna Brown. The math teachers will present on the 1:1 technology integration (Chromebooks via RTT Project 4 - Digital STEM Tools) in their classrooms. This presentation aligns with the 2013-16 district strategic plan, goal 1: student achievement, objective 4: technology, and the 2013-16 stated district goals standard III, "create conditions district wide for student and staff success," goal 2: "increase the use of instructional technology for student achievement by having a process in place to support evaluation and updating of technology."



CASCADE MIDDLE SCHOOL

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Monday
May 11, 2015

DEMOGRAPHICS



| Demographics | Count | Percentage |
|--|------------|------------|
| October 2013 Student Count | 730 | |
| May 2014 Student Count | 715 | |
| Gender | | |
| Male | 403 | 55.2% |
| Female | 327 | 44.8% |
| Race/Ethnicity (October 2013) | | |
| American Indian/Alaskan Native | 3 | .4% |
| Asian | 58 | 7.9% |
| Native Hawaiian/Other Pacific Islander | 39 | 5.3% |
| Asian/Pacific Islander | 97 | 13.3% |
| Black/African American | 65 | 8.9% |
| Hispanic/Latino of any race(s) | 152 | 20.8% |
| White | 361 | 49.5% |
| Two or More Races | 52 | 7.1% |
| Special Programs | | |
| Free or Reduced-Price Meals (May 2014) | 439 | 61.4% |
| Special Education (May 2014) | 89 | 12.4% |
| Transitional Bilingual (MAY 2014) | 63 | 8.8% |
| Section 504 (May 2014) | 16 | 2.2% |

SIP ON A PAGE



Goal 1: Literacy: The percentage of Cascade students meeting standard at each grade level on the State reading assessment will increase by 5% each of the next three years from 65.7% to 85.7% (6th grade), 48.5% to 68.5% (7th grade), and 53.4% to 73.4% (8th grade).

Goal 2: Math: The percentage of Cascade students meeting standard at each grade level on the State mathematics assessment will increase by 5% each of the three years from 45.9% to 65.9% (6th grade), 37.8% to 57.8% (7th grade), and 39.8% to 59.8% (8th grade).

Goal 3: Collaboration: 100% of CMS certificated teachers will actively engage in collaborative practices to discuss data derived from MAPS/MSP/Gates-MacGinitie to improve instruction and student engagement.

| | |
|----------------------|---|
| Action Step 1 | Implement consistent direct instruction of domain specific and general academic vocabulary in all content areas. |
| | <ol style="list-style-type: none"> 1. Explicitly teach content and academic vocabulary, with high levels of student engagement using SWRL. (Speaking, Writing, Reading, and listening) 2. Intentionally engage students in interacting with academic and content vocabulary posted in the classroom. |
| Action Step 2 | Direct instruction of summarizing and note taking in all content areas. |
| | <ol style="list-style-type: none"> 1. All teachers will provide students with standards aligned content and language objectives 2. Explicitly teach, model and use strategies that may include: <ul style="list-style-type: none"> Cornell notes and/or other note taking strategies Common notebook/journals in specific content areas Sentence/language frames to help students write summaries Chunk writing strategies for summary |

| | |
|----------------------|--|
| Action Step 1 | Align learning objectives with CCSS. |
| | <ol style="list-style-type: none"> 1. All teachers will provide students with standards aligned content and language objectives. |
| Action Step 2 | Increase levels of student engagement through intentional, structured discourse |
| | <ol style="list-style-type: none"> 1. Explicitly teach content and academic vocabulary, with high levels of student engagement using SWRL. (Speaking, Writing, Reading, and listening) 2. Intentionally engage students in interacting with academic and content vocabulary posted in the classroom. 3. Model and teach the use of graphic organizers/content notebooks to learn content and academic vocabulary. |

| | |
|----------------------|--|
| Action Step 1 | PLC Inquiry Cycle and resultant actions support changes in teaching practice |
| | <ol style="list-style-type: none"> 1. Once a month during PLC time, collaborate and share SIOP or any other teaching strategy that works with students to engage learning 2. Analysis of MAP (gr 6-8) and Gates-MacGinitie (gr 6-8) data from Fall to Winter to Spring to plan for instruction to meet student needs. 3. Student work and content area assessments (formative and summative) are analyzed bimonthly to inform instruction. 4. Integrate academic and content vocabulary into common assessments and analyze student work monthly. 5. Collaborate and share vocabulary strategies once a month during PLC. |
| Action Step 2 | Peer Observations |
| | <ol style="list-style-type: none"> 1. All teachers will participate in peer observations with a focus on improvements in instruction and student outcomes . |
| Action Step 3 | Engage CMS families in the teaching and learning process |
| | <ol style="list-style-type: none"> 1. Content Teams organize and facilitate Parent Content Nights to increase parent understanding of the standards, assessments, and strategies for supporting their students at home. 2. Teachers will utilize up to 1 hour outside the contract day to make positive contact with families to inform them of student progress – behavior and academic (exclusive of open house, conferences, and Parent Content Nights). |

SIOP

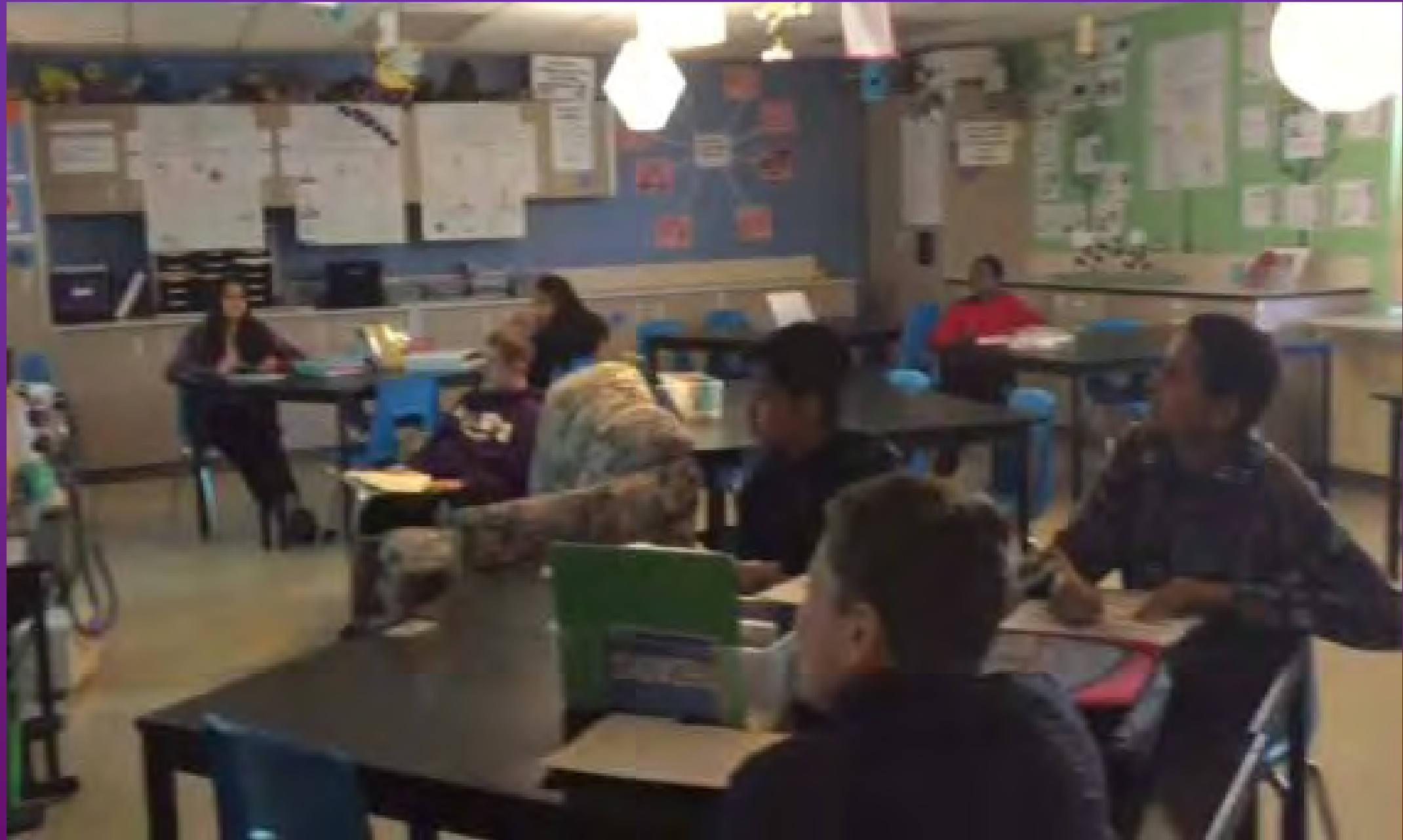
Goal 3:
Collaboration



- Ending 3rd year of SIOP as our instructional model
- What is SIOP?
- Why we chose it
- The Plan
 - Professional Development (3 day training)
 - Coaching visits with feedback cycle
 - Instruction walks
 - Boosters
 - Next steps: Peer observation model

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SIOP in Action



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ASSESSMENTS

Goals
1-3



- MAPs
- Gates-MacGinitie
- AIMSWEB
- MSP
- Performance Tasks
- PLC Review of Class Data

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DATA WALL

Goal 3:
Collaboration



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RESULTS: Math MAP

Goal 2:
Math



| Year | 6 th | 6 th | 6 th | 7 th | 7 th | 7 th | 8 th | 8 th | 8 th |
|---------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 2012-13 | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| 50-100% | 39% | 39% | 39% | 32% | 32% | 26% | 33% | 36% | 12% |
| 25-49% | 24% | 26% | 21% | 27% | 25% | 25% | 21% | 19% | 39% |
| 0-24% | 37% | 35% | 49% | 41% | 43% | 49% | 46% | 45% | 49% |
| 2013-14 | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| 50-100% | 38% | 43% | 44% | 33% | 39% | 29% | 35% | 37% | 21% |
| 25-49% | 19% | 21% | 29% | 24% | 19% | 38% | 22% | 25% | 21% |
| 0-24% | 43% | 36% | 27% | 43% | 42% | 33% | 43% | 38% | 40% |

| Year | 6 th | 6 th | 6 th | 7 th | 7 th | 7 th | 8 th | 8 th | 8 th |
|---------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 2014-15 | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| 75-100% | 18% | 13% | | 14% | 14% | | 15% | 15% | |
| 50-74% | 23% | 29% | | 24% | 25% | | 26% | 23% | |
| 25-49% | 25% | 28% | | 25% | 26% | | 25% | 32% | |
| 0-24% | 34% | 30% | | 37% | 35% | | 34% | 30% | |

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RESULTS: Reading MAP

Goal 1:
Literacy



| Year 2012-13 | 6 th F | 6 th W | 6 th S | 7 th F | 7 th W | 7 th S | 8 th F | 8 th W | 8 th S |
|-----------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 50-100% | 39% | 41% | 48% | 45% | 43% | 36% | 39% | 37% | 43% |
| 25-49% | 16% | 12% | 10% | 28% | 24% | 26% | 20% | 20% | 15% |
| 0-24% | 45% | 47% | 42% | 27% | 33% | 38% | 43% | 43% | 42% |
| 2013-14 | 6 th F | 6 th W | 6 th S | 7 th F | 7 th W | 7 th S | 8 th F | 8 th W | 8 th S |
| 50-100% | 41% | 41% | 45% | 42% | 43% | 42% | 44% | 45% | 47% |
| 25-49% | 32% | 43% | 27% | 24% | 20% | 28% | 21% | 25% | 31% |
| 0-24% | 27% | 16% | 28% | 34% | 37% | 30% | 35% | 30% | 22% |

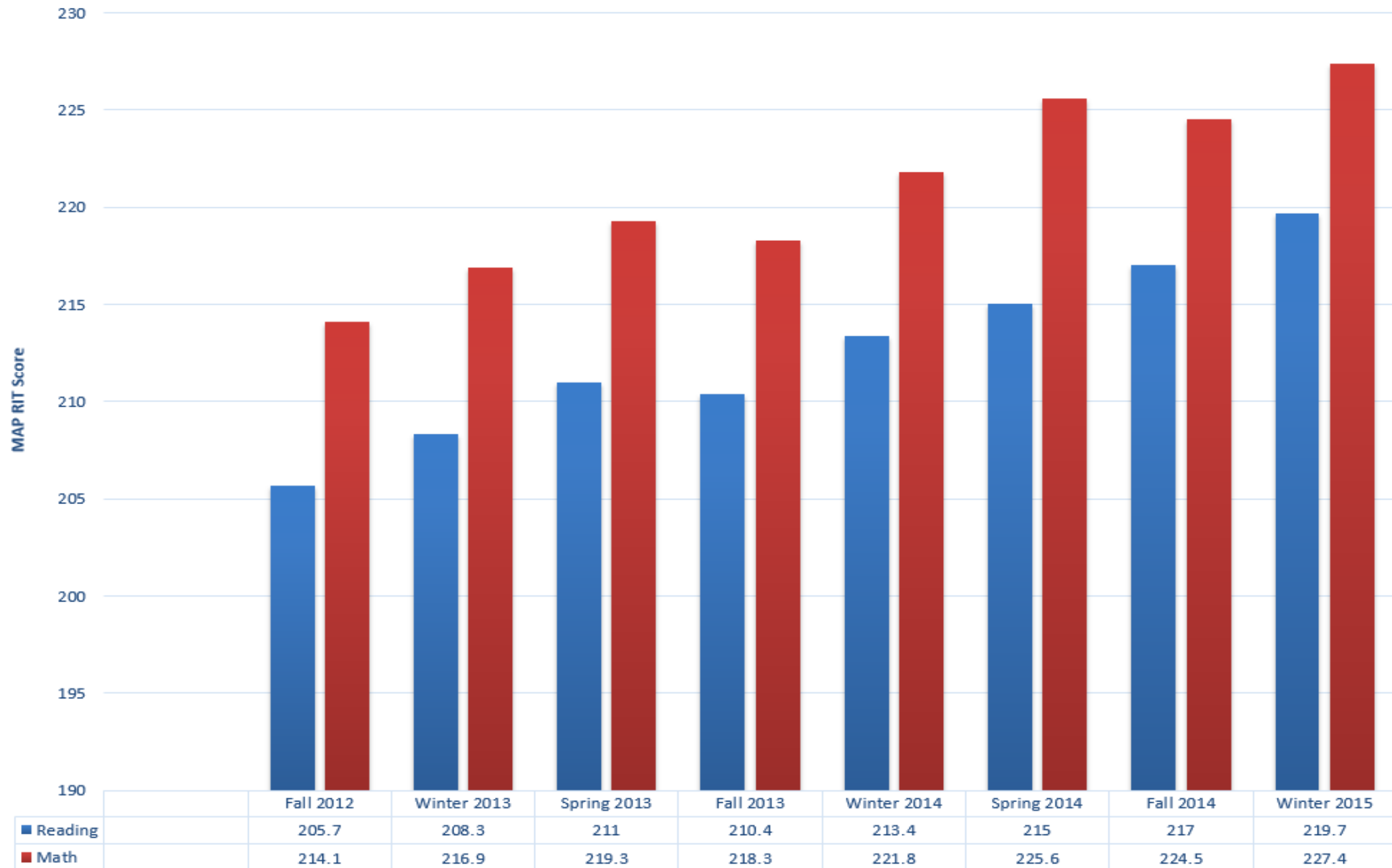
| 2014 -15 | 6 th F | 6 th W | 6 th S | 7 th F | 7 th W | 7 th S | 8 th F | 8 th W | 8 th S |
|-----------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 75 – 100% | 17% | 19% | | 17% | 20% | | 17% | 20% | |
| 50 – 74% | 26% | 28% | | 22% | 21% | | 33% | 28% | |
| 25 – 49% | 23% | 22% | | 31% | 30% | | 24% | 30% | |
| 0 – 24% | 34% | 31% | | 30% | 29% | | 27% | 22% | |

RESULTS

Goals
1-3



Current 8th Graders - MAP Mean Scores - Winter 2015



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RESPONSE TO DATA

Goal 3:
Collaboration



- PD & instructional decision making
- PLC's
 - Structured Grade Level PLC Meetings
 - On going guided review of student results 4x year
 - Review results

Plan for instruction

RESPONSE TO DATA

Goal 3:
Collaboration



Quadrant Analysis

Measurement: Gates MacGinitie Comprehension and Vocabulary

Teacher:

Period:

| Group 1: At or Above for Comp. and Vocab. | | | | Group 2: At or Above Comp/Below Vocabulary | | | |
|--|-------|------|-----|--|-------|------|-----|
| Student | Vocab | Comp | MAP | Student: | Vocab | Comp | MAP |
| Madeline | PHS | PHS | 231 | Nicholas | 6.2 | 9.2 | 218 |
| Ruvim | 8.8 | 10.3 | 228 | Kaleb | 6.9 | 8.1 | 217 |
| Erik | 10.5 | 9.6 | 224 | Shawn | 4.8 | 7.5 | 215 |
| Jaziah | 12.0 | PHS | 240 | T'Yana | 6.9 | 12.0 | 216 |
| Kiana | 8.2 | 10.1 | 225 | Christian | 4.7 | 8.3 | 214 |
| Arael | 8.3 | 8.1 | 220 | Trinity | 5.1 | 8.0 | 215 |
| Sean | 11.2 | PHS | 237 | David | 4.1 | 7.9 | 210 |
| Group 3: At or Above Vocabulary, Below Comp. | | | | Group 4: Below Comp. and Vocab. | | | |
| Student | Vocab | Comp | MAP | Student: | Vocab | Comp | MAP |
| Kimberly | 8.2 | 6.4 | 216 | Kelsey | 3.4 | 5.2 | 209 |
| Tristin | 8.8 | 5.6 | 217 | Pavel | 4.4 | 4.7 | 211 |
| Brandon | 8.1 | 6.9 | 214 | Lestie | 5.0 | 6.2 | 208 |
| | | | | Darian | 5.0 | 4.1 | 206 |
| | | | | Jessica | 4.4 | 6.4 | 202 |
| | | | | Deon | 5.0 | 5.2 | 210 |
| | | | | Ricardo | 3.4 | 3.9 | 200 |
| | | | | Carolina | 3.0 | 3.3 | 196 |

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RESPONSE TO DATA

Goal 3:
Collaboration



Focus Students for Second Semester

Teacher: *Reavis*

| Period: <i>1</i> | Period: <i>2</i> | Period: <i>3</i> | Period: <i>5</i> | Period: <i>6</i> | |
|---|--|--|--|--|---|
| <div>●</div> <i>Tapanga</i> <i>ursa</i> <i>caiden</i> Michael M. Johnny F. Connor V. David V. Andrew W. Carolina C. David F. Donovan H. | <div>●</div> Sharon Braidden Darwin G. Cornelius christian D. Brian B. | <div>●</div> Kelcy Pavel Victor C. Tyler C. Richard D. David M. Nigel Liana Ethan | <div>●</div> Anthony B. Almante Almante | <div>●</div> Tiandra Brian R. Sebastian Erick A. Deon B. Madison E. Jose J. Cetranya L. | <i>IcoKey</i> <i>Trac von</i> <i>Dennis</i> <i>Emonie</i> Rachel |
| <div>●</div> Djeneba Tyler H. Joslin Nate Sergay Janice | <div>●</div> Shawn David B. | <div>●</div> Matt T. Kimberly Naria H. John K. Roman R. Ehren Kate Kylee Nicholas Dixie | <div>●</div> Anael kamryn Moses | <div>●</div> America A. Allyssa Caroline H. Kissara Nate Alek Victor R. Rachel | |

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RESPONSE TO DATA

Goal 3: Collaboration



Quiz Cells Parts and Theory

| | 1 st period | 3 rd period | 6 th period | | 4 th - Energy Quiz period |
|--|---------------------------|---------------------------|---------------------------|--|---|
| Exceeds 3.7-4.0 (96-100%) | / | 11 | / | | 11 |
| Meets 2.4-3.6 (80-95%) | 1111 | 111 | 11 | | 111111 |
| Approaching 1.1-2.3 (65-79%) | 1 | 111 | 11 | | 11111111 |
| Does not met 1 (64% and ↓) | 111111 | 111 | 11111111 | | 1111 |
| No evidence/ Did not turn in 0 (Has not taken) | 1111 | 11 | 111 | | 11 |
| | 19% | 12% | 13% | | 6% |

Modified version

- change key for cell theory (Part 1)
- put circle around uni and X over multi

Both

- change spaces for cell theory part 1
- cell model - change multi/cell to list ✓ list
- counted Part II wrong

Regular version

- put circle around uni and X over multi

Looking at Student Work: Collaborative Analysis Protocol

Teacher _____ Grade/Content Area _____ Date _____

Standard(s) _____

Learning Target(s) _____

Discussing the Work

| Student Work | What does the work show that students are able to do in relation to the learning target(s)? | What is missing in the work in relation to the learning target(s)? |
|--------------|---|--|
| Strong | identifying differences between plant & animal cells ✓ cell diagram labeling creating own cell ✓ | |
| Medium | • creating own cell • comparing cell to school • applying cell theory (all classes) | • confusing functions of chloroplasts and mitochondria • only part used |
| Weak | • can distinguish between plant & animal diagram • #6 chart analysis • #1/2 labeling a cell diagram • applying cell theory | • difficulty labeling diagram • difficulty IDing multi & unicellular ✓ • function of mitochondria • functions of basic cell parts |
| All | • applying cell to school • function of cell parts to benefit of whole cell | |

Next year/2nd period

- more practice w/ diagrams
- multi & unicellular IDing

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RESPONSE TO DATA

Goal 3:
Collaboration



- Tier 2 intervention for some students
- Resource allocation
 - Implementation of 6th grade reading/math intervention
 - Based on Winter/Spring 5th grade data

NEXT STEPS



- Fall of 2015: National SIOP trainer in building for 3 days
- Increasing capacity of team leaders to support SIOP instruction within their content area
- Peer Observation Model
- Master schedule to meet the needs of more students
- Intervention for 7th/8th Grade
- Ongoing professional development to support SIOP, common core, and SIP Goals

Spartan Excellence: Everyone, Everyday, Everywhere



**We All Belong!
Have a Great Day!**



High School

English Language Arts

Common Core State Standards

Materials Review and Adoption

2012-2015



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| • <i>EQuIP Rubric, Pre-modification</i> | |



Background Information



The Journey to Common Core State Standards (CCSS)

The initial work that led to the High School (HS) English Language Arts (ELA) Common Core State Standards (CCSS) materials review and pilot began in the 2012-13 school year with the establishment of districtwide power standards. The purpose of power standards is to focus instruction and ensure a guaranteed and viable curriculum. The term refers to a subset of learning standards that educators have determined to be the highest priority or most important for students to learn. Power standards, therefore, are the prioritized academic expectations that educators determine to be the most critical and essential for students to learn. It is important to note that power standards do not preclude the teaching of other standards—they determine the highest-priority materials. For this reason, power standards are typically limited to between 7 and 10 per course; these standards will typically require students to acquire and demonstrate strong understanding of a complex subject or sophisticated skill.

In subsequent years, Auburn educators revised the power standards to reflect Washington State's shift away from the Essential Academic Learning Requirements (EALRs) to Common Core State Standards. The committee educated itself on the key design considerations of CCSS such as the relationship between the end-of-year grade-specific standards that are designed to create a cumulative progression that enables students to meet college and career ready expectations by the end of high school. The integrated model of literacy, the role of text complexity, and the shared responsibility for students' literacy development were all topics examined by the committee in preparation for piloting materials for potential adoption.

During the 2013-14 school year, the committee was presented with various curriculum materials from multiple publishers. Each high school was asked to draft a pilot plan for 2014-15 that would work well for their building. Publishers that appeared on each schools list were contacted by district representatives and materials were obtained wherever possible to support pilot plans.

Before evaluating pilot materials using a rubric adapted from the EQuIP Quality Review Process, the committee members participated in an analysis of the rubric (see *EQuIP Rubric Deep Dive* document in the CCSS Evaluation Rubric & Results section that follows). They then engaged their fellow department members in rigorous discourse about their applicability throughout the 2014-15 school year. Six questions guided and framed the discussions:

- Do the pilot materials provide scaffolding for learning that assists struggling readers?
- Do the pilot materials include multiple methods & opportunities for students to practice close reading?
- Do the pilot materials adequately address speaking and listening standards?
- Do the pilot materials adequately address language standards?

- Are the writing demands of the pilot materials sufficient to address the standards?
- Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?

Committee members produced a report that captured those key findings for their specific school; they are included in this document. They then shared these together and discussed before initial completion of the modified EQuIP rubric. The EQuIP rubric was developed through the efforts of Massachusetts, New York, and Rhode Island in a process facilitated by the non-profit *Student Achievement Partners*, sometimes simply called *Achieve*. The non-profit was founded by David Coleman, Susan Pimentel and Jason Zimba, lead writers of the Common Core State Standards. Their stated purpose is to help all students and teachers see their hard work lead to greater student achievement. The rubric is made available online and educators are invited by the creators to use or adapt it. A copy of the rubric before adapted for Auburn School district use can be found in the appendix.

The committee then shared the thinking behind their individual ratings and had the opportunity to revise their initial rating. This process was used for materials from both Springboard and Houghton-Mifflin-Harcourt's Collections. Only those schools that elected to pilot a publisher participated in completion of the rubric for that publisher although representatives from all schools were present for and had the opportunity to participate in the discussions. Senior materials were evaluated only by those who piloted them.

The goal of this process is to identify materials aligned with Common core State Standards for use in Auburn School District's high schools.

Auburn School District #408
HS ELA CCSS Materials Pilot Committee

PHILOSOPHY

The study of English Language Arts at the high school level engages students in the interpretation and creation of meaning through language.

We believe that a Language Arts curriculum must provide opportunities for students to value language, gain insight into themselves and others, acquire a rich appreciation of various written forms, pursue life-long learning, express themselves clearly, and experience the enjoyment that is inherent in effective communication.

VISION

All students will make progress in developing English Language Arts skills: reading insightfully, writing clearly, and speaking thoughtfully.

MISSION

Every student brings unique experiences and needs to the classroom. On a daily basis, we provide opportunities to use their own experiences as a bridge to understanding the complex and technological world we all share. We provide support and encouragement to address their needs and develop a skill set that will prepare them for success in college, career, and life.



The Participants



ELA CCSS Materials Pilot Committee

| Name | Position | Building |
|------------------|---------------------|---------------------------------|
| Tony Callero | Teacher/Dept. Chair | Auburn High School |
| Jan Erie | Teacher | Auburn High School |
| Sheryl Harmon | Teacher | Auburn High School |
| Anna Marshall | Teacher | Auburn High School |
| Teresa McLuen | Teacher | Auburn High School |
| Stacy Jordison | Assistant Principal | Auburn High School |
| Geri Rohlff | Teacher/Dept. Chair | Auburn Riverside High School |
| Sue Neu | Teacher/Dept. Chair | Auburn Riverside High School |
| Karyn Williamson | Teacher | Auburn Riverside High School |
| Angela Rigley | Teacher | Auburn Riverside High School |
| Dave Halford | Principal | Auburn Riverside High School |
| Heidi Bendt | Teacher/Dept. Chair | Auburn Mountainview High School |
| Janet Chu | Teacher/Dept. Chair | Auburn Mountainview High School |
| Nathan Lemanski | Teacher | Auburn Mountainview High School |
| Kamaria Johnson | Teacher | Auburn Mountainview High School |
| Teri Herren | Principal | Auburn Mountainview High School |
| Bill Bonnell | Teacher/Dept. Chair | West Auburn High School |
| Anna Johnson | Teacher | West Auburn High School |
| Catherine Peter | Teacher | West Auburn High School |
| Lauren Crater | Teacher | West Auburn High School |
| Lenny Holloman | Principal | West Auburn High School |
| Tom McDermott | Assistant Director | ASD/Administration |
| Cindi Blansfield | Executive Director | ASD/Administration |





Pilot Plans by School



Auburn Riverside High School Pilot Plan

Resources

- Grades 9-11: *Springboard for core, honors, basic and Flight. Not AP.*
- Grade 12: *Postponed so we can explore community college/technical college writing texts (for core –remediation- class).*
 - Core (remediation): SBAC prep/technical writing*
 - For kids who pass SBAC:*
 - AP:*
 - College Writing:*
 - Creative Writing:*
 - Sports Lit:*
 - Shakespeare/Humanities:*

→ Novels:

To be reviewed with PLCs

- *Grade 9: Romeo & Juliet, To Kill A Mockingbird, Animal Farm, Odyssey, Lord of the Flies & Independent Reading*
- *Grade 10: Things Fall Apart, Hamlet/Taming of the Shrew, Antigone & Independent Reading*
- *Grade 11: Crucible, Into The Wild, Their Eyes Were Watching God, Fahrenheit 451 & Independent Reading*

Pilot

- *Grades 9-11 will pilot two Springboard units per semester.*
- *Grades 9-11 will determine which four units will be piloted.*
- *Grades 9-11, if teachers complete the four units, they can use extra time on curriculum choice. Preferably this will happen fourth quarter.*
- *The pilot will last all year.*

School Plan

- *9th, 10th, and 11th grade classes will use Springboard.*
- *12th grade needs to make a plan for possible “remediation” courses (for kids who don’t pass SBAC). Plan will be geared toward their future career pathways.*
- *Recommend SPED/ELL can use the materials as they see fit.*

Auburn High School English Department Pilot Plan

Amended April 23, 2014

Resources

- *We will pilot materials from two publishers: SpringBoard and Pearson, as well as the online version of Collections by Holt, Mifflin, and Harcourt, and supplementary vocabulary and grammar curriculum (yet to be determined).*

Pilot

- *Pilot duration will be one semester per publisher.*
- *Publishers will be piloted at the 9th-, 10th-, and 11th-grade levels.*
- *The goal is to have three-four teachers in each PLC (9th, 10th, 11th); teachers will work in groups of two within the PLC when piloting. (Ex: Teachers A, B, C, and D are in the 10th-grade PLC. A and B pilot SpringBoard during first semester; C and D pilot Pearson second semester.)*
- *PLCs during pilot may be flexible, allowing some meetings for teachers at the same grade level and others for teachers who are piloting the same publisher.*
- *Senior elective teachers can request materials for piloting.*
- *Every teacher will participate in the pilot.*

School Plan

- *We hope to narrow our options to one publisher that will be adopted for 9th-11th grade.*
- *All piloting must be finished by May; the department will meet in mid-May to make a decision.*
- *The goal is to have some paid time before the pilot (ideally before the 2014-2015 school year begins) to plan and after the pilot to review and come to a decision.*
- *ELL and Resource Room will be piloting the Mirror and Windows levels four and five curriculum in addition to the English department pilot.*

Auburn Mountainview High School Pilot Plan

Resources

Each teacher will need a class set of curriculum (materials) for each grade level he/she teaches in grades 9-11, plus one consumable per student per piloted program (e.g.: three classes—90 consumables for each program) and all supplemental and online resources for both programs. (See attached requested materials list)

- We would like thematic novel units with curriculum that can be integrated into the piloted programs.*
- It is essential that we have technology offered with each program. If we are planning to use a program with technology or online component, we need the computers for our students to access those pieces. Each teacher will need one class set of 33 Chrome Books and Wi-Fi access. We need to have enough bandwidth to accommodate all of the teachers who are piloting the materials.*
- We will need one Spring Board consumable per student who is participating in the pilot and one Collections student material set per student who will participate in the pilot.*
- Teachers will need paid time for grade-level teams to meet prior to the end of the school year and prior to September 2014 to select and plan for implementation of which units from each program we will be piloting.*
- Teachers will also need paid time to discuss their findings from our pilots and come to a consensus so we can select the program(s) to adopt department wide.*
- AMHS encourages the district to facilitate a meeting of the four high school language arts department heads to reassess the existing novel list for each grade level and reallocate existing novel resources.*

School Pilot Plan

- The adoption committee team from AMHS will narrow down the programs presented at the district meeting to three programs that are most closely aligned the CCSS. During the first three quarters of 2014-2015, each member of the grade level team in grades 9-11 will pilot materials from the selected programs (Spring Board, Pearson and Collections) one per quarter each.*
- Grade level teams will pilot the same materials at the same time. Teachers piloting the materials will track how students respond and learn from the materials, survey students at the end of each quarter and collect student work samples and assessments for later review in the department team. At the end of the third quarter pilot, grade-level teams can choose to extend the pilot of either program into second semester.*

Auburn Mountainview High School Pilot Plan (continued)

- *In addition to the grades 9-11 pilot, the honors/AP level and elective English classes (12th grade) may pilot two resources to meet the demands of the CCSS and higher level learner needs.*
- *The ELL, Special Ed and Lion's Den language arts teachers will be encouraged and given the opportunity to pilot the same three programs in conjunction with the language arts department. They will also be given the opportunity to select three additional resources for struggling readers to pilot.*

AMHS School Plan

- *At the end of the pilot program, the AMHS language arts department will adopt coherent programs that we will use for all grades 9-12, with a strategic plan to ensure vertical alignment. ELL, Special Ed, Lion's Den and language arts teachers will be encouraged to use the same adopted materials to encourage further alignment and collaboration.*
- *Novels will be dedicated by grade level both in the building and (we hope) across the district. Existing novels should be reviewed and assigned to grade levels according to the CCSS and building needs.*
- *Old materials will be reallocated or boxed up and eventually sent to surplus after the adoption process is complete and new materials have arrived.*

Auburn Mountainview High School Pilot Plan (continued)

| Grade Level | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|--|--|--|--|
| LA-9 (5 teachers, 12 sections including Honors) | <u>Collections</u> | | | |
| | <u>Springboard</u> | Unit 1: Finding Common Ground | Warriors Don't Cry | Romeo and Juliet |
| | Unit 1: Coming of Age | Unit 2: Struggle for Freedom? | | |
| | Image Grammar – High School | | | |
| LA-9 Lion's Den (1 teacher, 3 sections) | Amsco <u>Vocabulary for the High School Book A</u> | | | |
| | <u>Springboard</u> | Pearson's <u>Common Core Literature</u> | Continue with Pearson or Springboard at teacher's discretion | Continue with Pearson or Springboard at teacher's discretion |
| | Unit 1: Coming of Age | <u>Program</u> with all related, supplemental materials. | | |
| | Image Grammar – High School | | | |
| HLA-9 | Perfection Learning's <u>Everyday Words from Classic Origins</u> | | | |
| | <u>Springboard</u> | <u>Collections</u> | | |
| | Unit 1: Coming of Age | Unit 1: Finding Common Ground | To Kill a Mockingbird | Romeo and Juliet |

Unit 2: Defining Style? *Unit 2: Struggle for Freedom*

Springboard:

LA-10
(2 teachers, 7 sections)

Unit 1: Voices of Modern Culture
(Narrative)

Collections

2 Units,
persuasive writing, Literary Analysis

Unit 2: Cultural Conversations
(synthesis paper)

Continue with Collections or Springboard, or add Pearson at teacher's discretion
(Persuasive Writing, Test Prep)

Continue with Collections or Springboard, or add Pearson at teacher's discretion
(Shakespeare, Speaking & Listening)

Image Grammar – High School

Amsco's Vocabulary For The High School – Book B

Springboard:

HLA-10
(2 teachers, 5 sections)

Unit 1: Cultural Conversations
(synthesis paper)

Collections

2 Units,
persuasive writing, Literary Analysis

Unit 2: Cultural Perspectives
(Narrative)

Les Miserables or Night with test prep at teacher discretion

Shakespeare or 1984 or Lord of the Flies at teacher discretion

Image Grammar – High School

Perfection Learning's Everyday Vocabulary from Classic Origins book 2

Auburn Mountainview High School Adoption Plan (continued)

| <u>American Lit.</u> | <u>Springboard</u> | <u>Collections</u> | <u>Collections</u> | <u>Collections</u> |
|-----------------------------|-----------------------------------|-------------------------------------|---|---------------------------------------|
| | <i>Unit 1: The American Dream</i> | <i>Unit 2: Building A Democracy</i> | <i>Unit 3: The Individual and Society</i> | <i>Unit 4: A New Birth of Freedom</i> |

LA-9 Adoption Requests

- Spring Board materials for five teachers and 375 freshmen students.
- Collections materials for five teachers and one class set of student books for 375 students. In addition, any supplemental materials available for the program.
- Pearson Common Core books and supplemental materials.

We may try to incorporate Fahrenheit 451. Also, we reserve the right to change to Springboard at the teacher's discretion.
- One class set of Image Grammar books for each of the five 9th grade language arts teachers.
- One class set of Amsco Vocabulary for the High School Book A for each of the five 9th grade language arts teachers.

For Springboard's Literature Circle assignment, 20 copies of each of the following titles:

Black Boy, Siddhartha, Great Expectations, Jane Eyre, The Joy Luck Club

LA-10 Adoption Requests

- Spring Board materials for four teachers and 330 10th grade students.
- Collections materials for four teachers and one class set of books for each class taught by the instructor. In addition, any supplemental materials available for the program.
- One class set of Image Grammar books for each of the four 10th grade language arts teachers.
- One class set of Amsco Vocabulary for the High School Book B for each of the four 10th grade language arts teachers.

For Springboard's Literature Circle assignment, 20 copies of district approved titles not currently taught in the LA10 classes, at least 6 different titles.

LA-11 Adoption Requests

- Spring Board materials for three teachers and 250 American Literature students.
- Collections materials for three teachers and one class set of student books for each class taught by the instructor. In addition, any supplemental materials available for the program.

- One class set of *Image Grammar* books for each of the three 11th grade language arts teachers.
- One class set of *Amsco Vocabulary for the High School* for each of the three 11th grade language arts teachers.

LA-12 Adoption Requests

- One class set of *Image Grammar* books for each of the five 12th grade language arts teachers.
- One class set of *Amsco Vocabulary for the College Bound* for each of the five 12th grade language arts teachers.

Creative Writing:

- One copy of Heinemann's *Narrative Writing: Learning a New Model for Teaching* to pilot.
- One student edition and one Teaching and Assessment resource of Perfection Learning's *American Short Stories*.
- One copy of Prestwick House's *100 Writing Prompts*

College Writing:

- Set of 30 books and teacher's edition and one test pack and one alternative test pack of Prestwick House's *Vocabulary for the College Bound 12th Grade*.
- One copy of Heinemann's *Teaching Argument Writing* to pilot
- One set of Heinemann's *Come to Class: Lessons for High School Writers* includes 5 unit books, teaching guide and CD-ROM to pilot.
- One copy of each of Heinemann's *Teaching Students to Write: The Dynamics of Writing Instruction Series*
 - Comparisons/Contrast Essays
 - Personal Narratives
 - Research Reports
 - Argument
 - Essays that Define
 - Fictional Narratives

Poetry:

- One copy of Perfection Learning's *Poetry in Six Dimensions* Student Edition softcover and Teacher Guide to pilot with the option of purchasing after the pilot.
- One student edition and one answer key of Perfection Learning's *Poems: American Themes* to pilot with the option of purchasing more after the pilot.
- One copy of Prestwick House's *The Making of a Poem*
- One copy of Prestwick House's *33 Lessons in Poetry*

Societies of the Future:

- One set of Perfection Learning's The Sci-Fi Factor teacher package (includes online professional learning, a Teacher Guide, interactive whiteboard lessons, a Great Books Discussion Guide for Teachers and a copy of the Student Edition) for piloting with the option of purchasing an additional teacher package and/or student books after the pilot.
- One copy of Prestwick House's Anthem teaching unit
- One copy of Prestwick House's Anthem activity pack
- One copy of Prestwick House's Mini Lessons for Literature Circles

Theatre/Acting classes:

- One copy of Perfection Learning's Basic Drama Projects to pilot. Will need one student edition, one teacher wrap-around edition and one teacher resource binder
- One copy of Drama for Reading and Performance Collection One, softcover student edition and teacher resource .
- One copy of Drama for Reading and Performance Collection Two, softcover student edition and teacher resource.

Individualized Literature:

- One copy of Heinemann's Note & Notice: Strategies for Close Reading
- One copy of Heinemann's Falling in Love with Close Reading
- One copy of Heinemann's Note & Notice Literature Log

Communicative Arts:

- One copy of Heinemann's Crafting Digital Writing: Composing Texts Across Media and Genres
- One copy of Media Literacy: Keys to Interpreting Media Messages by Art Silverblatt

Newspaper:

- One copy of High School Journalism student workbook
- One copy of High School Journalism teacher's workbook and guide
- One copy of High School Journalism textbook
- One copy of Inside Reporting: A Practical Guide to the craft of Journalism
- One copy of The Newspaper Designer's Handbook

Yearbook:

- One copy of 1, 2, 3 Yearbook Guide by Jostens
- One copy of Get the Picture: A Guide for the Yearbook Photographer
- One copy of the NSPA Yearbook Guidebook

West Auburn High School – Pilot Plan#

Resources:

The Piloting team will choose one program per grade to implement at West Auburn at the conclusion of the curriculum review for use within the school. Teachers will use the curriculum at least 65% of the time to provide consistency within the school course progression. Special Education and resource rooms will be encouraged to use the same curriculum with needed adjustments or supplemental materials based on grade level student needs.

Core materials will be made available to all students Tier I-III. Students with special needs will be provided with supplemental materials as needed. Novel sets supporting curriculum will be provided in classroom sets. After completing the pilot, additional materials may be piloted by specialist teachers for struggling readers.

Old materials will be sent to surplus after new curriculum is chosen, except for novel sets or materials that are not available with the new curriculum.

Pilot

- *To pilot, the school will pilot the materials for 10 weeks.*
- *Teachers will choose a curriculum unit and teach that unit at least 65% of classroom time.*
- *A reasonable amount of PLC time will be used with all LA teachers (even those not participating) during the 10 week period, to discuss needs and materials as the pilot is progressing. At end of pilot teachers will use a work release or waiver day to review and compile findings. Teachers will evaluate curriculum alignment to common core. Following the unit, teachers will reflect on student achievement, student work quality and rigor of material to grade level.*
- *Novels – teachers may pilot a novel associated with one of the above curriculum after the initial pilot to further investigate the use of the novel.*

School Plan

West can accommodate piloting two programs, one in a LA9 and another in either 1 LA10 or AM LIT

The two teachers (one from 9th grade and one from 10th) will pilot one curriculum for one quarter and submit findings. The teachers will run parallel pilots. The LA9 will run a pilot for Springboard, then a pilot for Collections, while the LA10 will run a pilot for Springboard, then Collections. Materials would be offered for all Tier I-III students and SPED or LAP, if requested.

After completing the curriculum, two teachers will pilot a novel set with curriculum to determine novel appropriateness and teacher support for novel.

As an alternate to LA10, one of the LA teachers could choose to run a pilot with American Literature.

Teachers will compile findings for the pilot units based on alignment to common core, grade level rigor, and teacher material supports.

Simultaneously, the SPED teacher will run a pilot using 9th grade Springboard with her LA resource room to evaluate the materials for use as foundational skill curriculum.

Materials Requested

Collections:

LA9 Classroom set of 28, plus teacher set, plus online access

Supplemental resources plus consumables for 2 classrooms of 28 students

LA10 Classroom set of 28, plus teacher set plus online access

Supplemental resources plus consumables for 2 classrooms of 28 students

Springboard:

3 classroom sets for LA9, 25 students each

2 classroom sets for LA10, 28 students each



Placing Our Work in Context



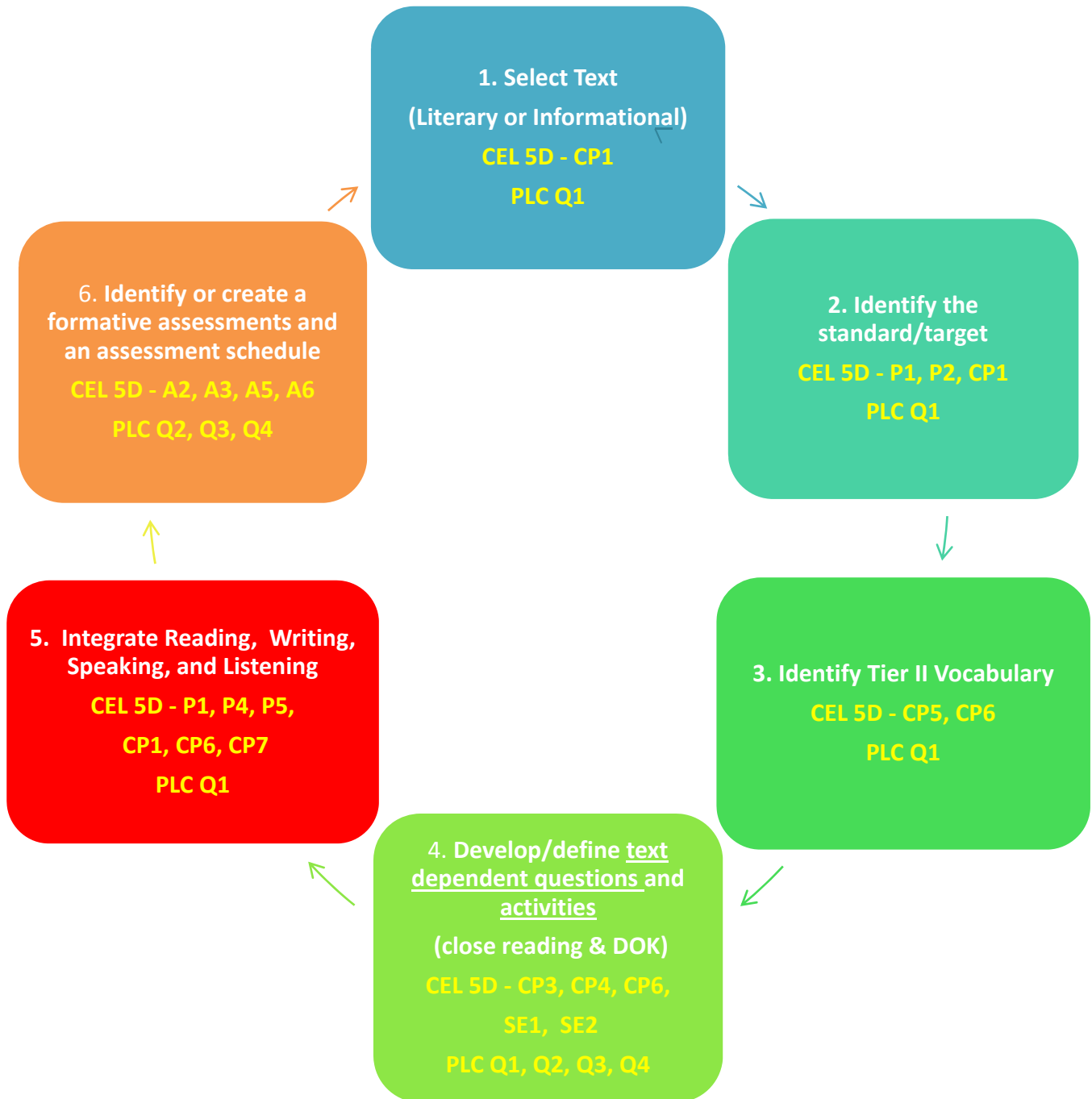
The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

The following are key shifts called for by the Common Core:

- 1. Regular practice with complex texts and their academic language**
- 2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational.**
- 3. Building knowledge through content-rich nonfiction.**

From the CCSS webpage 8/18/14

CCSS Instructional Process, CEL 5D+, & PLC



The Common Core State Standards: Text Complexity

The Standards define a three-part model for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading standard 10). These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension ability (Reading standards 1–9). The Standards thus approach the intertwined issues of what and how student read.

A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

(1) Qualitative dimensions of text complexity.

In the Standards, *qualitative dimensions* and *qualitative factors* refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.



Figure 1: The Standards' Model of Text Complexity

(2) Quantitative dimensions of text complexity. The terms *quantitative dimensions* and *quantitative factors* refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

(3) Reader and task considerations. While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

Parent Perspective on ELA CCSS Pilot Materials

The following feedback from parents of current Auburn high school students were offered during the Spring of the 2014-15 school year after the students had had the opportunity to engage with the piloted materials:

- *The curriculum used this year is very focused on developing the deeper thinking skills emphasized in the CCSS. I have been very impressed by the level of analysis and thought that is required, and also by its multi-disciplinary nature. For instance, the need to write poetry that incorporates specific elements studied in class requires that the students fully understand the concept and, most importantly, are able to put it into practice rather than simply describe it. Having them actually perform a poem or song in front of the class was a brilliant way to further layer on learning of public speaking and to build confidence. These are all great things to learn and they achieve the CCSS stated goal of preparing students for the workplace.*
- *I love the idea of tying everything together across subject areas and I have to believe this will equate to a more complete learning experience. I am not a fan of homework for its own sake, and I would hope that a program like this would help make the work more meaningful. It appears to provide additional study areas for students who need to keep challenging themselves.*
- *While I'm not sure I've seen all the Springboard materials, I will comment on what I've seen as a very challenging, very creative, and grounding program to master common core standards. I especially like the reading materials assigned as they present standards in literature that deal with its more noble aims: Love, honor, pity, pride, compassion and self-sacrifice. Faulkner. I applaud the reading of books like *To Kill a Mockingbird*, by Harper Lee, as a model of engaging the values of the human condition.*
- *Building creativity into a curriculum involves expression of ideas. The students expressing themselves. In the Oxford model, the student expresses both with their fellow students and again with their instructor in small and large groups, voicing their opinions and hearing objections. Defending an idea creates a layer of learning that is long lasting. Humans do 2 things, they copy and they modify. Many memories create alternatives, choices, and sometimes the choices are new, and creative. Cultivating that kind of thinking takes time, and practice. I would encourage the same freedom to express with both reading and writing - Reading and discussing, writing and reading your own words can free the flow of their minds. Free expression without boundaries of subject matter frees the creative process. Timed writing - 3-30 minutes without stopping can reach into that imagery of our right brains as in Natalie Goldberg, *Writing Down to the Bones*.*
- *Is there repetition? If not managed properly, is it just more work? Does the work tie in with the upcoming test?*
- *The required quality of work is much higher than middle school. While that is a good thing, the transition is perhaps a bit steep for some students. However some struggle early on in the semester will ultimately build character and will prepare them for the inevitable larger transition going into college.*



CCSS Publishers' Criteria



Pages 28 through 58 show the publishers' criteria for SpringBoard by College Board and Collections by Houghton Mifflin Harcourt. Publishers' criteria represent documentation of alignment with Common Core State Standards.



SpringBoard®

COMMON CORE ALIGNMENT

The SpringBoard Difference:

Our integrated model of literacy provides thematic units that integrate reading, writing, speaking and listening and language skills. These units emphasize the strong connection between reading and writing while providing grammar and vocabulary instruction in context. This unique design creates a balanced and vertically aligned system of literacy development that engages students and prepares them for success with Common Core State Standards.

| Common Core State Standards for ELA include... | SpringBoard provides... |
|---|--|
| 1. CCSS Reading: | SpringBoard Reading: |
| Literature and Informational Texts Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range and Level of Text Complexity As the official pre-AP program of The College Board, SpringBoard prepares students for the rigorous textual analysis expected in AP English courses. | Literary and Informational Texts selected to be both challenging and engaging for students Explicit instruction in close reading and the opportunity to annotate within the student text A wide range of research-based reading strategies that empower students Scaffolded instruction that moves students toward independence |
| 2. CCSS Writing: | SpringBoard Writing: |
| Text Types and Purposes (Argument, Informative, Narrative) Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Strategies are embedded within the instructional activities to encourage best practices and sustain independent student learning. | Guided instruction for writing arguments, informative texts, and narratives Mode-specific Writing Workshops, open-ended prompts and Embedded Assessments with Scoring Guides An Emphasis on Purpose and Audience Formal and Informal Writing Tasks Multiple opportunities for short and extended student research A wide range of research-based writing strategies |
| 3. CCSS Speaking and Listening: | SpringBoard Speaking and Listening: |
| Comprehension and Collaboration Presentation of Knowledge and Ideas SpringBoard develops students' skills with focused discussions such as Socratic Seminars and Literature Circles. | A student-focused classroom where collaboration is fostered A variety of nonprint texts including films Multiple opportunities for student presentations, including speeches and performances Specific strategies for collaboration and oral communication |
| 4. CCSS Language: | SpringBoard Language: |
| Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use SpringBoard includes the essential rules while also considering how craft enhances choices about grammar, conventions, vocabulary, and style. | Signal Boxes that provide grammar support and instruction in the context of actual reading and writing An emphasis on style analysis that transfers to students' own use of language An awareness of language as a flexible tool that can be adapted for specific contexts A direct and integrated approach to vocabulary instruction that includes in-context and academic vocabulary, Greek and Latin roots, multiple-meaning words, and literary terms defined at point of use |

| I. Key Criteria for Text Selection | |
|--|--|
| 1. CCSS Text Complexity: | SpringBoard Text Complexity: |
| A. Texts per grade align with complexity requirements | Evaluations of text complexity and an emphasis on access, engagement, and balance between reader and task |
| B. All students have extensive opportunities to encounter grade-level complete texts | <p>More direct and explicit scaffolding</p> <p>Responsive to user feedback from users on age-appropriate materials</p> <p>Explicit reading pedagogy incorporated more explicitly into scaffolded lessons (before – during – after reading)</p> <p>Close reading strategies emphasized – marking/annotating and questioning the text</p> <p>Example Texts:</p> <ul style="list-style-type: none"> • “Stranger in the Village” by James Baldwin • “Everyday Use” by Alice Walker • “Grant and Lee: A Study in Contrasts” by Bruce Catton |
| C. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade | <p>Encourage multiple readings of a text for comparison and deeper analysis</p> <p>Emphasize style and literary analysis</p> <p>Facilitate additional analysis of structure and its relation to effective argument and analysis</p> <p>Text examples:</p> <ul style="list-style-type: none"> • “Eleven” by Sandra Cisneros • “O Captain, My Captain” by Walt Whitman • “Gift of the Magi” by O. Henry • “The Story of an Hour” by Kate Chopin • “Speech to the Virginia Convention” by Patrick Henry |
| D. Novels, plays, other extended full length readings with opportunities for close reading | <p>Stronger connections to building skills through independent reading</p> <p>Multiple longer texts requiring sustained research</p> <p>Emphasizes close reading of passages with connections and contextualizing</p> <p>Literature Circles</p> <p>Added independent reading support in materials</p> <p>Students read a novel and/or a drama at every level. Example texts:</p> <ul style="list-style-type: none"> • <i>Othello</i> • <i>Romeo and Juliet</i> • <i>The Giver</i> • <i>Fahrenheit 451</i> |
| E. Additional materials aim to increase regular independent reading of texts that appeal to students’ interests while developing both their knowledge base & joy in reading | <p>Includes lists of suggested independent readings (focused on a variety of complex texts) including high-interest young adult literature as well as canonical literature</p> <p>Offers links to independent reading that are explicitly connected to lessons and skills taught in the unit</p> |

| 2. CCSS Range and Quality of Texts: | SpringBoard Range and Quality Texts: |
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| B. In grades 6–12, shift balance of texts/ instructional time to reading substantially more literary nonfiction | <p>Increased number of literary non-fiction texts across all grade levels (essays, speeches, opinion pieces, historical documents)</p> <p>Includes relevant multi-disciplinary non-fiction (seminal documents)</p> <p>Example Texts:</p> <ul style="list-style-type: none"> • <i>Declaration of Independence</i> • "Speech to the Virginia Convention" by Patrick Henry • "Letter from Birmingham Jail" by Martin Luther King Jr. |
| C. The quality of the suggested texts is high—they are worth reading closely, and exhibit exceptional craft/thought or useful information | <p>Emphasizes evaluating text complexity to assure users of text quality based on quantitative, qualitative, and reader task criteria</p> <p>High-quality texts worthy of close and repeated reading prominently featured</p> |
| D. Specific texts or text types named in standards are included | <p>Foundational documents used in each level with specific units focused on American and World literature, Shakespeare, and American drama</p> <p>Example Texts:</p> <ul style="list-style-type: none"> • <i>Declaration of Independence</i> • Preamble to the Constitution • The Bill of Rights • "Lincoln's 2nd Inaugural Address" by Abraham Lincoln |
| E. Within sequence or collection of texts, specific anchor texts are selected for especially careful reading | <p>Anchor texts used within thematic units of study</p> <p>Example Unit: Literary Theory study in 12th grade</p> <ul style="list-style-type: none"> • "Shooting an Elephant" by George Orwell • <i>Pygmalion</i> by George Bernard Shaw <p>All units have central and ancillary texts.</p> |

| II. Key Criteria for Questions and Tasks | |
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| CCSS: | SpringBoard: |
| High-Quality Text-Dependent Questions and Tasks (A – F) | <p>New “key ideas and details” focus on text-based questions (interpretive questions)</p> <p>Example Texts:</p> <ul style="list-style-type: none"> • “The Cask of Amontillado” by Edgar Allan Poe • “Advice to Youth” by Mark Twain <p>Increase in the number of performance based tasks (writing and performing)</p> <p>Example tasks:</p> <ul style="list-style-type: none"> • Literary analysis essays • Interpretive performance of text • Informal and formal oral presentations that require citing textual support • EA: “Presenting a Literary Work Through Multiple Critical Perspectives” <p>Many writing tasks are based on analysis of text and require citing textual evidence. For example:</p> <ul style="list-style-type: none"> • L5U1 Writing a Synthesis Essay • L2U3 Writing a Literary Analysis <p>Before – During – After reading (instructional design) fosters deeper understanding and insight</p> <p>Informational and argumentative texts have been revised to reflect current issues to increase student interest and engagement.</p> |
| Cultivating Students’ Ability to Read Complex Texts Independently (A–F) | <p>Literature Circles assignments and activities for independent reading are closely tied to instruction in skills and concepts in each unit</p> <p>Reading strategies are embedded and in context of close reading and independent use by students. For example:</p> <ul style="list-style-type: none"> • Socratic Seminar • Literature Circles <p>Textual suggestions for outside reading increase in complexity and are tiered to support diverse learners (e.g. ELL)</p> <p>Graphics are positioned as text, not in support of text (e.g. close reading of graphic novels and art)</p> <ul style="list-style-type: none"> • <i>The Arrival</i> by Shaun Tan <p>Graphics included as means of supporting reading comprehension</p> <ul style="list-style-type: none"> • “Facts About Marketing to Children” |

| III. Key Criteria for Academic Vocabulary | |
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| CCSS: | SpringBoard: |
| Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction | <p>New emphasis on cross-disciplinary vocabulary as distinct from domain-specific terms</p> <p>Identified Tier 2 words within each unit and provide focused instruction surrounding vocabulary</p> <p>Vocabulary Notebooks give students ownership of their increasing growth in understanding.</p> |

IV. Key Criteria for Writing to Sources and Research

| CCSS: | SpringBoard: |
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| 1. Materials portray writing to sources as a key task | <p>Extensive addition of writing prompts require students to write in response to sources</p> <p>"Be sure to" for writing tasks explicitly set forth writing requirements</p> <p>Scoring Guides include "relevant and appropriate textual evidence"</p> <p>Embedded Assessments require students to analyze, reflect and research in response to texts.</p> <p>On-line writing prompts ask students to write in response to sources:</p> <p>Writing activities include Response to Literature;</p> <p>Research and Argumentative Writing Workshops reinforce skills in writing literary nonfiction.</p> |
| 2. Materials focus on forming arguments as well as informative writing | <p>Focus less on personal writing and more on argumentative & informative/explanatory writing. For example:</p> <ul style="list-style-type: none"> • L5U2EA2: Creating an Argument • L1U3 EA2: Writing an Expository Essay <p>Genre-specific writing instruction moves toward blended writing and full academic writing. For example:</p> <ul style="list-style-type: none"> • Creating a News Outlet • Narrative Interview • Multi-Genre Research Project |
| 3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question | <p>Increased emphasis on student choice in format and mode depending on audience and task (Writing Workshop Series)</p> <p>Writer's Craft activities focus on application of language and usage to achieve coherence and structure.</p> <p>More activities focus on the deliberate use of language to achieve a specific effect.</p> <p>Strategies such as SOAPSTone encourage students to analyze audience and purpose in reading and focus on audience and purpose when writing.</p> |
| 4. Students are given extensive practice with short, focused research projects | <p>More purposeful use of research with a greater degree of independence. For example:</p> <ul style="list-style-type: none"> • L1U3: Research and Debating a Controversy • L3U4: Presenting a Multi-Media Campaign <p>Research emphasizes the need to find logical evidence to use in writing</p> <p>Students reflect on how research informs their understanding and interpretation of what they are reading. For example:</p> <ul style="list-style-type: none"> • L4U5: "Shakespeare's Globe" |

| V. Additional Key Criteria for Student Reading, Writing, Listening and Speaking | |
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| CCSS: | SpringBoard: |
| 1. Materials provide systematic opportunities for students to read complex text with fluency | Includes more complex elements of oral reading (inflection, rehearsal, etc.) For example: <ul style="list-style-type: none"> • L4U5: Presenting a Dramatic Interpretation • L6U2: Writing and Presenting a Speech |
| 2. Materials help teachers plan substantive academic discussions | Student-centered classroom and student-led discussions remain the focus of the instructional framework. Text-based academic discussions are featured throughout materials: <ul style="list-style-type: none"> • Socratic Seminars • Literature Circles • Structured Academic Controversy • Debates • Discussion Groups |
| 3. Materials use multimedia and technology to deepen attention to evidence and texts | New “technology connections” to encourage creative and independent use of technology Online interactive text materials Student presentations incorporate multimedia components. Same text, different text: <ul style="list-style-type: none"> • <i>Romeo and Juliet</i> • <i>Othello</i> • <i>Midsummer Night’s Dream</i> |
| 4. Materials embrace the most significant grammar and language conventions | Writers Craft asks students to apply grammar and language conventions in their own writing with precision. Grammar and language instruction is integrated and taught in the context of authentic reading and writing. Students study how published authors use grammar and language stylistically Includes Editor’s Checklists Scoring Guides indicate when formal conventions are expected New explicit mini -lessons on grammar and language use added |

Visit www.collegeboard.org/springboard for more information.

Publishers' Criteria

Common Core State Standards

English Language Arts and Literacy
Evaluation Rubric

collections
Grades 6–12

I. Key Criteria for **Text Selection**

- 1. Text Complexity:** The Common Core State Standards require students to read increasingly complex texts with increasing independence as they progress toward career and college readiness.

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| A. Texts for each grade align with the complexity requirements outlined in the standards (Reading Standard 10). | <p>Collections offers complex and rigorous texts that reflect the Common Core State Standards grade-level bands and represent the spiraling ladder of text complexity among Grades 6–12.</p> <p>Text selections are based on the comprehensive text complexity standards, including the Lexile® score, qualitative aspects, and reader and task expectations, as well as student appeal.</p> <p>Text complexity rubrics for each selection in the program are included in the Teacher eBook so that teachers can clearly identify the complexity characteristics ascribed to a particular selection in either the Student Edition or the <i>Close Reader</i>.</p> <p>By incorporating varied genres of texts and extended texts, as prescribed by Common Core State Standard 10 for ELA, the program ensures that students have the experiences with the wide variety of texts needed to learn analysis skills for independent reading and comprehension of challenging texts.</p> | <p><u>Text Complexity Rubric</u></p> <p>Grade 6 TE, pp. 3A, 99A, 105A, 156b, 240b, 281A</p> <p>Grade 7 TE, pp. 39A, 111A, 126b, 249A, 320b, 327A</p> <p>Grade 8 TE, pp. 71A, 75A, 98b, 143A, 235A, 404b</p> <p>Grade 9 TE, pp. 20b, 72b, 89A, 133A, 325A, 420b</p> <p>Grade 10 TE, pp. 24f, 25A, 160b, 161A, 210A, 319A</p> <p>Grade 11 TE, pp. 36A, 140b, 284b, 285A, 351A, 444b</p> <p>Grade 12 TE, pp. 131A, 212b, 213A, 231A, 394b, 409A</p> <p><u>Varied Genres of Texts</u></p> <p>Grade 6 TE, pp. 3-12, 99-102, 117-124, 156c-156f, 196c-196g, 253-258</p> <p>Grade 7 TE, pp. 31-34, 111-124, 126c-126e, 137-140, 169-170, 185-188</p> <p>Grade 8 TE, pp. 31-36, 53-66, 120c-120e, 143-147, 151-162, 279-352</p> <p>Grade 9 TE, pp. 3-6, 32c-32e, 73-76, 89-92, 141-143, 181-278</p> <p>Grade 10 TE, pp. 24g-24i, 25-35, 160c-160f, 161-166, 213-289, 319-336</p> <p>Grade 11 TE, pp. 37-68, 140c-140d, 284c-284e, 285-290, 352-355, 444c-444g</p> <p>Grade 12 TE, pp. 131-136, 212c-212e, 213-215, 235-353, 394b-394h, 409-424</p> |

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| <p>B. All students, including those who are behind, have extensive opportunities to encounter grade-level complex text.</p> | <p>All students, including struggling learners, have rich opportunities to read and comprehend grade-level text in the Collections program. The focus of the instructional approach is to support all learners as they experience the required tasks of close reading and analysis.</p> <p>Each Collection opens with Academic Vocabulary that provides a list of the words, their definitions, and related forms that students can preview before encountering them in the texts and using them in their text-based discussion and written work.</p> <p>To help students who have difficulty understanding how to do a “close reading” or have difficulty understanding a challenging text, they can access short, instructive Close Read Screencasts for key selections to hear readers model how to discuss, analyze, and annotate significant passages. By viewing “close reads” in action, students discover what it means to look carefully at an author’s choices and draw conclusions about the impact of those choices on the meaning of a text. For immediate application, teachers will find in the Teacher Edition a suggested passage from the same selection so that pairs of students can practice the kind of close reading they have just observed. Students also apply the lessons from the Student Edition with new, different, and scaffolded texts in the <i>Close Reader</i>.</p> <p>In the Student eBook and Close Reader eBook, annotation tools, including highlighters and sticky notes, allow students to conveniently note the author’s use of stylistic devices and language and learn the routines for close reading. The <i>Close Reader</i> offers consistent and concrete practice with the routines of “Read,” “Re-Read,” and “Cite Evidence” so that students internalize these approaches and eventually apply them naturally.</p> <p>In the Teacher eBook, additional differentiation notes—“When Students Struggle...” and “Scaffolding for ELL Students”—provide ideas for scaffolding instruction for complex texts. These suggestions appear in the Teacher Edition for selections in both the Student Edition and the <i>Close Reader</i>. The convenience for teachers is that the scaffolding suggestions for all selections—in both Student Edition and <i>Close Reader</i>—are included and integrated at point-of-use in the all-in-one Teacher’s Edition.</p> <p>In an “Extend & Reteach” section in the Teacher’s Edition at the end of each Collection, teachers will find specific suggestions and mini-lessons for both reteaching and extending the concepts. For further support, “Interactive Whiteboard Lessons” provide engaging instruction for reading and writing about literature, informational text, and media.</p> <p>For students who will benefit from additional practice with close reading of short texts, the Common Core Enrichment App for Collections provides Guided Read and React lessons with extra support for learning <i>how</i> to do a close read of texts across genres, using modeled screencasts and interactive practice. After guided practice, students “unlock” independent practice with additional texts.</p> | <p><i>Opportunities and Support for Encountering Complex Texts</i></p> <p>Grade 6 SE, pp. 2, 72, 210, 134, 138, 252; <i>annotation tools</i>, pp. 14, 34, 40, 126, 226, 334</p> <p>Grade 6 TE, pp. 4, 261; <i>Close Read Screencast</i>, pp. 3, 285; <i>Extend and Reteach</i>, pp. 58a, 62a; <i>Close Reader</i>, pp. 16c-16f, 116c-116e, 240c-240k</p> <p>Grade 7 SE, pp. 2, 62, 136, 184, 220, 264; <i>annotation tools</i>, pp. 23, 108, 174, 214, 280, 325</p> <p>Grade 7 TE, pp. 19, 112; <i>Close Read Screencast</i>, pp. 31, 137; <i>Extend and Reteach</i>, pp. 52b, 70a; <i>Close Reader</i>, pp. 70c-70f, 126c-126e</p> <p>Grade 8 SE, pp. 3, 88, 142, 212, 278, 394; <i>annotation tools</i>, pp. 28, 96, 149, 258, 376, 432</p> <p>Grade 8 TE, pp. 99, 325; <i>Close Read Screencast</i>, pp. 143, 213; <i>Extend and Reteach</i>, pp. 70a, 120a; <i>Close Reader</i>, pp. 30c-30f, 98c-98f</p> <p>Grade 9 SE, pp. 2, 46, 102, 162, 306, 364; <i>annotation tools</i>, pp. 18, 94, 176, 288, 348, 430</p> <p>Grade 9 TE, pp. 51, 406; <i>Close Read Screencast</i>, pp. 47, 401; <i>Extend and Reteach</i>, pp. 10a, 350a; <i>Close Reader</i>, pp. 32c-32e, 96c-96g</p> <p>Grade 10 SE, pp. 2, 50, 92, 154, 202, 318; <i>annotation tools</i>, pp. 36, 56, 88, 187, 198, 371</p> <p>Grade 10 TE, pp. 52, 361; <i>Close Read Screencast</i>, pp. 3, 319; <i>Extend and Reteach</i>, pp. 14a, 350a; <i>Close Reader</i>, pp. 128c-128e, 188c-188e</p> <p>Grade 11 SE, pp. 2, 174, 328, 410; <i>annotation tools</i>, pp. 33, 85, 126, 218, 263, 357</p> <p>Grade 11 TE, pp. 253, 479; <i>Close Read Screencast</i>, pp. 331, 413; <i>Extend and Reteach</i>, pp. 166a, 168a; <i>Close Reader</i>, pp. 150c-150f, 220c-220f</p> <p>Grade 12 SE, pp. 2, 76, 150, 230, 408, 476; <i>annotation tools</i>, pp. 127, 166, 210, 216, 397, 426</p> <p>Grade 12 TE, pp. 132, 466; <i>Close Read Screencast</i>, pp. 151, 409; <i>Extend and Reteach</i>, pp. 62a, 356a; <i>Close Reader</i>, pp. 394c-394h, 428c-428i</p> |

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| <p>C. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.</p> | <p>Shorter, challenging texts are provided at each grade level in the Student Edition and in the <i>Close Reader</i> for close reading and re-reading. Within the offerings of texts in the two primary tools, there is a diverse mix of shorter and longer selections.</p> <p>The annotation tools in the eBook support students' close reading in an environment that is both intuitive and interactive. Students' highlighting and sticky notes are then saved and organized in <i>myNotebook</i>. Both student and teacher can see and evaluate the usefulness and effectiveness of the notes.</p> <p>Also, the fyi website (hmfhyi.com) showcases short, challenging texts that are informational, curated monthly, and aligned to topics in Collections. Additional short informative selections are included in the Teacher Resources section of the Teacher eBook. These short nonfiction texts are primarily historical documents. In addition, literary selections are also available in the Teacher Resources.</p> | <p><u>Short Challenging Texts</u></p> <p>Grade 6 SE, pp. 41-46, 102-104, 185-192; <i>Close Reader</i>, pp. CR9-CR12, CR25-CR28, CR53-CR59</p> <p>Grade 7 SE, pp. 19-22, 77-84, 193-196, 221-228; <i>Close Reader</i>, pp. CR67-CR74, CR95-CR102</p> <p>Grade 8 SE, pp. 41-49, 369-374, 419-423; <i>Close Reader</i>, pp. CR9-CR12, CR125-CR130, CR131-CR134</p> <p>Grade 9 SE, pp. 3-6, 21-24, 339-346, 433-436; <i>Close Reader</i>, pp. CR19-CR22, CR91-CR94</p> <p>Grade 10 SE, pp. 15-16, 61-66, 129-132, 161-166; <i>Close Reader</i>, pp. CR9-CR10, CR51-CR54</p> <p>Grade 11 SE, pp. 121-124, 129-136, 297-298, 391; <i>Close Reader</i>, pp. CR27-CR28, CR61-CR64</p> <p>Grade 12 SE, pp. 21-26, 113-118, 361-365, 501-513; <i>Close Reader</i>, pp. CR11-CR16, CR33-CR36</p> <p><u>Annotation tools</u></p> <p>Grade 6 SE, pp. 42, 43, 48; <i>Close Reader</i>, pp. CR11, CR28, CR58</p> <p>Grade 7 SE, pp. 23, 86, 166; <i>Close Reader</i>, pp. CR15, CR32, CR53</p> <p>Grade 8 SE, pp. 51, 416, 425; <i>Close Reader</i>, pp. CR10, CR12, CR85</p> <p>Grade 9 SE, pp. 25, 94, 438; <i>Close Reader</i>, pp. CR5, CR8, CR34</p> <p>Grade 10 SE, pp. 17, 68, 134, 357; <i>Close Reader</i>, pp. CR10, CR53</p> <p>Grade 11 SE, pp. 33, 299; <i>Close Reader</i>, pp. CR13, CR24, CR32, CR62</p> <p>Grade 12 SE, pp. 28, 120, 367, 515; <i>Close Reader</i>, pp. CR16, CR34</p> <p><u>Additional Informational Texts</u></p> <p>Grade 6, Student eBook, link to hmfhyi.com from pp. 2, 72, 138, 210, 252, 312</p> <p>Grade 7, Student eBook, link to hmfhyi.com from pp. 2, 62, 136, 184, 220, 264</p> <p>Grade 8, Student eBook, link to hmfhyi.com from pp. 2, 88, 142, 212, 278, 394</p> <p>Grade 9, Student eBook, link to hmfhyi.com from pp. 2, 46, 102, 162, 306, 364</p> <p>Grade 10, Student eBook, link to hmfhyi.com from pp. 2, 50, 154, 202, 318</p> <p>Grade 11, Student eBook, link to hmfhyi.com from pp. 2, 108, 276, 328, 410</p> <p>Grade 12, Student eBook, link to hmfhyi.com from pp. 2, 76, 150, 230, 408, 476</p> |
| <p>D. Novels, plays, and other extended full-length readings are also provided as opportunities for close reading.</p> | <p>Within the Student Edition, plays and novel excerpts are included for students' close reading and analysis. These longer texts are often labeled in the Table of Contents as "Anchor Texts" because of their complexity. Each extended text has multiple scaffolds, questions, and features that support students' analyses of these longer works.</p> <p>Additionally, a list of suggested novels and full-length informational texts is provided conveniently on the Teacher Resources section of the Teacher eBook. These works have been selected for their complexity and thematic or topical relationship with the Collections in each grade level.</p> <p>Teachers may choose from these longer works for extended reading opportunities related to the topics in Collections. Additional resources such as study guides and PowerPoint® presentations are available for teachers to enhance instruction for these full-length works.</p> | <p><u>Extended Texts</u></p> <p>Grade 6 SE, pp. 17-32, 73-88, 139-152, 211-218, 313-326, 345-360</p> <p>Grade 7 SE, pp. 3-14, 111-124, 221-228, 249-254, 283-302</p> <p>Grade 8 SE, pp. 3-26, 167-172, 213-224, 279-352, 395-400, 405-414</p> <p>Grade 9 SE, pp. 11-16, 55-68, 103-118, 181-278, 369-416</p> <p>Grade 10 SE, pp. 25-34, 93-105, 171-179, 213-289, 319-336</p> <p>Grade 11 SE, pp. 5-18, 37-68, 207-216, 235-246, 331-346, 457-539</p> <p>Grade 12 SE, pp. 3-14, 47-59, 77-88, 199-208, 235-353, 433-448</p> <p>Grades 6–12 Teacher Resources: NovelWise; Nonfiction Connections</p> |

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| E. Additional materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading. | <p>The fyi website at hmfyi.com is an ideal asset to address students' interest and knowledge as well as their love of reading. For each Collection in the program, per grade level, the site will provide initially five current informational texts from the most current sources. Then monthly, an additional selection per Collection, per grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections for research and for background knowledge. The selections also serve as excellent support for short research tasks linked to the Selection Performance Tasks throughout Collections.</p> <p>In addition to these highly contemporary selections, additional short, historical documents and informational pieces are provided in Nonfiction Connections found in the Teacher Resources section in the Teacher eBook. These too can be used for independent reading, research, or as links to selections in the primary resources. Additionally, other favorite literary selections are available in the Teacher Resources.</p> | <p><u><i>Increasing Independent Reading</i></u></p> <p>Grade 6, Student eBook, link to hmfyi.com from pp. 2, 72, 138, 210, 252, 312</p> <p>Grade 7, Student eBook, link to hmfyi.com from pp. 2, 62, 136, 184, 220, 264</p> <p>Grade 8, Student eBook, link to hmfyi.com from pp. 2, 88, 142, 212, 278, 394</p> <p>Grade 9, Student eBook, link to hmfyi.com from pp. 2, 46, 102, 162, 306, 364</p> <p>Grade 10, Student eBook, link to hmfyi.com from pp. 2, 50, 154, 202, 318</p> <p>Grade 11, Student eBook, link to hmfyi.com from pp. 2, 108, 276, 328, 410</p> <p>Grade 12, Student eBook, link to hmfyi.com from pp. 2, 76, 150, 230, 408, 476</p> <p>Grades 6–12 Teacher Resources: Nonfiction Connections</p> |

2. Range and Quality of Texts: The Common Core State Standards require a greater focus on informational text in elementary school and literary nonfiction in ELA classes in Grades 6–12.

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| A. In Grades 3–5, literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational texts. | NA | NA |
| B. In Grades 6–12, ELA programs shift the balance of texts and instructional time towards reading substantially more literary nonfiction. | <p>Collections adheres to the suggestions for emphasizing a multi-genre approach from <i>The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</i>. To achieve the “range of text types” noted in the Standards, Collections includes the larger text types of stories, drama, poetry, and literary nonfiction—and detail genres within each of these larger text-type categories. Also, as the Standards suggest, the program includes an emphasis on content-area reading, including informational texts in history/social studies, science, and technical subjects. With the increased emphasis on literary nonfiction, students will read a wide variety of literary nonfiction in Collections, including biography, autobiography, memoir, essays, documentary, speeches, science writing, and historical fiction.</p> <p>The varied genres included in Collections provide students with the range of text types critical for developing skills and strategies for independently and proficiently reading fiction, literary nonfiction, informational texts, and media. In addition, these texts serve as models for students as they write in varied genres.</p> | <p><u>Range of Text Types</u></p> <p>Grade 6 SE, pp. 93-95, 105-112, 197-198, 223-225, 253-258; <i>Close Reader</i>, pp. CR87-CR96</p> <p>Grade 7 SE, pp. 137-140, 185-188; <i>Close Reader</i>, pp. CR31-CR34, CR45-CR50, CR63-CR66, CR83-CR86</p> <p>Grade 8 SE, pp. 31-36, 53-66, 125-128, 143-147; <i>Close Reader</i>, pp. CR13-CR18, CR43-CR48</p> <p>Grade 9 SE, pp. 3-6, 123-128, 307-312; <i>Close Reader</i>, pp. CR3-CR8, CR19-CR22, CR77-CR84</p> <p>Grade 10 SE, pp. 129-132, 161-166, 319-336, 341-347; <i>Close Reader</i>, pp. CR11-CR14, CR63-CR66</p> <p>Grade 11 SE, pp. 5-18, 167, 285-290; <i>Close Reader</i>, pp. CR11-CR18, CR83-CR90, CR116-CR122</p> <p>Grade 12 SE, pp. 21-26, 113-118, 151-164; <i>Close Reader</i>, pp. CR7-CR10, CR45-CR48, CR75-CR84</p> |

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| <p>C. Quality of the suggested texts is high—they are worth reading closely and exhibit exceptional craft and thought or provide useful information.</p> | <p>High-quality literature and informational texts—worthy of close reading and text-based analysis—are at the center of the Collections program.</p> <p>Contemporary selections include such notables as Anna Quindlen, Louise Erdrich, Ursula Le Guin, Naomi Nye, Russell Freedman, Haruki Murakami, Margaret Atwood, Jhumpa Lahiri, Rebecca Makkai, Margaret Peterson Haddix, and Malcolm Gladwell. These contemporary authors' writings reflect real-life experiences that today's students can relate to, and their works demonstrate a balance of genders and ethnicities.</p> <p>Each grade level also includes classic selections from such masters as Charles Dickens, Stephen Crane, James Thurber, William Shakespeare, Geoffrey Chaucer, and Walt Whitman.</p> <p>For a quantitative analysis of text complexity, teachers have the "Instructional Overview" that gives the Lexile level for each text that forms a part of the Collection. As they plan instruction, teachers will also find a "Text Complexity Rubric" to help in identifying the dimensions of each complex text.</p> <p>Each selection opens with a feature in the Teacher's Edition entitled "Why This Text?" that provides a rationale for the text and highlights its strengths and the features that make it effective for instructional use.</p> <p>"Anchor Texts," complex and challenging texts at the core of each Collection, provide a cornerstone for exploring the Collection topic and are integral to the "Collection Performance Task." Anchor Texts focus students on specific topics for text-based study—with related selections included in the program's <i>Close Reader</i>.</p> <p>In Collections, complex texts of all genres—with rich themes, distinctive language, stylistic elements, and high knowledge demands—challenge students to grow as readers and thinkers.</p> | <p><u>High-Quality Texts</u></p> <p>Grade 6 SE, pp. 17-32, 233-236, 281-282, 345-360; <i>Close Reader</i>, pp. CR43-CR52, CR115-CR124</p> <p>Grade 7 SE, pp. 71-72, 149-152, 283-302, 307-314, 321-323; <i>Close Reader</i>, pp. CR35-CR39</p> <p>Grade 8 SE, pp. 89-94, 143-147, 199-200; <i>Close Reader</i>, pp. CR43-CR48, CR49-CR62, CR63-CR68</p> <p>Grade 9 SE, pp. 3-6, 103-118, 173-175, 181-278, 289-296; <i>Close Reader</i>, pp. CR97-CR112</p> <p>Grade 10 SE, pp. 71-74, 155-157, 361-369; <i>Close Reader</i>, pp. CR3-CR8, CR27-CR44, CR48-CR50</p> <p>Grade 11 SE, pp. 37-68, 177-183, 200-203, 457-539, 581-583; <i>Close Reader</i>, pp. CR42-CR46</p> <p>Grade 12 SE, pp. 3-16, 47-59, 77-88, 177-183, 213-215; <i>Close Reader</i>, pp. CR49-CR52</p> |

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| D. Specific texts or text types named in the standards are included. | <p>All text types named in the grade-level standards are included in Collections in the appropriate grade-level texts. High-quality classic and contemporary literature and informational texts include those named in the major categories and subcategories of texts that students should use in applying the Reading Standards as outlined in Standard 10: Range, Quality, and Complexity of Texts—Stories (historical fiction, mysteries, myths, science fiction, allegory, satire, and graphic novels); Dramas (one-act and multi-act plays); Poetry (narrative, lyrical, free verse, sonnets, odes, ballads, and epics); Literary Nonfiction; and Historical, Scientific, and Technical Texts (argument, functional texts, essays, speeches, biographies, memoirs, scientific, and historical accounts, including digital texts).</p> <p>Collections is organized by units called “Collections” made up of multi-genre texts related to one topic or theme. This Collection organization provides interest and depth that benefit students as they learn how to analyze and synthesize information across several texts.</p> <p>The program organization also specifically follows the suggestion by Common Core in Standard 10: Range, Quality, and Complexity of Texts: “At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.”</p> | <p><u><i>Specific Text Types from CCSS by Collection</i></u></p> <p>Grade 6 SE, pp. 73-124 (C2); 139-198 (C3); 253-300 (C5)</p> <p>Grade 7 SE, pp. 3-48 (C1); 63-124 (C2); 137-172 (C3)</p> <p>Grade 8 SE, pp. 213-266 (C4); 279-386 (C5); 395-433 (C6)</p> <p>Grade 9 SE, pp. 47-92 (C2); 103-151 (C3); 163-296 (C4)</p> <p>Grade 10 SE, pp. 3-39 (C1); 93-143 (C3); 203-310 (C5)</p> <p>Grade 11 SE, pp. 109-163 (C2); 277-320 (C4); 325-403 (C5)</p> <p>Grade 12 SE, pp. 151-219 (C3); 409-467 (C5); 477-513 (C6)</p> |
| E. Within a sequence or Collection of texts, specific anchor texts are selected for especially careful reading. | <p>At each grade level, Collections is organized around six topically related Collections of multi-genre, complex texts. In each Collection, one or more anchor texts are featured because of their richness and complexity. These anchor texts clearly reflect the topic of the Collection and provide extensive opportunities for discussion and writing because of their complexity and relationship to other texts in the Collection.</p> <p>These anchor texts have additional scaffolding with “Close Read Screencasts” that provide models of analytical conversations about the texts. The screencasts are models for both teachers as they teach and students as they apply close reading strategies to challenging text.</p> <p>The anchor texts’ richness is further emphasized by the additional selections in the <i>Close Reader</i> eBook. The <i>Close Reader</i> selections directly relate to the topic and skills/standards instruction in the Student eBook. By reading and analyzing the <i>Close Reader</i> selections, students apply learning from the anchor texts, gradually increasing their independence with close reading and analysis of complex texts.</p> | <p><u><i>Anchor Texts for Close Reading</i></u></p> <p>Grade 6 SE, pp. 3-12, 41-46, 73-88, 139-152, 285-290, 313-326</p> <p>Grade 7 SE, pp. 31-34, 63-67, 111-124, 137-140, 185-188, 221-228</p> <p>Grade 8 SE, pp. 53-66, 89-94, 143-147, 167-172, 279-352, 395-400</p> <p>Grade 9 SE, pp. 55-68, 103-118, 123-128, 181-278, 307-312, 351-352</p> <p>Grade 10 SE, pp. 51-54, 71-74, 141-143, 161-166, 213-289, 319-336</p> <p>Grade 11 SE, pp. 5-18, 111-116, 121-124, 177-183, 221-229, 279-280</p> <p>Grade 12 SE, pp. 151-164, 199-208, 235-353, 379-390, 409-425, 477-480</p> |

II. Key Criteria for Questions and Tasks

- 1. High-Quality, Text-Dependent Questions and Tasks:** Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.

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| A. A significant percentage of tasks and questions are text dependent. | <p>In both the print and eBook, post-reading questions called “Analyzing the Text” direct students to re-enter the text and to cite specific textual evidence to support all responses. Often, questions direct students to specific lines of text to use in forming conclusions about the text. A “Collaborative Discussion” question following each selection also directs students to the text for focused discussion of the question with their peers.</p> <p>In the <i>Close Reader</i>, print and digital, each selection is directly related to an anchor text in the Student Edition. This construct emphasizes the relationship of the two primary resources and provides a structure for application of skills. The directions and questions for students focus solely on the text. The <i>Close Reader</i> requires students to read and re-read specific sections of text with an emphasis on drawing conclusions from repeated readings and from text-dependent prompts and questions.</p> <p>Collections features line numbers on every selection in all program materials. This commitment emphasizes the focus on the text and the related text-dependent and text-specific questions used throughout the program.</p> | <p><u>Consistent Text-Dependent Questions</u></p> <p>Grade 6 SE, pp. 14, 48, 90, 94; <i>Close Reader</i>, pp. CR8, CR12, CR24</p> <p>Grade 7 SE, pp. 84, 86, 142, 173; <i>Close Reader</i>, pp. CR34, CR50</p> <p>Grade 8 SE, pp. 28, 68, 118; <i>Close Reader</i>, pp. CR8, CR18, CR34</p> <p>Grade 9 SE, pp. 50, 53, 69, 130; <i>Close Reader</i>, pp. CR28, CR56</p> <p>Grade 10 SE, pp. 56, 168, 289, 291; <i>Close Reader</i>, p. CR22, CR66</p> <p>Grade 11 SE, pp. 18, 20, 126, 128, 136; <i>Close Reader</i>, pp. CR10</p> <p>Grade 12 SE, pp. 126, 130, 210, 499; <i>Close Reader</i>, pp. CR48, CR128</p> |
| B. High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact. | <p>High-quality sequences of text-dependent questions require students’ close attention to the text and to the author’s use of rhetorical tools to convey ideas and create effects. These questions and tasks begin with the preview of the two Collection Performance Tasks that students will complete at the end of the Collection. These tasks require students to further analyze the selections in the Collections and to synthesize ideas about their analyses.</p> <p>With the brief “Setting a Purpose” (Grades 6–8) and “As You Read” (Grades 9–12) for each selection, Collections directs students to pay particular attention for particular reasons to specifics in each text.</p> <p>Text-dependent questioning continues with the Teacher’s Edition questions that direct students to analyze particular lines and to support their analyses with text evidence.</p> <p>Further high-quality questions come after reading in “Analyzing the Text” where students interpret, evaluate, synthesize, make inferences, and compare texts—all supported by textual evidence.</p> | <p><u>Sequences of Text-Dependent Questions</u></p> <p>Grade 6 SE, pp. 105, 114, 211, 220, 285, 292</p> <p>Grade 6 TE, pp. 4, 83, 86, 107, 218, 225</p> <p>Grade 7 SE, pp. 71, 73, 213, 214, 307, 314</p> <p>Grade 7 TE, pp. 94, 149, 284, 290, 299, 322</p> <p>Grade 8 SE, pp. 3, 26, 28, 151, 164, 213</p> <p>Grade 8 TE, pp. 26, 112, 116, 147, 169, 187</p> <p>Grade 9 SE, pp. 81, 103, 147, 253, 283, 339</p> <p>Grade 9 TE, pp. 51, 104, 117, 231, 325, 352</p> <p>Grade 10 SE, pp. 15, 51, 71, 203, 361, 373</p> <p>Grade 10 TE, pp. 34, 94, 185, 320, 352, 355</p> <p>Grade 11 SE, pp. 112, 301, 312, 413, 433, 435</p> <p>Grade 11 TE, pp. 209, 210, 331, 414, 484, 489</p> <p>Grade 12 SE, pp. 93, 151, 164, 166, 361, 367</p> <p>Grade 12 TE, pp. 63, 187, 266, 333, 336, 453</p> |

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| C. Questions and tasks require the use of textual evidence, including supporting valid inferences from the text. | <p>All selection questions in the margin of the Teacher's Edition call for the citing of textual evidence as students make inferences, analyze text elements, and draw conclusions.</p> <p>Also, all post-reading questions in the Student Edition require students to support their responses with evidence from the text.</p> <p>In the <i>Close Reader</i>, print and digital, as students respond directly within the text, they annotate and highlight material that they later use as evidence for responses to specific text questions. Students also write answers to Short Response questions, supported by textual evidence.</p> <p>A Performance Task, following each selection and each Collection in the program, requires students to use specific text references, quotes, and paraphrases of texts that are featured in the program as well as research material.</p> <p>The Common Core Assessment resource also provides practice for students in responding to text-specific questions and tasks in each three-part lesson. Step 1, Analyze the Model, teaches the process of responding to text-dependent questions and analysis using model texts; Step 2, Practice the Task, provides scaffolded practice; and Step 3, Perform the Task, offers independent practice and reveals students' readiness for completing new performance-based assessments independently. All parts focus on specific responses to text-dependent questions and the use of text evidence.</p> | <p><u>Requirement of Text Evidence</u></p> <p>Grade 6 SE, pp. 14, 48, 90, 96, 114, 370</p> <p>Grade 6 TE, pp. 118, 119, 120; <i>Close Reader</i>, pp. 50e, 116d-116e, 196e-196f</p> <p>Grade 7 SE, pp. 171, 173, 198, 230, 238, 244</p> <p>Grade 7 TE, pp. 24, 42, 75-77, 272; <i>Close Reader</i>, pp. 18h, 192d-192e, 240e</p> <p>Grade 8 SE, pp. 233, 244, 258, 260, 402, 425</p> <p>Grade 8 TE, pp. 24, 48, 166a; <i>Close Reader</i>, pp. 98d-98g, 198f-198g, 228e-228g</p> <p>Grade 9 SE, pp. 144, 150, 157, 170, 176, 206</p> <p>Grade 9 TE, pp. 73, 105, 133; <i>Close Reader</i>, pp. 96d-96g, 316d-316g, 324e-324f</p> <p>Grade 10 SE, pp. 181, 187, 193, 208, 231, 244</p> <p>Grade 10 TE, pp. 246, 261, 270, 278; <i>Close Reader</i>, pp. 144c-144d, 170c-170e</p> <p>Grade 11 SE, pp. 20, 33, 70, 99, 126, 138</p> <p>Grade 11 TE, pp. 112, 120, 130, 583; <i>Close Reader</i>, pp. 96d-96g, 404e</p> <p>Grade 12 SE, pp. 175, 184, 186, 196, 210, 220</p> <p>Grade 12 TE, pp. 192, 193, 199, 206; <i>Close Reader</i>, pp. 18c-18e, 96d-96j</p> |

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| <p>D. Instructional design cultivates student interest and engagement in reading rich text carefully.</p> | <p>The instructional design of Collections emphasizes the richness of texts, focuses students on the specifics of each text, and fosters student engagement in reading and re-reading texts.</p> <p>Each Collection begins with an introduction to the Collection Performance Task that students will complete at the end of the Collection. This task review helps students to pay close attention to the important elements in a rich array of complex texts. Knowing the expectations for the Performance Task helps students focus on the specifics in texts during their reading and analyses and to prepare for the Collection Performance Task.</p> <p>The instructional design purposefully includes a minimum of background and author information before each text in order to keep the focus clearly on the text and on the reading and analysis of the text. The pedagogically sound feature before each selection—"Read with a Purpose" (Grades 6–8) and "As You Read" (Grades 9–12)—provides students with specific ideas and tasks for reading to help focus and give purpose to reading.</p> <p>The actual student pages are devoid of instructional interruptions in order to keep students engaged and focused on the text. In the Student eBook, students may "click" on vocabulary words to hear and see a definition and sentence. In the Teacher eBook, teachers will find questions and prompts that ask students to re-enter the texts for specific text-based responses.</p> <p>After each selection, a "Collaborative Discussion" prompt echoes and extends the "As You Read" direction from the beginning. These peer discussions engage students and deepen learning.</p> <p>In the <i>Close Reader</i> eBook, as students apply the standards instruction from the Student Edition, they use the annotation tools of highlighting and note taking with texts that are related to the Collection topic and anchor texts. Working together, these two primary student resources—Student Edition and <i>Close Reader</i>—support students' close reading and text analysis with intuitive, interactive tools for learning and practicing the needed skills for careful reading of rich texts. Working in a familiar digital environment, students will be more engaged with texts by using the mark-up tools and interacting with digital lessons for writing, speaking, and listening. Another motivational tool for interacting with text is the personal <i>myNotebook</i> for students to collect, organize, and tag text evidence for use later in writing assignments.</p> <p>The instructional design includes the fyi website at hmfhyi.com that is an ideal asset for stimulating interest in current topics and encouraging the reading of complex texts. For each Collection in the program, per grade level, five current informational texts from the most current sources are provided as a starting point. Monthly, an additional selection per Collection, per grade level will be added to the array. Students can browse topics of interest or those from today's headlines and use these selections to research topics, to compare authors' ideas, and to gather evidence for writing.</p> | <p><u><i>Designed for Student Engagement</i></u></p> <p>Grade 6 SE, pp. 71-72, 137-138, 139, 142, 147, 152; <i>Close Reader</i> (annotation tools), pp. CR11, CR28, CR38, CR39, CR58</p> <p>Grade 7 SE, pp. 135-136, 183-184, 193, 195, 196, 204; <i>Close Reader</i> (annotation tools), pp. CR15, CR32, CR53, CR64, CR65, CR66</p> <p>Grade 8 SE, pp. 211-212, 277-278, 279, 281, 293, 304; <i>Close Reader</i> (annotation tools), pp. CR10, CR12, CR85, CR94, CR95</p> <p>Grade 9 SE, pp. 305-306, 363-364, 369, 375, 383, 406; <i>Close Reader</i> (annotation tools), pp. CR5, CR8, CR34, CR98, CR100</p> <p>Grade 10 SE, pp. 49-50, 51, 53, 54, 153-154, 317-318; <i>Close Reader</i> (annotation tools), pp. CR10, CR18, CR19, CR20, CR21, CR53</p> <p>Grade 11 SE, pp. 173-174, 327-328, 331, 332, 336, 345; <i>Close Reader</i> (annotation tools), pp. CR13, CR24, CR32, CR62, CR74, CR75</p> <p>Grade 12 SE, pp. 1-2, 3, 9, 11, 14, 75-76; <i>Close Reader</i> (annotation tools), pp. CR4, CR6, CR8, CR10, CR16, CR34</p> <p><u><i>Stimulating Interest in Current Topics:</i></u></p> <p>Grade 6, Student eBook, link to hmfhyi.com from pp. 2, 72, 138, 210, 252, 312</p> <p>Grade 7, Student eBook, link to hmfhyi.com from pp. 2, 62, 136, 184, 220, 264</p> <p>Grade 8, Student eBook, link to hmfhyi.com from pp. 2, 88, 142, 212, 278, 394</p> <p>Grade 9, Student eBook, link to hmfhyi.com from pp. 2, 46, 102, 162, 306, 364</p> <p>Grade 10, Student eBook, link to hmfhyi.com from pp. 2, 50, 154, 202, 318</p> <p>Grade 11, Student eBook, link to hmfhyi.com from pp. 2, 108, 276, 328, 410</p> <p>Grade 12, Student eBook, link to hmfhyi.com from pp. 2, 76, 150, 230, 408, 476</p> |

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| <p>E. Materials provide opportunities for students to build knowledge through close reading of specific texts.</p> | <p>Reading complex texts can provide content or background knowledge from the rich content in or “around” the selections as well as from the close reading and analyses of selections. Clearly, Collections provides students with a wealth of opportunities for building content and background knowledge from reading the rich variety of literary and informational texts—including both literature and literary nonfiction such as speeches, essays, biographies, memoirs, scientific writings, historical accounts, and media selections.</p> <p>In addition, the annotation tools available to students through their eBooks enhance their ability to perform the tasks of close reading—annotation, identification of specific text evidence, drawing conclusions, and making inferences based on evidence. Students have multiple opportunities to apply the background information and acquired skills independently with the variety of texts within each Collection.</p> <p>Whether students are reading classic dramas from Shakespeare, contemporary informational text from science, historical documents, or traditional short stories, the knowledge demands for each are richly diverse and instructive. Students will acquire these through the Collections series because of the diversity of complex texts.</p> | <p><u><i>Build Knowledge through Close Reading of Texts</i></u></p> <p>Grade 6 SE, pp. 105-112, 117-124, 185-192; <i>Close Reader</i>, pp. CR25-CR28, CR29-CR34, CR53-CR60</p> <p>Grade 7 SE, pp. 63-67, 157-164, 185-188, 193-196; <i>Close Reader</i>, pp. CR51-CR54, CR63-CR66</p> <p>Grade 8 SE, pp. 71-72, 143-147, 151-162, 177-194; <i>Close Reader</i>, pp. CR43-CR48, CR63-CR68</p> <p>Grade 9 SE, pp. 27-28, 123-128, 317-320, 325-334; <i>Close Reader</i>, pp. CR19-CR22, CR53-CR56</p> <p>Grade 10 SE, pp. 15-16, 61-66, 129-132; <i>Close Reader</i>, pp. CR9-CR10, CR11-CR14, CR23-CR26</p> <p>Grade 11 SE, pp. 23-31, 141-146, 301-310, 549-564, 569-577; <i>Close Reader</i>, pp. CR145-CR150</p> <p>Grade 12 SE, pp. 151-164, 379-390, 429-430, 453-467; <i>Close Reader</i>, pp. CR39-CR44, CR100-CR112</p> |
| <p>F. Questions and tasks attend to analyzing the arguments and information at the heart of informational text.</p> | <p>The use of informational texts in the Collections series is designed to maximize the role of the information in the texts so that the content enriches students’ knowledge of current and historical topics. These texts also provide models for students’ own writing.</p> <p>The instruction that follows the argumentative texts presents approaches and techniques that authors use for developing sound arguments. Following this instruction and modeling for argument, “Analyze the Text” questions and tasks require students to analyze and evaluate the specific elements of sound arguments.</p> <p>With the Selection Performance Tasks, students respond to a writing, speaking, listening, or research task for which they work with a specific element of argument. With the culminating Collection Performance Tasks, students demonstrate their skills and knowledge in such tasks as giving a persuasive presentation or developing a written argument.</p> | <p><u><i>Learn to Analyze Argument</i></u></p> <p>Grade 6 TE, pp. 93, 94, 95, 98a, 227, 228 Grade 6 SE, pp. 94, 96, 226, 227, 230, R22</p> <p>Grade 7 TE, pp. 24, 25, 30a, 186, 187, 192a Grade 7 SE, pp. 27, 188, 189, 190, R23; <i>Close Reader</i>, pp. CR63-CR66</p> <p>Grade 8 TE, pp. 235, 236, 246a, 419, 424, 426a Grade 8 SE, pp. 243, 244, 424, 425, R22; <i>Close Reader</i>, pp. CR83-CR88</p> <p>Grade 9 TE, pp. 3, 10a, 317, 321, 324a, 440a Grade 9 SE, pp. 7, 8, 321, 322, 437, 438</p> <p>Grade 10 TE, pp. 203, 204, 206, 319, 320, 321 Grade 10 SE, pp. 208, 337, 338, 356, 357, 360</p> <p>Grade 11 TE, pp. 279, 280, 549, 552, 564, 565 Grade 11 SE, pp. 280, 281, 282, 565, 566; <i>Close Reader</i>, pp. CR57-CR60</p> <p>Grade 12 TE, pp. 151, 155, 157, 164, 166, 168a Grade 12 SE, pp. 28, 164, 184, 366, 367, R16</p> |

▶ Key Criteria for Questions and Tasks

- 2. Cultivating Students’ Ability to Read Complex Texts Independently:** Another key priority of the Common Core State Standards is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level of complexity and depth. State Standards is that students be able to read closely and gain knowledge from texts.

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| A. Scaffolds enable all students to experience rather than avoid the complexity of the text. | <p>The goal for the Collections program is that each and every student has access to complex texts as required by Common Core State Standards.</p> <p>Each Collection begins with a preview of the expectations for the Performance Task coming at the end of the Collection. Academic Vocabulary is also introduced and defined.</p> <p>For each selection, “Background” helps to fill in potential gaps in historical and/or cultural knowledge while “Setting a Purpose” (Grades 6–8) and “As You Read” (Grades 9–12) help students with purposeful reading.</p> <p>As students tackle the rich anchor texts beginning each Collection, “Close Read Screencasts” model discussions of two readers doing a close reading of the text. Clicking the Close Read icons in their eBooks, students hear readers asking the questions and doing the thinking required for close reading.</p> <p>To further support students’ reading and analyzing of the anchor texts, teachers have in the Teacher Edition specific notes and questions under “Close Read” for directing students to particular lines of the text. Using these questions as scaffolds, teachers can teach and model the kind of thinking and questioning students need to learn for text analysis.</p> <p>The “<i>Close Reader</i>” provides students with new, topically related selections for the practice and application of close reading strategies they learn in the Student Edition. For this practice, students find a consistent and streamlined approach for recording their comments and questions about the selection with the directions of “Read,” “Re-Read,” and “Cite Evidence” for analyzing particular parts of the text.</p> <p>Additional support to help all students experience complex text includes the embedded vocabulary definitions in the eBook, the audio recordings that students can turn on and off to fit their reading pace, and Level Up Tutorials for those who need background information on the craft and structure of texts. Teachers also have instructional strategies to use with each text such as “When Students Struggle...” and “Scaffolding for ELL Students.”</p> | <p><u><i>Scaffolding for Complex Texts</i></u> Grade 6 SE, pp. 2, 72, 210, 134, 138, 252 Grade 6 TE, pp. 4, 261; <i>Close Read Screencast</i>, pp. 3, 285; <i>Close Reader</i>, pp. 16c-16f, 116c-116e, 156c-156f, 240c-240k, 292c-292d, 362c-362j</p> <p>Grade 7 SE, pp. 2, 62, 136, 184, 220, 264 Grade 7 TE, pp. 19, 112; <i>Close Read Screencast</i>, pp. 31, 137; <i>Close Reader</i>, pp. 70c-70f, 126c-126e, 192c-192e, 232c-232f, 282c-282g, 306c-306e</p> <p>Grade 8 SE, pp. 3, 88, 142, 212, 278, 394 Grade 8 TE, pp. 99, 325; <i>Close Read Screencast</i>, pp. 143, 213; <i>Close Reader</i>, pp. 30c-30f, 98c-98f, 150c-150f, 246c-246f, 354c-354i, 418c-418f</p> <p>Grade 9 SE, pp. 2, 46, 102, 162, 306, 364 Grade 9 TE, pp. 51, 406; <i>Close Read Screencast</i>, pp. 47, 401; <i>Close Reader</i>, pp. 10c-10f, 32c-32e, 96c-96g, 122c-122j, 282c-282i, 324c-324f</p> <p>Grade 10 SE, pp. 2, 50, 92, 154, 202, 318 Grade 10 TE, pp. 52, 361; <i>Close Read Screencast</i>, pp. 3, 319; <i>Close Reader</i>, pp. 12c-12f, 24g-24i, 58c-58f, 128c-128e, 188c-188e, 292c-292o</p> <p>Grade 11 SE, pp. 2, 111, 174, 177, 328, 410 Grade 11 TE, pp. 253, 479; <i>Close Read Screencast</i>, pp. 331, 413; <i>Close Reader</i>, pp. 96c-96g, 102c-102d, 140c-140d, 150c-150f, 220c-220f, 233d-233h</p> <p>Grade 12 SE, pp. 2, 76, 150, 230, 408, 476 Grade 12 TE, pp. 132, 466; <i>Close Read Screencast</i>, pp. 151, 409; <i>Close Reader</i>, pp. 46c-46f, 92c-92j, 168c-168f, 220c-220e, 394c-394h, 428c-428i</p> |

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| <p>B. Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.</p> | <p>All strategic reading approaches in Collections involve students with close reading as well as gathering knowledge and insight from specific texts.</p> <p>The analysis of the text, with students applying close reading strategies, is the center of each lesson. Each selection begins with the sound strategy of setting a purpose for reading that focuses students on the text. Background material and author information have been greatly reduced, with options for additional information online, so that students can easily focus on the text rather than extraneous activities.</p> <p>The tools that accompany the selections in the Student eBook and the <i>eClose Reader</i> indicate that the focus of every selection is the text itself. Using these mark-up tools, students focus on the close reading of the text, their analysis of syntax and diction, and the author's use of literary or rhetorical devices.</p> <p>Also, with the Close Read Screencasts provided for key texts, visual and audio conversations about key parts of texts give students concrete examples of careful text analyses.</p> <p>The <i>eClose Reader</i> also indicates the intentional focus on the text as the directions, "Read" and "Re-Read," state quite simply that the main task for students is to read the text itself closely and then read again with a clear purpose of focusing on the text; analyzing for meaning, structure, and craft; and supporting conclusions with textual evidence.</p> <p>Questions in the Teacher's Edition for each selection relate to close reading and analysis of text and require citing of text evidence.</p> | <p><u><i>Reading Strategies for Comprehension</i></u> Grade 6 SE, pp. 2, 210, 139, 157; <i>Close Reader</i>, pp. CR9-CR12, CR25-CR28 Grade 6 TE, pp. 139, 140, 142, 144, 146, 149</p> <p>Grade 7 SE, pp. 62, 137, 184, 220, 264; <i>Close Reader</i>, pp. CR31-CR34, CR51-CR54 Grade 7 TE, pp. 63, 64, 71, 72, 74, 77</p> <p>Grade 8 SE, pp. 3, 89, 121, 143, 419; <i>Close Reader</i>, pp. CR71-CR78 Grade 8 TE, pp. 229, 230, 231, 235, 236, 237</p> <p>Grade 9 SE, pp. 3, 103, 163, 307; <i>Close Reader</i>, pp. CR19-CR22, CR53-CR56 Grade 9 TE, pp. 73, 74, 75, 163, 164, 165</p> <p>Grade 10 SE, pp. 51, 93, 203, 301, 319; <i>Close Reader</i>, pp. CR57-CR60 Grade 10 TE, pp. 295, 296, 297, 301, 302, 303</p> <p>Grade 11 SE, pp. 5, 111-112, 177, 331, 413; <i>Close Reader</i>, pp. CR57-CR60 Grade 11 TE, pp. 413, 414, 415, 446, 447, 448</p> <p>Grade 12 SE, pp. 77, 151, 409, 477; <i>Close Reader</i>, pp. CR39-CR44, CR100-CR112 Grade 12 TE, pp. 21, 22, 23, 78, 79, 80</p> |

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| <p>C. Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.</p> | <p>Collections provides ongoing opportunities for students to interact in a whole-group setting as well as with small groups of peers and to work individually to develop their abilities for independent analysis, thinking, and writing.</p> <p>Following the modeled discussions with the Close Read Screencasts, the Teacher's Edition suggests follow-up activities for whole-group and small-group discussion and practice.</p> <p>For the text analysis instruction following each selection in the Student Edition, teachers have Strategies for Annotation, providing specific activities (for either guided or independent analysis) that ask students to annotate key elements of the text. Teachers may choose to do these close reading activities as whole-group, small-group, or independent work.</p> <p>After each selection, students have a "Collaborative Discussion" question that ties to the purpose-setting question at the beginning. Students discuss their thoughts with a partner, draw their conclusions, and support their answers with textual evidence. Performance Tasks, after each selection and at each Collection's end, may be used with small groups, but they are also excellent instructional and assessment tools for students to practice and demonstrate their independent knowledge and capabilities.</p> <p>For students who do not need the text analysis practice in the <i>Close Reader</i>, they have opportunities on the fyi website at hmfyi.com for further independent work and research.</p> | <p><u><i>Balance of Group and Individual Instruction</i></u></p> <p>Grade 6 SE, pp. 48, 54, 60, 88, 154, 370 Grade 6 TE, (<i>Close Read Screencast</i>), pp. 3, 139, 185, 223, 260, 285</p> <p>Grade 7 SE, pp. 86, 92, 106, 124, 140, 334 Grade 7 TE, (<i>Close Read Screencast</i>), pp. 3, 31, 63, 111, 137, 169</p> <p>Grade 8 SE, pp. 30, 36, 70, 72, 98, 194, 378 Grade 8 TE, (<i>Close Read Screencast</i>), pp. 53, 89, 125, 143, 213, 235 Grade 9 SE, pp. 16, 35, 51, 170, 252, 354</p> <p>Grade 9 TE, (<i>Close Read Screencast</i>), pp. 47, 266, 307, 351, 371, 401 Grade 10 SE, pp. 34, 39, 54, 106, 168, 357</p> <p>Grade 10 TE, (<i>Close Read Screencast</i>), pp. 3, 15, 18, 213, 232, 319</p> <p>Grade 11 SE, pp. 78, 146, 156, 163, 292, 357 Grade 11 TE, (<i>Close Read Screencast</i>), pp. 177, 221, 279, 331, 413, 457</p> <p>Grade 12 SE, pp. 104, 110, 130, 196, 225, 399 Grade 12 TE, (<i>Close Read Screencast</i>), pp. 151, 199, 237, 263, 284, 409</p> |
| <p>D. Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.</p> | <p>In addition to the emphasis on close reading in Collections, the "Analyzing the Text" questions after each selection are crafted so that students encounter the analysis questions calling for directly stated textual evidence before the questions calling for higher-order thinking of synthesis and evaluation.</p> <p>Also, because the selection Performance Tasks require students to return to each text, they gain deeper understanding of each author's purpose and craft before they complete the Collection Performance Task where they synthesize knowledge and skills gained from reading and analyzing several texts.</p> <p>The <i>Close Reader</i> allows students to focus on "chunks" of the text for the practice of reading, re-reading, and citing textual evidence before they formulate an answer to the culminating Short Response question that deals with the text as a whole.</p> | <p><u><i>Comprehension Before Interpretation</i></u></p> <p>Grade 6 SE, pp. 220, 226, 229, 230, 238; <i>Close Reader</i>, pp. CR87-CR96</p> <p>Grade 7 SE, pp. 30, 42, 76, 108; <i>Close Reader</i>, pp. CR31-CR34, CR45-CR50</p> <p>Grade 8 SE, pp. 164, 174, 244, 354; <i>Close Reader</i>, pp. CR13-CR18, CR43-CR48</p> <p>Grade 9 SE, pp. 227, 252, 354; <i>Close Reader</i>, pp. CR3-CR8, CR19-CR22, CR77-CR84</p> <p>Grade 10 SE, pp. 68, 139, 298, 307; <i>Close Reader</i>, pp. CR11-CR14, CR63-CR66</p> <p>Grade 11 SE, pp. 316, 322, 357; <i>Close Reader</i>, pp. CR11-CR18, CR83-CR90, CR116-CR122</p> <p>Grade 12 SE, pp. 225, 490, 499; <i>Close Reader</i>, pp. CR7-CR10, CR45-CR48, CR75-CR84</p> |

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| <p>E. Materials make the text the focus of instruction by avoiding features that distract from the text.</p> | <p>Each of the rich and complex texts used in the Collections program is the focus of each instructional lesson. Background material and author information have been greatly reduced, with options for additional information online, so that students can easily focus on the text rather than other topics. Students' focus is not directed elsewhere with pages of standards instruction or literary terms in isolation. Instead, each selection begins with the pedagogically sound strategy of setting a purpose for reading that focuses on the text as well.</p> <p>The analysis of the text, with students applying close reading strategies, is the center of each lesson. But this approach is not done as merely an exercise. The focus on the text is in the service of studying the author's craft—how the author, operating in a context of time and place and topic, uses the rhetorical tools of the craft to convey ideas and to inspire and challenge the reader.</p> <p>Line numbers on every selection support students' locating and citing of textual evidence as they analyze, discuss, and write about the text.</p> | <p><u><i>Focus on Text with Minimal Distractions</i></u></p> <p>Grade 6 SE, pp. 220, 226, 229, 230, 238; <i>Close Reader</i>, pp. CR87-CR96</p> <p>Grade 7 SE, pp. 30, 42, 76, 108; <i>Close Reader</i>, pp. CR31-CR34, CR45-CR50</p> <p>Grade 8 SE, pp. 214, 215, 216, 218-222; <i>Close Reader</i>, pp. CR13-CR18, CR43-CR48</p> <p>Grade 9 SE, pp. 103-108, 110-113, 123-126; <i>Close Reader</i>, pp. CR3-CR8, CR19-CR22, CR77-CR84</p> <p>Grade 10 SE, pp. 161-162, 164, 166, 171-174; <i>Close Reader</i>, pp. CR11-CR14, CR63-CR66</p> <p>Grade 11 SE, pp. 333, 334, 335, 342-344; <i>Close Reader</i>, pp. CR73-CR74, CR83-CR90</p> <p>Grade 12 SE, pp. 477, 479, 480, 486-487; <i>Close Reader</i>, pp. CR115-CR116, CR120-CR121</p> |
| <p>F. Materials offer assessment opportunities that genuinely measure progress.</p> | <p>The Collections program features ongoing assessment and performance tasks that allow teachers to monitor students' progress and content mastery. Prescriptive remediation and reteaching lessons are provided for students that struggle with mastery. Teacher reporting is explicit and allows for individual learning prescriptions. Each selection in the program has an objective assessment test, a Selection Performance Task, and may be included in the Collection Performance Task. As well, each selection includes specific text analysis questions that require students to re-enter text and identify specific text evidence to support their responses.</p> <p>Each Collection concludes with one or two Collection Performance Tasks that reflect the focus of the Collection, including multiple texts and independent research that students may add to the performance task requirements, thereby extending their learning and further ensuring high-level success with Common Core assessments. In each case, students are not only using sources but also writing to the sources that they have chosen. This Collection Performance Task is accompanied by a rubric with specific student expectations such as how well a student has written to the selected sources, included specific textual evidence, and drawn original conclusions.</p> <p>Using a three-part model of instruction leading to writing assessment, the Common Core Assessment resource for each grade level takes students through the process of analyzing models, practicing the steps for each kind of writing product, and then practicing for the Common Core Assessment. After analyzing source materials in part 1 and practicing short related tasks in part 2, students then in part 3 perform the task of synthesizing new source materials and creating an original response. The Common Core Assessment resource not only provides practice for close reading of complex texts and writing from sources, but also serves as a monitor of students' readiness for independently completing performance-based assessments such as writing argument and informative essays.</p> | <p><u><i>Assessment for Measuring Progress</i></u></p> <p>Grade 6 SE, pp. 90, 96, 104, 114, 129-132, 133-136</p> <p>Grade 6 TE, pp. 58a, 62a, 98a, 104a, 116a, 128a</p> <p>Grade 6 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-30, 33-38</p> <p>Grade 7 SE, pp. 16, 53-56, 86, 92, 126, 198</p> <p>Grade 7 TE, pp. 30a, 52a, 70a, 168a, 174a, 192a</p> <p>Grade 7 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-29, 33-38</p> <p>Grade 8 SE, pp. 28, 103, 207-210, 244, 354, 425</p> <p>Grade 8 TE, pp. 70a, 74a, 78a, 78b, 98a, 120a</p> <p>Grade 8 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-30, 33-39</p> <p>Grade 9 SE, pp. 36, 41-44, 138, 144, 252, 354</p> <p>Grade 9 TE, pp. 10a, 20a, 26a, 32a, 338a, 350a</p> <p>Grade 9 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-29, 33-38</p> <p>Grade 10 SE, pp. 41-44, 68, 82, 106, 139, 357</p> <p>Grade 10 TE, pp. 14a, 170a, 182a, 188a, 192a-192b, 350a</p> <p>Grade 10 Teacher Resources, Common Core Assessment, pp. 3-10, 13-19, 23-29, 33-39</p> <p>Grade 11 SE, pp. 76, 108, 218, 267-270, 292, 357</p> <p>Grade 11 TE, pp. 444a, 455a, 542a, 548a, 568a, 580a</p> <p>Grade 11 Teacher Resources, Common Core Assessment, pp. 3-9, 13-20, 23-30, 33-39</p> <p>Grade 12 SE, pp. 66, 111, 120, 184, 399-402, 482</p> <p>Grade 12 TE, pp. 62a, 66a-66b, 92a, 108a, 220a, 356a</p> <p>Grade 12 Teacher Resources, Common Core Assessment, pp. 3-9, 13-19, 23-29, 33-39</p> |

▶ III. Key Criteria for **Academic Vocabulary**

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| A. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. | <p>Each Collection opening page begins with an overview of the Collection Performance Task that students complete at the end as well as Academic Vocabulary with words featured in the Collection. The academic vocabulary words are then used repeatedly in the instructional content as well as in the questions and tasks.</p> <p>In the Teacher's Edition, Critical Vocabulary from each selection is identified and expanded in order to enrich the application of selection vocabulary. The Teacher's Edition also includes suggestions for additional instruction in academic vocabulary in notes labeled "Applying Academic Vocabulary." This feature refers teachers to strategies they can use to enhance students' use of academic vocabulary in all related tasks in each Collection.</p> <p>Following each selection in the Student Edition, a complete page of instruction and practice includes "Critical Vocabulary" and "Vocabulary Strategy." This page includes additional practice with the selection's critical vocabulary as well as a mini-lesson and practice on a pertinent vocabulary strategy for learning word structures, patterns, and forms.</p> <p>Students are encouraged to use academic vocabulary and the critical vocabulary from the selections as they write about and discuss each selection and each Collection, including the "Collaborative Discussion" at the end of each selection and the performance tasks for which they share text analysis, research findings, or media-based literacy projects.</p> | <p><u>Academic Vocabulary</u> Grade 6 SE, pp. 2, 15, 35, 63, 67, 247 Grade 6 TE, pp. 5, 38, 52, 60, 75, 94</p> <p>Grade 7 SE, pp. 2, 53, 57, 109, 143, 178 Grade 7 TE, pp. 33, 47, 65, 72, 78, 91</p> <p>Grade 8 SE, pp. 97, 119, 203, 207, 212, 389 Grade 8 TE, pp. 145, 152, 169, 182, 191, 200</p> <p>Grade 9 SE, pp. 46, 102, 157, 171, 299, 446 Grade 9 TE, pp. 83, 91, 109, 112, 118, 125</p> <p>Grade 10 SE, pp. 45, 92, 154, 308, 313, 339 Grade 10 TE, pp. 189, 204, 207, 235, 242, 250</p> <p>Grade 11 SE, pp. 276, 324, 328, 358, 371, 406 Grade 11 TE, pp. 396, 415, 439, 452, 459, 545</p> <p>Grade 12 SE, pp. 71, 150, 400, 470, 476, 483 Grade 12 TE, pp. 396, 413, 430, 435, 446, 454</p> |

IV. Key Criteria for **Writing to Sources and Research**

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| 1. Materials portray writing to sources as a key task. | <p>Writing instruction in Collections is presented in student-facing lessons organized in Digital Collections, reflecting each standard in the writing strand of the Common Core State Standards. These highly interactive lessons engage students in writing to sources, creating their own texts, and analyzing and critiquing the writing of their peers in a collaborative online setting. Utilizing the tools that today's students use intuitively, the Writing Collections enhance instruction in writing to sources.</p> <p>Following each selection in the Student Edition, a Selection Performance Task requires students to apply what they have learned from the reading and analysis of a specific text. The Selection Performance Task may also ask students to draw upon additional sources to complete their response. Following each Collection in the Student Edition, a Collection Performance Task that reflects the focus of the Collection provides students with the experience of synthesizing ideas from multiple texts and conducting short independent research. In each case, students are not only using sources but also writing to the sources that they have chosen. This Collection Performance Task is accompanied by a rubric of specific student expectations that include how well a student has written to the chosen sources, included specific textual evidence, and drawn original conclusions.</p> <p>Students can access their notes, annotations, and text markings stored in myNotebook to use in the completion of the performance tasks. Using the collaborative writing tool myWriteSmart, students may then draft and revise their responses, getting feedback from both their teacher and peers as they complete the project. For immediate feedback, students may submit their finished drafts to e-rater® for online scoring of their drafts and to Turnitin® for plagiarism checks. The finished written products are stored in a student's own digital Portfolio.</p> <p>After each selection in the eClose Reader, a Short Response prompt asks students to write about the text they have just read.</p> <p>At the end of each Collection In the Teacher's Edition, four additional lesson options require students to write to sources. Each of these Extend and Reteach lessons asks students to use additional resources and often asks for additional written or performance responses. Also, the Common Core Assessment resource requires students to write to sources as it prepares them for high stakes testing. Using a three-part model of instruction, Common Core Assessment, Grades 6–12, takes students through the process of analyzing models, practicing the steps for each kind of writing product, and then practicing for the performance-based task for Common Core Standards. After analyzing source materials in part 1 and practicing short related tasks in part 2, students then in part 3 perform the task of synthesizing new source materials and creating an original response.</p> | <p><u><i>Writing to Sources as Key Task</i></u></p> <p>Grade 6 Student eBook: Digital Collections, <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Producing and Publishing with Technology</i> (Writing for the Internet) Grade 6 SE, pp. 67, 230, 247, 278; <i>Close Reader</i>, pp. CR8, CR12 Grade 6 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38</p> <p>Grade 7 Student eBook: Digital Collections, <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Producing and Publishing with Technology</i> (Writing for the Internet) Grade 7 SE, pp. 126, 131, 142, 337; <i>Close Reader</i>, pp. CR12, CR16 Grade 7 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38</p> <p>Grade 8 Student eBook: Digital Collections, <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Producing and Publishing with Technology</i> (Writing for the Internet) Grade 8 SE, pp. 79, 83, 96, 118; <i>Close Reader</i>, pp. CR48, CR124 Grade 8 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38</p> <p>Grade 9 Student eBook: Digital Collections, <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Producing and Publishing with Technology</i> (Writing for the Internet) Grade 9 SE, pp. 301, 314, 336, 355; <i>Close Reader</i>, pp. CR8, CR18, CR22, CR36, CR56, CR60 Grade 9 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38</p> <p>Grade 10 Student eBook: Digital Collections, <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Producing and Publishing with Technology</i> (Writing for the Internet) Grade 10 SE, pp. 193, 197, 260, 291; <i>Close Reader</i>, pp. CR26, CR112 Grade 10 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38</p> <p>Grade 11 Student eBook: Digital Collections, <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Producing and Publishing with Technology</i> (Writing for the Internet) Grade 11 SE, pp. 267, 271, 526, 541; <i>Close Reader</i>, pp. CR26, CR60 Grade 11 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38</p> <p>Grade 12 Student eBook: Digital Collections, <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Producing and Publishing with Technology</i> (Writing for the Internet) Grade 12 SE, pp. 471, 482, 490, 517; <i>Close Reader</i>, pp. CR16, CR84 Grade 12 Teacher Resources, Common Core Assessment, pp. 6-9, 16-19, 26-30, 33-38</p> |

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| <p>2. Materials focus on forming arguments as well as informative writing.</p> | <p>As a fully aligned instructional resource for the English Language Arts Common Core State Standards, the Collections series mirrors the increased focus on argument and informative writing reflected in the standards. A Performance Task, following each selection in the Student Edition and the <i>Close Reader</i>, often requires students to write convincingly about the sources they have just read. By stating a claim and arguing convincingly to support their claim with arguments and specific textual evidence, students learn to present their ideas effectively and persuasively.</p> <p>From myNotebook, students can retrieve the stored notes they have made and tagged while reading selections in the program and use these notes for citing text evidence as they draft, revise, and edit their analytical arguments or informative pieces with the program's writing tool, myWriteSmart. Rubrics, aligned specifically to the argumentative and informational writing tasks, highlight the critical attributes of each type. The Digital Collections focus on argumentative and informative writing as well, providing interactive and engaging lessons with immediate application as students write and share their own original argumentative and informative pieces.</p> <p>The focus in Collections on argument and informative writing meets the demands and the intent of the Common Core State Standards.</p> | <p><i>Argumentative and Informative Writing Instruction</i> Grade 6, Student eBook, Digital Collections: <i>Writing Arguments</i> (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); <i>Using Textual Evidence</i> (Summarizing, Paraphrasing & Quoting); <i>Writing Informative Texts</i> (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 6 SE, pp. 67-70, 133-136, 247-250, 307-310</p> <p>Grade 7, Student eBook, Digital Collections: <i>Writing Arguments</i> (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); <i>Using Textual Evidence</i> (Summarizing, Paraphrasing & Quoting); <i>Writing Informative Texts</i> (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 7 SE, pp. 190, 210</p> <p>Grade 8, Student eBook, Digital Collections: <i>Writing Arguments</i> (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); <i>Using Textual Evidence</i> (Summarizing, Paraphrasing & Quoting); <i>Writing Informative Texts</i> (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 8 SE, pp. 133-135, 273-275, 441-443</p> <p>Grade 9, Student eBook, Digital Collections: <i>Writing Arguments</i> (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); <i>Using Textual Evidence</i> (Summarizing, Paraphrasing & Quoting); <i>Writing Informative Texts</i> (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 9 SE, pp. 8, 97-100, 336, 355-358</p> <p>Grade 10, Student eBook, Digital Collections: <i>Writing Arguments</i> (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); <i>Using Textual Evidence</i> (Summarizing, Paraphrasing & Quoting); <i>Writing Informative Texts</i> (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 10 SE, pp. 36, 139, 149-152, 291, 377-380</p> <p>Grade 11, Student eBook, Digital Collections: <i>Writing Arguments</i> (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); <i>Using Textual Evidence</i> (Summarizing, Paraphrasing & Quoting); <i>Writing Informative Texts</i> (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 11 SE, pp. 33, 103-105, 601-603</p> <p>Grade 12, Student eBook, Digital Collections: <i>Writing Arguments</i> (What is a Claim, Support: Reasons & Evidence, Building Effective Support, Creating a Coherent Argument, Persuasive Techniques, Formal Style, Concluding Your Argument); <i>Using Textual Evidence</i> (Summarizing, Paraphrasing & Quoting); <i>Writing Informative Texts</i> (Developing a Topic, Organizing Ideas, Introductions and Conclusions, Elaboration, Using Graphics and Media, Precise Language and Vocabulary, Formal Style) Grade 12 SE, pp. 141-143, 166, 367, 403-405, 469</p> <p>Grades 6–12 eBooks, myNotebook; myWriteSmart activities</p> |

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| <p>3. Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.</p> | <p>The writing instruction and tasks in Collections focus on the elements of writing coherently with well-developed ideas, using sufficient evidence from texts, and writing clearly with a command of standard English.</p> <p>For example, within the Digital Collections, specific comprehensive lessons on argumentative, informational, and narrative writing provide compelling tasks and detailed instruction for students. These Digital Collections take students step by step through the process of analysis, creating and defending a claim, and supporting that claim with clear information. In lessons such as “Writing Argument,” students work through segments about being aware of audiences, writing clearly for audiences, using techniques for creating coherence, avoiding unconvincing persuasion, identifying logical fallacies, and evaluating evidence. In lessons such as “Using Textual Evidence,” students learn how to summarize main ideas of texts, make connections between several texts, synthesize information from several sources, and draw conclusions from the synthesis.</p> <p>Students may utilize the writing lessons in Digital Collections before tackling a Collection Performance Task. The writing performance tasks require students to re-enter the texts, do deeper analyses of texts, synthesize ideas across texts, and often do additional research. Also, each selection in the <i>Close Reader</i> is followed by a short response that requires students to write about the selection as a source with specific textual evidence.</p> | <p><u><i>Responsive to Audience and Text in Question</i></u> Grade 6 Student eBook, Digital Collections: <i>Writing Arguments</i> (Building Effective Support, Concluding Your Argument); <i>Writing Informative Texts</i> (Developing a Topic); <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Conducting Research</i> (Starting Your Research); <i>Using Textual Evidence</i> (Synthesizing Information) Grade 6 SE, pp. 64, 68, 130, 202, 206, 248</p> <p>Grade 7 Student eBook, Digital Collections: <i>Writing Arguments</i> (Building Effective Support, Concluding Your Argument); <i>Writing Informative Texts</i> (Developing a Topic); <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Conducting Research</i> (Starting Your Research); <i>Using Textual Evidence</i> (Synthesizing Information) Grade 7 SE, pp. 54, 127, 132, 176, 215, 259</p> <p>Grade 8 Student eBook, Digital Collections: <i>Writing Arguments</i> (Building Effective Support, Concluding Your Argument); <i>Writing Informative Texts</i> (Developing a Topic); <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Conducting Research</i> (Starting Your Research); <i>Using Textual Evidence</i> (Synthesizing Information) Grade 8 SE, pp. 80, 138, 273-274, 390, 438, 442</p> <p>Grade 9 Student eBook, Digital Collections: <i>Writing Arguments</i> (Building Effective Support, Concluding Your Argument); <i>Writing Informative Texts</i> (Developing a Topic); <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Conducting Research</i> (Starting Your Research); <i>Using Textual Evidence</i> (Synthesizing Information) Grade 9 SE, pp. 42, 99, 155, 303, 357, 447</p> <p>Grade 10 Student eBook, Digital Collections: <i>Writing Arguments</i> (Building Effective Support, Concluding Your Argument); <i>Writing Informative Texts</i> (Developing a Topic); <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Conducting Research</i> (Starting Your Research); <i>Using Textual Evidence</i> (Synthesizing Information) Grade 10 SE, pp. 36, 43, 83-84, 149-150, 371, 377-378</p> <p>Grade 11 Student eBook, Digital Collections: <i>Writing Arguments</i> (Building Effective Support, Concluding Your Argument); <i>Writing Informative Texts</i> (Developing a Topic); <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Conducting Research</i> (Starting Your Research); <i>Using Textual Evidence</i> (Synthesizing Information) Grade 11 SE, pp. 20, 323-324, 357, 435, 579, 601-603</p> <p>Grade 12 Student eBook, Digital Collections: <i>Writing Arguments</i> (Building Effective Support, Concluding Your Argument); <i>Writing Informative Texts</i> (Developing a Topic); <i>Writing as a Process</i> (Task, Purpose, and Audience); <i>Conducting Research</i> (Starting Your Research); <i>Using Textual Evidence</i> (Synthesizing Information) Grade 12 SE, pp. 44, 175, 367, 403-404, 469, 472</p> |

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| <p>4. Students are given extensive practice with short, focused research projects.</p> | <p>Short research projects, as called for in the Common Core State Standards, are prevalent in the Collections series. A Performance Task after each selection and Collection that relates to students' close reading and analysis may require additional short research. For example, the task frequently asks students to further explore historical background or cultural connections, or to find and analyze additional texts that enrich the topical Collection or provide compelling contrast.</p> <p>The Performance Tasks at the end of each Collection are particularly complex and often require independent research for completion. Utilizing gathered evidence from close reading and analysis that they have stored in <i>myNotebook</i>, students will draft, revise, and edit their writing with collaborative assistance of peers and teacher using their online writing tool, <i>myWriteSmart</i>. Once the written response is complete, the student can send it to Turnitin for plagiarism checks and to e-rater for online scoring.</p> <p>Additional research opportunities reside in the Digital Collections section of the eBook. In 12 robust Digital Collections, all standards coverage for writing, speaking, and listening is provided in compelling and collaborative student-facing lessons. With unique drag-and-drop features and engaging interactivity, the Digital Collections include Evaluating Sources and Conducting Research with specific real-world relevant tasks. In the Teacher's Edition, the "Extend and Reteach" section for each Collection provides more opportunities for short research. Many of these assignments challenge students to complete original research tasks related to topics of interest.</p> | <p><u><i>Short, Focused Research Projects</i></u></p> <p>Grade 6 Student eBook, Digital Collections: <i>Conducting Research</i> (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); <i>Evaluating Sources</i> (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); <i>Using Textual Evidence</i> (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution)</p> <p>Grade 6 SE, pp. 67-68, 133-134, 194, R8-R9</p> <p>Grade 6 TE, pp. 194, 196a</p> <p>Grade 7 Student eBook, Digital Collections: <i>Conducting Research</i> (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); <i>Evaluating Sources</i> (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); <i>Using Textual Evidence</i> (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution)</p> <p>Grade 7 SE, pp. 57, 190, 216, 260, R8-R9</p> <p>Grade 7 TE, p. 88a</p> <p>Grade 8 Student eBook, Digital Collections: <i>Conducting Research</i> (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); <i>Evaluating Sources</i> (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); <i>Using Textual Evidence</i> (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution)</p> <p>Grade 8 SE, pp. 80, 134, 196, 204, 207</p> <p>Grade 8 TE, p. 198a</p> <p>Grade 9 Student eBook, Digital Collections: <i>Conducting Research</i> (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); <i>Evaluating Sources</i> (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); <i>Using Textual Evidence</i> (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution)</p> <p>Grade 9 SE, pp. 78, 446, R8-R9</p> <p>Grade 9 TE, pp. 36a, 80a, 152b</p> <p>Grade 10 Student eBook, Digital Collections: <i>Conducting Research</i> (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); <i>Evaluating Sources</i> (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); <i>Using Textual Evidence</i> (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution)</p> <p>Grade 10 SE, pp. 76, 83-85, 187, 348, R8-R9</p> <p>Grade 10 TE, pp. 78a, 331</p> <p>Grade 11 Student eBook, Digital Collections: <i>Conducting Research</i> (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); <i>Evaluating Sources</i> (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); <i>Using Textual Evidence</i> (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution)</p> <p>Grade 11 SE, pp. 579, R8-R9</p> <p>Grade 11 TE, pp. 266a, 304, 433, 472, 513, 542a</p> <p>Grade 12 Student eBook, Digital Collections: <i>Conducting Research</i> (Starting Your Research, Using the Library for Research, Conducting Field Research, Using the Internet for Research, Taking Notes, Refocusing Your Inquiry); <i>Evaluating Sources</i> (Evaluating Sources for Usefulness, Evaluating Sources for Reliability); <i>Using Textual Evidence</i> (Synthesizing Information, Writing an Outline, Summarizing, Paraphrasing, and Quoting, Attribution)</p> <p>Grade 12 SE, pp. 184, R8-R9</p> <p>Grade 12 TE, pp. 170, 184, 417, 470e, 485</p> |

V. Key Criteria for **Student Reading, Writing, Listening, and Speaking**

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| <p>1. Materials provide systematic opportunities for students to read complex text with fluency.</p> | <p>Many instructional opportunities in Collections include models for reading complex texts as well as speaking and listening activities to reinforce reading fluency.</p> <p>The anchor texts—so designated because of their rich complexity, link to the Collection topic, and suitability for standards instruction—have additional scaffolding and support. Close Read Screencasts for anchor texts provide audio and visual models of readers analyzing significant passages within the anchor texts. These modeled conversations about the texts demonstrate to students how to read closely and how to discuss and annotate a text. Another tool in the eBook that supports fluency is the self-paced audio reading that students can start and stop to hear portions of the text read as they work through the full selection.</p> <p>In the <i>Close Reader</i> selections, the text itself is “chunked” or divided into sections for deeper analysis. Directions for the analysis ask students to read a section of text with a specific purpose and then re-enter and re-read the text for specific textual evidence to help them draw conclusions and formulate a response. The streamlined directions of “Read” and “Re-Read” provide students with many opportunities not only for applying close reading skills they have learned in the eBook but also for reading and re-reading to build fluency. This targeted focus on the text is further enhanced by the use of the same annotation tools as in the eBook to assist students in learning how to “mark up” a text for careful analysis.</p> <p>“Analyzing the Text” questions that follow selections often ask students to re-read portions of the text, an activity that can be done with a partner or small group and one that promotes fluency.</p> <p>Selection Performance Tasks that ask students to do a dramatic reading or oral presentation of parts of the text also encourage fluency.</p> <p>In the Teacher’s Edition, strategies under “When Students Struggle” and activities for “Extend and Reteach” often include suggestions for having students read, re-read, read aloud, and perform choral and dramatic readings, all activities for promoting fluency.</p> | <p><u><i>Opportunities to Read with Fluency</i></u></p> <p>Grade 6 SE, pp. 40, 56, 154, 362, 370 Grade 6 TE, pp. 3, 40, 285; <i>Close Reader</i>, pp. 16d-16f, 116d-116e, 240d-240k</p> <p>Grade 7 SE, pp. 69, 148, 166, 230, 280, 334 Grade 7 TE, pp. 31, 63, 111, 137; <i>Close Reader</i>, pp. 70d-70f, 126d-126e</p> <p>Grade 8 SE, pp. 28, 202, 207, 354, 416, 425 Grade 8 TE, pp. 89, 143, 213; <i>Close Reader</i>, pp. 30d-30f, 98d-98f, 418d-418f</p> <p>Grade 9 SE, pp. 18, 30, 144, 150, 265, 354 Grade 9 TE, pp. 3, 11, 47, 401; <i>Close Reader</i>, pp. 32d-32e, 96d-96g</p> <p>Grade 10 SE, pp. 40, 56, 68, 83, 88, 312 Grade 10 TE, pp. 3, 15, 18, 319; <i>Close Reader</i>, pp. 128d-128e, 188d-188e</p> <p>Grade 11 SE, pp. 101, 185, 218, 292, 294, 544 Grade 11 TE, pp. 111, 121, 331, 413; <i>Close Reader</i>, pp. 150d-150f, 220d-220f</p> <p>Grade 12 SE, pp. 44, 120, 262, 310, 355, 428 Grade 12 TE, pp. 31, 77, 151, 409; <i>Close Reader</i>, pp. 394d-394h, 428d-428i</p> |
| <p>2. Materials help teachers plan substantive academic discussions.</p> | <p>Collections offers numerous opportunities for students’ academic discussions, and the teaching support offers teachers guidance for planning and conducting grade-level-appropriate discussions during the analysis of complex texts, comparison of texts, and synthesizing ideas across texts.</p> <p>The Collection organization of related texts around one topic or theme is perfect for teachers in planning discussions of the similarities and differences in the way several authors and texts address a common theme.</p> <p>In the Teacher’s Edition, teachers have Close Read questions that can be used with students when analyzing and discussing a text. These questions require students to return to the text, to analyze literary and informational elements, to make inferences, and to draw conclusions. These analyses questions will stimulate energetic discussions of students’ interpretations of the author’s intent and provide practice in finding appropriate evidence to support that interpretation.</p> <p>After students watch a Close Read Screencast, the modeled conversations of two readers as they re-read and analyze an anchor text, teachers have in their Teacher’s Edition a suggested passage for pairs of students to practice the techniques they have watched in the screencast. These independent close readings and resulting interpretations are natural stimuli for conducting academic discussions about the text.</p> <p>Another opportunity for teachers to plan academic discussions comes with the selection Performance Task. These tasks encourage students to re-enter the text and to deepen their understanding of the text and the author’s effective style through tasks that include writing, speaking, listening, and research. Many of these activities call for small-group work and require discussions of the text, research, evidence, conclusions, and broader issues.</p> <p>Teachers will also find questions and activities in their teacher materials called “To Challenge Students” and “Dig Deeper”—all intended to inspire critical thinking and generate academic discussions.</p> <p>Another excellent opportunity for substantive peer discussions comes in the Collection Performance Tasks. For example, when students are preparing a persuasive speech or an oral commentary, they find suggestions for practicing their delivery with a peer and getting feedback on their presentation. A task-specific rubric is provided for critiquing performance on the task. This activity will stimulate students’ discussions about effective content, relevant evidence, and techniques for oral presentations.</p> | <p><u><i>Conducting Substantive Discussions</i></u></p> <p>Grade 6 SE, pp. 46, 154, 201-204, 302, 368, 370 Grade 6 TE, pp. 3, 96, 154, 284, 285, 370</p> <p>Grade 7 SE, pp. 29, 59, 67, 126, 181, 238 Grade 7 TE, pp. 10, 14, 31, 137, 323, 332</p> <p>Grade 8 SE, pp. 26, 207-208, 260, 352, 354, 388 Grade 8 TE, pp. 143, 209, 213, 218, 219, 220</p> <p>Grade 9 SE, pp. 43, 150, 155, 303, 359-362, 447 Grade 9 TE, pp. 11, 47, 55, 103, 123, 401</p> <p>Grade 10 SE, pp. 10, 82, 145-147, 151, 298, 315 Grade 10 TE, pp. 3, 107, 155, 161, 213, 319</p> <p>Grade 11 SE, pp. 76, 196, 269, 282, 297, 486 Grade 11 TE, pp. 111, 121, 177, 279, 331, 413</p> <p>Grade 12 SE, pp. 73, 227, 310, 392, 404, 519 Grade 12 TE, pp. 151, 237, 263, 284, 311, 409</p> |

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| <p>3. Materials use multimedia and technology to deepen attention to evidence and texts.</p> | <p>Collections features powerful instructional tools that promote critical analysis of complex text and rich media to engage and support 21st-century learners.</p> <p>For key selections in their eBook, students can access short, instructive Close Read Screencasts in which readers model how to discuss, analyze, and annotate significant passages. By viewing “close reads” in action, students discover what it means to look carefully at an author’s choices and draw conclusions about the impact of those choices on the meaning of a text.</p> <p>Students have annotation tools in their eBook—highlighters and sticky notes—to do an informed close read of any Student Edition or <i>Close Reader</i> selection. By utilizing these tools to mark evidence, students strengthen their ability to identify key details and formulate solid interpretations grounded in text evidence. Purposeful annotation, however, is just the beginning. Students can rely on <i>myNotebook</i> to collect, organize, and tag text evidence for use in specific writing assignments, discussions, or performance tasks. The <i>Common Core Enrichment App</i> provides Guided Read and React lessons with extra support for learning <i>how</i> to do a close read of texts across genres, using modeled screencasts and interactive practice. After guided practice, students “unlock” independent practice with additional texts.</p> <p>Students complete all program writing and performance task assignments in <i>myWriteSmart</i>, a dynamic digital workspace for writing, revising, collaboration, and peer editing. Students have the option to store the best of their work within their personal <i>myPortfolio</i>. When students need help with writing, research, and speaking and listening skills, they can access 12 robust digital Collections in their eBook. Offering such lessons as <i>Writing a Claim</i>, <i>Evaluating Sources</i>, and <i>Speaking Constructively</i>, the Digital Collections provide comprehensive coverage of all writing, speaking, and listening Common Core State Standards—all with interactive instruction and real-world practice.</p> <p>Students also have access to hmfyi.com, the FYI website that showcases current informational texts linked to Collection topics. These recommended texts—curated by Houghton Mifflin Harcourt and refreshed monthly—may be assigned or read independently, used for research, or simply accessed for learning more about high-interest topics.</p> <p>Collections goes beyond the teaching of traditional texts, acknowledging that commercials, news reports, documentaries, films, and images are texts that are equally deserving of analysis and evaluation. For that reason, media lessons are integrated into the core Table of Contents; students learn how authors working in other mediums deliver specific messages and why it’s important to approach any media text with a critical eye.</p> <p>The Collections series is designed as a comprehensive, digital resource for instruction in the ELA Common Core State Standards—providing the perfect combination of rich content and engagement in an intuitive digital environment.</p> | <p><u><i>Technology Increases Attention to Text</i></u></p> <p>Grade 6 Student eBook, pp. 14, 34, 40, 126, 226, 334</p> <p>Grade 7 Student eBook, pp. 23, 108, 174, 214, 280, 325</p> <p>Grade 8 Student eBook, pp. 28, 96, 149, 258, 376, 43</p> <p>Grade 9 Student eBook, pp. 18, 94, 176, 288, 348, 430</p> <p>Grade 10 Student eBook, pp. 36, 56, 88, 187, 198, 371</p> <p>Grade 11 Student eBook, pp. 33, 85, 126, 218, 263, 357</p> <p>Grade 12 Student eBook, pp. 127, 166, 210, 216, 397, 426</p> <p>Grades 6–12 Student eBooks, Digital Collections: <i>Writing Collections</i> (Producing and Publishing with Technology, Conducting Research); <i>Speaking and Listening Collections</i> (Using Media in a Presentation)</p> <p><u><i>Other Digital Resources</i></u></p> <p>Grades 6–12, Student eBook, link to hmfyi.com</p> <p>Grades 6–12, Student eBook, Resources: <i>myWriteSmart</i>; <i>myPortfolio</i>; <i>myNotebook</i>; Interactive Writing Lessons</p> |
| <p>4. Materials embrace the most significant grammar and language conventions.</p> | <p>In the Student Edition many of the complex texts serve as a context for grammar and language conventions lessons following designated selections. With these selections, a full page of instruction is included to address grammar and conventions that are evidenced in the selection.</p> <p>Labeled “Language and Style” at Grades 9–12 and “Language Conventions” at Grades 6–8, these complete pages provide contextualized grammar and language conventions instruction. Using specific textual evidence from the selection, lessons focus on the authors’ use of the grammatical structure or convention and how that use heightens the effect and helps to accomplish the purpose. Additional practice with the grammatical conventions occurs in Practice and Apply, asking students to use the convention in their own writing, including that completed for the selection or Collection performance task.</p> | <p><u><i>Addresses Key Language Conventions</i></u></p> <p>Grade 6 SE, pp. 92, 98, 116, 128, 184, 372</p> <p>Grade 7 SE, pp. 52, 88, 192, 200, 326, 336</p> <p>Grade 8 SE, pp. 40, 70, 104, 132, 176, 378</p> <p>Grade 9 SE, pp. 32, 80, 140, 172, 300, 350</p> <p>Grade 10 SE, pp. 38, 78, 128, 140, 160, 170</p> <p>Grade 11 SE, pp. 22, 96, 233, 284, 350, 437</p> <p>Grade 12 SE, pp. 30, 108, 185, 198, 212, 500</p> |
| <p>Conclusion: Efficacy of Aligned Materials Efficacy studies attest to the validity and reliability of Collections and will be provided upon request.</p> | | |

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Pilot Analysis



Auburn Mountainview HS English Department

Springboard Pilot Findings

Question 1: Do the pilot materials provide scaffolding for learning that assists struggling readers?

Teachers do not believe Springboard provides enough scaffolding, not only for struggling readers but for all the students in the class. New teachers also struggle with understanding the materials.

Question 2: Do the pilot materials include multiple methods & opportunities for students to practice close reading?

Although there are multiple methods and opportunities for students to practice close reading, teachers felt the complexity of the text prevented students from understanding, no matter what methods are used.

Question 3: Do the pilot materials adequately address speaking and listening standards?

There are not enough assessments and assignments to address the speaking and listening standards.

Question 4: Do the pilot materials adequately address language standards?

The grammar lessons are a sidebar and thrown in without any scaffolding, enough practice or even clear instructions.

Question 5: Are the writing demands of the pilot materials sufficient to address the standards?

Teachers felt the writing was not adequately addressed. There were little instructions on how to teach writing pieces and not enough clear instructions on how to score them.

Question 6: Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?

Teachers felt there was a lack of formative assessments, instead relying on 2 summative assessments per unit.

Auburn Riverside HS English Department

Springboard Pilot Findings

Good stuff

- *Connection between years (from 9th to 10th to 11th). It builds on skills. Can see benefits after the first year.*
- *Tightly aligned to CCSS -- targets, assignments/activities/practices/assessments.*
- *Online materials lend themselves to future use (a tablet vs a 80lb anthology).*
- *Ability to annotate and interact with the text.*
- *Progressive steps (like with presentations) -lessons are aligned, strong long-term scaffolding.*
- *Dry reading can be supplemented with similar lexile. (scores given for all readings)*
- *Variety within included readings.*
- *Vocabulary use in discussing text and in assignments and activities; vocab retention improves throughout a unit*
- *Kids are surprising us with how they interact and analyze a text (compared to years past).*
- *Activities set foundations and help start conversations.*
- *Makes collaboration among teachers easier and more purposeful.*
- *It's a lot more writing (good for them) AND quality of student writing is better than it was prior to Springboard.*
- *Many of the activities/writing assignments can be used as formative assessments.*
- *Routine: cuts down on classroom management stuff (copies, lost work, absent kids, sub plans)*
- *Multiple opportunities within each unit (actually, weekly) for close reading practice and many strategies to use.*
- *Accommodations/ support for ELL and other struggling learners -- included with many activities.*
- *Opportunities for extended learning -- further activities to challenge our stronger students*
- *Helps with planning because learning targets, entry tasks, exit slips, etc are in the text.*
- *Some creative liberty within each unit (will get more creative as we get comfortable with the core curriculum).*
- *Lessons are completely laid out-- all resources, activities, assessments in one place. Discussion guides, possible answers, assignments, choices, extra resources, variety of discussion formats, even suggested responses.*
- *Background information and context building leading up to the novels and stories is excellent.*
- *Addition of creative writing.*
- *Each grade level is predicated on the previous grade's book (Kids who have done Springboard before have a great advantage in their learning).*

Not-so-good stuff

- *The first time through, it's a LOT of work to get ready for each lesson.*
- *Can't assess the whole curriculum after one unit (or even one year).*
- *Dry reading selections.*
- *Lack of complete variety of cultures represented (when culture is a focus).*
- *Lame novel for unit 3 (sophomore level); would want time to supplement with a different text.*
- *It's a lot more writing (lots to grade and harder to find time to give timely feedback kids deserve).*
- *We miss some of the old units we used to do (poetry, novels).*
- *The online materials/resources are good – wish there were online modules for grammar, more for vocab.*
- *The activities do not always fully prepare students for the Embedded Assessments and some activities don't seem relevant.*

We believe most of our not-so-good findings can be addressed/managed by the instructor...

- *Pacing guides are not realistic for our kids.*
- *Sometimes over emphasizes skills (beats a dead horse).*
- *Quantity vs. Quality (Students are doing a lot of work, but may not be understanding the information)*
- *Each grade level is predicated on the previous grade's book. This can be tough if the kids have never been exposed to springboard (transient students from other districts).*
- *The pace of springboard is so rigorous and it becomes very obvious to the teacher, early in the year, which students will not be able to keep up. This district and the school have nothing in place to assist these students.*
- *Embedded Assessments are weighed too heavily (So much of the student's grades are predicated on the heavy weight of the EA.)*
- *Need more formative assessments instead of all summative (Embedded Assessment)*

Auburn Senior HS English Department

Springboard Pilot Findings

Question 1: Is there sufficient scaffolding for struggling readers?

Student directions were insufficient. After students struggled and got confused, we broke directions into smaller steps and added steps for our students to understand the task. We added multiple readings, color-coding, show vs. tell activities so that students could understand the effect of imagery. We added graphic organizers for the vocabulary that students needed to know for this unit. We assigned the words into four categories and then used visuals to introduce the terms: “Ministry of Silly Walks” for denotation/connotation. Texts are appropriate for students reading at grade level or above and if they have been using SB since 6th grade, but not relevant and/or accessible to lower level students: “Poetry”-Neruda, “Ego-Tripping” Nikki Giovanni. Majority of activities were built towards writing original poems with an emphasis on writing a literary analysis essay and having in-depth discussions about the poem’s themes. Scaffolding for low level readers in this area was not sufficient. A few activities asked students to analyze a poem using TWIST, and then the next steps were to write a thematic paragraph with a group on “Hanging Fire” and then to complete one independently on a new poem. We had to provide a lot of scaffolding in order for students to analyze the poems and to write their own poems. We added multiple reads with color-coding, visuals, ideas of contrasting images for extended-metaphor poem, samples of different poems more accessible to students were used such as “To Slide a Bannister”, and “Ex-Basketball Player”. Teacher note on page 280 shows the expected entry level students will have- that they can independently identify verbals, gerunds, and infinitives. The gradual release of support is based on the assumption that the students have been using SB since 6th grade, and have been successful. It does not provide opportunities to re-teach or properly introduce new concepts. In many cases, directions dictate that teachers should just introduce a term without checking for understanding and it is difficult to know if students have learned the term/concept.

For LA10, we felt reading selections were difficult to the point students often gave up struggling on their own to comprehend. The scaffolding was not sufficient to overcome their deficits without teacher intervention.

Question 2: Do the Materials practice close reading?

The publisher believes they have included them but difficult questions about difficult texts proved to create frustration opposed to eliciting a productive struggle. Lessons asked questions about the effect of poetic elements in a poem and asked for TAG statements. Not enough work before hand on the essential concepts was included. Front loading of vocabulary definitions was cursory at best.

Texts were often above student comprehension level and scaffolding was ineffective at both making the text accessible and creating a personal connection to the text. Lessons are choppy and incomplete. They do not always build on each other, but rather have assumptions that students have mastered the skills on lessons of previous years. For example, the poem titled “Poetry” was not an effective entry point due to a lack of scaffolded close reading. Having students “pool their ignorance” did not prove be a successful close reading strategy.

In the supplemental/optional section, one non-fiction text was added and chapters from Poemcrazy along with some visuals. This section does not include any direct reading instruction.

Springboard provided some close reading opportunities, however, especially the literary reading selections were non-engaging and too subtle for our students to practice skills of comprehension, so they were frequently unsuccessful in completing assignments independently

*While the curriculum offered lots of opportunities for close reading, it was rife with assumptions about what the students had done previously. Rather than teaching terms, it was assumed the students already knew the terms (often, they did not). Typically, the curriculum said “use a close reading tool to aid comprehension,” but there was no suggestion of what tool should be used. Additionally, opportunities to check comprehension were nonexistent. While there were opportunities for students to find examples of irony in *The Crucible*, students were rarely asked about their understanding of the events in the play. Additionally, the close reading opportunities were geared toward the embedded assessment (which, in this case, was an acting activity) and did not focus on understanding of the play or the literary and historical importance of the play.*

Questions 3, 4 and 5: Do the materials address the speaking, listening, language and writing standards?

A correlation exists between skills that are targeted and lessons to be taught. For example, the poetry mixer on page 254 is somewhat connected to the skills needed for the Embedded Assessments. The integration of the language arts is forced. Purpose for instruction is present but modifications are required to make the purpose of the lesson explicit to students. Texts selected are varied in thematic content, tone, writing style and I assume qualitative measures would place selected poems in the 9-10 grade band. Selections are similar to exemplars. An example is the inclusion of “Ozymandias” as a supplemental text. Standards on page 255 not aligned with activities. None of the lessons provide multiple opportunities to reflect. Analysis was never in depth as emphasis is on creating original poems. Unit does not include an opportunity for incorporating independent reading. Other than the PPT that students had to create for their presentation for EA#2, SB did not provide opportunities to use technology. We added the Anthology and Presentation on Google classroom so students had multiple opportunities to use technology.

Springboard incorporated partner collaboration and group collaboration in projects, but no class presentations.

Springboard is particularly weak in this area, no exercises for students to work with on language standards, lots of embedded definitions that are pretty meaningless to students. Springboard’s embedded assessments were writing-centered, however, the materials for students to practice to prepare were weakly linked or non-existent.

Again, we saw multiple opportunities for the students to practice speaking skills, especially in the second part of the unit (the embedded assessment was a speech). In other units, there are opportunities for practicing speaking skills, but on a smaller scale. As for the embedded assessment, the assignment didn’t set up expectations that matched the rubric. Students read speeches and watched them be presented and then were asked to create their own based on the structure of Patrick Henry’s speech. The parts of a persuasive speech were taught the previous year in SpringBoard but were not included in this textbook, and the rubric did not include an opportunity to grade students based on whether they included all parts of the speech (concession and refutation, for example). There does not seem to be any overt opportunities for practicing or improving listening skills.

In general, there is an assumption that students have this already. Vocabulary words are included periodically, but there is no check for understanding of the words or tips on how to incorporate them into the lesson. For example, “syntax” has a pullout box on one page and then is referred to only in that lesson: “Use the My Notes space for your remarks, questions, and insights about syntax.” There are no practice assignments or assessments specifically geared toward grammar, although grammar is included in the embedded assessment (“uses varied syntax in a way that adds to the persuasive impact”).

For the unit on The Crucible and persuasive speeches, the writing component was inadequate. The embedded assessments offered students a chance to write a portion of a play and a persuasive speech; the speech is an appropriate assignment (although the rubric was focused more on the presentation than the written draft), but the play assignment did not rigorously nor making the best use of assisting our students in developing their writing skills. The wording for all writing prompts is not student friendly or accessible and needed many revisions in order to be used by students. The writing rubric also is inadequate (as mentioned above). One unit in the curriculum did emphasize writing (definition essay), and there was a short persuasive response that could be turned into a longer essay. However, this unit had the strongest writing of all units. Overall, students’ time is not devoted to writing.

Question 6: Do assessments allow for collaboration and data to inform future instruction?

All assessments are geared toward the embedded assessments; if that assessment does not work for students, the rest of the unit is moot. The rubrics had too narrow of a scope and did not afford the opportunity to really determine where students are at on a large scale. For example, ideas, structure and use of language were the three categories in the rubric, and they had only three bullet points each. The scope is too narrow. This is not helpful for students to evaluate themselves. The lessons did not prepare students for meeting the expectations on the rubric, even though the lessons all were clearly focused on the embedded assessment. The rubric didn’t match up with stated standards for the unit (did not necessarily assess the skills that were emphasized within the unit).

It does, but does not provide scaffolded opportunities for all students to get there. The assessments, both formative and summative, are not accessible to low level/ELL students. Only two rubrics included. Not specific enough as the next unit in SB would not allow an opportunity to re-teach skills. It was necessary to modify EA# 1 and #2 by having students analyze their own poem in order to show how they used poetic elements to communicate an idea. We had to provide a template for their PPT presentations. The essay (that we did not assign) did not have a scaffolded process for our students nor were there opportunities for them to revise their poems. We added opportunities for revision. The students were told to research an author without any scaffolding.

Springboards unit multiple choice summative assessments were easy to compare between teachers. However, we ended up writing our own assessments to create data for comparison and collaboration as Springboards materials were not adequate.

West Auburn Senior HS English Department

Springboard Pilot Findings

Time Frame

- *Were units appropriate for the time frame?*
 - *Time frame was first semester, 12-14 weeks*
 - *All four class pilots took longer than expected for one unit (suggested was 5 weeks), 1 class completed unit in 10 weeks, 2 classes in 11 weeks, one stopped teaching it after 12 weeks*
- *Did materials support the recommended time frame? Did you make adjustments?*
 - *The materials did not support the recommended times as they required: interventions, building background skills, supplemented assistance, breaking lessons down further and teacher instruction was more intense than time recommended to complete. (Particularly when re-teaching skill or material)*

Age and Learning Levels

- *Were the materials appropriate to the age level recommended?*
 - *The materials were not appropriate to all the age/grade levels due to prior learning gaps in education such as reading levels, grammar knowledge*
- *Do the pilot materials provide scaffolding for learning that assists struggling readers?*
 - *Materials to support struggling students were available online, which required extra time to find and adapt. Some suggestions were offered in the lessons to offer scaffolding but it was inconsistent.*

Supplementing/Additional Learning

- *What was missing or could have been added to curriculum to support learning?*
 - *Lessons in the text which build and support writing. While writing opportunities are offered in the lessons, direct instruction for writing itself are only available as a supplemental online lesson*
- *Did you need to supplement or add further instruction?*
 - *Supplementation within the unit were: writing skills, basic of writing organization, grammar foundations, grammar usage, conventions, rules of citation, vocabulary, online website/computer skills, formatting of materials etc. Large chunks of time were required to deepen understanding for inference and drawing conclusions from a text in all four class pilots and in two classes basic reading skills.*
 - *The Learning Center noted that the Springboard materials cannot be used in their program effectively due to the nature of the consecutive skill building. The LC program requires that students be able to work out of order on specific projects based on student need and the materials could not align easily with this need.*

Meeting Standards for ELA

- *Do the pilot materials include multiple methods & opportunities for students to practice close reading?*
 - *Lesson emphasis offered close reading in all four pilots for every lesson. Each lesson was either built around reading a text, close reading of the text or responding to the text. Only a few lessons (such as the preview for unit or assessments deviated from this.*
- *Do the pilot materials adequately address speaking and listening standards?*
 - *Other than class participation, speaking and listening standards were not really addressed within the unit piloted. Opportunities to extend the materials into SL skills were there, however.*
- *Do the pilot materials adequately address language standards?*
 - *Several lessons addressed grammar directly, although all four teachers reported needing to build foundations for the grammar. Other language standards such as conventions, language use etc were not addressed within the lessons explicitly. Editing and revising were not included in the 9th or 10th grade lesson materials, although in the performance assessment they were necessary and required supplementation.*
- *Are the writing demands of the pilot materials sufficient to address the standards?*
 - *The pilot demands for writing were limited regarding writing standards. Most of the individual lessons required only short responses, although some further writing was recommended under “check for understanding” sections, but not possible in the time frame recommended – nor was space offered in the book. This assumes homework or additional class time required.*

Assessments

- *Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?*
 - *The formative assessments and summative assessments were beautifully aligned to lessons and supported the unit lessons or accessed the unit lessons for completion. This allowed for further extension of close reading and prior knowledge to be demonstrated in the performance (summative) lessons.*
 - *The lessons were aligned to build knowledge and student skill lesson to lesson, all lessons could be easily aligned with CCSS due to the learning targets for each lesson, and the final assessments.*
- *Was this curriculum able to improve student learning?*
 - *Student learning was improved; however, student connection to the texts was a struggle. 3 of the 4 classes cited lack of student interest in the materials/topics which leads to disengagement. Students could not connect with the overly strong emphasis on being college bound (technical or trade school options?)*

Comments

- *Online resources were adequate and worked well*
- *Units were prepared for students with connected, thoughtful assessments*
- *Students appreciated the skill based approach and connections to state learning assessments*
- *Lesson format with before, during and after alignment to close reading was useful*
- *Note space was appreciated and used*
- *Multiple forms of activities and organizers for reading and analysis were well done (3 teachers)*
- *Ability to jump forward or backward with lessons in the unit was great for timing*
- *Pre-done lessons for planning was a time-saver*
- *Vocabulary for academic learning was great*

Data from Assessments

LA9 General Classroom

LA9 groups performance assessment 1 Narrative/Interview

- *20 students, 80% or higher = 5 students, 70-80% = 4 students, >60% = 11 students*

LA9 groups performance assessment 2 Argument Writing

- *20 students, 80% or higher = 6 students, 70 – 80% = 7 students, >60% = 7 students*

LA9 Special Education Data

- *5 students, 1 students was able to read and create questions about material, 1 student could read and respond but not create questions, 3 students were unable to complete reading or responses*
- *4 students reading an interview narrative – 0 were able to do independently, 4 completed the reading with teacher assistance.*

Auburn Senior HS English Department

Collections Pilot Findings

Question 1: Is there sufficient scaffolding for struggling readers?

Scaffolding was imbedded in the curriculum in a variety of ways. The Close Reader book was especially helpful in supporting students as they read – including assistance with making annotations, citations, understanding vocabulary, and comprehending complex readings. Additionally, lessons in the textbook include pull-out boxes with assistance for ELL students as well as low readers, and the website offers additional support. These instructional supports cultivate students' interest in the language arts through the use of multiple, scaffolded activities and lessons. The supports are integrated thoughtfully and are intended to make the most difficult portions of the selection accessible to all students. The lower level and ELL students are supported as well as those students who perform above grade level. The media connections, and the use of journaling allows for authentic, student-centered learning. Finally, the textbook calls out and defines vocabulary students need to know.

Question 2: Do the materials practice close reading?

Again, the Close Reader was perfect for supporting students in this activity. The questions included in the Close Reader align well with questions students will see on the SBA, so they will be well prepared. The quizzes supplied by Collections also assessed students' close reading skills by checking vocabulary knowledge and ability to make inferences and identify literary devices. Another bonus is that the quizzes are editable. The inclusion of the timely-placed academic vocabulary allows students to build discipline knowledge through the studying of the most complex portions of the text and most importantly the activities include scaffolding such that each student should be able to connect to the starting point of the instruction.

Questions 3: Do the materials address the speaking and listening standards?

Collections includes audio files for every single reading! This allows students to both listen to and read the literature, and appeals to students with multiple learning styles. Additionally, this will be helpful to them when taking the SBA, during which they will listen to a reading and then answer questions. The curriculum also includes modeled discussions that prepare students for Socratic seminars. Finally, speaking skills are addressed by the inclusion of oral defense in addition to the discussion assignments.

Questions 4: Do the materials address the language standards?

The language standards are woven in well. The Close Reader has students focus on nouns and verbs and also asks students to identify topic sentences and to determine how the topic sentences defend the authors' points. The material also highlights advanced grammar skills such as parallel structure, as well as poetry terms and free verse. The online component includes very effective PowerPoint presentations that boost students' grammatical awareness along with assignments and quizzes to supplement student learning. The assessments and activities consistently provide strong opportunities to access the selection. The activities are explained in a detailed, clear, and explicit manner which makes using the teacher support materials effective at integrating the language arts such that language standards are advanced. Collections has an excellent grammar component which students liked. There are thorough power points which are interactive, with worksheets, quizzes already made which made this an easy to use without adjust anything. The level-up Tutorials is an excellent individual student review for students who

are unsuccessful taking a grammar test. They can review the section of grammar they struggled in before retesting.

Questions 5: Do the materials address the writing standards?

Collections addresses writing effectively. The scaffolding was appropriate to help students succeed on their essays. The prompts also are well suited to our students. Units include helpful guidelines on how to write different types of papers (such as narratives), which is helpful for students and teachers alike. Examining textual evidence to read closely and write from sources is a great strength of this curriculum. The rubrics align well with Common Core rubrics for writing, but one teacher felt they were not easy to use and are not especially student-friendly.

Question 6: Do assessments allow for collaboration and data to inform future instruction?

Overwhelmingly, YES. The Collections-created assessments, which include a variety of types of questions, offer a decent baseline for understanding student comprehension, as well as a user-friendly basis for PLCs to create common assessments. The assessments are editable and were an excellent resource during the pilot and would continue to be so with additional time available for planning multiple units. The writing prompts are directly tied to the literature, which was appreciated. Finally, the assessments focus on higher-level questions, much like will be seen on the SBA test and which encourages students to think thoughtfully about the literature. There also is an emphasis on students finding textual evidence to back up their responses. The assessment of the students' acquisition of the standards-based content and skills can be improved through the inclusion of additional formative rubrics, more self-evaluation opportunities and more performance tasks that elicit directly observable skills in action.

West Auburn Senior HS English Department Collections Pilot Findings

Time Frame

- *Were units appropriate for the time frame?*
 - Most teachers found that the materials were adaptable and easy to fit into the needed time frame. More material was available than needed for the year, but divisions of “collections” allowed for flexibility.
- *Did materials support the recommended time frame? Did you make adjustments?*
 - The materials within each collection were easy to add or drop materials into allowing for flexibility for timing and choice for teachers.

Age and Learning Levels

- *Were the materials appropriate to the age level recommended?*
 - The materials fit the age level with some challenging texts. Close reader challenged more directly to the readers.
- *Do the pilot materials provide scaffolding for learning that assists struggling readers?*
 - Online materials provided a lot of scaffolding. The guided questions were also helpful in providing scaffolding for text selections. Background information set up readings well also.

Supplementing/Additional Learning

- *What was missing or could have been added to curriculum to support learning?*
 - Missing from the materials were more instructions for writing assignments, perhaps selected and guided ways to develop writing. These were available online to both students and in class work.
- *Did you need to supplement or add further instruction?*
 - Some writing instructions were needed.

Meeting Standards for ELA

- *Do the pilot materials include multiple methods & opportunities for students to practice close reading?*
 - Both in text reading and the additional close reader text offered many opportunities for students to strengthen close reading.
- *Do the pilot materials adequately address speaking and listening standards?*
 - Some opportunities were offered, especially with regards to listening to online readings of text and presentation options. Classroom discussion opportunities were also available for showcasing speaking and listening skills.
- *Do the pilot materials adequately address language standards?*
 - All language standards were addressed, some more lightly than others but grammar, conventions, variety of text, editing/revising and reading standards were covered multiple times.

- *Are the writing demands of the pilot materials sufficient to address the standards?*
 - The writing demands were well aligned to meet the standards. Different options for assignments were given throughout each collection along with performance tasks opportunities at the end of the collection.

Assessments

- *Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?*
 - The assessments were very flexible to align with unique teacher situations. Teachers with independent students were able to assign individual sections with online pieces, while other students were able to work with physical text and submit written pieces. Assessments were distributed into different forms of writing response and allowed for varying writing length.
 - In class formative assessments offered data for student progression, in class checks for movement through the text were more difficult to create
 - Summative, performance tasks were offered in each collection. Not all task were appropriate to length of time needed, but were adaptable
- *Was this curriculum able to improve student learning?*
 - Students were very successful in utilizing online resources such as the recordings and videos which supplemented each text section.
 - The curriculum also offered lessons and materials to support grammar, conventions and argument writing.
 - Close reader text will prepare students for SBA state testing and other writing tasks.

Comments

- *Online materials, such as audio and extra materials, were amazing and an incredible resource for teachers and students – from multiple teachers*
- *Online support was not awesome.- hard to reach and did not always have an answer*
- *Online gradebooks and assignments were clumsy and difficult to work through, although some aspects of online materials really added to meeting standards and developing student skills*
- *Online assignments and grading of online journals became problematic and were dropped in favor of in class journals.*
- *Student access to online materials was problematic in the LA9 courses – halfway through we moved to paper only.*



CCSS Evaluation Rubric & Results

Modified from the EQuIP Quality Review Process



Pages 75 through 79 show the modified EQulP rubric used to evaluate materials during the pilot. The EQulP rubric was developed through the efforts of Massachusetts, New York, and Rhode Island in a process facilitated by the non-profit Student Achievement Partners, sometimes simply called Achieve. The non-profit was founded by David Coleman, Susan Pimentel and Jasonimba, lead writers of the Common Core State Standards. Their stated purpose is to help all students and teachers see their hard work lead to greater student achievement. The rubric is made available online and educators are invited by the creators to use or adapt it. A copy of the rubric before adapted for Auburn School district use can be found in the appendix.

Reviewer Name or ID:

School:

Curriculum item title: **High School Springboard**

Rating Scale for Dimensions I, II, III, IV:

- 4:** The pilot materials consistently provide strong teaching & learning support in this area.
3: The pilot materials consistently provide adequate to high quality teaching & learning support in this area.
2: The pilot materials consistently provide less than adequate teaching and learning support in this area.
1: The pilot materials consistently provide little to no teaching and learning support in this area.

I. Alignment to the Depth of the CCSS

The lessons/units align with the letter and spirit of the CCSS:

Targets a set of grade-level CCSS ELA/Literacy standards.

4 3 2 1

Includes a clear and explicit purpose for instruction.

4 3 2 1

Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).

4 3 2 1

The units or longer lessons:

Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.

4 3 2 1

Comments:

Rating Scale for Dimensions I, II, III, IV:

- 4:** The pilot materials consistently provide strong teaching & learning support in this area.
3: The pilot materials consistently provide adequate to high quality teaching & learning support in this area.
2: The pilot materials consistently provide less than adequate teaching and learning support in this area.
1: The pilot materials consistently provide little to no teaching and learning support in this area.

II. Key Shifts in the CCSS

The lesson/unit addresses key shifts in the CCSS:

Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.

4 3 2 1

Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).

4 3 2 1

Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays).

4 3 2 1

Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.

4 3 2 1

The units or longer lessons:

Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade band. Provide text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.

4 3 2 1

Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.

4 3 2 1

Balance of Texts: Within a collection of grade level units, a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).

4 3 2 1

Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.

4 3 2 1

Comments:

Rating Scale for Dimensions I, II, III, IV:

- 4:** The pilot materials consistently provide strong teaching & learning support in this area.
3: The pilot materials consistently provide adequate to high quality teaching & learning support in this area.
2: The pilot materials consistently provide less than adequate teaching and learning support in this area.
1: The pilot materials consistently provide little to no teaching and learning support in this area.

III. Instructional Supports

The lesson/unit is responsive to varied student learning needs:

Cultivates student interest and engagement in reading, writing, and speaking about texts.

4 3 2 1

Addresses instructional expectations and is easy to understand and use.

4 3 2 1

Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.

4 3 2 1

Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.

4 3 2 1

Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.

4 3 2 1

Provides extensions and/or more advanced text for students who read well above the grade level text band.

4 3 2 1

The units or longer lessons:

Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units).

4 3 2 1

Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units).

4 3 2 1

Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.

4 3 2 1

Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units).

4 3 2 1

Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

4 3 2 1

Rating Scale for Dimensions I, II, III, IV:

- 4:** The pilot materials consistently provide strong teaching & learning support in this area.
3: The pilot materials consistently provide adequate to high quality teaching & learning support in this area.
2: The pilot materials consistently provide less than adequate teaching and learning support in this area.
1: The pilot materials consistently provide little to no teaching and learning support in this area.

IV. Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).

4 3 2 1

Assesses student proficiency using methods that are unbiased and accessible to all students.

4 3 2 1

Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

4 3 2 1

Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

4 3 2 1

Equip Rubric Deep Dive

Group: _____

The rubric is divided into 4 parts: Alignment, Shifts, Instructional Supports, & Assessment.

Focusing only on the section designated to your group, please answer questions 1-4. Discuss as a group. Record on this paper what your group reaches consensus about.

Questions to consider:

- 1. What language in the rubric is of particularly high value to us? Why?*

- 2. What language is unclear to us? What could it mean?*

- 3. Are there elements of value to us (within the context that a rubric can capture) that appear (at first glance) to be missing?*

Before answering question 4, review the other 3 parts of the rubric.

- 4. What connections/relationships do you see between your group's designated part and the other three? What relationships exist between the 4 parts?*

Pages 81 through 108 show the results from completion of the adapted EQuIP rubric for English Language Arts Common Core State Standards piloted materials during the 2014-15 school year.

SPRINGBOARD

| AUBURN SD ELA CCSS MATERIALS PILOT SURVEY RESULTS | | | | | | | | | | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|---------|
| Review Area Questions | Review #1 | Review #2 | Review #3 | Review #4 | Review #5 | Review #6 | Review #7 | Review #8 | Review #9 | Review #10 | Review #11 | Review #12 | Review #13 | Review #14 | Average |
| I. Alignment to the Depth | | | | | | | | | | | | | | | |
| 1. Targets | 3 | 2 | 2 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3.5 |
| 2. Clear & Explicit | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 2 | 3 | 4 | 3.2143 |
| 3. Selects Text(s) | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 1 | 1 | 1 | 4 | 2.7143 |
| 4. Integrates | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 2.8571 |
| II. Key Shifts in CCSS | | | | | | | | | | | | | | | |
| 6. Reading Text Closely | 2 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 3.1429 |
| 7. Text-Based Evidence | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 3 | 2.7857 |
| 8. Writing from Sources | 3 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 3.2857 |
| 9. Academic Vocabulary | 2 | 1 | 1 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 4 | 2.1429 |
| 10. Increasing Text Complexity | 1 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 3 | 2 | 1 | 1 | 1 | 4 | 2.3571 |
| 11. Building Disciplinary | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 1 | 3 | 4 | 2.9286 |
| 12. Balance of Texts | 1 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 1 | 1 | 3 | 2.3571 |
| 13. Balance of Writing | 2 | 1 | 2 | 3 | 3 | 4 | 4 | 4 | 2 | 3 | 2 | 2 | 1 | 4 | 2.6429 |
| III. Instructional Supports | | | | | | | | | | | | | | | |
| 14. Student Interest | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 2.5 | 2 | 1 | 1 | 1 | 1 | 2 | 1.8929 |
| 15. Instructional Expectations | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 4 | 2.3571 |
| 16. Opportunities to Engage | 1 | 1 | 1 | 2 | 1 | 4 | 4 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 1.9286 |
| 17. Challenging Sections | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 2.7857 |
| 18. Integrates Supports | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | 1.4286 |
| 19. Provides Extensions | 3 | 1 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 3 | 3.0714 |
| 20. Progression of Learning | 2 | 4 | 4 | | 3 | 4 | 4 | 4 | 3 | 1 | 3 | 3 | 3 | 4 | 3.2308 |
| 21. Remove Supports | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 2 | 2 | 2 | 1 | 2 | 4 | 2.8571 |
| 22. Authentic Learning | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 4 | 3 |
| 24. Students Accountable | 1 | 1 | 2 | | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 4 | 2.0769 |
| 25. Use Technology | 2 | 2 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2.5714 |
| IV. Assessment | | | | | | | | | | | | | | | |
| 26. Observable Evidence | 3 | 2 | 2 | 3 | 2 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 4 | 2.8571 |
| 27. Assess Student Proficiency | 2 | 1 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 1 | 4 | 2.0714 |
| 28. Includes Aligned Rubrics | 2 | 1 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 4 | 1 | 2 | 2 | 3 | 2.2143 |
| 29. Use Varied Assessments | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 2.7857 |

HOUGHTON MIFFLIN HARCOURT COLLECTIONS

| AUBURN SD ELA CCSS HMH COLLECTIONS PILOT SURVEY RESULTS 4-23-15 | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|---------|
| Review Area Questions | Review #1 | Review #2 | Review #3 | Review #4 | Review #5 | Average |
| I. Alignment to the Depth | | | | | | |
| 1. Targets | 4 | 4 | 4 | 4 | 4 | 4 |
| 2. Clear & Explicit | 4 | 4 | 4 | 4 | 4 | 4 |
| 3. Selects Text(s) | 4 | 4 | 4 | 4 | 4 | 4 |
| 4. Integrates | 4 | 4 | 4 | 3 | 3.5 | 3.7 |
| II. Key Shifts in CCSS | | | | | | |
| 6. Reading Text Closely | 4 | 4 | 4 | 4 | 4 | 4 |
| 7. Text-Based Evidence | 4 | 4 | 4 | 3 | 3 | 3.6 |
| 8. Writing from Sources | 4 | 4 | 4 | 4 | 4 | 4 |
| 9. Academic Vocabulary | 4 | 3 | 3 | 3 | 3 | 3.2 |
| 10. Increasing Text Complexity | 4 | 3 | 3 | 3 | 4 | 3.4 |
| 11. Building Disciplinary | 4 | 4 | 4 | 4 | 4 | 4 |
| 12. Balance of Texts | 4 | 4 | 3 | 4 | 4 | 3.8 |
| 13. Balance of Writing | 4 | 4 | 4 | 4 | 4 | 4 |
| III. Instructional Supports | | | | | | |
| 14. Student Interest | 4 | 4 | 4 | 4 | 4 | 4 |
| 15. Instructional Expectations | 4 | 4 | 4 | 4 | 4 | 4 |
| 16. Opportunities to Engage | 4 | 4 | 4 | 3 | 4 | 3.8 |
| 17. Challenging Sections | 4 | 4 | 4 | 4 | 3 | 3.8 |
| 18. Integrates Supports | 4 | 4 | 4 | 4 | 4 | 4 |
| 19. Provides Extensions | 4 | 4 | 4 | 3 | 4 | 3.8 |
| 20. Progression of Learning | 4 | 4 | 4 | 4 | 3.5 | 3.9 |
| 21. Remove Supports | 3 | 3 | 3 | 4 | 4 | 3.4 |
| 22. Authentic Learning | 3 | 3 | 3 | 4 | 4 | 3.4 |
| 24. Students Accountable | 2 | 3 | 3 | 3 | 3 | 2.8 |
| 25. Use Technology | 4 | 4 | 4 | 4 | 4 | 4 |
| IV. Assessment | | | | | | |
| 26. Observable Evidence | 4 | 4 | 4 | 4 | 4 | 4 |
| 27. Assess Student Proficiency | 4 | 4 | 4 | 3 | 4 | 3.8 |
| 28. Includes Aligned Rubrics | 4 | 4 | 4 | 4 | 4 | 4 |
| 29. Use Varied Assessments | 3 | 3 | 3 | 3 | 3 | 3 |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Teaching Argument Writing |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 3 |
| 3. Selects Text(s) | 3 |
| 4. Integrates | 3 |
| Comments: | The book is a narrative overview of how to teach argumentative writing. The book goes through different strategies and processes that can be used, and it tells the story of how teachers have done these lessons in their classroom. It is not broken down lesson by lesson, but rather provides overviews of different techniques teachers can incorporate. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 3 |
| 7. Text-Based Evidence | 4 |
| 8. Writing from Sources | 4 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 3 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 2 |
| 13. Balance of Writing | 3 |
| Comments: | The texts included in this book are mostly informational because it is all about writing the argument paper. Several student and professional examples are included in each chapter. Academic vocabulary is referenced but there aren't specific lessons included. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 2 |
| 16. Opportunities to Engage | 2 |
| 17. Challenging Sections | 2 |
| 18. Integrates Supports | 2 |
| 19. Provides Extensions | 2 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 3 |
| 22. Authentic Learning | 3 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 2 |
| Comments: | This book wouldn't be the easiest for teachers to implement because the lessons aren't exactly ready to go. Teachers will have to put in a significant amount of time preparing materials and texts in order to make these lessons work. However, they are engaging activities that will get students thinking critically. There does seem to be a lack in intervention techniques for struggling students. You could easily incorporate more activities for an extension, but they don't tell you what to do with your struggling learners. |
| IV. Assessment | |
| 26. Observable Evidence | 3 |
| 27. Assess Student Proficiency | 3 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 2 |
| Comments: | Assessment assignment sheets and rubrics are not included. However, they have provided opportunities within the described activities for teachers to do formative assessment and to adjust teaching accordingly. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Come to Class: Lessons for H.S. Writers |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 3 |
| 4. Integrates | 3 |
| Comments: | This set of booklets provides teachers with ready to go lessons on a variety of writing topics. It includes five booklet, one each on a different topic: Writing to Explain, Writing to Persuade. Each booklet has a series of progressive lessons that walk teachers through a unit on that particular writing mode. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 3 |
| 7. Text-Based Evidence | 3 |
| 8. Writing from Sources | 3 |
| 9. Academic Vocabulary | 3 |
| 10. Increasing Text Complexity | 3 |
| 11. Building Disciplinary | 3 |
| 12. Balance of Texts | 3 |
| 13. Balance of Writing | 4 |
| Comments: | Good Balance of both texts for students to read and prompts for students to write. It's nice how the curriculum is broken down into smaller chunks that make it easier for the teacher to incorporate. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 4 |
| 16. Opportunities to Engage | 3 |
| 17. Challenging Sections | 3 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 4 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 4 |
| 22. Authentic Learning | 3 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 1 |
| Comments: | No independent reading component included and no tech unless you count researching and typing. There are extensions provided for strong students, but there is a clear lack of intervention strategies for struggling students. |
| IV. Assessment | |
| 26. Observable Evidence | 3 |
| 27. Assess Student Proficiency | 3 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 3 |
| Comments: | Good variety of assessment modes, but no rubrics. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Teaching Students to Write |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 4 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 4 |
| 4. Integrates | 4 |
| Comments: | This series is broken down into six small booklets, each focused on how to teach students to write in a differed mode: Argument, Essays that Define, Compare/Contrast, Personal Narrative, Research Reports and Fictional Narrative. Each booklet is broken down into different units with "episodes" in each. The episodes are lesson plan ideas that cover reading, writing, speaking and listening. This curriculum promotes discussion and interaction. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 4 |
| 7. Text-Based Evidence | 4 |
| 8. Writing from Sources | 4 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 4 |
| 11. Building Disciplinary | 3 |
| 12. Balance of Texts | 4 |
| 13. Balance of Writing | 4 |
| Comments: | The series of booklets covers a good mix of writing modes and texts from which students can write. The texts are both informational and literary. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 3 |
| 16. Opportunities to Engage | 3 |
| 17. Challenging Sections | 4 |
| 18. Integrates Supports | 2 |
| 19. Provides Extensions | 4 |
| 20. Progression of Learning | 4 |
| 21. Remove Supports | 4 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 2 |
| Comments: | Each lesson provides several opportunities for extension; however, remediation is missing. |
| IV. Assessment | |
| 26. Observable Evidence | 3 |
| 27. Assess Student Proficiency | 3 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 4 |
| Comments: | There are several opportunities for assessment throughout each unit. No rubrics are included. This booklet series is intended to be used in conjunction with the classroom teacher's own assessments. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Anthem Teaching Unit |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 3 |
| 3. Selects Text(s) | 3 |
| 4. Integrates | 2 |
| Comments: | No speaking and listening is targeted, but reading and writing is clear. Speaking and listening can be incorporated through class discussion. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 3 |
| 7. Text-Based Evidence | 4 |
| 8. Writing from Sources | 3 |
| 9. Academic Vocabulary | 2 |
| 10. Increasing Text Complexity | 2 |
| 11. Building Disciplinary | 3 |
| 12. Balance of Texts | 2 |
| 13. Balance of Writing | 3 |
| Comments: | The text itself (Anthem) isn't very challenging on the surface. However, it is written in a formal, old fashioned tone that provides some challenges to students. Also, thematically, there are some challenging concepts for students to tackle. This curriculum guide has vocabulary for each chapter, student activities and study questions. There are, also, multiple final assessment options. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 3 |
| 16. Opportunities to Engage | 3 |
| 17. Challenging Sections | 3 |
| 18. Integrates Supports | 2 |
| 19. Provides Extensions | 2 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 3 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 1 |
| Comments: | Not a lot of media or tech stuff in this unit guide. There is, also, a lack of intervention and extension activities. However, this guide provides more activities than needed for students, so the teacher could rework some to be intervention and some to be extension. |
| IV. Assessment | |
| 26. Observable Evidence | 3 |
| 27. Assess Student Proficiency | 3 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 3 |
| Comments: | A variety of assessment ideas are provided; however, the rubrics are not included, nor are the assignment sheets themselves. The teacher would have to do a significant amount of work to prepare these assessments, but the ideas for them are included. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Mini Lessons for Literature Circles |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 1 |
| 4. Integrates | 4 |
| Comments: | Lots of variety in the activities provided, and they touch on reading, writing, speaking and listening. There are no texts included in this book because students are meant to choose their own books to read in small groups. This book provides teachers with activities for either a class or small reading groups. It breaks down each idea with how to set up the kids, how to deliver the info and get them engaging, sample work from real students, and even a section on what can go wrong and how to avoid it. This is a very practical approach to introducing new material. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 4 |
| 7. Text-Based Evidence | 4 |
| 8. Writing from Sources | 4 |
| 9. Academic Vocabulary | 3 |
| 10. Increasing Text Complexity | 1 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 3 |
| Comments: | There's a lot of work with text-based evidence, which will promote deeper reading and meanings from texts. The balance of texts is N/A here because this book doesn't include the texts themselves. |
| III. Instructional Supports | |
| 14. Student Interest | 4 |
| 15. Instructional Expectations | 4 |
| 16. Opportunities to Engage | 4 |
| 17. Challenging Sections | 4 |
| 18. Integrates Supports | 4 |
| 19. Provides Extensions | 4 |
| 20. Progression of Learning | 2 |
| 21. Remove Supports | 3 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 4 |
| 25. Use Technology | 1 |
| Comments: | There's a lot of wiggle room here for teachers to choose which activities to use and when. This is great for extension and intervention lessons. Students can really dig into their texts through these activities. Media and technology is lacking; however, some activities can be extended by using computers to produce the final products. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | Explicit assessment isn't really provided. However, each of these activities acts as a formative assessment to gauge student understanding and comprehension. The teacher could easily turn many of these suggested activities into a summative assessment as well. Rubrics are not provided. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: High School Journalism |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 2 |
| 3. Selects Text(s) | 2 |
| 4. Integrates | 2 |
| Comments: | This is mostly an informational textbook, with chapters covering all aspects of high school journalism. The chapters are very informational heavy, with only a few vaguely described activities at the end of each chapter. The teachers would have to put in a lot of work to make this a day by day curriculum. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 3 |
| 7. Text-Based Evidence | 2 |
| 8. Writing from Sources | 2 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 3 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 3 |
| 13. Balance of Writing | 3 |
| Comments: | This book definitely helps students build disciplinary knowledge as they read each chapter, but the lack of activities and writing opportunities is clear. Now, using the knowledge they gain from the text, students should be able to go and write actual pieces for the school newspaper. However, those assignments are missing and teachers will have to develop them. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 2 |
| 16. Opportunities to Engage | 2 |
| 17. Challenging Sections | 3 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 1 |
| 20. Progression of Learning | 1 |
| 21. Remove Supports | 1 |
| 22. Authentic Learning | 1 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 1 |
| Comments: | Not a lot of the traditional unit plan here. This is mostly informational, and teachers will have to design their own lessons to use this text. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | Assessments not provided. However, a teacher could turn one of the suggested activities at the end of a chapter into an assessment. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Inside Reporting |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 3 |
| 3. Selects Text(s) | 3 |
| 4. Integrates | 2 |
| Comments: | This is an informational text. It isn't meant to be a teacher's day-by-day unit plan. It is more meant to be assigned as a resource for information on how to be a good reporter. Teacher will have to develop own lesson plans to make this work in the classroom. However, it is an excellent resource. Great information presented in a very easy-to-consume way. Great graphics with really strong examples of fine reporting. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | NA |
| 7. Text-Based Evidence | 1 |
| 8. Writing from Sources | 1 |
| 9. Academic Vocabulary | 2 |
| 10. Increasing Text Complexity | 3 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 2 |
| Comments: | Great for building disciplinary knowledge. The balance of texts is kind of there, in that students are learning to write in a variety of journalistic modes. Text-based evidence and writing from sources doesn't really apply here. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 1 |
| 16. Opportunities to Engage | 1 |
| 17. Challenging Sections | 1 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 1 |
| 20. Progression of Learning | 1 |
| 21. Remove Supports | 1 |
| 22. Authentic Learning | 1 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 1 |
| Comments: | This is an informational text, so the lessons aren't there. This whole section doesn't really apply. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | No assessments included. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: The Newspaper Designer's Handbook |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 2 |
| 3. Selects Text(s) | 2 |
| 4. Integrates | 3 |
| Comments: | This is an informational resource, more like a textbook, so it doesn't include lesson plans and activities. It is meant to be used as an informational supplemental material, not as a primary lesson-by-lesson teaching tool. Activities and assessments are not included, just information. However, the information is easy to read, accessible to students, and the writer has included a multitude of really great real-life examples. This is a book you could hand to a newspaper student who is planning to design a page, and the student could use it as a guide and inspiration for great design ideas. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 1 |
| 7. Text-Based Evidence | 1 |
| 8. Writing from Sources | 1 |
| 9. Academic Vocabulary | 1 |
| 10. Increasing Text Complexity | 1 |
| 11. Building Disciplinary | 1 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 1 |
| Comments: | Minimal lessons/activities included. Occasionally a practice activity is included, but mostly this is an informational text. |
| III. Instructional Supports | |
| 14. Student Interest | 2 |
| 15. Instructional Expectations | 2 |
| 16. Opportunities to Engage | 1 |
| 17. Challenging Sections | NA |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 1 |
| 20. Progression of Learning | 1 |
| 21. Remove Supports | 2 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 2 |
| Comments: | Again, not a lot of activities are included, but the few that are do allow students to practice skills. By nature of the book, they are going to be learning hands-on skills, and when they create the newspaper design, the teacher will be able to assess them accordingly. But those instructional activities aren't necessarily included in this text itself. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | Little to no formal assessments included. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Basic Drama Projects |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 4 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 4 |
| 4. Integrates | 4 |
| Comments: | Strong variety of lessons and projects included here. This is a sequential program that walks students through a full year of drama class. The units include playwriting, acting, blocking, set design, lighting and even sound. It, also, includes units of study on musical theatre, slam poetry, movies and TV. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 4 |
| 7. Text-Based Evidence | 1 |
| 8. Writing from Sources | 1 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 3 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 4 |
| 13. Balance of Writing | 2 |
| Comments: | They aren't doing a lot of text-based writing because this is a theatre curriculum. However, there are comprehension questions and writing assignments throughout the book for students to do at the teacher's discretion. Students read about different elements of theatre, discuss, do written work, plan pieces and present later on them. This book really does cover all the reading, writing, speaking and listening skills required of a language arts class. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 4 |
| 16. Opportunities to Engage | 3 |
| 17. Challenging Sections | 3 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 4 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 4 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 4 |
| 25. Use Technology | 3 |
| Comments: | Very authentic learning happening here. ELLs might struggle because of the language barriers and because some of the pieces students present are challenging. Teacher would have to adjust accordingly. Several extension activities provided with each chapter. Skills build throughout units. |
| IV. Assessment | |
| 26. Observable Evidence | 4 |
| 27. Assess Student Proficiency | 3 |
| 28. Includes Aligned Rubrics | 3 |
| 29. Use Varied Assessments | 4 |
| Comments: | The strongest assessment pieces here are the performances students do. The teacher resources, also, include tests on all subjects and key, as well. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Drama for Reading & Performance Collection 1 & 2 |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 4 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 4 |
| 4. Integrates | 4 |
| Comments: | This is an impressive collection of plays and lessons that go with each play. Collection 1 and 2 are structured the same and have the same types of lessons and assignments. The only difference is that each collection is its own set of plays. Having both collections will really provide drama teachers with a lot of variety to choose from. These collections both include 17 full length plays for students with information, lessons and assignments to help them comprehend and then perform each piece. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 4 |
| 7. Text-Based Evidence | 4 |
| 8. Writing from Sources | 4 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 2 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 2 |
| Comments: | Low balance of text and balance of writing because this is all theatre based. The texts are only plays, though some brief "how to" info is included with each play. The text complexity seems about the same throughout the collections. |
| III. Instructional Supports | |
| 14. Student Interest | 4 |
| 15. Instructional Expectations | 4 |
| 16. Opportunities to Engage | 4 |
| 17. Challenging Sections | 4 |
| 18. Integrates Supports | 2 |
| 19. Provides Extensions | 4 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 4 |
| 22. Authentic Learning | 3 |
| 24. Students Accountable | 4 |
| 25. Use Technology | 1 |
| Comments: | Great instructional support provided for teachers, as both collections come with a teacher's guide. For each play, the teacher's guide provides the following: pre-reading background info and warm up activities, after reading discussion questions and performance activities, and a section on how to present the play. |
| IV. Assessment | |
| 26. Observable Evidence | 3 |
| 27. Assess Student Proficiency | 3 |
| 28. Includes Aligned Rubrics | 3 |
| 29. Use Varied Assessments | 2 |
| Comments: | Assessment is somewhat varied, though it is primarily aimed to be done through performance. Some written assessment included. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Poetry in Six Dimensions |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 4 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 4 |
| 4. Integrates | 4 |
| Comments: | Great complexity of texts in this anthology. Lessons integrate reading, writing, speaking and listening in creative and engaging ways. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 4 |
| 7. Text-Based Evidence | 4 |
| 8. Writing from Sources | 4 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | N/A |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 4 |
| 13. Balance of Writing | 3 |
| Comments: | Lessons on vocabulary included, lots of evidence-based analysis questions and activities. Close reading is the clear focus of this anthology. |
| III. Instructional Supports | |
| 14. Student Interest | 4 |
| 15. Instructional Expectations | 4 |
| 16. Opportunities to Engage | 2 |
| 17. Challenging Sections | 4 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 4 |
| 20. Progression of Learning | 4 |
| 21. Remove Supports | 4 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 4 |
| 25. Use Technology | 3 |
| Comments: | One big concern is that this collection and teacher's guide is clearly designed for upper level students (it even says so in the introduction). These poems and activities were selected for college bound students. Not a lot of support for intervention or remediation is provided. The teacher would have to develop that on his/her own. |
| IV. Assessment | |
| 26. Observable Evidence | 3 |
| 27. Assess Student Proficiency | 4 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 4 |
| Comments: | No rubrics provided. However, a variety of assessment methods are suggested and writing prompts are given for the end of lessons. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: The Making of a Poem |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 1 |
| 2. Clear & Explicit | 1 |
| 3. Selects Text(s) | 4 |
| 4. Integrates | 2 |
| Comments: | This is a poetry anthology, not a curriculum ready for teachers to use. It has good complex poems with some analysis included, but it doesn't come with lessons, assessments, teaching strategies. It is intended to be used as a source for poems in our poetry class, not a source for pedagogical methods. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 1 |
| 7. Text-Based Evidence | 1 |
| 8. Writing from Sources | 1 |
| 9. Academic Vocabulary | 1 |
| 10. Increasing Text Complexity | 4 |
| 11. Building Disciplinary | 3 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 1 |
| Comments: | This is a poetry anthology, so it is all literary text. No lessons included. |
| III. Instructional Supports | |
| 14. Student Interest | 2 |
| 15. Instructional Expectations | 1 |
| 16. Opportunities to Engage | 1 |
| 17. Challenging Sections | 2 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 2 |
| 20. Progression of Learning | 1 |
| 21. Remove Supports | 1 |
| 22. Authentic Learning | 1 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 1 |
| Comments: | This anthology is thorough and is broken up by form (verse, ballad, sonnet, etc.) so it can be used to teach form and structure quite easily. Lessons for analysis will have to be teacher generated outside of the book itself. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | No assessments provided. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: 33 Lessons in Poetry |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 3 |
| 3. Selects Text(s) | 3 |
| 4. Integrates | 3 |
| Comments: | Lessons are broken down thematically by what subjects students would be writing a poem about. Within each subject there are several lessons and ideas for teachers. There is a rational section at the start of the text that provides some introductory info and purpose statements for teachers. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 2 |
| 7. Text-Based Evidence | 2 |
| 8. Writing from Sources | 1 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 3 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 2 |
| Comments: | The students will only be writing poetry with this supplemental material, so the balance of texts lacks. Lots of knowledge of poetry and poetic concepts being built over time. They aren't doing a lot of analysis of poems in this book. Instead, the focus is on lessons teachers can use to get students writing their own poetry. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 3 |
| 16. Opportunities to Engage | 3 |
| 17. Challenging Sections | 2 |
| 18. Integrates Supports | 2 |
| 19. Provides Extensions | 3 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 3 |
| 22. Authentic Learning | 3 |
| 24. Students Accountable | 3 |
| 25. Use Technology | 2 |
| Comments: | Each unit has lessons that build upon each other and culminate with a final poem. Explicit extension and intervention lessons aren't provided, but the teacher can use different lessons for different levels of students according to ability. This book provides a nice way to differentiate in the classroom. |
| IV. Assessment | |
| 26. Observable Evidence | 4 |
| 27. Assess Student Proficiency | 4 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 2 |
| Comments: | No Rubrics provided. Most of the assessment is simply the poems students will write. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: 100 Writing Prompts |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 1 |
| 2. Clear & Explicit | 2 |
| 3. Selects Text(s) | 1 |
| 4. Integrates | 1 |
| Comments: | This book has a brief rationale provided for teachers and then just jumps into the 100 prompts. There are no lessons developed or explained, just a series of reproducible writing prompt handouts. The prompts are only mildly engaging. No speaking and listening or reading included. Only writing. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 1 |
| 7. Text-Based Evidence | 1 |
| 8. Writing from Sources | 1 |
| 9. Academic Vocabulary | 1 |
| 10. Increasing Text Complexity | N/A |
| 11. Building Disciplinary | 2 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 2 |
| Comments: | There are a variety of topics for kids to write about. Some are creative, some introspective, some speculative. None of them require research or other texts or writing about texts. |
| III. Instructional Supports | |
| 14. Student Interest | 1 |
| 15. Instructional Expectations | 1 |
| 16. Opportunities to Engage | 1 |
| 17. Challenging Sections | 1 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 1 |
| 20. Progression of Learning | 1 |
| 21. Remove Supports | 1 |
| 22. Authentic Learning | 1 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 1 |
| Comments: | No instructional support or progression of learning is present. The prompts seem to be about the level of difficulty (which isn't very difficult) throughout the text. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | No assessment or rubrics provided. I suppose teachers could collect students' responses and assess those with their own rubrics, but there aren't any lessons to teach skills and then assess. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: American Short Stories |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 4 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 4 |
| 4. Integrates | 3 |
| Comments: | Not a lot of speaking and listening lessons are included, but many opportunities to read and write are available. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 4 |
| 7. Text-Based Evidence | 4 |
| 8. Writing from Sources | 4 |
| 9. Academic Vocabulary | 3 |
| 10. Increasing Text Complexity | 4 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 2 |
| Comments: | This is a literature collection, so there aren't many assignments provided where students write longer pieces in response. There are some relatively vague ideas but they aren't flushed out very well. It will say something like, "Write a short tale or drama employing the mysterious stranger motif" at the end of a short story lesson. Also, these are all short stories, so no informational text is provided aside from a blurb about each author and the author's style before each story. However, it is an excellent, comprehensive collection. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 3 |
| 16. Opportunities to Engage | 3 |
| 17. Challenging Sections | 4 |
| 18. Integrates Supports | 3 |
| 19. Provides Extensions | 3 |
| 20. Progression of Learning | 4 |
| 21. Remove Supports | 3 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 1 |
| Comments: | No independent reading component because this is an anthology. Lack of technology incorporated. Skills do progress throughout the book. Each story comes with a variety of activities and assessments teachers can choose to use, but these assignments will require some work to put together. It isn't exactly canned and ready to use, but more vague ideas for teachers to develop. These stories also include annotations and glossaries, which will be helpful for struggling students. |
| IV. Assessment | |
| 26. Observable Evidence | 3 |
| 27. Assess Student Proficiency | 3 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 3 |
| Comments: | Variety of assessment methods included, but lacks rubrics. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Media Literacy -Keys to Interpreting Media Messages |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 4 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 4 |
| 4. Integrates | 4 |
| Comments: | This is a complicated text, probably geared for the college level. It is a good survey of mass media with chapters about the history of mass media, the culture of mass media, journalism, advertising and current issues in the field. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 3 |
| 7. Text-Based Evidence | 3 |
| 8. Writing from Sources | 3 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 4 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 2 |
| 13. Balance of Writing | 1 |
| Comments: | This is mostly a text, and it is not a comprehensive set of classroom units with lessons and activities. There are some reading guide questions at the end of chapters to aid with comprehension and analysis. This book would be a good source for assigned reading, or it would be good as a basis for a communicative arts teacher's lectures. |
| III. Instructional Supports | |
| 14. Student Interest | 2 |
| 15. Instructional Expectations | 1 |
| 16. Opportunities to Engage | 1 |
| 17. Challenging Sections | 1 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 1 |
| 20. Progression of Learning | 1 |
| 21. Remove Supports | 2 |
| 22. Authentic Learning | 2 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 1 |
| Comments: | Little to no T & L support provided because this is a textbook, not a curriculum book with ready to go teaching units. Though the book is organized in a logical way into units of study, the lesson plans aren't included, just the information. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | No assessments provided. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Crafting Digital Writing: Composing Texts Across Media and Genre |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 4 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 1 |
| 4. Integrates | 4 |
| Comments: | This text includes lots of ideas for how to get students creating digital texts instead of just writing the same old essay project. There is a section that explains how the activities are tied to CCSS and there is a long rationale chapter, as well. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 3 |
| 7. Text-Based Evidence | 3 |
| 8. Writing from Sources | 3 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 1 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 3 |
| Comments: | This book doesn't include texts for students to read. Rather it is a supplemental resource for teachers to use once a text has been read. Teachers can use this in conjunction with their other texts read in class. This book provides lots of ideas for alternative assessments and projects. And these projects are all media and technology based. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 3 |
| 16. Opportunities to Engage | 3 |
| 17. Challenging Sections | 1 |
| 18. Integrates Supports | 2 |
| 19. Provides Extensions | 3 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 3 |
| 22. Authentic Learning | 3 |
| 24. Students Accountable | 2 |
| 25. Use Technology | 4 |
| Comments: | Lots of neat ways to incorporate technology into the curriculum. Step by step instructions for doing these tech projects are included, as well. The book isn't really divided into lessons, but rather provides an overview of how to get students to create a variety of media projects. |
| IV. Assessment | |
| 26. Observable Evidence | 3 |
| 27. Assess Student Proficiency | 3 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 2 |
| Comments: | Rubrics are not included. Opportunities for formative assessment are available throughout the production of each project. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Notice and Note |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 4 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 3 |
| 4. Integrates | 3 |
| Comments: | This is a teacher manual for how to teach deeper reading skills to students. There are many different lesson ideas in here, but it is not a set curriculum with lesson-by-lesson units. Instead, the authors provide you with a description of lots of different strategies you can use in your classroom. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 4 |
| 7. Text-Based Evidence | 4 |
| 8. Writing from Sources | 4 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 3 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 3 |
| Comments: | Balance of texts is low only because the book doesn't provide many texts for teachers to use. Instead, it expects teachers to take these reading strategies and lesson ideas and use them in their classrooms with whatever text is already being read. This transferable approach is an excellent feature of this book. |
| III. Instructional Supports | |
| 14. Student Interest | 4 |
| 15. Instructional Expectations | 4 |
| 16. Opportunities to Engage | 4 |
| 17. Challenging Sections | 4 |
| 18. Integrates Supports | 4 |
| 19. Provides Extensions | 4 |
| 20. Progression of Learning | 4 |
| 21. Remove Supports | 4 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 3 |
| 25. Use Technology | 1 |
| Comments: | Great authentic learning opportunities for students of any skill level. These strategies are particularly helpful for struggling readers, but I can see how helpful these strategies would also be for strong readers tackling difficult pieces. The only thing lacking here is technology. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | No formal assessments or rubrics provided. However, teachers could turn any of these activities into an assessment if they chose to do so. The assignments and activities described are clear indicators of what students know and are able to do, and what their comprehension levels are. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Falling in Love with Close Reading |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 4 |
| 3. Selects Text(s) | 3 |
| 4. Integrates | 4 |
| Comments: | Strong integration of reading, writing, speaking and listening in the activities outlined in this book. This book presents different ideas to use in the classroom through a narrative style. Ready-to-go lesson plans and handouts aren't included, but teachers can read this book and take the ideas explained and use them in their own classroom. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 4 |
| 7. Text-Based Evidence | 4 |
| 8. Writing from Sources | 4 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 3 |
| 11. Building Disciplinary | 3 |
| 12. Balance of Texts | 4 |
| 13. Balance of Writing | 3 |
| Comments: | This book doesn't really lay out sequenced lessons for teachers. Instead, it has a series of teaching strategies that can be used in any order. It includes student work samples and lots of inside glimpses into what the teacher would say aloud to students during the activities described. |
| III. Instructional Supports | |
| 14. Student Interest | 4 |
| 15. Instructional Expectations | 3 |
| 16. Opportunities to Engage | 3 |
| 17. Challenging Sections | 3 |
| 18. Integrates Supports | 3 |
| 19. Provides Extensions | 4 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 4 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 4 |
| 25. Use Technology | 1 |
| Comments: | These activities can be used to engage students of all levels in close reading. That's one of this book's strongest elements. Many engaging activities are described to create authentic learning for students. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | No assessments provided. However, teachers can easily incorporate their own assessments into the lesson ideas described in the book. Or teachers can take an activity from the book and turn it into an assessment. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: 1,2, 3 Student Yearbook Guide |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 3 |
| 3. Selects Text(s) | 3 |
| 4. Integrates | 4 |
| Comments: | This is a solid text book for student journalists in a yearbook class. It covers all aspects of yearbooking that students need to know, from ethics and law to fundamentals of journalism and the role of the yearbook. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 3 |
| 7. Text-Based Evidence | 3 |
| 8. Writing from Sources | 2 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 3 |
| 11. Building Disciplinary | 4 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 2 |
| Comments: | The texts included in this book are mostly informational because this is a yearbook how-to-book. There are lots of samples of student yearbook writing and photography and design throughout the book, which provides students readying the text with some great examples. It is all informational text, however, because this is not a literature book. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 3 |
| 16. Opportunities to Engage | 4 |
| 17. Challenging Sections | 1 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 4 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 4 |
| 22. Authentic Learning | 4 |
| 24. Students Accountable | 3 |
| 25. Use Technology | 4 |
| Comments: | Great for student progress and growth, as each chapter builds upon the one before it. Eventually by the end of the book, students should have every skill necessary for yearbooking. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | No assessments are provided with this book. However, I'm guessing if we purchased a teacher's guide, we could get those. This is just the student book. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: Get the Picture |
|------------------------------------|--|
| I. Alignment to the Depth | |
| 1. Targets | 2 |
| 2. Clear & Explicit | 3 |
| 3. Selects Text(s) | 2 |
| 4. Integrates | 1 |
| Comments: | This is an informational textbook about photography for students in a high school journalism class. It would work well for both newspaper and yearbook students. It is broken down into different chapters that instruct students on the basics of photography, from photo composition, to technical hands-on work with cameras, to editing to photo assignment and management. This book is a comprehensive Photo 101 kind of book for a high school photographer on a yearbook or newspaper staff. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 3 |
| 7. Text-Based Evidence | 1 |
| 8. Writing from Sources | 1 |
| 9. Academic Vocabulary | 2 |
| 10. Increasing Text Complexity | 1 |
| 11. Building Disciplinary | 3 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 1 |
| Comments: | This is all information texts. Students will be reading tips and background info and then looking at sample photos that are provided as examples for the info provided in the text. |
| III. Instructional Supports | |
| 14. Student Interest | 2 |
| 15. Instructional Expectations | 3 |
| 16. Opportunities to Engage | 1 |
| 17. Challenging Sections | 1 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 1 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 1 |
| 22. Authentic Learning | 1 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 3 |
| Comments: | There aren't lessons provided here. This is an informational textbook for students. However, if they read each chapter progressively, they would end up with a strong knowledge base of journalistic photography. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | No assessments provided. |

AUBURN SD CCSS SENIOR MATERIALS PILOT RUBRIC RESULTS

| Review Area Questions | Curriculum: NSPA Yearbook Guide |
|------------------------------------|---|
| I. Alignment to the Depth | |
| 1. Targets | 3 |
| 2. Clear & Explicit | 1 |
| 3. Selects Text(s) | 1 |
| 4. Integrates | 1 |
| Comments: | This isn't intended to be curriculum. Instead, it is a guide for teachers about fundamentals of scholastic journalism. It provides the necessary info yearbook teachers need to know in order to teach the right skills to students. |
| II. Key Shifts in CCSS | |
| 6. Reading Text Closely | 1 |
| 7. Text-Based Evidence | 1 |
| 8. Writing from Sources | 1 |
| 9. Academic Vocabulary | 4 |
| 10. Increasing Text Complexity | 1 |
| 11. Building Disciplinary | 1 |
| 12. Balance of Texts | 1 |
| 13. Balance of Writing | 1 |
| Comments: | There aren't units with this text. It is a supplemental to the yearbook curriculum. It shows teachers ideas of what to teach but not how to teach. This guide is mostly to show teachers what a strong scholastic journalism program looks like and to help kids produce award-winning yearbooks. |
| III. Instructional Supports | |
| 14. Student Interest | 3 |
| 15. Instructional Expectations | 2 |
| 16. Opportunities to Engage | 1 |
| 17. Challenging Sections | 1 |
| 18. Integrates Supports | 1 |
| 19. Provides Extensions | 1 |
| 20. Progression of Learning | 3 |
| 21. Remove Supports | 1 |
| 22. Authentic Learning | 2 |
| 24. Students Accountable | 1 |
| 25. Use Technology | 1 |
| Comments: | Again, there aren't lessons with this supplemental. It is just an informational piece. It will be a good starting off point for a new yearbook teacher. The guide is broken down thematically, with each chapter covering a different topic ranging from law to interviewing to writing and editing to designing and even selling the yearbook. |
| IV. Assessment | |
| 26. Observable Evidence | 1 |
| 27. Assess Student Proficiency | 1 |
| 28. Includes Aligned Rubrics | 1 |
| 29. Use Varied Assessments | 1 |
| Comments: | No assessment provided with this resource. |

| Summary of eQuip Rubric Results from AMHS English Department (The Scifi Factor) | | | | |
|--|---|---|---|--|
| Majority | 4 | 3 | 2 | 1 |
| I. Alignment to the Depth of the CCSS | | <ul style="list-style-type: none"> *Targets a set of grade-level CCSS standards. *Includes a clear and explicit purpose for instruction *Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. | <ul style="list-style-type: none"> *Integrate reading, writing, speaking, & listening so that students apply and synthesize advancing literacy skills. | |
| <p><i>This is a literature-based anthology. Good mix of fiction and non-fiction. Some complex texts by well known sci fi writers. There is a good selection of texts, but the activities are mostly pen and paper. Teachers will have to adapt and design curriculum to meet speaking and listening standards.</i></p> | | | | |
| II. Key Shifts in the CCSS | The Units or longer lessons: <ul style="list-style-type: none"> *Balance of Texts | <ul style="list-style-type: none"> *Reading Text Closely *Text-Based Evidence The Units or longer lessons: <ul style="list-style-type: none"> *Increasing Text Complexity *Building Disciplinary Knowledge | <ul style="list-style-type: none"> *Writing From Sources The Units or longer lessons: <ul style="list-style-type: none"> *Balance of Writing | <ul style="list-style-type: none"> *Academic Vocabulary |
| <p><i>The literature included is thematically organized. The reading skills addressed are closely aligned with common core and include analyzing, hypothesizing, drawing conclusion and independent thinking. The only concern I have here is with writing. Many of the tasks are vague or only require students to produce a short piece of writing.</i></p> | | | | |
| III. Instructional Supports | | <ul style="list-style-type: none"> *Cultivates student interest and engagement in reading, writing, and speaking about texts. *Addresses instructional expectations and is easy to understand and use. *Provides extensions and/or more advanced text The units or longer lessons: <ul style="list-style-type: none"> *Include a progression of learning *Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection | <ul style="list-style-type: none"> *Provides ALL students with multiple opportunities to engage with text of appropriate complexity for the grade level *Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence *Integrates appropriate supports...for students who are ELL, have disabilities, or read well below the grade level band. The units or longer lessons: <ul style="list-style-type: none"> *Gradually remove supports | The units or longer lessons: <ul style="list-style-type: none"> * independent reading *Use technology and media |
| <p><i>The texts do range in complexity, but there is a definite lack of extra challenging texts. These would work for most students and for many ELL or Sped students, but they don't necessarily challenge our higher level kids. The activities within the lessons are varied and include pre, during and post reading activities. There is no multimedia element to this text, nor is there an independent reading component.</i></p> | | | | |
| IV. Assessment | | <ul style="list-style-type: none"> *Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s) *Assesses student proficiency using methods that are unbiased and accessible to all students *Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures | <ul style="list-style-type: none"> *Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance | |
| <p><i>There are vocabulary tests, assessment ideas and a couple of rubrics provided. But these are not user-ready. Teachers would need to take these ideas and develop the projects and assessments more carefully. Still, this book provides a nice jumping off point. Assessments and ideas included are varied and engaging. The activities within the lessons can easily be used as formative assessments as well.</i></p> | | | | |

| <i>Summary of eQuip Rubric Results from AMHS English Department (Vocabulary for the College Bound from Amsco Publishing)</i> | | | | |
|---|--|---|--|--|
| Majority | 4 | 3 | 2 | 1 |
| I. Alignment to the Depth of the CCSS | | *Includes a clear and explicit purpose for instruction *Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. | *Targets a set of grade-level CCSS standards. *Integrate reading, writing, speaking, & listening so that students apply and synthesize advancing literacy skills. | |
| <i>This is a vocabulary-only instruction, so some of these conditions don't apply. However, the text is divided into chapters based on how one achieves vocabulary growth, which is helpful and effective. Ex: "Learning Vocabulary Derived from Greek and Latin" and "Learning New Words From the Context." The words are for college-bound seniors.</i> | | | | |
| II. Key Shifts in the CCSS | *Academic Vocabulary | | *Reading Text Closely | *Text-Based Evidence *Writing From Sources The Units or longer lessons: *Increasing Text Complexity *Building Disciplinary Knowledge *Balance of Texts *Balance of Writing |
| <i>Again, this is a vocabulary-only program, so many of these questions don't apply.</i> | | | | |
| III. Instructional Supports | | The units or longer lessons: *Gradually remove supports | *Cultivates student interest and engagement in reading, writing, and speaking about texts. *Addresses instructional expectations and is easy to understand and use. The units or longer lessons: *Include a progression of learning *Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection *Use technology and media | *Provides ALL students with multiple opportunities to engage with text of appropriate complexity for the grade level *Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence *Integrates appropriate supports...for students who are ELL, have disabilities, or read well below the grade level band. *Provides extensions and/or more advanced text for students who read well above the grade level text band. The units or longer lessons: * independent reading *Use technology and media to deepen learning and draw attention to evidence and texts as appropriate |
| IV. Assessment | *Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s) *Assesses student proficiency using methods that are unbiased and accessible to all students | | *Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures | *Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance |
| <i>There are several formative assessment pieces included, such as the practice exercises for each chapter. There are also a few review tests in the back of the book. No summative assessments are included.</i> | | | | |

| Summary of eQuip Rubric Results from AMHS English Department (Vocabulary for the College Bound by Prestwick House) | | | | |
|--|--|---|--|--|
| Majority | 4 | 3 | 2 | 1 |
| I. Alignment to the Depth of the CCSS | *Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. | *Targets a set of grade-level CCSS standards. *Integrate reading, writing, speaking, & listening | *Includes a clear and explicit purpose for instruction | |
| <i>This includes reading comprehension practices and teaches words in context. The reading comprehension pieces are written by well known writers and philosophers</i> | | | | |
| II. Key Shifts in the CCSS | | | *Academic Vocabulary | *Reading Text Closely *Text-Based Evidence *Writing From Sources The Units or longer lessons: *Increasing Text Complexity *Building Disciplinary Knowledge *Balance of Texts *Balance of Writing |
| <i>This category doesn't apply to this vocabulary-only curriculum.</i> | | | | |
| III. Instructional Supports | | *Addresses instructional expectations and is easy to understand and use. The units or longer lessons: *Gradually remove supports | *Cultivates student interest and engagement in reading, writing, and speaking about texts. *Provides ALL students with multiple opportunities to engage with text of appropriate complexity for the grade level *Focuses on challenging sections of text(s) and engages students in a productive struggle... The units or longer lessons: *Include a progression of learning *Gradually remove supports *Provide for authentic learning * independent reading *Use technology and media | *Integrates appropriate supports...for students who are ELL, have disabilities, or read well below the grade level band. *Provides extensions and/or more advanced text for students who read well above the grade level text band. |
| <i>The inclusion of reading comprehension in the exercises for each chapter forces the students to apply the vocab they've learned; more authentic and useful for the PSAT and SAT.</i> | | | | |
| IV. Assessment | *Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s) *Assesses student proficiency using methods that are unbiased and accessible to all students *Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance *Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures | | | |
| <i>Assessment is a strength of this program. It includes tests over individual lessons as well as mid-term reviews of four or five lessons and then a final test. Also includes pre and post assessments. The student workbook includes multiple formative assessments/practice exercises.</i> | | | | |

| Summary of eQuip Rubric Results from AMHS English Department (Image Grammar) | | | | |
|---|--|---|--|--|
| Majority | 4 | 3 | 2 | 1 |
| I. Alignment to the Depth of the CCSS | <ul style="list-style-type: none"> *Targets a set of grade-level CCSS standards. *Includes a clear and explicit purpose for instruction | <ul style="list-style-type: none"> *Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. *Integrate reading, writing, speaking, & listening so that students apply and synthesize advancing literacy skills. | | |
| This book is focused on the grammar of writing, not just finding mistakes and correcting them, but actually improving their style of writing. This seems to be closely aligned with the goal of the CCSS writing standards. The students are required to apply their skills in their own writing. | | | | |
| II. Key Shifts in the CCSS | *Academic Vocabulary | | | <ul style="list-style-type: none"> *Reading Text Closely *Text-Based Evidence *Writing From Sources The Units or longer lessons: <ul style="list-style-type: none"> *Increasing Text Complexity *Building Disciplinary Knowledge *Balance of Texts *Balance of Writing |
| This is a grammar/style focused text. Many of these questions do not apply, although students are asked to find professional examples of style and to create their own. There are also a few short passages of reading used as examples throughout. Most of the texts included are visual. | | | | |
| III. Instructional Supports | <ul style="list-style-type: none"> *Cultivates student interest and engagement in reading, writing, and speaking about texts. *Addresses instructional expectations and is easy to understand and use. *Provides ALL students with multiple opportunities to engage with text of appropriate complexity for the grade level The units or longer lessons: <ul style="list-style-type: none"> *Provide for authentic learning | <ul style="list-style-type: none"> *Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence *Provides extensions and/or more advanced text for students who read well above the grade level text band. The units or longer lessons: <ul style="list-style-type: none"> *Include a progression of learning *Gradually remove supports | | <ul style="list-style-type: none"> *Integrates appropriate supports...for students who are ELL, have disabilities, or read well below the grade level band. The units or longer lessons: <ul style="list-style-type: none"> * independent reading *Use technology and media |
| The units build naturally. Students apply the skills as they learn them. The nature of the curriculum allows students to show competence and go beyond that depending on their level of understanding. In other words, the activities can be completed on a more basic level for struggling students or a more in | | | | |
| IV. Assessment | | <ul style="list-style-type: none"> *Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s) *Assesses student proficiency using methods that are unbiased and accessible to all students | <ul style="list-style-type: none"> *Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures | <ul style="list-style-type: none"> *Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance |
| Mostly there are just formative assessments/exercises included. A teacher could turn an activity into an assessment, but they aren't labeled "assessments." We found we had to supplement with our own assessments we created. | | | | |



Final Committee Recommendations



The ELA CCSS materials pilot committee understands its role to be that of a recommending body to the school board. From the start, the committee was informed that it could frame its ultimate recommendation to the school board as a “menu of options”.

Based on years of preparation for the pilot as well as full and thorough evaluation of the materials that included collaborative work across our high schools, we believe each school should have the ability to work with the menu of options to select the materials that serve each unique community of student’s best. Springboard, Collections, and the materials included in this report identified for Senior Language Arts classes are recommended for inclusion on the menu of options. Both Springboard and Collections provide alignment with Common Core State Standards. That being said, each still demands a high degree of teacher planning, thoughtful scaffolding, & in-the-moment pacing decisions to help students develop skill.

The commonality provided by our engagement with CEL 5D+ and data cycle work in PLCs ensures common understanding of our goal – to provide students the support they need in becoming a literate and thoughtful person in the 21st century. We believe this recommendation best ensures that each school is equipped with the tools to meet students where they are and move them toward that goal.

The recommendation from the pilot committee is to adopt a menu of options that include Springboard, Houghton Mifflin Harcourt Collections, and the Senior Elective Materials identified in the previous section. If this recommendation is accepted, the plan for implementation is as follows: Springboard at Auburn Riverside HS, Collections from Houghton-Mifflin-Harcourt at Auburn Senior HS & West Auburn HS, and a combination of Springboard in the honors program and Collections from Houghton-Mifflin-Harcourt in the non-honors program at Mountainview HS. The committee will ensure that any novels implemented as part of the CCSS curriculum meet all program goals as well as district and community standards as identified in the instructional materials document employed by the Department of Student Learning. Senior elective materials were also piloted by Auburn HS teachers. Those that were recommended by the piloting teachers are also included in this report and should be made available to schools with appropriate advanced notice to be woven into current courses as needed and can include 12th grade materials from Springboard or Collections from Houghton-Mifflin-Harcourt.

ELA Publish Requests by School

| | General Education | Honors/Pre-AP |
|--|-------------------|---------------|
| Auburn Mountainview High School | Collections | SpringBoard |
| Auburn Riverside High School | SpringBoard | SpringBoard |
| Auburn Senior High School | Collections | Collections |
| West Auburn High School | Collections | N/A |





Pilot Evaluation & Basic Instructional Materials Request Forms



Pilot Evaluation Page 1 of 4

(To be completed by piloting instructor(s) at the end of the pilot period.)

Submitted by: Tom McDermott on behalf of the ELA CCSS Material Pilot Committee

Content Area: English Language Arts

Grade(s) 9-12

1. Describe how the pilot meets the academic needs of the students as outlined in the pilot proposal.

The pilot centered upon the use and evaluation of of ELA curriculum materials that claimed to be deeply aligned with Common Core State Standards.

Before evaluating piloted materials using a rubric adapted from the EQuIP Quality Review Process, the committee members engaged their fellow department members in rigorous discourse about their applicability throughout the 2014-15 school year. Six questions guided and framed the discussions:

- Do the pilot materials provide scaffolding for learning that assists struggling readers?
- Do the pilot materials include multiple methods & opportunities for students to practice close reading?
- Do the pilot materials adequately address speaking and listening standards?
- Do the pilot materials adequately address language standards?
- Are the writing demands of the pilot materials sufficient to address the standards?
- Do the assessments (formative & summative) provide data that allows teachers to collaborate and analyze student work so that it informs future instruction?

Committee members produced a report that captured those key findings for their specific school; they are included in this document. They then shared these together and discussed before initial completion of the EQuIP rubric. The committee then shared the thinking behind their individual ratings and had the opportunity to revise their initial rating. This process was used for materials from both Springboard and Houghton-Mifflin-Harcourt's Collections. Only those schools that elected to pilot a publisher participated in completion of the rubric for that publisher although representatives from all schools were present for and had the opportunity to participate in the discussions.

2. Describe outcomes of the pilot in regards to:

a. Common Core State Standards:

Over the course of their work in the winter and spring of 2015, the committee determined that the piloted materials were in fact deeply aligned with Common Core State Standards.

b. School Improvement Plan:

Every school in the Auburn School District has a goal to increase student achievement in English Language Arts. The pilot of secondary ELA materials directly relates to school improvement plans due to the need to adopt and use materials aligned to CCSS.

c. District Goals:

Goal 1 of the District Strategic Plan states that with district support, leadership, and guidance, each student will meet or exceed state and district standards, graduate on time, and be prepared for career and college.

The pilot supports this goal by reviewing and piloting materials as they align to CCSS to increase student achievement in ELA.

d. Instructional Programs (Changes in current delivery methods/trainings staff development):

The pilot of ELA CCSS materials included the review of support materials in delivery of instruction. Some of the training and staff development included tools to increase the number of strategies to be used in the classroom, methods for differentiating instruction and the focus on assessment.

e. Staff [increase or decrease staffing or require reassignment of existing staff including Student Support Services]:

Through the pilot process, there is no change in staffing and there is no reassignment of existing staff including Student Support Services.

f. Materials and Equipment Cost (include initial and ongoing maintenance costs both to the district and building):

Please reference the Basic Instructional Materials Request and the cost breakdown found in this document.

g. Facilities:

There is no change in facilities necessary as a result of the pilot of core math materials.

Pilot Evaluation Page 3 of 4

h. Support Services (purchasing, maintenance, transportation, and food services):

Support services have been a part of the delivery of the pilot materials to the four high schools in the district. The Department of Student Learning will work closely with Purchasing to ensure accurate and timely purchase of the adopted materials. Warehouse staff will support the conclusion of this pilot by delivering the materials to the four high schools.

3. Is the time allowed appropriate for the content to be taught?

This is student dependent, but the materials provide more than adequate lessons and activities for the traditional school calendar.

4. Feedback on the pilot from (or attach information):

Refer to information from the completion of the evaluation rubrics.

5. Describe unexpected or additional costs incurred as a result of the pilot.


None



6. Describe additional changes or corrections needed (if any).

None

Pilot Evaluation Page 4 of 4

(To be completed by piloting instructor(s) at the end of the pilot period.)

| PILOT EVALUATION | SIGNATURES | DATE |
|---|--|---------|
| 1. Originator/Pilot Lead |  | 4/30/15 |
| <input checked="" type="checkbox"/> Approve request | | |
| <input type="checkbox"/> Continuation of pilot | | |
| <input type="checkbox"/> Request Denied | | |
| Comments: | | |

| PILOT EVALUATION | SIGNATURES | DATE |
|---|--|---------|
| Executive Director of High School and Post Secondary Programs |  | 4-30-15 |
| <input checked="" type="checkbox"/> Approve request | | |
| <input type="checkbox"/> Continue pilot** | | |
| <input type="checkbox"/> Deny request | | |
| Comments: | | |
| Assistant Superintendent for K-12 Student Learning |  | 4/30/15 |
| <input checked="" type="checkbox"/> Approve request | | |
| <input type="checkbox"/> Continue pilot** | | |
| <input type="checkbox"/> Deny request | | |
| Comments: | | |

Auburn School District #408

Basic Instructional Materials Request

(Must include Evaluation of Basic Materials form for a minimum of two texts.)

SCHOOL DEPARTMENT OR COMMITTEE SUBMITTING REQUEST:

Department of Student Learning

List names of persons who evaluated this material:

| NAME | POSITION | SCHOOL |
|----------------------------|----------|--------|
| <i>See Committee Lists</i> | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

1. REQUESTED MATERIAL

Type of material being requested: ☒ Book ☐ Software ☒ CD/DVD ☒ Online/Web Resources ☐ Other

Title SpringBoard English Language Arts for High School Copyright 2014

Author Multiple Publisher College Board ISBN Varies by grade level

Range of readability levels on grade level Average readability level on grade level

2. COURSE INFORMATION

Subject in which requested material will be used: English Language Arts

Grade level(s) for which this material is being requested: High School Grade Levels

3. COST ANALYSIS

First year cost per student \$18.25-18.75 Number of students to use material Approx. 1400

Cost per student to maintain on yearly basis \$18.75

Other costs (specify) Teacher Editions: \$96-\$98

Total cost of adoption for: Building N/A District \$29,000 (yearly)

Auburn School District #408
Basic Instructional Materials Request

PROGRAM GOALS. The requested basic instructional materials are consistent with district, building, department, and/or course goals including:

| Criteria | Yes | No | N/A |
|--|-------------------------------------|--------------------------|--------------------------|
| 1. Consistency with district and program mission, vision, goals and objectives | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Align with state- and district-defined Essential Academic Learning Requirements and/or Grade Level Expectations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Further the systematic and sequence of the program across K-12 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

DISTRICT AND COMMUNITY STANDARDS. The requested basic instructional materials are consistent with district and community standards including:



| Criteria | Yes | No | N/A |
|--|-------------------------------------|--------------------------|--------------------------|
| Provides teachers guidelines to: | | | |
| 1. Present differing viewpoints of controversial issues in order for students to develop the skills of critical analysis and informed decision making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Promote the diverse character of our world by: | | | |
| a. Presenting cultural and ethnic differences. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Using language and examples which treat all human beings with respect and dignity. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Helping students understand and accept the diversity in the heritage and culture of our nation's people. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Recognizing various types of family structures. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Recognizing differing socioeconomic levels. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Recognizing differences in minorities and gender. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Representing occupational diversity of populations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Materials are appropriate for the age, experience, and maturity level of the student for whom it is intended. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Materials are free from inappropriate use of profane, obscene, or derogatory language. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Materials are free from inappropriate written or visual graphic sexual incidents. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Materials stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciations, aesthetic values, and the development of ethical and moral standards. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Materials enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Auburn School District #408
Basic Instructional Materials Request

Materials adopted in the Auburn School District are appropriate for the age, experience, and maturity level of the student for whom they are intended. Teaching and learning materials should not include obscene language or graphic sexual incidents. Rationale must be presented and appropriate instructional goals included where potentially explicit topics or visual aids are used. Alternate learning opportunities will be provided upon request in the case that an objection is made to the approved instructional material.

REQUIRED SIGNATURES

FOR APPROVAL OF BASIC INSTRUCTIONAL MATERIALS

| APPROVED BY | SIGNATURE | DATE |
|--|---|---------|
| 1. Executive Director of High School Programs |  | 4-30-15 |
| 2. Assistant Superintendent of K-12 Student Learning |  | 5/1/15 |
| 3. Board of Directors | | |
| | | |
| | | |
| | | |
| | | |

Auburn School District #408

Basic Instructional Materials Request

(Must include Evaluation of Basic Materials form for a minimum of two texts.)

SCHOOL DEPARTMENT OR COMMITTEE SUBMITTING REQUEST:

Department of Student Learning

List names of persons who evaluated this material:

| NAME | POSITION | SCHOOL |
|----------------------------|----------|--------|
| <i>See Committee Lists</i> | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

1. REQUESTED MATERIAL

Type of material being requested: ☒ Book ☐ Software ☒ CD/DVD ☒ Online/Web Resources ☐ Other

Title Houghton-Mifflin-Harcourt Collections for High School Copyright 2015

Author Multiple Publisher Houghton Mifflin Harcourt ISBN Varied

Range of readability levels on grade level Average readability level on grade level

2. COURSE INFORMATION

Subject in which requested material will be used: English Language Arts

Grade level(s) for which this material is being requested: High School Grade Levels

3. COST ANALYSIS

First year cost per student See attached cost breakdown Number of students to use material Approx. 2100

Cost per student to maintain on yearly basis N/A

Other costs (specify) N/A

Total cost of adoption for: Building N/A District \$300,000 (for 6 years)

Auburn School District #408
Basic Instructional Materials Request

PROGRAM GOALS. The requested basic instructional materials are consistent with district, building, department, and/or course goals including:

| Criteria | Yes | No | N/A |
|--|-------------------------------------|--------------------------|--------------------------|
| 1. Consistency with district and program mission, vision, goals and objectives | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Align with state- and district-defined Essential Academic Learning Requirements and/or Grade Level Expectations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Further the systematic and sequence of the program across K-12 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

DISTRICT AND COMMUNITY STANDARDS. The requested basic instructional materials are consistent with district and community standards including:



| Criteria | Yes | No | N/A |
|--|-------------------------------------|--------------------------|--------------------------|
| Provides teachers guidelines to: | | | |
| 1. Present differing viewpoints of controversial issues in order for students to develop the skills of critical analysis and informed decision making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Promote the diverse character of our world by: | | | |
| a. Presenting cultural and ethnic differences. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Using language and examples which treat all human beings with respect and dignity. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Helping students understand and accept the diversity in the heritage and culture of our nation's people. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Recognizing various types of family structures. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Recognizing differing socioeconomic levels. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Recognizing differences in minorities and gender. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Representing occupational diversity of populations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Materials are appropriate for the age, experience, and maturity level of the student for whom it is intended. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Materials are free from inappropriate use of profane, obscene, or derogatory language. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Materials are free from inappropriate written or visual graphic sexual incidents. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Materials stimulate student growth in conceptual thinking, factual knowledge, physical fitness, literary appreciations, aesthetic values, and the development of ethical and moral standards. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Materials enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Basic Instructional Materials Request

Materials adopted in the Auburn School District are appropriate for the age, experience, and maturity level of the student for whom they are intended. Teaching and learning materials should not include obscene language or graphic sexual incidents. Rationale must be presented and appropriate instructional goals included where potentially explicit topics or visual aids are used. Alternate learning opportunities will be provided upon request in the case that an objection is made to the approved instructional material.

REQUIRED SIGNATURES

FOR APPROVAL OF BASIC INSTRUCTIONAL MATERIALS

| APPROVED BY | SIGNATURE | DATE |
|--|--|-------------|
| 1. Executive Director of High School Programs |  | 4-30-15 |
| 2. Assistant Superintendent of K-12 Student Learning |  | 5/1/15 |
| 3. Board of Directors | | |



APPENDIX



| I. Alignment to the Depth of the CCSS | II. Key Shifts in the CCSS | III. Instructional Supports | IV. Assessment |
|---|---|---|---|
| <p>The lesson/unit aligns with the letter and spirit of the CCSS:</p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. | <p>The lesson/unit addresses key shifts in the CCSS:</p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. | <p>The lesson/unit is responsive to varied student learning needs:</p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and is easy to understand and use. Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Integrates appropriate supports in reading, writing, listening and speaking for students who are EL, have disabilities, or read well below the grade level text band. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units). Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units). Provide for authentic learning, application and/or reflection. Directed inquiry, analysis, evaluation and/or reflection. Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units). Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. | <p>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. |
| Rating: 3 2 1 0 | Rating: 3 2 1 0 | Rating: 3 2 1 0 | Rating: 3 2 1 0 |

EQulP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to: (1) Identify exemplars/ models for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

Step 1 – Review Materials

- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

Step 2 – Apply Criteria in Dimension 1: Alignment

- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the “lens” of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 – 3 for Dimension 1: Alignment

Note: Dimension 1 is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3 – Apply Criteria in Dimensions II – IV

- Closely examine the lesson/unit through the “lens” of each criterion.
 - Record comments on criteria met, improvements needed and then rate 0 – 3.
- When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

Step 4 – Apply an Overall Rating and Provide Summary Comments

- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, I, R, N – adjust as necessary.

If working in a group, individuals should record their overall rating prior to conversation.

Step 5 – Compare Overall Ratings and Determine Next Steps

- Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance for ELA/Literacy: When selecting text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose, see *The Common Core State Standards in English Language Arts/Literacy* at www.corestandards.org/ELA-Literacy; and the *Supplement for Appendix A: New Research on Text Complexity* as well as *Quantitative and Qualitative Measures at www.achievethecore.org/steal-these-tools-text-complexity*. See *The Publishers' Criteria* for Grades K-2 and the same for Grades 3-12 at www.achievethecore.org/steal-these-tools.

Rating Scales

Note: Rating for Dimension 1: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension

2: Meets many of the criteria in the dimension

1: Meets some of the criteria in the dimension

0: Does not meet the criteria in the dimension

Descriptors for Dimensions I, II, III, IV:

3: Exemplifies CCSS Quality – meets the standard described by criteria in the dimension, as explained in criterion-based observations.

2: Approaching CCSS Quality – meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.

1: Developing toward CCSS Quality – needs significant revision, as suggested in criterion-based observations.

0: Not representing CCSS Quality – does not address the criteria in the dimension.

Overall Rating for the Lesson/Unit:

E: Exemplar – Aligned and meets most to all of the criteria in dimensions I, II, III, IV (total 11 – 12)

I: Exemplar if Improved – Aligned and needs some improvement in one or more dimensions (total 8 – 10)

R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions (total 3 – 7)

N: Not Ready to Review – Not aligned and does not meet criteria (total 0 – 2)

Descriptors for Overall Rating:

E: Exemplifies CCSS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions I, II, III, IV of the rubric.

I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.

R: Developing toward CCSS Quality – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

N: Not representing CCSS Quality – Not aligned and does not address criteria.

PERSONNEL REPORT - CERTIFICATED

| | Classification | Job Type | Building | Name | Start Date | Hours | Rate of Pay | Comment |
|---------------------------------|----------------|----------------------------|----------|---------------------------|------------|-------|-------------|---------|
| Curriculum-Noncurriculum | | | | | | | | |
| | CERTIFICATED | 10 BLOCK MATH FACT FLUENCY | LV | GRECO, GINA | 4/15/2015 | 5 | \$45.83 | |
| | CERTIFICATED | ARTEAM TRAININGS | ANNEX | BUDZYNSKI, NICOLE | 4/1/2015 | 10 | \$35.57 | |
| | CERTIFICATED | ARTEAM TRAININGS | WA | CAIRNEY, DAWNE | 4/1/2015 | 10 | \$38.67 | |
| | CERTIFICATED | ARTEAM TRAININGS | ANNEX | GALLAGHER, LINDSEY | 4/1/2015 | 3 | \$45.83 | |
| | CERTIFICATED | ARTEAM TRAININGS | ANNEX | RUPP, TERI | 4/1/2015 | 3 | \$43.17 | |
| | CERTIFICATED | ARTEAM TRAININGS | LH | ST MARY, SARAH | 4/1/2015 | 13 | \$34.73 | |
| | CERTIFICATED | BREAKFAST PREP | AHS | KILLIAN, MARCI | 5/28/2015 | 3 | \$29.49 | |
| | CERTIFICATED | CAMP AUBURN | LV | CALDWELL, JENNIFER | 4/28/2015 | | STIPEND | \$409 |
| | CERTIFICATED | CAMP AUBURN | HZ | CELVER, CHRISTINA | 5/1/2015 | | STIPEND | \$409 |
| | CERTIFICATED | CAMP AUBURN | LV | ROWE, ALESHA | 4/28/2015 | | STIPEND | \$409 |
| | CERTIFICATED | CCSS ELA TRANS COMM | PIO | CAMPBELL, LINDA | 3/29/2015 | 4.5 | \$50.93 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | HZ | CRAIN, LORI | 3/29/2015 | 4.5 | \$41.90 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | IL | DEFRANCESCO, ANDREW | 3/29/2015 | 4.5 | \$47.81 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | ALP | KESSLER, CHELSI | 3/29/2015 | 4.5 | \$33.82 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | LLH | KNAPP, STEPHANIE | 3/29/2015 | 4.5 | \$41.90 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | CH | LEIR, AUTUMN | 3/29/2015 | 4.5 | \$28.09 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | LLH | LUKE, DOROTHY | 3/29/2015 | 4.5 | \$45.79 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | AJ | MATE, RHONDA | 3/29/2015 | 4.5 | \$27.73 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | TP | MCINTYRE, LEAH | 3/29/2015 | 4.5 | \$50.93 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | ALP | MILLER, TANA | 3/29/2015 | 4.5 | \$42.54 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | GR | PAGORIA-O'NEILL, ANNMARIE | 3/29/2015 | 4.5 | \$37.00 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | EH | RASMUSSEN, KARINE | 3/29/2015 | 4.5 | \$45.17 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | DS | RIESTRA, JENNIFER | 3/29/2015 | 4.5 | \$42.54 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | GR | SELLERS, KAITLYN | 3/29/2015 | 4.5 | \$27.73 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | IL | SIEGRIST, JENNIFER | 3/29/2015 | 4.5 | \$45.83 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | LH | SWEENEY, DEVAN | 3/29/2015 | 4.5 | \$45.83 | |
| | CERTIFICATED | CCSS ELA TRANS COMM | DS | WISENER, AIMEE | 3/29/2015 | 4.5 | \$28.48 | |
| | CERTIFICATED | CTE STEM FOOD SCIENCES | CAS | BRYANT, VALERIE | 9/1/2014 | 21 | \$45.79 | |
| | CERTIFICATED | ELEM COMMON CORE | EH | LOUIE, ALISA | 4/7/2015 | 45 | \$36.12 | |
| | CERTIFICATED | ELEM LIBRARY PLAN TIME | LLH | LEAF, VICKI | 10/1/2014 | 8 | \$50.93 | |
| | CERTIFICATED | GLAD SCIENCE KITS | IL | ABBOTT, HEIDI | 4/1/2015 | 25 | \$33.62 | |
| | CERTIFICATED | GLAD SCIENCE KITS | LLH | LAMB, PETER | 4/1/2015 | 25 | \$50.93 | |
| | CERTIFICATED | GLAD SCIENCE KITS | DS | LYSENE, SARAH | 4/1/2015 | 25 | \$40.06 | |
| | CERTIFICATED | GLAD SCIENCE KITS | DS | SCHOLZEN, JULIE | 4/1/2015 | 25 | \$42.54 | |
| | CERTIFICATED | HIGHLY CAPABLE PREP/PLAN | LLH | ROBERSON, AMANDA | 2/1/2015 | 30 | \$43.17 | |
| | CERTIFICATED | IEP MEETING | OLY | KINDEM, SUSAN | 2/1/2015 | 1 | \$50.93 | |
| | CERTIFICATED | INVOLUNTARY ROOM MOVE | MTB | CARSTENS, CORRIE | 6/1/2015 | 14 | \$50.93 | |
| | CERTIFICATED | INVOLUNTARY ROOM MOVE | MTB | COWAN, AARON | 6/1/2015 | 14 | \$38.88 | |
| | CERTIFICATED | INVOLUNTARY ROOM MOVE | MTB | JOHNSON, NICHOLAS | 6/1/2015 | 14 | \$35.91 | |
| | CERTIFICATED | K-2 SPRING ELA MTG | PIO | HUPPERTON, MICHELLE | 4/7/2015 | 15 | \$50.93 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | WA | AGUILAR, JANIE | 4/8/2015 | 20 | \$27.02 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | LH | ANDERSON, KELSIE | 4/8/2015 | 20 | \$28.13 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | GR | ARAMBURU, CARLY | 4/8/2015 | 20 | \$27.02 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | EH | BARROWS, RACHEL | 4/8/2015 | 20 | \$27.39 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | CH | BERMUDEZ, CORI | 4/8/2015 | 20 | \$29.59 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | IL | BLAU, CYNTHIA | 4/8/2015 | 20 | \$40.06 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | LLH | BROWN, KELLY | 4/8/2015 | 20 | \$37.00 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | ALP | BROWN, SARAH | 4/8/2015 | 20 | \$27.73 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | LH | CALDARULO, RITTANY | 4/8/2015 | 20 | \$27.73 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | IL | CARLSON, HANNA | 4/8/2015 | 20 | \$28.48 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | PIO | CHOCK, RUBY | 4/8/2015 | 20 | \$48.04 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | AJ | COVEY, ERICA | 4/8/2015 | 20 | \$35.57 | |
| | CERTIFICATED | KINDERGARTEN INSERVICE | TP | CRAMER, JOAN | 4/8/2015 | 20 | \$45.79 | |

| | | | | | | |
|--------------|------------------------|------|--------------------------|-----------|-----|---------|
| CERTIFICATED | KINDERGARTEN INSERVICE | HZ | DAVIS, MARY KATHLEEN | 4/8/2015 | 20 | \$50.93 |
| CERTIFICATED | KINDERGARTEN INSERVICE | EH | DRAKE, MICHELLE | 4/8/2015 | 20 | \$30.77 |
| CERTIFICATED | KINDERGARTEN INSERVICE | HZ | DUCKWORTH, APRIL | 4/8/2015 | 20 | \$27.39 |
| CERTIFICATED | KINDERGARTEN INSERVICE | ALP | ESCALERA, JILLYAN | 4/8/2015 | 20 | \$30.51 |
| CERTIFICATED | KINDERGARTEN INSERVICE | AJ | FALK, EMILY | 4/8/2015 | 20 | \$33.82 |
| CERTIFICATED | KINDERGARTEN INSERVICE | IL | FIELDS, BEVERLY | 4/8/2015 | 20 | \$45.79 |
| CERTIFICATED | KINDERGARTEN INSERVICE | WA | GARCIA, DEAYRDRA | 4/8/2015 | 20 | \$50.93 |
| CERTIFICATED | KINDERGARTEN INSERVICE | LH | GERING, TREVOR | 4/8/2015 | 20 | \$27.39 |
| CERTIFICATED | KINDERGARTEN INSERVICE | DS | GLENN, JANINE | 4/8/2015 | 20 | \$27.73 |
| CERTIFICATED | KINDERGARTEN INSERVICE | HZ | GORDON, SANDRA | 4/8/2015 | 20 | \$50.93 |
| CERTIFICATED | KINDERGARTEN INSERVICE | AJ | HARTMANN, LAURA | 4/8/2015 | 20 | \$32.51 |
| CERTIFICATED | KINDERGARTEN INSERVICE | ALP | HEIER, ADRIENNE | 4/8/2015 | 20 | \$37.30 |
| CERTIFICATED | KINDERGARTEN INSERVICE | TP | JARMAN, COURTNY | 4/8/2015 | 20 | \$33.46 |
| CERTIFICATED | KINDERGARTEN INSERVICE | DS | JENSEN, STEPHANIE | 4/8/2015 | 20 | \$27.39 |
| CERTIFICATED | KINDERGARTEN INSERVICE | AJ | KEISER, SHERI | 4/8/2015 | 20 | \$32.76 |
| CERTIFICATED | KINDERGARTEN INSERVICE | IL | KELLY, AMY | 4/8/2015 | 20 | \$37.73 |
| CERTIFICATED | KINDERGARTEN INSERVICE | WA | LEWIS, JESSICA | 4/8/2015 | 20 | \$47.81 |
| CERTIFICATED | KINDERGARTEN INSERVICE | GR | LEWIS, ROBERTA | 4/8/2015 | 20 | \$45.82 |
| CERTIFICATED | KINDERGARTEN INSERVICE | DS | LINDBERG, DARA | 4/8/2015 | 20 | \$48.77 |
| CERTIFICATED | KINDERGARTEN INSERVICE | LV | LOCKETT, SARAH | 4/8/2015 | 20 | \$30.01 |
| CERTIFICATED | KINDERGARTEN INSERVICE | PIO | LUSCHEI, MARY | 4/8/2015 | 20 | \$48.77 |
| CERTIFICATED | KINDERGARTEN INSERVICE | LLH | LYNCH, SARAH | 4/8/2015 | 20 | \$28.09 |
| CERTIFICATED | KINDERGARTEN INSERVICE | LLH | MATTISON, SARAH | 4/8/2015 | 20 | \$39.45 |
| CERTIFICATED | KINDERGARTEN INSERVICE | IL | MCKEEVER, ALLISON | 4/8/2015 | 20 | \$48.77 |
| CERTIFICATED | KINDERGARTEN INSERVICE | LLH | MCKEOUGH, KIMBERLY | 4/8/2015 | 20 | \$50.93 |
| CERTIFICATED | KINDERGARTEN INSERVICE | PIO | MCLAUGHLIN, MELYSSA | 4/8/2015 | 20 | \$27.02 |
| CERTIFICATED | KINDERGARTEN INSERVICE | WA | MELANSON, SASIA | 4/8/2015 | 20 | \$33.12 |
| CERTIFICATED | KINDERGARTEN INSERVICE | CH | MILLARD, TERESA | 4/8/2015 | 20 | \$29.59 |
| CERTIFICATED | KINDERGARTEN INSERVICE | EH | MILLER, KYLEY | 4/8/2015 | 20 | \$29.27 |
| CERTIFICATED | KINDERGARTEN INSERVICE | TP | MISCHKE, EMILY | 4/8/2015 | 20 | \$50.93 |
| CERTIFICATED | KINDERGARTEN INSERVICE | EH | MUSIAL, DIANA | 4/8/2015 | 20 | \$37.00 |
| CERTIFICATED | KINDERGARTEN INSERVICE | CH | NISSEN-HANEY, JACQUELINE | 4/8/2015 | 20 | \$48.04 |
| CERTIFICATED | KINDERGARTEN INSERVICE | LLH | POTTER, CHRISTINA | 4/8/2015 | 20 | \$47.81 |
| CERTIFICATED | KINDERGARTEN INSERVICE | DS | ROBINSON, SANDRA | 4/8/2015 | 20 | \$33.12 |
| CERTIFICATED | KINDERGARTEN INSERVICE | PIO | ROBLE, MICHELLE | 4/8/2015 | 20 | \$41.27 |
| CERTIFICATED | KINDERGARTEN INSERVICE | GR | ROLLAND, LENA | 4/8/2015 | 20 | \$37.49 |
| CERTIFICATED | KINDERGARTEN INSERVICE | ALP | SCOTT, SARAH | 4/8/2015 | 20 | \$28.09 |
| CERTIFICATED | KINDERGARTEN INSERVICE | LH | SEARS, STACY | 4/8/2015 | 20 | \$27.73 |
| CERTIFICATED | KINDERGARTEN INSERVICE | GR | SIMONS, DIANE | 4/8/2015 | 20 | \$27.02 |
| CERTIFICATED | KINDERGARTEN INSERVICE | EH | UDD, JESSICA | 4/8/2015 | 20 | \$27.39 |
| CERTIFICATED | KINDERGARTEN INSERVICE | GR | ULLBERG, NECIA | 4/8/2015 | 20 | \$27.02 |
| CERTIFICATED | KINDERGARTEN INSERVICE | GR | WHIPPLE, KELLIE | 4/8/2015 | 20 | \$29.17 |
| CERTIFICATED | KINDERGARTEN INSERVICE | LV | WHITE, BETH | 4/8/2015 | 20 | \$31.35 |
| CERTIFICATED | KINDERGARTEN INSERVICE | HZ | WINSLOW, LORI | 4/8/2015 | 20 | \$27.02 |
| CERTIFICATED | KINDERGARTEN INSERVICE | AJ | YOUNG, DANIELLE | 4/8/2015 | 20 | \$41.14 |
| CERTIFICATED | KINDERGARTEN INSERVICE | HZ | ZABRISKIE, SUANNE | 4/8/2015 | 20 | \$30.39 |
| CERTIFICATED | LIBRARY WORK | WA | GAGE, DAVID | 4/27/2015 | 5.5 | \$36.40 |
| CERTIFICATED | LIBRARY WORK | WA | KILBURG, KRISTY | 4/27/2015 | 4.5 | \$44.47 |
| CERTIFICATED | PARENT INVOLVEMENT | ARHS | GOETHALS, DAVID | 4/15/2015 | 4 | \$50.93 |
| CERTIFICATED | PARENT INVOLVEMENT | ARHS | MEAD, STEVEN | 4/15/2015 | 4 | \$50.93 |
| CERTIFICATED | PARENT INVOLVEMENT | ARHS | WRIGHT, TIMOTHY | 4/15/2015 | 4 | \$50.93 |
| CERTIFICATED | PK-3 SYSTEMS SUPP | HZ | SCOTT, ERIN | 4/7/2015 | 15 | \$50.93 |
| CERTIFICATED | PLC PREP/PRESENTATION | GR | LINVILLE, DIANNA | 4/1/2015 | 2 | \$41.27 |
| CERTIFICATED | REACH STANDARDS IN SCI | ARHS | SHAW, JUDITH | 4/14/2015 | 30 | \$50.93 |
| CERTIFICATED | READING/WRITING INTERV | ARHS | NEU, SUSAN | 4/1/2015 | 10 | \$50.93 |
| CERTIFICATED | READISTEP NIGHT | CAS | EGIZII, AMY | 2/25/2015 | 5 | \$47.22 |

| | | | | | | |
|--------------|----------------------------|------|----------------------|-----------|----|---------|
| CERTIFICATED | READISTEP NIGHT | CAS | PETRIE, JR., TIMOTHY | 2/25/2015 | 5 | \$41.27 |
| CERTIFICATED | SBA TESTING | MTB | ACUNA, ANDREA | 4/13/2015 | 14 | \$27.02 |
| CERTIFICATED | SKILLSUSA/CTSO COMPETITION | AHS | DONALDSON, FRED | 11/3/2014 | 35 | \$45.82 |
| CERTIFICATED | SUPPORT FOR AP STUDENTS | ARHS | JILBERT, CRYSTAL | 1/2/2015 | 15 | \$42.54 |
| CERTIFICATED | SUPPORT FOR AP STUDENTS | ARHS | MONSEN, ANDREW | 4/1/2015 | 7 | \$49.93 |
| CERTIFICATED | WAIVER DAY PRESENTATION | AMHS | BENDT, HEIDI | 3/9/2015 | 3 | \$50.93 |
| CERTIFICATED | WCTSMA COMPETITION | AHS | PARSONS, KRISTA | 11/4/2014 | 35 | \$40.66 |

Leave

New Hire

Resignation

| | | | | | | |
|--------------|----------------------|-------|--------------------|-----------|--|----------------------|
| CERTIFICATED | PSYCHOLOGIST | ANNEX | DAMIANO, ALEXANDRA | 6/19/2015 | | EMPLOYMENT ELSEWHERE |
| CERTIFICATED | TEACHER/ELL | ARHS | CHEAN, CLEROBONG | 6/19/2015 | | PERSONAL |
| CERTIFICATED | TEACHER/KINDERGARTEN | ALP | WREN, ALICE | 6/18/2015 | | PERSONAL |
| CERTIFICATED | TEACHER/MUSIC | CH | OXFORD, NATHANIEL | 6/18/2015 | | PERSONAL |
| CERTIFICATED | TEACHER/SPED | RAIN | KRALIK, GAVIN | 6/19/2015 | | EMPLOYMENT ELSEWHERE |

PERSONNEL REPORT - CLASSIFIED

Curriculum-Noncurriculum

| | | | | | | |
|------------|------------------------------------|---------------------|---------------|-----------|----|---------|
| CLASSIFIED | ACCOMPANIST - CHOIR | CASCADE | LABAYAN, JOHN | 12/1/2014 | 80 | \$15.00 |
| CLASSIFIED | CONSULTANT - CHOIR | OLYMPIC | LABAYAN, JOHN | 9/1/2014 | 60 | \$20.00 |
| CLASSIFIED | EXTRA HOURS - ADHOC MEETING DINNER | CTE | BALL, LORETTA | 4/15/2015 | 5 | \$18.84 |
| CLASSIFIED | EXTRA HOURS - AP STUDENT SUPPORT | AUBURN MOUNTAINVIEW | BARRY, CARLA | 5/1/2015 | 3 | \$16.52 |
| CLASSIFIED | PRESENTATION - ARTEAM TRAINING | ANNEX | BLACK, MEGAN | 4/16/2015 | 3 | \$16.52 |

New Hire

| | | | | | | | |
|------------|---|-----------------|-------------------|-----------|---------|---------|---------------------|
| CLASSIFIED | ASSISTANT COOK | AMHS | DASS, PATRICIA | 4/27/2015 | 2.00 | \$14.86 | QUALIFIED APPLICANT |
| CLASSIFIED | LIFE GUARD/INSTRUCTOR | POOL | EATON, JASON | 4/24/2015 | | \$9.47 | QUALIFIED APPLICANT |
| CLASSIFIED | LIFE GUARD/INSTRUCTOR | POOL | YEAGER, TAYLOR | 4/24/2015 | | \$9.47 | QUALIFIED APPLICANT |
| CLASSIFIED | PARA EDUCATOR SPECIAL ED. SLC CLASS-SIZE | CHINOOK | COXON, ANGELA | 5/4/2015 | 6.5 | \$16.21 | QUALIFIED APPLICANT |
| CLASSIFIED | PARA EDUCATOR SPECIAL KIDS | LAKE VIEW | HUSSEINI, BARBARA | 4/27/2015 | 6.5 | \$16.21 | QUALIFIED APPLICANT |
| CLASSIFIED | PARA EDUCATOR SPECIAL KIDS | CHINOOK | STEWART, ANDREA | 5/5/2015 | 4.5 | \$16.21 | QUALIFIED APPLICANT |
| CLASSIFIED | PARA EDUCATOR SPECIAL KIDS/SPECIAL ED. CLASS-SIZE | ARTHUR JACOBSEN | GARRISON, GERRY | 5/4/2015 | 3.5/3.0 | \$16.21 | QUALIFIED APPLICANT |

Rehire

Resignation

| | | | | | | |
|------------|--|----------------------|--------------------|-----------|--|------------|
| CLASSIFIED | ASSISTANT COOK | CHILD NUTRITION | HATTEN, ARLENE | 4/30/2015 | | RETIREMENT |
| CLASSIFIED | KITCHEN MANAGER - ELEMENTARY | ILALKO | BERNIER, LEONA | 4/24/2015 | | PERSONAL |
| CLASSIFIED | MECHANIC | TRANSPORTATION | CARNINO JR, BARNEY | 5/29/2015 | | RETIREMENT |
| CLASSIFIED | OFFICE MANAGER - ELEMENTARY | TERMINAL PARK | FENDLEY, DIANE | 6/30/2015 | | PERSONAL |
| CLASSIFIED | PARA EDUCATOR COMPUTER LAB/SECONDARY LIBRARY | WEST AUBURN | GARIANO, ELETHA | 6/19/2015 | | RETIREMENT |
| CLASSIFIED | PARA EDUCATOR ELL | OLYMPIC | KYLLO, AUGA | 4/3/2015 | | PERSONAL |
| CLASSIFIED | PARA EDUCATOR TITLE/LAP | GILDO REY | BALL, SARAH | 6/18/2015 | | RETIREMENT |
| CLASSIFIED | PARA EDUCATOR TITLE/LAP | EVERGREEN HEIGHTS | RIEF, SUSAN | 6/18/2015 | | PERSONAL |
| CLASSIFIED | PARA-EDUCATOR - CISA COORDINATOR | CASCADE | MCCARTAN, AUTUMN | 6/19/2015 | | PERSONAL |
| CLASSIFIED | PARA-EDUCATOR ECE | ANNEX | GERING, MELANIE | 6/17/2015 | | PERSONAL |
| CLASSIFIED | PARA-EDUCATOR SPECIAL ED - SLC | LAKE VIEW ELEMENTARY | LAKE, ASHLEY | 6/18/2015 | | PERSONAL |

BUILDING PROGRAM

1. 2014 Portable Classrooms Electrical-Arthur Jacobsen, Evergreen Heights, Ilalko Elementary Schools

Attached are copies of Change Order Nos. 2 and 3 for the 2014 Portable Classrooms Electrical - Arthur Jacobsen, Evergreen Heights, Ilalko Elementary Schools project which should be considered to permit a change in the construction contract amount.

| | |
|---------------------|---------------------|
| Original Contract | \$198,000.00 |
| Previously Approved | 3,471.00 |
| Change Order No. 2 | 2,106.00 |
| Change Order No. 3 | +\$ 797.00 |
| New Contract Amount | <u>\$204,374.00</u> |

Bob Kenworthy, assistant director of capital projects, will be present to recommend acceptance of these change orders.

Recommendation: That Change Order Nos. 2 and 3 be accepted for the 2014 Portable Classrooms Electrical - Arthur Jacobsen, Evergreen Heights, Ilalko Elementary Schools project and the contract amount be increased by \$2,903.00 for a new contract amount of \$204,374.00.

2. Auburn Riverside High School-Sewer Easement

Attached is an easement to City of Auburn for the purposes of laying, maintaining, and installing public sanitary sewer including the right of ingress and egress at the Auburn Riverside High School property. The easement area is 20-feet wide.

The sewer line located within the easement area will be constructed by the school district's contractor as part of the Auburn Riverside High School Site and Ball Field Improvements project. The granting of an easement is required by City of Auburn as a condition for the construction of the public sanitary sewer line.

Bob Kenworthy will be present to review and recommend granting of the easement.

Recommendation: That the Sewer Easement be granted to City of Auburn.

Change Order

PROJECT: Portable Classrooms 2014 AJ EH IL Electrical

CHANGE ORDER NO.: 2

DATE: April 6, 2015

TO CONTRACTOR: Steele Electric Company
4722 Bayview Lane
Everett, WA 98203

CONTRACT DATED: December 15, 2014

ENGINEER'S PROJECT NO.: 14-163

The Contract is changed as follows:

1. PR-03 - Replace Existing Security Alarm Control Panel at EH Add \$2,106.00

| | |
|--|---------------|
| The original Contract Sum was | \$ 198,000.00 |
| Net change by previously authorized Change Orders | \$ 3,471.00 |
| The Contract Sum prior to this Change Order was | \$ 201,471.00 |
| The Contract Sum will be increased by this change order | \$ 2,106.00 |
| The new Contract Sum including this Change Order will be | \$ 203,577.00 |

The Contract Time for the Work will remain unchanged.

The date of Substantial Completion as of the date of this Change Order is January 30, 2015.

Hargis Engineers, Inc.
1201 Third Avenue, Suite 600
Seattle, WA 98101

Auburn School District #408
915 Fourth Street N.E.
Auburn, WA 98002

Steele Electric Company
4722 Bayview Lane
Everett, WA 98203

By: 

By: _____

By: 

Date: 4/6/15

Date: _____

Date: 4-7-15

Change Order

PROJECT: Portable Classrooms 2014 AJ EH IL Electrical

CHANGE ORDER NO.: 3

DATE: April 30, 2015

TO CONTRACTOR: Steele Electric Company
4722 Bayview Lane
Everett, WA 98203

CONTRACT DATED: December 15, 2014

ENGINEER'S PROJECT NO.: 14-163

The Contract is changed as follows:

1. PR-04 – Replace Security Alarm Key Pad in the Boiler Room at EH Add \$797.00

| | |
|--|---------------|
| The original Contract Sum was | \$ 198,000.00 |
| Net change by previously authorized Change Orders | \$ 5,577.00 |
| The Contract Sum prior to this Change Order was | \$ 203,577.00 |
| The Contract Sum will be increased by this change order | \$ 797.00 |
| The new Contract Sum including this Change Order will be | \$ 204,374.00 |


The Contract Time for the Work will remain unchanged.

The date of Substantial Completion as of the date of this Change Order is January 30, 2015.

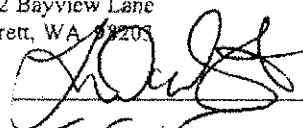
Hargis Engineers, Inc.
1201 Third Avenue, Suite 600
Seattle, WA 98101

Auburn School District #408
915 Fourth Street N.E.
Auburn, WA 98002

Steele Electric Company
4722 Bayview Lane
Everett, WA 98203

By: 
Date: 4/30/15

By: _____
Date: _____

By: 
Date: 5-5-15

Return Address:
City of Auburn
City Clerk
25 West Main
Auburn, WA 98001

Above this line reserved for recording information.

**SEWER EASEMENT
GRA14-0023**

| |
|---|
| Reference # (if applicable): N/A |
| Grantor: Auburn School District |
| Grantee: City of Auburn |
| Legal Description/STR: Section 31, Township 21N and Range 5E |
| Assessor's Tax Parcel ID#: 665500-0026 |

For and in consideration of the sum of TEN DOLLARS (\$10.00) and other good and valuable consideration, receipt of which is hereby acknowledged, and for benefits to be derived by the Grantor herein, Grantor, Auburn School District hereby conveys and warrants to the City of Auburn, Grantee herein, a municipal corporation of King County, Washington, its successors and assigns, a perpetual Nonexclusive Easement under, over, through and across the following described real property ("Easement Area") for the purpose of laying, maintaining, and installing **public sanitary sewer** and appurtenances thereto, the Easement Area being a portion of the above-designated Tax Parcel ("Parent Parcel"), and described as follows:

SEE EXHIBITS "A" AND "B", ATTACHED HERETO AND BY THIS
REFERENCE MADE A PART HEREOF.

Grantee shall have the absolute right, at times as may be necessary, for immediate entry upon said Easement Area for the purpose of maintenance, inspection, construction, repair or reconstruction of the above improvements without incurring any legal obligation or liability therefore.

Grantor shall not in any way block, restrict or impede access and egress to or from the Easement Area, and/or in any way block, restrict or impede full use of the real property within the Easement Area by the Grantee for the above-described purposes. No building, wall, rockery, fence, trees, artificial turf and associated drainage facilities, or structure of any kind shall be erected or planted, nor shall any fill material be placed within the boundaries of the Easement Area, without Grantee approving construction plans showing those improvements. If any of the items listed above impedes the ability of the Grantee to maintain, repair, or replace its facilities, the Grantor will be, at its sole expense, responsible for removing those items upon request of Grantee and replacing them when the maintenance or repair work is complete. With Grantee permission, Grantor may fence across said Easement Area and/or along the boundaries of the Easement Area, provided that a gate is constructed in the fence. The gate shall be of sufficient length and location to allow the Grantee full use of, and access and egress to and from the Easement Area. If the gate is to be locked, keys shall be provided to the Grantee.

No excavation shall be made within three (3) feet of the sewer service facilities and the surface level of the ground within the Easement Area shall be maintained at the elevation as currently existing.

Grantor grants to the Grantee the right of ingress and egress to the Easement Area over and across all paved, graveled, or otherwise improved driveways or parking lots within the Parent Parcel. If direct access to the Easement Area is not available from such driveways or parking lots, the Grantee's right of ingress and egress shall include such other areas within the Parent Parcel as the Grantee determines are necessary to access the Easement Area from such driveways and parking lots or from the Parent Parcel's boundaries.

Grantor additionally grants to the Grantee, the use of such additional area immediately adjacent to the Easement Area as shall be required for the construction, reconstruction, maintenance and operation of said sewer facilities. The use of such additional area shall be held to a reasonable minimum. In addition to the other restrictions herein, Grantor shall not convey to a third party any easement or other right of usage in the Parent Parcel that would impair or limit the Grantee's use of the Easement Area.

This Easement shall be a covenant running with the Parent Parcel shall burden said real estate, and shall be binding on the successors, heirs and assigns of all parties hereto.

SIGNATORY – MUNICIPAL CORPORATE

IN WITNESS WHEREOF the Grantor has executed these presents this

day of _____, 2015.

AUBURN SCHOOL DISTRICT NO. 408,
a municipal corporation of the State of Washington

D.K. Herren
Superintendent

Date _____

STATE OF WASHINGTON)
COUNTY OF KING) ss

I certify that I know or have satisfactory evidence that _____ is the person who appeared before me, and said person acknowledged that they signed this instrument, on oath stated that they were authorized to execute the instrument and acknowledged it as the Superintendent of the AUBURN SCHOOL DISTRICT NO. 408, **a municipal corporation**, to be the free and voluntary act of such party for the uses and purposes mentioned in this instrument.

Dated _____

Notary Public in and for the State of Washington
Residing at _____
My appointment expires _____

SS/tlb
File: #1391

EXHIBIT A

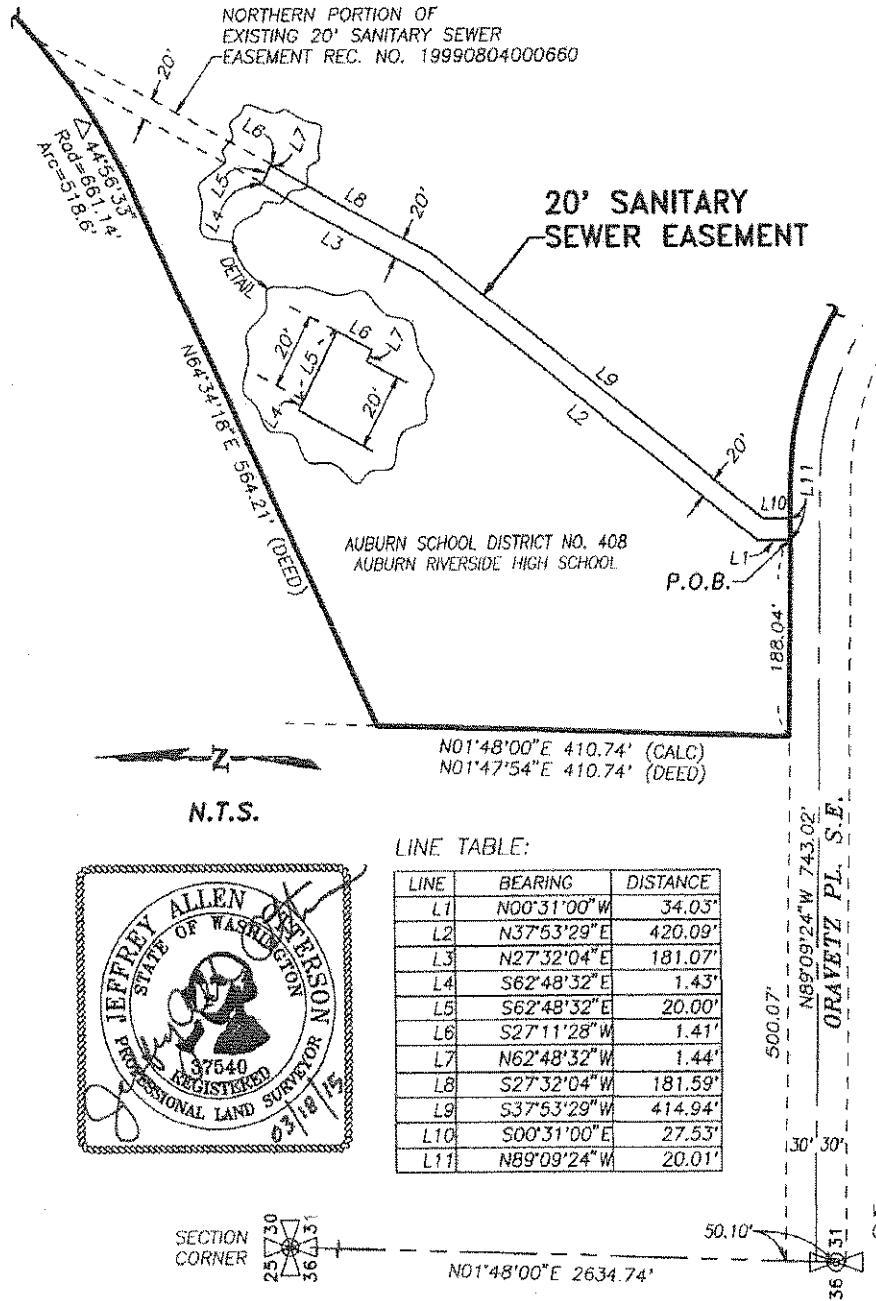
LEGAL DESCRIPTION:

A STRIP OF LAND LOCATED IN A PORTION OF THE SOUTHWEST QUARTER OF THE NORTHWEST QUARTER OF SECTION 31, TOWNSHIP 21 NORTH, RANGE 5 EAST, W.M., IN KING COUNTY, WASHINGTON, DESCRIBED AS FOLLOWS:

COMMENCING AT THE SOUTHWEST CORNER OF SAID SUBDIVISION;
THENCE NORTH 01°48'00" EAST ALONG THE WEST LINE THEREOF A DISTANCE OF 50.10 FEET TO THE NORTHERLY MARGIN OF ORAVETZ PLACE S.E.;
THENCE SOUTH 89°09'24" EAST ALONG SAID NORTHERLY MARGIN A DISTANCE OF 688.11 FEET TO THE TRUE POINT OF BEGINNING;
THENCE NORTH 00°31'00" WEST A DISTANCE OF 34.03 FEET;
THENCE NORTH 37°53'29" EAST A DISTANCE OF 420.09 FEET;
THENCE NORTH 27°32'04" EAST A DISTANCE OF 181.07 FEET;
THENCE SOUTH 62°48'32" EAST A DISTANCE OF 1.43 FEET TO THE NORTHWESTERLY LINE OF AN EXISTING SANITARY SEWER EASEMENT HAVING 20 FEET OF WIDTH, AS RECORDED UNDER KING COUNTY RECORDING NO. 19990804000660;
THENCE CONTINUING SOUTH 62°48'32" EAST A DISTANCE OF 20.00 FEET TO THE SOUTHEASTERLY LINE OF SAID EXISTING EASEMENT;
THENCE SOUTH 27°11'28" WEST ALONG SAID SOUTHEASTERLY LINE A DISTANCE OF 1.41 FEET;
THENCE NORTH 62°48'32" WEST A DISTANCE OF 1.44 FEET;
THENCE SOUTH 27°32'04" WEST A DISTANCE OF 181.59 FEET;
THENCE SOUTH 37°53'29" WEST A DISTANCE OF 414.94 FEET;
THENCE SOUTH 00°31'00" EAST A DISTANCE OF 27.53 FEET TO THE NORTHERLY MARGIN OF SAID ORAVETZ PLACE S.E.;
THENCE NORTH 89°09'24" WEST ALONG SAID MARGIN A DISTANCE OF 20.01 FEET TO THE TRUE POINT OF BEGINNING.



EXHIBIT B



FINANCE

1. Vouchers

Vouchers will be presented.

Recommendation:

That the vouchers be signed.

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 11, 2015, the board, by a _____ vote, approves payments, totaling \$529,319.91. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank of Washington:
Warrant Numbers 425238 through 425423, totaling \$529,319.91

| | |
|--------------------|--------------------|
| Secretary _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 425238 | 911 ETC INC | 05/11/2015 | 308.60 |
| 425239 | ACCURACY TEMPORARY SERVICES IN | 05/11/2015 | 118.85 |
| 425240 | AGRISHOP INC | 05/11/2015 | 8.86 |
| 425241 | AMERICAN RED CROSS | 05/11/2015 | 67.20 |
| 425242 | AMERICAN TIME AND SIGNAL CO | 05/11/2015 | 1,531.40 |
| 425243 | ANIXTER INC | 05/11/2015 | 242.70 |
| 425244 | APPLES TO GO | 05/11/2015 | 5,772.00 |
| 425245 | ARAMARK UNIFORM SERVICES | 05/11/2015 | 40.28 |
| 425246 | AUBURN SENIOR HIGH CULINARY AR | 05/11/2015 | 455.00 |
| 425247 | AUSTIN, JOSHUA MICHAEL | 05/11/2015 | 20.00 |
| 425248 | AVER INFORMATION INC | 05/11/2015 | 110.00 |
| 425249 | BAUDVILLE | 05/11/2015 | 170.90 |
| 425250 | BINDER PRODUCTS INC | 05/11/2015 | 164.25 |
| 425251 | BRINKS INC | 05/11/2015 | 286.45 |
| 425252 | BRYSON SALES & SERVICE | 05/11/2015 | 125.33 |
| 425253 | BUIE, SHANNON | 05/11/2015 | 5.00 |
| 425254 | BUKUR, NADIA | 05/11/2015 | 45.00 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 425255 | CASCADE SAWING & DRILLING INC | 05/11/2015 | 280.00 |
| 425256 | CDW GOVERNMENT INC | 05/11/2015 | 435.84 |
| 425257 | CERVANTEZ-FOLEY, REBECCA MARIE | 05/11/2015 | 130.00 |
| 425258 | CLEMENS, MICHAEL | 05/11/2015 | 5.00 |
| 425259 | COASTAL FARM & RANCH | 05/11/2015 | 523.56 |
| 425260 | COMCAST | 05/11/2015 | 70.85 |
| 425261 | CONSOLIDATED ELECTRICAL DIST I | 05/11/2015 | 281.68 |
| 425262 | CORSALETTI, STEVEN | 05/11/2015 | 45.00 |
| 425263 | COVINGTON WATER DIST | 05/11/2015 | 43.00 |
| 425264 | COX, BRUCE | 05/11/2015 | 9.00 |
| 425265 | CROWLEY, TIFFANY | 05/11/2015 | 165.00 |
| 425266 | CUMMINS INC | 05/11/2015 | 1,434.90 |
| 425267 | Vendor Continued Check | 05/11/2015 | 0.00 |
| 425268 | DAIRY FRESH FARMS INC | 05/11/2015 | 3,040.45 |
| 425269 | DEMCO INC | 05/11/2015 | 597.58 |
| 425270 | DUGANS INCORPORATED | 05/11/2015 | 573.78 |
| 425271 | DYNAMIC LANGUAGE CENTER INC | 05/11/2015 | 346.48 |
| 425272 | EASTBAY INC | 05/11/2015 | 2,243.55 |
| 425273 | EB BRADLEY COMPANY | 05/11/2015 | 158.38 |
| 425274 | ECOLAB INC | 05/11/2015 | 162.76 |
| 425275 | EK BEVERAGE COMPANY | 05/11/2015 | 2,330.50 |
| 425276 | ERASE RIGHT | 05/11/2015 | 256.72 |
| 425277 | FERGUSON ENTERPRISES INC #3007 | 05/11/2015 | 1,135.50 |
| 425278 | FIELDTURF USA INC | 05/11/2015 | 2,025.75 |
| 425279 | FIRE SYSTEMS WEST INC | 05/11/2015 | 1,505.20 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 425280 | FOLLETT SCHOOL SOLUTIONS INC | 05/11/2015 | 524.50 |
| 425281 | GONZALES, JUAN MANUEL | 05/11/2015 | 150.00 |
| 425282 | Vendor Continued Check | 05/11/2015 | 0.00 |
| 425283 | GOODY MAN DISTRIBUTING INC | 05/11/2015 | 6,744.93 |
| 425284 | GRAINGER DEPT 810392688 | 05/11/2015 | 137.95 |
| 425285 | GREAT FLOORS | 05/11/2015 | 394.20 |
| 425286 | GUARDIAN SECURITY SYSTEMS INC | 05/11/2015 | 1,592.00 |
| 425287 | HD FOWLER COMPANY INC | 05/11/2015 | 53.51 |
| 425288 | HEALTH VENTURE | 05/11/2015 | 1,968.75 |
| 425289 | HOBART SERVICE | 05/11/2015 | 286.12 |
| 425290 | HUMAN KINETICS INC | 05/11/2015 | 2,384.91 |
| 425291 | IMAGE MASTERS INC | 05/11/2015 | 182.87 |
| 425292 | INLAND TECHNOLOGY INC | 05/11/2015 | 1,229.57 |
| 425293 | INTEGRATED SYSTEMS CONTROLS LL | 05/11/2015 | 361.35 |
| 425294 | JENNINGS EQUIPMENT INC | 05/11/2015 | 2,355.74 |
| 425295 | JUNIOR ACHIEVEMENT OF WASH | 05/11/2015 | 1,005.00 |
| 425296 | KDL HARDWARE SUPPLY INC | 05/11/2015 | 70.07 |
| 425297 | KING, KALIN C | 05/11/2015 | 1,904.00 |
| 425298 | KONICA MINOLTA BUSINESS SOLUTI | 05/11/2015 | 5,515.44 |
| 425299 | KORNEY BOARD AIDS INC | 05/11/2015 | 987.05 |
| 425300 | LIVING AT BRIDGES HOA | 05/11/2015 | 50.00 |
| 425301 | MAINTENANCE INC | 05/11/2015 | 118.29 |
| 425302 | MARTINEZ, TINA | 05/11/2015 | 5.00 |
| 425303 | MAXIM STAFFING SOLUTIONS | 05/11/2015 | 4,339.50 |
| 425304 | MCKINNON, ALICIA J | 05/11/2015 | 10.50 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 425305 | MICONTROLS INC | 05/11/2015 | 19.34 |
| 425306 | MICRO COMPUTER SYSTEMS INC | 05/11/2015 | 1,137.49 |
| 425307 | MOTOR OIL SUPPLY INC | 05/11/2015 | 2,794.40 |
| 425308 | MSC INDUSTRIAL SUPPLY CO | 05/11/2015 | 804.49 |
| 425309 | MUSIC & ARTS CENTER | 05/11/2015 | 1,976.60 |
| 425310 | NATIONAL MINORITY UPDATE | 05/11/2015 | 590.00 |
| 425311 | NATIONAL SCHOOL PRODUCTS | 05/11/2015 | 1,299.90 |
| 425312 | NCS PEARSON INC | 05/11/2015 | 17,383.22 |
| 425313 | NIDA CORPORATION | 05/11/2015 | 2,723.02 |
| 425314 | NOW ENVIRONMENTAL SERVICES INC | 05/11/2015 | 1,800.00 |
| 425315 | NW BATTERIES | 05/11/2015 | 300.58 |
| 425316 | NW TEXTBOOK DEPOSITORY | 05/11/2015 | 6,342.26 |
| 425317 | OFFICE DEPOT INC ACCT#8011 073 | 05/11/2015 | 164.81 |
| 425318 | ORCA BOOK PUBLISHERS | 05/11/2015 | 167.02 |
| 425319 | ORCA PACIFIC INC | 05/11/2015 | 637.45 |
| 425320 | ORIENTAL TRADING CO INC | 05/11/2015 | 299.07 |
| 425321 | OSPI CHILD NUTRITION SERV | 05/11/2015 | 22,194.18 |
| 425322 | PETRO CARD | 05/11/2015 | 23,556.96 |
| 425323 | PITNEY BOWES PRESORT SERVICES | 05/11/2015 | 259.90 |
| 425324 | PLANK ROAD PUBLISHING INC | 05/11/2015 | 329.64 |
| 425325 | PLASTICS FOR LIGHTING INC | 05/11/2015 | 123.96 |
| 425326 | POULSEN, BECKY | 05/11/2015 | 5.00 |
| 425327 | PRAXAIR DISTRIBUTION INC | 05/11/2015 | 378.97 |
| 425328 | PUGET SOUND ENERGY ELECTRIC | 05/11/2015 | 6,552.77 |
| 425329 | PUGET SOUND ENERGY NAT GAS | 05/11/2015 | 12,456.41 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 425330 | REXEL INC | 05/11/2015 | 765.10 |
| 425331 | RIVAS SR, SALVADOR | 05/11/2015 | 5.00 |
| 425332 | ROCK CHIP GUYS LLC | 05/11/2015 | 344.93 |
| 425333 | ROMAINE ELECTRIC CORPORATION | 05/11/2015 | 822.76 |
| 425334 | ROTTER, DANIEL | 05/11/2015 | 15.00 |
| 425335 | RYDIN DECAL | 05/11/2015 | 286.03 |
| 425336 | SANCHEZ, VERONICA | 05/11/2015 | 54.25 |
| 425337 | SCHETKY NW SALES INC | 05/11/2015 | 734.68 |
| 425338 | SCHLIMME, THOMAS | 05/11/2015 | 45.00 |
| 425339 | SCHMIDT, FRANK | 05/11/2015 | 91.00 |
| 425340 | SCHOLASTIC CLASSROOM MAGAZINES | 05/11/2015 | 69.14 |
| 425341 | SCHOOL NURSE SUPPLY INC | 05/11/2015 | 1,492.00 |
| 425342 | SIX ROBBLEES INC | 05/11/2015 | 213.83 |
| 425343 | SOLIANT HEALTH | 05/11/2015 | 2,437.50 |
| 425344 | SOPHUS HEALTH CARE INC | 05/11/2015 | 1,660.50 |
| 425345 | SPECTRUM SIGN COMPANY | 05/11/2015 | 1,269.65 |
| 425346 | SPEEDY AUTO GLASS INC | 05/11/2015 | 191.63 |
| 425347 | STAFF DEVELOPMENT FOR EDUCATOR | 05/11/2015 | 10,113.00 |
| 425348 | STAR RENTALS | 05/11/2015 | 706.29 |
| 425349 | SWEETING, STEFANIE | 05/11/2015 | 5.00 |
| 425350 | TACOMA SCREW PRODUCTS INC | 05/11/2015 | 803.37 |
| 425351 | TELDATA SYSTEMS INC | 05/11/2015 | 345.02 |
| 425352 | TIME EQUIPMENT COMPANY | 05/11/2015 | 678.24 |
| 425353 | TOM MATSON DODGE | 05/11/2015 | 659.64 |
| 425354 | TOP ECHELON CONTRACTING INC | 05/11/2015 | 5,535.76 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 425355 | TORRES, JOSE | 05/11/2015 | 5.00 |
| 425356 | TOTAL FILTRATION SERVICES, INC | 05/11/2015 | 3,814.15 |
| 425357 | UNIFIRST CORPORATION | 05/11/2015 | 304.80 |
| 425358 | URY, TINA N | 05/11/2015 | 5.00 |
| 425359 | VALLEY COMMUNICATIONS CENTER | 05/11/2015 | 120.00 |
| 425360 | WASH ASSN OF SCHOOL BUSINESS O | 05/11/2015 | 395.00 |
| 425361 | WASH ASSN OF EDUCATIONAL GRANT | 05/11/2015 | 1,000.00 |
| 425362 | WASH CEDAR & SUPPLY CO | 05/11/2015 | 30.66 |
| 425363 | WASH FLORAL SERVICE INC | 05/11/2015 | 182.52 |
| 425364 | WENTZ ELECTRONICS | 05/11/2015 | 279.23 |
| 425365 | WEST COAST PLATEN COMPANY | 05/11/2015 | 1,180.58 |
| 425366 | WESTERN EQUIPMENT DISTRIBUTORS | 05/11/2015 | 3,623.94 |
| 425367 | WEST MUSIC | 05/11/2015 | 29.95 |
| 425368 | WHITE RIVER VALLEY MUSEUM | 05/11/2015 | 110.00 |
| 425369 | Vendor Continued Check | 05/11/2015 | 0.00 |
| 425370 | WOLFE, UNA PILIALOHA | 05/11/2015 | 23,525.00 |
| 425371 | WORLD LANGUAGE SERVICES LLC | 05/11/2015 | 480.83 |
| 425372 | WOWZERS LLC | 05/11/2015 | 430.00 |
| 425373 | GENOTHEN HOLDINGS LLC | 05/11/2015 | 4,710.86 |
| 425374 | HARGIS ENGINEERS INC | 05/11/2015 | 49,277.52 |
| 425375 | KONICA MINOLTA BUSINESS SOLUTI | 05/11/2015 | 183,613.48 |
| 425376 | MCGRANAHAN ARCHITECTS | 05/11/2015 | 3,960.00 |
| 425377 | MCKINNEY TRAILERS & CONTAINERS | 05/11/2015 | 225.46 |
| 425378 | NAC ARCHITECTURE INC | 05/11/2015 | 20,070.10 |
| 425379 | ANDREOTTI, DAVID | 05/11/2015 | 78.34 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 425380 | AUBURN BAND PARENTS ASSN | 05/11/2015 | 100.00 |
| 425381 | BELIEVE KIDS/BELEIVE PRODUCTIO | 05/11/2015 | 35.19 |
| 425382 | BOOKS FOR AFRICA INC | 05/11/2015 | 102.82 |
| 425383 | BUST A MOVE DJ | 05/11/2015 | 400.00 |
| 425384 | CHILDRENS DANCE THEATER | 05/11/2015 | 1,000.00 |
| 425385 | CHRISTIANSSEN, MICHELE | 05/11/2015 | 4.00 |
| 425386 | DECARTERET DESIGNS LLC | 05/11/2015 | 1,235.00 |
| 425387 | Vendor Continued Check | 05/11/2015 | 0.00 |
| 425388 | EASTBAY INC | 05/11/2015 | 2,716.64 |
| 425389 | GAUB, GREGORY | 05/11/2015 | 418.53 |
| 425390 | GOSNEY MOTOR PARTS INC | 05/11/2015 | 148.12 |
| 425391 | GREEN RIVER MUSIC EDUCATORS AS | 05/11/2015 | 93.00 |
| 425392 | HAITI RELIEF FUND INC | 05/11/2015 | 63.00 |
| 425393 | HENRY SCHEIN INC | 05/11/2015 | 1,675.42 |
| 425394 | HERFF JONES YEAR BOOK PAYMENTS | 05/11/2015 | 6,474.00 |
| 425395 | LEE, MARY MEI-LI | 05/11/2015 | 78.34 |
| 425396 | MARTIN, KRISTINE | 05/11/2015 | 160.67 |
| 425397 | MCCONKEY COMPANY | 05/11/2015 | 1,803.44 |
| 425398 | NAJERA, PEDRO | 05/11/2015 | 235.00 |
| 425399 | NW FUNDRAISING | 05/11/2015 | 1,468.60 |
| 425400 | OUTHOUSE SCREENPRINTING | 05/11/2015 | 354.78 |
| 425401 | PACIFIC WELDING SUPPLIES | 05/11/2015 | 24.09 |
| 425402 | RINGER, SANDY | 05/11/2015 | 525.00 |
| 425403 | ROWDEN, JEFFREY WAYNE | 05/11/2015 | 78.50 |
| 425404 | SANDLAND PROMOTIONS | 05/11/2015 | 3,952.87 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|-------------------------|--------------|
| 425405 | SCARFF FORD | 05/11/2015 | 11.94 |
| 425406 | SEATTLE OFFICIALS WOMENS BASKE | 05/11/2015 | 1,124.80 |
| 425407 | SHORELINE SD | 05/11/2015 | 125.00 |
| 425408 | SKILLSUSA OF WASHINGTON | 05/11/2015 | 1,250.00 |
| 425409 | SPECIALTY FROZEN DISTIBUTING | 05/11/2015 | 1,160.00 |
| 425410 | TANG, DUNG Q | 05/11/2015 | 78.34 |
| 425411 | TC SPAN AMERICA | 05/11/2015 | 667.44 |
| 425412 | TH DESIGNS | 05/11/2015 | 4,344.00 |
| 425413 | WALMART SAMS CLUB | 05/11/2015 | 550.26 |
| 425414 | WASH TECHNOLOGY STUDENT ASSN | 05/11/2015 | 4,580.00 |
| 425415 | WATKINS, CHRISTOPHER D | 05/11/2015 | 156.00 |
| 425416 | WEST COAST AWARDS & ATHLETICS | 05/11/2015 | 240.90 |
| 425417 | WESTERN WASH WRESTLING OFFICIA | 05/11/2015 | 371.64 |
| 425418 | WHITEEAGLE, JACINDA ROSALIE | 05/11/2015 | 27.50 |
| 425419 | WINNING SEASONS | 05/11/2015 | 603.35 |
| 425420 | AUBURN RIVERSIDE H S | 05/11/2015 | 65.00 |
| 425421 | CASCADE M S | 05/11/2015 | 20.00 |
| 425422 | MT BAKER M S | 05/11/2015 | 54.00 |
| 425423 | RAINIER M S | 05/11/2015 | 5.00 |
| 186 | Computer | Check(s) For a Total of | 529,319.91 |

| | | | |
|---------------|-----------------------------------|-----------------------|------------|
| 0 | Manual | Checks For a Total of | 0.00 |
| 0 | Wire Transfer | Checks For a Total of | 0.00 |
| 0 | ACH | Checks For a Total of | 0.00 |
| 186 | Computer | Checks For a Total of | 529,319.91 |
| Total For 186 | Manual, Wire Tran, ACH & Computer | Checks | 529,319.91 |
| Less 0 | Voided | Checks For a Total of | 0.00 |
| | Net Amount | | 529,319.91 |

F U N D S U M M A R Y

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|------------------|---------------|---------|------------|------------|
| 10 | General Fund | 99.15 | 739.75 | 227,963.07 | 228,801.97 |
| 20 | Capital Projects | 0.00 | 0.00 | 261,857.42 | 261,857.42 |
| 40 | ASB Fund | 0.00 | 501.52 | 38,015.00 | 38,516.52 |
| 70 | Private Purpose | 0.00 | 0.00 | 144.00 | 144.00 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 11, 2015, the board, by a _____ vote, approves payments, totaling \$65,753.99. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank Wire Transfers:

Wire Transfer Payments 201400622 through 201400679, totaling \$65,753.99

| | |
|--------------------|--------------------|
| Secretary _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 201400622 | GOS PRINTING CORP | 05/11/2015 | 622.40 |
| 201400623 | CONSOLIDATED ELECTRICAL DIST I | 05/11/2015 | 3,383.55 |
| 201400638 | STAPLES ADVANTAGE | 05/11/2015 | 1,664.76 |
| 201400650 | GOSNEY MOTOR PARTS INC | 05/11/2015 | 470.32 |
| 201400651 | KING COUNTY DIRECTORS ASSN | 05/11/2015 | 9,148.72 |
| 201400654 | FERGUSON ENTERPRISES INC #3007 | 05/11/2015 | 316.99 |
| 201400655 | KDL HARDWARE SUPPLY INC | 05/11/2015 | 96.03 |
| 201400656 | OFFICE DEPOT INC ACCT#8011 073 | 05/11/2015 | 100.72 |
| 201400657 | COASTWIDE LABORATORIES | 05/11/2015 | 11,075.86 |
| 201400658 | REXEL INC | 05/11/2015 | 34.56 |
| 201400659 | EASTBAY INC | 05/11/2015 | 718.83 |
| 201400659 | EASTBAY INC | 05/11/2015 | 7,678.89 |
| 201400660 | PRAXAIR DISTRIBUTION INC | 05/11/2015 | 22.17 |
| 201400661 | 3GI SPORTS | 05/11/2015 | 517.41 |
| 201400662 | ASPIRE FUNDRAISING ~ MIDLAND F | 05/11/2015 | 485.35 |
| 201400663 | COSTCO | 05/11/2015 | 558.57 |
| 201400664 | FAN CLOTH | 05/11/2015 | 1,230.00 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|---------------------------------------|------------|--------------|
| 201400665 | SEATTLE AQUARIUM OMNIDOME PIER | 05/11/2015 | 8,000.00 |
| 201400666 | SPORTS CONNECTION LLC | 05/11/2015 | 459.33 |
| 201400668 | GOLF CLUB AT NEWCASTLE | 05/11/2015 | 4,642.80 |
| 201400669 | 3 WIRE GROUP INC | 05/11/2015 | 324.40 |
| 201400670 | AT & T | 05/11/2015 | 69.11 |
| 201400671 | CENTURY LINK BUSINESS SERVICES | 05/11/2015 | 566.67 |
| 201400672 | CENTURY LINK | 05/11/2015 | 1,748.36 |
| 201400673 | CITY OF AUBURN UTILITIES | 05/11/2015 | 8,922.20 |
| 201400674 | SPRINT | 05/11/2015 | 99.99 |
| 201400679 | MUSIC IN THE PARKS | 05/11/2015 | 2,796.00 |
| 27 | Wire Transfer Check(s) For a Total of | | 65,753.99 |

| | | | |
|--------------|--|-----------------------|-----------|
| 0 | Manual | Checks For a Total of | 0.00 |
| 27 | Wire Transfer | Checks For a Total of | 65,753.99 |
| 0 | ACH | Checks For a Total of | 0.00 |
| 0 | Computer | Checks For a Total of | 0.00 |
| Total For 27 | Manual, Wire Tran, ACH & Computer Checks | | 65,753.99 |
| Less 0 | Voided | Checks For a Total of | 0.00 |
| | Net Amount | | 65,753.99 |

F U N D S U M M A R Y

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|--------------|---------------|---------|-----------|-----------|
| 10 | General Fund | 18,579.11 | 0.00 | 20,806.53 | 39,385.64 |
| 40 | ASB Fund | 0.00 | 0.00 | 26,368.35 | 26,368.35 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 11, 2015, the board, by a _____ vote, approves payments, totaling \$4,283,379.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:
ACH Numbers 141501856 through 141501941, totaling \$4,283,379.60

| | |
|--------------------|--------------------|
| Secretary _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 141501856 | AUBURN SCHOOL DIST REVOLVING F | 05/11/2015 | 5,472.80 |
| 141501857 | BARKER, CAROL JEAN | 05/11/2015 | 28.47 |
| 141501858 | BENSHOOF, KELLY ANN | 05/11/2015 | 18.63 |
| 141501859 | BERGER, MARIE L | 05/11/2015 | 41.40 |
| 141501860 | BLANSFIELD, CYNTHIA RENEE | 05/11/2015 | 353.38 |
| 141501861 | BLOUNT, DENITA M | 05/11/2015 | 78.72 |
| 141501862 | BOCK, CHRISTINA MARIE | 05/11/2015 | 400.00 |
| 141501863 | BOYD JR, LAWRENCE | 05/11/2015 | 47.55 |
| 141501864 | BROWN, GREGORY S | 05/11/2015 | 243.61 |
| 141501865 | BUCCI, TIFFANY JEAN | 05/11/2015 | 20.95 |
| 141501866 | BUHR, SUSAN M | 05/11/2015 | 71.81 |
| 141501867 | CAMPBELL-AIKENS, JANIS GAIL | 05/11/2015 | 111.75 |
| 141501868 | CARR, CHRISTOPHER JEFFREY | 05/11/2015 | 510.45 |
| 141501869 | CLOUSER, JENNIFER LYNN | 05/11/2015 | 16.10 |
| 141501870 | CRAMER, JOAN M | 05/11/2015 | 13.62 |
| 141501871 | CUMBERLAND THERAPY SERVICES LL | 05/11/2015 | 2,550.00 |
| 141501872 | DAMIANO, ALEXANDRA JAYLAN | 05/11/2015 | 42.17 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|------------------------------|------------|--------------|
| 141501873 | ECKELMAN, MONTE F | 05/11/2015 | 5.00 |
| 141501874 | FAWVER, RICHARD ALLEN | 05/11/2015 | 51.58 |
| 141501875 | FOOD SERVICES OF AMERICA * | 05/11/2015 | 107,883.01 |
| 141501876 | Vendor Continued Check | 05/11/2015 | 0.00 |
| 141501877 | FOOD SERVICES OF AMERICA ** | 05/11/2015 | 21,887.77 |
| 141501878 | Vendor Continued Check | 05/11/2015 | 0.00 |
| 141501879 | FOOD SERVICES OF AMERICA *** | 05/11/2015 | 22,233.63 |
| 141501880 | GRIMM, DEAN LAIN | 05/11/2015 | 19.55 |
| 141501881 | JACOBSMA, AMANDA CHRISTINE | 05/11/2015 | 46.86 |
| 141501882 | JACOBSEN, JILA BAZRAFKAN | 05/11/2015 | 500.00 |
| 141501883 | JEFFREYS, BRENDAN THOMAS | 05/11/2015 | 151.57 |
| 141501884 | JENSEN, KELLY ANN | 05/11/2015 | 84.66 |
| 141501885 | JONES, RANDAL STEVEN | 05/11/2015 | 94.76 |
| 141501886 | KENWORTHY, SHEILA RAE | 05/11/2015 | 82.05 |
| 141501887 | KIILSGAARD, LESLIE LOUISE | 05/11/2015 | 141.03 |
| 141501888 | LASKEY, SAMANTHA MEHAFFEY | 05/11/2015 | 43.64 |
| 141501889 | LORENZ TSUJIKAWA, LAUREL | 05/11/2015 | 16.10 |
| 141501890 | LUSCHEI, MARY ANNE | 05/11/2015 | 500.00 |
| 141501891 | MASON, LISA J | 05/11/2015 | 683.93 |
| 141501892 | MCCAUSLAND, ANGELA KARON | 05/11/2015 | 9.39 |
| 141501893 | MEAD, MARILYN RYANN | 05/11/2015 | 90.00 |
| 141501894 | MILLER, TANA LYNN | 05/11/2015 | 14.87 |
| 141501895 | MISCHKE, EMILY RAMISCAL | 05/11/2015 | 98.53 |
| 141501896 | MORDAVETS, ANDRII GRIDRIVICH | 05/11/2015 | 15.80 |
| 141501897 | NIELSEN-HOMAN, JANET | 05/11/2015 | 35.00 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 141501898 | RITTER, ROBIN | 05/11/2015 | 189.99 |
| 141501899 | RUPP, TERI KAYE | 05/11/2015 | 367.66 |
| 141501900 | SARGENT, LORA A | 05/11/2015 | 16.10 |
| 141501901 | SAXON, JAN K | 05/11/2015 | 69.00 |
| 141501902 | SNYDER, CHERYL | 05/11/2015 | 5.00 |
| 141501903 | SPRING, SARAH LYNNE | 05/11/2015 | 500.00 |
| 141501904 | STAFFORD, DAVID LEE | 05/11/2015 | 49.16 |
| 141501905 | SUNBELT STAFFING LLC | 05/11/2015 | 2,812.50 |
| 141501906 | SWAIM, ROBERT PAUL | 05/11/2015 | 414.01 |
| 141501907 | SWEENEY, DEVAN MARIE | 05/11/2015 | 500.00 |
| 141501908 | SYLVAN LEARNING CENTER | 05/11/2015 | 3,694.59 |
| 141501909 | TURNER, MEGAN DENISE | 05/11/2015 | 150.00 |
| 141501910 | TYSON, BRITTANY BELL JEAN | 05/11/2015 | 22.48 |
| 141501911 | Vendor Continued Check | 05/11/2015 | 0.00 |
| 141501912 | US BANK CORP PROCUREMENT CARD | 05/11/2015 | 27,977.35 |
| 141501913 | US BANK CORP TRAVEL PAYMENT | 05/11/2015 | 15,760.67 |
| 141501914 | US BANK CTE PCARDS | 05/11/2015 | 8,900.12 |
| 141501915 | WEIBEL, MICHAEL A | 05/11/2015 | 95.47 |
| 141501916 | WILKINSON, LISA M | 05/11/2015 | 176.02 |
| 141501917 | LYDIG CONSTRUCTION INC | 05/11/2015 | 4,005,155.19 |
| 141501918 | AMBURGEY, KENLYNN | 05/11/2015 | 116.64 |
| 141501919 | AUBURN SCHOOL DIST REVOLVING F | 05/11/2015 | 418.00 |
| 141501920 | AUBURN SENIOR HIGH IMPREST | 05/11/2015 | 295.00 |
| 141501921 | BOWLER, DONNA LOU VON | 05/11/2015 | 60.72 |
| 141501922 | CHAR, JAMES A | 05/11/2015 | 76.47 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|-------------------------------|------------|--------------|
| 141501923 | CLARK, ROBIN F | 05/11/2015 | 6.01 |
| 141501924 | FOOD SERVICES OF AMERICA | 05/11/2015 | 2,105.47 |
| 141501925 | GRAFSTROM, KYLE ALLEN | 05/11/2015 | 190.53 |
| 141501926 | JENSEN, KELLY ANN | 05/11/2015 | 243.71 |
| 141501927 | MALLORY, SANDRA DEE | 05/11/2015 | 69.00 |
| 141501928 | MENTINK, JUSTIN W | 05/11/2015 | 495.49 |
| 141501929 | RAPHAEL, KATHLEEN L | 05/11/2015 | 97.82 |
| 141501930 | RODRIGUEZ, JESSE ANN | 05/11/2015 | 30.38 |
| 141501931 | ROSHAU, MEGAN ELLEN | 05/11/2015 | 68.63 |
| 141501932 | ROWE, ALESHA MARIE | 05/11/2015 | 18.45 |
| 141501933 | SCOTT, TIMOTHY MELVIN | 05/11/2015 | 178.18 |
| 141501934 | SKEEL, JENNIFER M | 05/11/2015 | 13.79 |
| 141501935 | SPRING, SARAH LYNNE | 05/11/2015 | 122.02 |
| 141501936 | Vendor Continued Check | 05/11/2015 | 0.00 |
| 141501937 | US BANK CORP PROCUREMENT CARD | 05/11/2015 | 25,799.81 |
| 141501938 | US BANK CORP TRAVEL PAYMENT | 05/11/2015 | 21,186.25 |
| 141501939 | WILKINSON, LISA M | 05/11/2015 | 131.81 |
| 141501940 | WILLSON, JENNIFER L | 05/11/2015 | 84.97 |
| 141501941 | WRIGHT, SHELLEY VERENE | 05/11/2015 | 5.00 |

86 ACH

Check(s) For a Total of

4,283,379.60

| | | | |
|--------------|-----------------------------------|-----------------------|--------------|
| 0 | Manual | Checks For a Total of | 0.00 |
| 0 | Wire Transfer | Checks For a Total of | 0.00 |
| 86 | ACH | Checks For a Total of | 4,283,379.60 |
| 0 | Computer | Checks For a Total of | 0.00 |
| Total For 86 | Manual, Wire Tran, ACH & Computer | Checks | 4,283,379.60 |
| Less 0 | Voided | Checks For a Total of | 0.00 |
| | Net Amount | | 4,283,379.60 |

F U N D S U M M A R Y

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|------------------|---------------|---------|--------------|--------------|
| 10 | General Fund | 5,022.93 | 10.00 | 221,377.33 | 226,410.26 |
| 20 | Capital Projects | 0.00 | 0.00 | 4,005,155.19 | 4,005,155.19 |
| 40 | ASB Fund | 198.96 | 5.00 | 51,610.19 | 51,814.15 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 11, 2015, the board, by a _____ vote, approves payments, totaling \$1,834.89. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:
ACH Numbers 141501942 through 141501943, totaling \$1,834.89

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|-------------------------------|------------|--------------|
| 141501942 | DEPT OF REVENUE STATE OF WASH | 05/11/2015 | 1,149.42 |
| 141501943 | DEPT OF REVENUE STATE OF WASH | 05/11/2015 | 685.47 |

| | | | |
|---|-----|-------------------------|----------|
| 2 | ACH | Check(s) For a Total of | 1,834.89 |
|---|-----|-------------------------|----------|

| | | | |
|-------------|-----------------------------------|-----------------------|----------|
| 0 | Manual | Checks For a Total of | 0.00 |
| 0 | Wire Transfer | Checks For a Total of | 0.00 |
| 2 | ACH | Checks For a Total of | 1,834.89 |
| 0 | Computer | Checks For a Total of | 0.00 |
| Total For 2 | Manual, Wire Tran, ACH & Computer | Checks | 1,834.89 |
| Less 0 | Voided | Checks For a Total of | 0.00 |
| | Net Amount | | 1,834.89 |

F U N D S U M M A R Y

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|--------------|---------------|---------|---------|----------|
| 10 | General Fund | 1,149.42 | 0.00 | 0.00 | 1,149.42 |
| 40 | ASB Fund | 685.47 | 0.00 | 0.00 | 685.47 |

DIRECTORS

1. Approval of Minutes

The minutes of the regular meeting of Monday, April 28, and minutes of the special board meetings of Saturday, May 2, and Monday through Wednesday, May 4-6, have been forwarded to the board.

Recommendation: That the minutes be approved.

2. 2015 Citizens Ad Hoc Committee Recommendations—Attendance Areas & Facilities

Michael Newman, deputy superintendent of business and operations, and Ryan Foster, will provide an update to the board regarding the community feedback about the recommended attendance area changes.

Recommendation: That the board approve the 2014-15 Citizens Ad Hoc Committee Attendance Area recommendations.

3. Superintendent Search

The board will provide an update.

4. Special Board Meeting

It is being recommended that the board hold a special board meeting for interviews for superintendent finalists on Wednesday, May 20, and Thursday, May 21, 5:45 p.m. in the board room. Interviews for the superintendent finalists will be an executive session.

Recommendation: That the board hold a special board meeting to interview superintendent finalists on Wednesday, May 20, and Thursday, May 21, 5:45 p.m., in the board room. These meetings will be executive sessions.

5. Special Board Meeting

It is being recommended that the board hold a special board meeting on Saturday, May 23, 8 a.m. in the board room in order to evaluate the qualifications of the superintendent finalists. This will be an executive session.

Recommendation: That the board hold a special board meeting on Saturday, May 23, 8 a.m. in the board room to evaluate the qualifications of the superintendent finalists. This meeting will be an executive session.

6. Special Board Meeting

The superintendent is requesting a special board meeting to be held on Monday, June 22, 6:00 p.m., for the purpose of evaluating the superintendent.

Recommendation:

That the board approve a special board meeting to be held on Monday, June 22, 6:00 p.m. for the purpose of evaluating the superintendent.

7. Discussion

8. Executive Session



JPF Administration Building • 915 Fourth Street NE • Auburn, WA 98002

April 20, 2015 Community Forum Feedback Summary

On Thursday, April 30th Mike Newman, Ryan Foster, and Rhonda Larson hosted a community forum to share information regarding the attendance area changes. This meeting was attended by approximately twenty residents and Board Director Vefik. The forum provided a chance for the district and community leads to share the process of the committee's work and discuss specific proposed changes and rationale. Community members were able to ask questions for clarification and voice their concerns as well.

Community members were provided copies of the charge, the proposed elementary and middle school boundary maps, and a paper to collect written feedback. All feedback has been typed as written and can be read in the attached document.

In light of the concerns shared by the community during the open forum (verbal and written) and through emails and phone calls, the administration recommends the following:

- Approve attendance area transfer requests for all students who would need to change schools as a result of these recommendations, regardless of school closure to waivers;
- Approve attendance area transfer requests regardless of school closure to waivers for all incoming 2015-16 kindergarten students whose parents attended kindergarten round up, or other events, to prepare for kindergarten enrollment prior to notification of the attendance boundary changes; and
- Approve attendance area transfer requests for all students transitioning in 2015-16 from 5th grade to 6th grade whose middle school is impacted, regardless of school closure to waivers.

A list of the schools represented in the 2015 Ad Hoc Attendance Area Subcommittee is provided below. Some parents had students in multiple grade levels and are reflected in each school.

The Administration greatly respects and appreciates the work of the committee and the opportunity allowing our parents and community participants to share their voice about the proposed attendance area changes.

2015 Ad Hoc Attendance Area Subcommittee School Representation

- | | |
|---------------------------------------|---|
| • Auburn High School – 4 | • Arthur Jacobsen Elementary School – 1 |
| • Auburn Mountainview High School – 5 | • Evergreen Heights Elementary School – 3 |
| • Auburn Riverside High School – 2 | • Gildo Rey Elementary School – 1 |
| • Cascade Middle School – 4 | • Hazelwood Elementary School – 7 |
| • Mt. Baker Middle School – 2 | • Ilalko Elementary School – 1 |
| • Olympic Middle School – 4 | • Lake View Elementary School – 5 |
| • Rainier Middle School – 6 | • Lakeland Hills Elementary School – 3 |
| • Alpac Elementary School – 3 | • Lea Hill Elementary School – 2 |

INFORMATION

1. Enrollment Report

The Friday, May 1, enrollment is included in the board background materials.

DATE: 5/1/15

ASD HEADCOUNT SUMMARY

| ELEMENTARY SCHOOLS | | PRE SCH | | | State Funded | | ExtDay | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | K-5 TOTALS | | SCH TOTALS | |
|-----------------------|-------|---------|-----|-------------|--------------|-----|--------------|-----|---------|------|---------|------|---------|------|---------|------|---------|------|------------|------|------------|------|
| | | | | | FD Kinder | | Kindergarten | | | | | | | | | | | | | | | |
| | | Sec | No. | | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. | Sec | No. |
| ALPAC (ECE) | REG | 4.0 | 35 | REG | 4.0 | 97 | -- | -- | 4.0 | 91 | 4.5 | 106 | 2.5 | 66 | 3.0 | 85 | 3.0 | 80 | 21.0 | 525 | 21.0 | 525 |
| (ECEAP) | SPED | 2.0 | 18 | SPED | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0.0 | 0 | -- | -- |
| ARTHUR JACOBSEN | REG | -- | -- | REG | -- | -- | 3.0 | 72 | 4.0 | 103 | 4.0 | 103 | 4.0 | 100 | 4.0 | 106 | 3.0 | 99 | 22.0 | 583 | 24.0 | 606 |
| | SPED | -- | -- | SPED | -- | -- | * | 2 | * | 1 | 1.0 | 5 | * | 4 | * | 5 | 1.0 | 6 | 2.0 | 23 | -- | -- |
| CHINOOK (ECE) | REG | 2.0 | 33 | REG | 3.0 | 55 | -- | -- | 4.0 | 73 | 3.0 | 61 | 3.0 | 65 | 2.0 | 51 | 2.0 | 48 | 17.0 | 353 | 20.0 | 391 |
| | SPED | -- | -- | SPED | 1.0 | 8 | -- | -- | * | 9 | 1.0 | 4 | * | 5 | 1.0 | 7 | * | 5 | 3.0 | 38 | -- | -- |
| DICK SCOBEE (ECE) | REG | 4.0 | 22 | REG | 4.0 | 112 | -- | -- | 4.0 | 95 | 3.5 | 87 | 3.5 | 90 | 3.0 | 73 | 2.0 | 65 | 20.0 | 522 | 20.0 | 522 |
| | SPED | -- | -- | SPED | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0.0 | 0 | -- | -- |
| EVER HTS | REG | -- | -- | REG | 5.0 | 105 | -- | -- | 4.0 | 96 | 3.5 | 82 | 3.5 | 95 | 3.0 | 83 | 3.0 | 84 | 22.0 | 545 | 22.0 | 545 |
| | SPED | -- | -- | SPED | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0.0 | 0 | -- | -- |
| GILDO REY (ECE) | REG | 2.0 | 18 | REG | 5.0 | 115 | -- | -- | 5.0 | 96 | 4.5 | 98 | 3.5 | 93 | 4.0 | 101 | 2.0 | 65 | 24.0 | 568 | 24.0 | 568 |
| | SPED | -- | -- | SPED | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0.0 | 0 | -- | -- |
| HAZELWOOD | REG | -- | -- | REG | -- | -- | 4.0 | 87 | 4.0 | 96 | 4.0 | 91 | 3.5 | 89 | 4.5 | 108 | 4.0 | 109 | 24.0 | 580 | 24.0 | 580 |
| | SPED | -- | -- | SPED | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0.0 | 0 | -- | -- |
| ILALKO | REG | -- | -- | REG | 4.0 | 107 | -- | -- | 4.0 | 105 | 4.0 | 103 | 4.0 | 105 | 4.0 | 108 | 4.0 | 113 | 24.0 | 641 | 25.0 | 647 |
| | SPED | -- | -- | SPED | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | * | 1 | 1.0 | 5 | 1.0 | 6 | -- | -- |
| LAKE VIEW (ECE) | REG | 2.0 | 14 | REG | -- | -- | 2.0 | 53 | 3.0 | 63 | 3.0 | 68 | 3.0 | 62 | 2.0 | 48 | 2.0 | 63 | 15.0 | 357 | 17.0 | 375 |
| | SPED | -- | -- | SPED | -- | -- | 1.0 | 8 | * | 2 | 1.0 | 3 | * | 2 | * | 2 | * | 1 | 2.0 | 18 | -- | -- |
| LAKELAND | REG | -- | -- | REG | -- | -- | 5.0 | 111 | 4.5 | 108 | 5.5 | 119 | 5.0 | 124 | 4.0 | 103 | 4.0 | 110 | 28.0 | 675 | 28.0 | 675 |
| | SPED | -- | -- | SPED | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0.0 | 0 | -- | -- |
| LEA HILL (HDST) | REG | 2.0 | 39 | REG | 4.0 | 83 | -- | -- | 3.0 | 58 | 3.0 | 62 | 3.0 | 65 | 1.5 | 45 | 2.5 | 65 | 17.0 | 378 | 19.0 | 395 |
| (ECE) | SPED | 6.0 | 42 | SPED | * | 1 | -- | -- | 1.0 | 5 | * | 3 | * | 2 | * | 3 | 1.0 | 3 | 2.0 | 17 | -- | -- |
| PIONEER (HDST) | REG | 4.0 | 72 | REG | 4.0 | 104 | -- | -- | 4.0 | 85 | 4.0 | 89 | 2.5 | 66 | 2.5 | 67 | 3.0 | 82 | 20.0 | 493 | 20.0 | 493 |
| | SPED | -- | -- | SPED | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0.0 | 0 | -- | -- |
| TERMINAL PARK (ECEAP) | REG | 2.0 | 18 | REG | 3.0 | 67 | -- | -- | 3.0 | 70 | 2.5 | 59 | 2.5 | 57 | 2.0 | 52 | 2.0 | 51 | 15.0 | 356 | 17.0 | 404 |
| (ECE) | STEP | 1.0 | 8 | STEP | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1.0 | 24 | 1.0 | 24 | 2.0 | 48 | -- | -- |
| | SPED | -- | -- | SPED | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0.0 | 0 | -- | -- |
| WASHINGTON | REG | -- | -- | REG | 4.0 | 74 | -- | -- | 4.0 | 93 | 3.5 | 75 | 2.5 | 61 | 3.0 | 75 | 2.0 | 55 | 19.0 | 433 | 21.0 | 456 |
| | SPED | -- | -- | SPED | * | 5 | -- | -- | 1.0 | 7 | * | 3 | * | 4 | 1.0 | 3 | * | 1 | 2.0 | 23 | -- | -- |
| ELEM TOT BY GRADE | ECE | 21.0 | 172 | K - 5 TOTAL | 41.0 | 933 | 15.0 | 333 | 56.5 | 1256 | 55.5 | 1221 | 46.0 | 1155 | 45.5 | 1150 | 42.5 | 1134 | 290.0 | 7057 | 302.0 | 7182 |
| | ECEAP | 4.0 | 36 | | | | | | | | | | | | | | | | 12.0 | 125 | 302.0 | 7182 |
| | HDST | 6.0 | 111 | | | | | | | | | | | | | | | | | | | |

Elem
School
Total

| MIDDLE SCHOOLS | | Grd 6 | Grd 7 | Grd 8 | SCH TOTALS | |
|-----------------|-------|-------|-------|-------|------------|------------|
| CASCADE | REG | 211 | 212 | 223 | 646 | |
| MID SCHOOL | SPED | 36 | 28 | 36 | 100 | |
| | total | 247 | 240 | 259 | 746 | |
| MT. BAKER | REG | 277 | 304 | 278 | 859 | |
| MID SCHOOL | SPED | 26 | 17 | 24 | 67 | |
| | total | 303 | 321 | 302 | 926 | |
| OLYMPIC | REG | 193 | 217 | 182 | 592 | |
| MID SCHOOL | SPED | 34 | 33 | 37 | 104 | |
| | total | 227 | 250 | 219 | 696 | |
| RAINIER | REG | 264 | 268 | 292 | 824 | |
| MID SCHOOL | SPED | 22 | 21 | 28 | 71 | |
| | total | 286 | 289 | 320 | 895 | |
| TOTALS BY GRADE | REG | 945 | 1001 | 975 | 2921 | 3263 Mid |
| | SPED | 118 | 99 | 125 | 342 | Schl |
| | all | 1063 | 1100 | 1100 | | 3263 Total |

| SR HIGH SCHOOLS | | Grd 9 | Grd 10 | Grd 11 | Grd 12 | SCH TOTALS | |
|-----------------|-------|-------|--------|--------|--------|------------|-----------|
| AUBURN | REG | 355 | 310 | 302 | 240 | 1207 | |
| SR HIGH SCHOOL | SPED | 51 | 52 | 40 | 84 | 227 | |
| | FTRS | | | 9 | 30 | 39 | |
| | total | 406 | 362 | 351 | 354 | 1473 | |
| AUBURN | REG | 356 | 335 | 306 | 319 | 1316 | |
| MOUNTAINVIEW | SPED | 17 | 27 | 24 | 19 | 87 | |
| HIGH SCHOOL | FTRS | | | 21 | 40 | 61 | |
| | total | 373 | 362 | 351 | 378 | 1464 | |
| AUBURN | REG | 433 | 336 | 339 | 307 | 1415 | |
| RIVERSIDE | SPED | 21 | 29 | 35 | 26 | 111 | |
| HIGH SCHOOL | FTRS | | | 16 | 34 | 50 | |
| | total | 454 | 365 | 390 | 367 | 1576 | |
| WEST AUBURN | REG | 29 | 35 | 62 | 85 | 211 | |
| HIGH SCHOOL | SPED | 2 | 2 | 6 | 9 | 19 | |
| | FTRS | | | | 1 | 1 | |
| | AWG | 4 | 8 | 9 | 20 | 41 | |
| | total | 35 | 45 | 77 | 115 | 272 | |
| SR HIGH | REG | 1173 | 1016 | 1009 | 951 | 4149 | 3214 High |
| TOTALS | SPED | 91 | 110 | 105 | 138 | 444 | Schl |
| | FTRS | 0 | 0 | 46 | 105 | 151 | Total |
| | AWG | 4 | 8 | 9 | 20 | 41 | Total |
| BY GRADE | all | 1268 | 1134 | 1169 | 1214 | 4785 | |

| DISTRICT TOTALS - EARLY LEARNING | | | | |
|----------------------------------|-----------|-----|-------|-------|
| | Headstart | ECE | ECEAP | TOTAL |
| Sept. 2014 | 97 | 113 | 35 | 245 |
| current | 111 | 172 | 36 | 319 |
| difference | 14 | 59 | 1 | 74 |

| DISTRICT TOTALS BY GRADE GROUP w/ comparisons | | | | |
|---|-------|------|------|-------|
| | K - 5 | 6-8 | 9-12 | TOTAL |
| proj 10/1/14 | 6979 | 3256 | 4874 | 15109 |
| current | 7182 | 3263 | 4785 | 15230 |
| difference | 203 | 7 | -89 | 121 |

Auburn School District No. 408
Auburn, Washington
CLASS SIZE REPORT
5/1/2015

| GRADE | NO OF SECTIONS | REGULAR CLASSES | AVERAGE | SPEC FTE | ADJ CLASS SIZE | INC SPEC EDUCATION* | TOTAL | AVERAGE INC SPEC ED** |
|---------------|----------------|-----------------|--------------|--------------|----------------|---------------------|-------------|-----------------------|
| E.C.E. | 19.0 | | 9.00 | | | 171 | 171 | AVERAGE |
| KINDERGARTEN | 54.0 | 1241 | 22.98 | 9.68 | 19.49 | 24 | 1265 | INCLUDES ONE |
| FIRST GRADE | 54.5 | 1233 | 22.62 | 9.48 | 19.27 | 23 | 1256 | RESOURCE |
| SECOND GRADE | 52.5 | 1204 | 22.93 | | 22.93 | 17 | 1221 | ROOM |
| THIRD GRADE | 46.0 | 1138 | 24.74 | | 24.74 | 17 | 1155 | TEACHER FOR |
| FOURTH GRADE | 41.0 | 1130 | 27.56 | | 27.56 | 21 | 1151 | EACH SCHOOL. |
| FIFTH GRADE | 39.5 | 1113 | 28.18 | | 28.18 | 21 | 1134 | (GR & LLH 1.5 EA) |
| SC SPECIAL ED | 11.0 | | 11.18 | | | | | |
| TOTALS | 287.5 | 7059 | 24.55 | 19.16 | 23.02 | 294 | 7353 | 21.58 |

ALPAC

| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
|---------------|-------------|------------|--------------|-------------|--------------|------------|------------|--------------|
| E.C.E. | 4.0 | | 8.50 | | | 34 | 34 | |
| KINDERGARTEN | 4.0 | 97 | 24.25 | 1.065 | 19.15 | 0 | 97 | |
| FIRST GRADE | 4.0 | 91 | 22.75 | 0.995 | 18.22 | 0 | 91 | |
| SECOND GRADE | 4.5 | 106 | 23.56 | | 23.56 | 0 | 106 | |
| THIRD GRADE | 2.5 | 66 | 26.40 | | 26.40 | 0 | 66 | |
| FOURTH GRADE | 3.0 | 85 | 28.33 | | 28.33 | 0 | 85 | |
| FIFTH GRADE | 3.0 | 80 | 26.67 | | 26.67 | 0 | 80 | |
| TOTALS | 21.0 | 525 | 25.00 | 2.06 | 22.77 | 34 | 559 | 19.92 |

ARTHUR JACOBSEN

| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
|---------------|-------------|------------|--------------|-------------|--------------|------------|------------|--------------|
| KINDERGARTEN | 3.0 | 72 | 24.00 | 0.000 | 24.00 | 2 | 74 | |
| FIRST GRADE | 4.0 | 103 | 25.75 | 0.000 | 25.75 | 1 | 104 | |
| SECOND GRADE | 4.0 | 103 | 25.75 | | 25.75 | 5 | 108 | |
| THIRD GRADE | 4.0 | 100 | 25.00 | | 25.00 | 4 | 104 | |
| FOURTH GRADE | 4.0 | 107 | 26.75 | | 26.75 | 4 | 111 | |
| FIFTH GRADE | 3.0 | 99 | 33.00 | | 33.00 | 6 | 105 | |
| SC SPECIAL ED | 2.0 | | 11.00 | | | | | |
| TOTALS | 22.0 | 584 | 27.55 | 0.00 | 26.55 | 22 | 606 | 24.24 |

CHINOOK

| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
|---------------|-------------|------------|--------------|-------------|--------------|------------|------------|--------------|
| E.C.E. | 2.0 | | 16.50 | | | 33 | 33 | |
| KINDERGARTEN | 3.0 | 55 | 18.33 | 0.600 | 15.28 | 8 | 63 | |
| FIRST GRADE | 4.0 | 73 | 18.25 | 0.000 | 18.25 | 9 | 82 | |
| SECOND GRADE | 3.0 | 62 | 20.67 | | 20.67 | 3 | 65 | |
| THIRD GRADE | 3.0 | 65 | 21.67 | | 21.67 | 5 | 70 | |
| FOURTH GRADE | 2.0 | 51 | 25.50 | | 25.50 | 7 | 58 | |
| FIFTH GRADE | 2.0 | 48 | 24.00 | | 24.00 | 5 | 53 | |
| SC SPECIAL ED | 3.0 | | 12.33 | | | | | |
| TOTALS | 17.0 | 354 | 20.82 | 0.60 | 20.11 | 70 | 424 | 17.97 |

DICK SCOBEE

| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
|---------------|-------------|------------|--------------|-------------|--------------|------------|------------|--------------|
| E.C.E.* | 3.0 | | 7.33 | | | 22 | 22 | |
| KINDERGARTEN | 4.0 | 112 | 28.00 | 1.075 | 22.07 | 0 | 112 | |
| FIRST GRADE | 4.0 | 95 | 23.75 | 1.075 | 18.72 | 0 | 95 | |
| SECOND GRADE | 3.5 | 87 | 24.86 | | 24.86 | 0 | 87 | |
| THIRD GRADE | 3.5 | 90 | 25.71 | | 25.71 | 0 | 90 | |
| FOURTH GRADE | 3.0 | 73 | 24.33 | | 24.33 | 0 | 73 | |
| FIFTH GRADE | 2.0 | 65 | 32.50 | | 32.50 | 0 | 65 | |
| TOTALS | 20.0 | 522 | 26.10 | 2.15 | 23.57 | 22 | 544 | 20.80 |

*Extended Day Autism

| GRADE | NO OF SECTIONS | REGULAR CLASSES | AVERAGE | SPEC FTE | ADJ CLASS SIZE | INC SPEC EDUCATION* | TOTAL | AVERAGE INC SPEC ED** |
|--------------------------|----------------|-----------------|--------------|-------------|----------------|---------------------|------------|-----------------------|
| EVERGREEN HEIGHTS | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| KINDERGARTEN | 5.0 | 105 | 21.00 | 0.850 | 17.95 | 0 | 105 | |
| FIRST GRADE | 4.0 | 96 | 24.00 | 0.726 | 20.31 | 0 | 96 | |
| SECOND GRADE | 3.5 | 82 | 23.43 | | 23.43 | 0 | 82 | |
| THIRD GRADE | 3.5 | 95 | 27.14 | | 27.14 | 0 | 95 | |
| FOURTH GRADE | 3.0 | 83 | 27.67 | | 27.67 | 0 | 83 | |
| FIFTH GRADE | 3.0 | 84 | 28.00 | | 28.00 | 0 | 84 | |
| TOTALS | 22.0 | 545 | 24.77 | 1.58 | 23.12 | 0 | 545 | 22.18 |
| GILDO REY | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| E.C.E. | 2.0 | | 9.00 | | | 18 | 18 | |
| KINDERGARTEN | 5.0 | 114 | 22.80 | 1.130 | 18.60 | 0 | 114 | |
| FIRST GRADE | 5.0 | 96 | 19.20 | 0.940 | 16.16 | 0 | 96 | |
| SECOND GRADE | 4.5 | 98 | 21.78 | | 21.78 | 0 | 98 | |
| THIRD GRADE | 3.5 | 93 | 26.57 | | 26.57 | 0 | 93 | |
| FOURTH GRADE | 4.0 | 102 | 25.50 | | 25.50 | 0 | 102 | |
| FIFTH GRADE | 2.0 | 65 | 32.50 | | 32.50 | 0 | 65 | |
| TOTALS | 24.0 | 568 | 23.67 | 2.07 | 21.79 | 18 | 586 | 19.82 |
| HAZELWOOD | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| KINDERGARTEN | 4.0 | 87 | 21.75 | 0.500 | 19.33 | 0 | 87 | |
| FIRST GRADE | 4.0 | 96 | 24.00 | 0.400 | 21.82 | 0 | 96 | |
| SECOND GRADE | 4.0 | 91 | 22.75 | | 22.75 | 0 | 91 | |
| THIRD GRADE | 3.5 | 89 | 25.43 | | 25.43 | 0 | 89 | |
| FOURTH GRADE | 4.5 | 108 | 24.00 | | 24.00 | 0 | 108 | |
| FIFTH GRADE | 4.0 | 109 | 27.25 | | 27.25 | 0 | 109 | |
| TOTALS | 24.0 | 580 | 24.17 | 0.90 | 23.29 | 0 | 580 | 22.39 |
| ILALKO | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| KINDERGARTEN | 4.0 | 107 | 26.75 | 0.500 | 23.78 | 0 | 107 | |
| FIRST GRADE | 4.0 | 105 | 26.25 | 0.400 | 23.86 | 0 | 105 | |
| SECOND GRADE | 4.0 | 103 | 25.75 | | 25.75 | 0 | 103 | |
| THIRD GRADE | 4.0 | 105 | 26.25 | | 26.25 | 0 | 105 | |
| FOURTH GRADE | 4.0 | 108 | 27.00 | | 27.00 | 1 | 109 | |
| FIFTH GRADE | 4.0 | 113 | 28.25 | | 28.25 | 5 | 118 | |
| SC SPECIAL ED | 1.0 | | | | 0.00 | | | |
| TOTALS | 24.0 | 641 | 26.96 | 0.90 | 25.74 | 6 | 647 | 24.05 |
| LAKE VIEW | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| E.C.E. | 2.0 | | 7.00 | | | 14 | 14 | |
| KINDERGARTEN | 2.0 | 53 | 26.50 | 0.200 | 24.09 | 8 | 61 | |
| FIRST GRADE | 3.0 | 64 | 21.33 | 0.466 | 18.47 | 1 | 65 | |
| SECOND GRADE | 3.0 | 68 | 22.67 | | 22.67 | 3 | 71 | |
| THIRD GRADE | 3.0 | 62 | 20.67 | | 20.67 | 2 | 64 | |
| FOURTH GRADE | 2.0 | 47 | 23.50 | | 23.50 | 3 | 50 | |
| FIFTH GRADE | 2.0 | 63 | 31.50 | | 31.50 | 1 | 64 | |
| SC SPECIAL ED | 2.0 | | 9.00 | | | | | |
| TOTALS | 15.0 | 357 | 23.80 | 0.67 | 22.79 | 32 | 389 | 18.82 |

| GRADE | NO OF SECTIONS | REGULAR CLASSES | AVERAGE | SPEC FTE | ADJ CLASS SIZE | INC SPEC EDUCATION* | TOTAL | AVERAGE INC SPEC ED** |
|-----------------------|----------------|-----------------|--------------|-------------|----------------|---------------------|------------|-----------------------|
| LAKELAND HILLS | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| KINDERGARTEN | 5.0 | 111 | 22.20 | 0.186 | 21.40 | 0 | 111 | |
| FIRST GRADE | 4.5 | 108 | 24.00 | 1.303 | 18.61 | 0 | 108 | |
| SECOND GRADE | 5.5 | 119 | 21.64 | | 21.64 | 0 | 119 | |
| THIRD GRADE | 5.0 | 124 | 24.80 | | 24.80 | 0 | 124 | |
| FOURTH GRADE | 4.0 | 103 | 25.75 | | 25.75 | 0 | 103 | |
| FIFTH GRADE | 4.0 | 110 | 27.50 | | 27.50 | 0 | 110 | |
| TOTALS | 28.0 | 675 | 24.11 | 1.49 | 22.89 | 0 | 675 | 21.78 |
| LEA HILL | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| E.C.E.* | 5.0 | | 8.40 | | | 42 | 42 | |
| KINDERGARTEN | 4.0 | 83 | 20.75 | 0.796 | 17.31 | 1 | 84 | |
| FIRST GRADE | 3.0 | 58 | 19.33 | 0.796 | 15.28 | 5 | 63 | |
| SECOND GRADE | 3.0 | 62 | 20.67 | | 20.67 | 3 | 65 | |
| THIRD GRADE | 3.0 | 65 | 21.67 | | 21.67 | 2 | 67 | |
| FOURTH GRADE | 1.5 | 45 | 30.00 | | 30.00 | 3 | 48 | |
| FIFTH GRADE | 2.5 | 65 | 26.00 | | 26.00 | 3 | 68 | |
| AB SPECIAL ED | 1.0 | | 17.00 | | | | | |
| TOTALS | 17.0 | 378 | 22.24 | 1.59 | 20.33 | 59 | 437 | 17.08 |
| *Extended Day Autism | | | | | | | | |
| PIONEER | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| KINDERGARTEN | 4.0 | 104 | 26.00 | 0.990 | 20.84 | 0 | 104 | |
| FIRST GRADE | 4.0 | 85 | 21.25 | 0.790 | 17.75 | 0 | 85 | |
| SECOND GRADE | 4.0 | 89 | 22.25 | | 22.25 | 0 | 89 | |
| THIRD GRADE | 2.5 | 66 | 26.40 | | 26.40 | 0 | 66 | |
| FOURTH GRADE | 2.5 | 67 | 26.80 | | 26.80 | 0 | 67 | |
| FIFTH GRADE | 3.0 | 82 | 27.33 | | 27.33 | 0 | 82 | |
| TOTALS | 20.0 | 493 | 24.65 | 1.78 | 22.64 | 0 | 493 | 21.64 |
| TERMINAL PARK | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| E.C.E.* | 1.0 | | 8.00 | | | 8 | 8 | |
| KINDERGARTEN | 3.0 | 67 | 22.33 | 0.800 | 17.63 | 0 | 67 | |
| FIRST GRADE | 3.0 | 70 | 23.33 | 0.800 | 18.42 | 0 | 70 | |
| SECOND GRADE | 2.5 | 59 | 23.60 | | 23.60 | 0 | 59 | |
| THIRD GRADE | 2.5 | 57 | 22.80 | | 22.80 | 0 | 57 | |
| FOURTH GR GIFTED | 1.0 | 24 | 24.00 | | 24.00 | 0 | 24 | |
| FOURTH GRADE | 2.0 | 52 | 26.00 | | 26.00 | 0 | 52 | |
| FIFTH GR GIFTED | 1.0 | 24 | 24.00 | | 24.00 | 0 | 24 | |
| FIFTH GRADE | 2.0 | 51 | 25.50 | | 25.50 | 0 | 51 | |
| TOTALS | 17.0 | 404 | 24.24 | 1.60 | 21.72 | 8 | 412 | 21.02 |
| WASHINGTON | | | | | | | | |
| GRADE | SECTIONS | CLASSES | AVERAGE | SPEC FTE | CLASS SIZE | EDUCATION* | TOTAL | SPEC ED** |
| KINDERGARTEN | 4.0 | 74 | 18.50 | 0.990 | 14.83 | 5 | 79 | |
| FIRST GRADE | 4.0 | 93 | 23.25 | 0.790 | 19.42 | 7 | 100 | |
| SECOND GRADE | 3.5 | 75 | 21.43 | | 21.43 | 3 | 78 | |
| THIRD GRADE | 2.5 | 61 | 24.40 | | 24.40 | 4 | 65 | |
| FOURTH GRADE | 3.0 | 75 | 25.00 | | 25.00 | 3 | 78 | |
| FIFTH GRADE | 2.0 | 55 | 27.50 | | 27.50 | 1 | 56 | |
| SC SPECIAL ED | 2.0 | | 11.50 | | | | | |
| TOTALS | 19.0 | 433 | 21.26 | 1.78 | 20.84 | 23 | 456 | 19.18 |

(Each Elementary has 1.0 FTE Resource / Gildo Rey & Lakeland have 1.5 Each)

May 4 2015 ELL

| Row Labels | Count of Student Full Name |
|--------------------------------|----------------------------|
| ALPAC ELEMENTARY SCHOOL | 127 |
| ARTHUR JACOBSEN ELEMENTARY | 130 |
| AUBURN MOUNTAINVIEW H. S. | 63 |
| AUBURN RIVERSIDE HIGH SCHOOL | 69 |
| AUBURN SENIOR HIGH SCHOOL | 93 |
| CASCADE MIDDLE SCHOOL | 82 |
| CHINOOK ELEMENTARY SCHOOL | 97 |
| DICK SCOBEE ELEMENTARY SCHOOL | 135 |
| EVERGREEN HEIGHTS ELEMENTARY | 129 |
| GILDO REY ELEMENTARY SCHOOL | 242 |
| HAZELWOOD ELEMENTARY SCHOOL | 146 |
| ILALKO ELEMENTARY SCHOOL | 143 |
| LAKE VIEW ELEMENTARY SCHOOL | 39 |
| LAKELAND HILLS ELEMENTARY | 84 |
| LEA HILL ELEMENTARY SCHOOL | 68 |
| MT BAKER MIDDLE SCHOOL | 87 |
| OLYMPIC MIDDLE SCHOOL | 122 |
| PIONEER ELEMENTARY SCHOOL | 262 |
| RAINIER MIDDLE SCHOOL | 57 |
| TERMINAL PARK ELEMENTARY | 103 |
| WASHINGTON ELEMENTARY SCHOOL | 116 |
| WEST AUBURN SENIOR HIGH SCHOOL | 21 |
| (blank) | |
| Grand Total | 2415 |

FEL May 4 2015

| Row Labels | Count of Student Last Name |
|--------------------------------|----------------------------|
| ALPAC ELEMENTARY SCHOOL | 31 |
| ARTHUR JACOBSEN ELEMENTARY | 49 |
| AUBURN MOUNTAINVIEW H. S. | 31 |
| AUBURN RIVERSIDE HIGH SCHOOL | 14 |
| AUBURN SENIOR HIGH SCHOOL | 18 |
| CASCADE MIDDLE SCHOOL | 15 |
| CHINOOK ELEMENTARY SCHOOL | 19 |
| DICK SCOBEE ELEMENTARY SCHOOL | 14 |
| EVERGREEN HEIGHTS ELEMENTARY | 25 |
| GILDO REY ELEMENTARY SCHOOL | 37 |
| HAZELWOOD ELEMENTARY SCHOOL | 22 |
| ILALKO ELEMENTARY SCHOOL | 27 |
| LAKE VIEW ELEMENTARY SCHOOL | 10 |
| LAKELAND HILLS ELEMENTARY | 22 |
| LEA HILL ELEMENTARY SCHOOL | 18 |
| MT BAKER MIDDLE SCHOOL | 35 |
| OLYMPIC MIDDLE SCHOOL | 26 |
| PIONEER ELEMENTARY SCHOOL | 14 |
| RAINIER MIDDLE SCHOOL | 27 |
| TERMINAL PARK ELEMENTARY | 10 |
| WASHINGTON ELEMENTARY SCHOOL | 18 |
| WEST AUBURN SENIOR HIGH SCHOOL | 3 |
| (blank) | |
| Grand Total | 485 |

Arthur Jacobsen Elementary

5/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL |
|-------|-------------------|-------------------|------|-------|-------------------|------|-------|-------------|
| | | Boy | Girl | TOTAL | Boy | Girl | TOTAL | |
| SLC-K | Titus, Wendy | | | 0 | 1 | 1 | 2 | 2 |
| FDK | Falk, Emily | 12 | 11 | 23 | | | 0 | 23 |
| FDK | Hartmann, Laura | 12 | 11 | 23 | 1 | | 1 | 24 |
| FDK | Young, D/Covey, E | 13 | 12 | 25 | | | 0 | 25 |
| | | 37 | 34 | 71 | 2 | 1 | 3 | 74 |

| | | ELL | |
|---|----|------|-----|
| I | PE | Girl | Boy |
| | | | |
| | | 3 | 4 |
| | | 1 | 4 |
| | | 5 | 7 |
| 0 | 0 | 9 | 15 |

| | | | | | | | | |
|-------|------------------|----|----|-----|---|---|---|-----|
| SLC-1 | Titus, Wendy | | | 0 | | 1 | 1 | 1 |
| 1 | Colburn, Deanna | 10 | 14 | 24 | 1 | | 1 | 25 |
| 1 | Cox, M/Covey, E | 13 | 15 | 28 | | | 0 | 28 |
| 1 | Huiras, Teresa | 12 | 13 | 25 | | | 0 | 25 |
| 1 | Nelson, Michelle | 9 | 16 | 25 | | | 0 | 25 |
| | | 44 | 58 | 102 | 1 | 1 | 2 | 104 |

| | | | |
|---|---|----|----|
| | | | |
| | | 4 | 2 |
| 3 | | 5 | 5 |
| | | 2 | 6 |
| | | 5 | 4 |
| 3 | 0 | 16 | 17 |

| | | | | | | | | |
|-------|------------------|----|----|----|---|---|----|-----|
| SLC-2 | Titus, Wendy | | | 0 | 4 | 1 | 5 | 5 |
| 2 | Haechler, Molly | 12 | 13 | 25 | | | 0 | 25 |
| 2 | Larson, Kate | 12 | 10 | 22 | 1 | 3 | 4 | 26 |
| 2 | Taylor, Tiffany | 13 | 12 | 25 | | 1 | 1 | 26 |
| 2 | Trautwein, Debra | 12 | 14 | 26 | | | 0 | 26 |
| | | 49 | 49 | 98 | 5 | 1 | 10 | 108 |

| | | | |
|---|---|----|---|
| | | | 1 |
| | | 6 | 2 |
| 1 | | 4 | 1 |
| 1 | | 2 | 1 |
| 1 | | 2 | 3 |
| 3 | 0 | 14 | 8 |

| | | | | | | | | |
|-------|-------------------|----|----|----|---|---|----|-----|
| SLC-3 | Rice, Sara | 0 | 0 | 0 | 3 | | 3 | 3 |
| SLC-3 | Titus, Wendy | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 3 | Castro, Jennifer | 11 | 13 | 24 | 1 | | 1 | 25 |
| 3 | Gardner, Marianne | 8 | 15 | 23 | 1 | 1 | 2 | 25 |
| 3 | Harris, Martin | 11 | 12 | 23 | 1 | 1 | 2 | 25 |
| 3 | McGaughey, Debbi | 13 | 11 | 24 | 1 | | 1 | 25 |
| | | 43 | 51 | 94 | 8 | 2 | 10 | 104 |

| | | | |
|---|---|----|----|
| | | | |
| | | 3 | 1 |
| | | 3 | 4 |
| | | 3 | 4 |
| | | 2 | 1 |
| 0 | 0 | 11 | 10 |

| | | | | | | | | |
|-------|--------------------|----|----|-----|---|---|---|-----|
| SLC-4 | Rice, Sara | 0 | 0 | 0 | 2 | 2 | 4 | 4 |
| SLC-4 | Titus, Wendy | 0 | 0 | 0 | 1 | | 1 | 1 |
| 4 | Garrison, Dave | 12 | 13 | 25 | | | 0 | 25 |
| 4 | Manchik, Christina | 12 | 14 | 26 | | 1 | 1 | 27 |
| 4 | Mate, Rhonda | 12 | 16 | 28 | | | 0 | 28 |
| 4 | Swensrud, Stacy | 10 | 16 | 26 | | | | 26 |
| | | 46 | 59 | 105 | 3 | 3 | 6 | 111 |

| | | | |
|---|---|---|----|
| | | 1 | |
| | | | |
| | | 1 | 3 |
| | | 1 | 3 |
| 1 | | 1 | 3 |
| | | 2 | 2 |
| 1 | 0 | 6 | 11 |

| | | | | | | | | |
|-------|------------------------|----|----|----|---|----|----|-----|
| SLC-5 | Rice, Sara | 0 | 0 | 0 | 0 | 5 | 5 | 5 |
| SLC-5 | Titus, Wendy | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 5 | Capponi-Glidewell,D | 12 | 15 | 27 | 4 | 1 | 5 | 32 |
| 5 | Howell, Chris | 17 | 12 | 29 | 2 | 2 | 4 | 33 |
| 5 | Kemp, Brian | 15 | 15 | 30 | 2 | 1 | 3 | 33 |
| 5 | Home school/PT student | | | 0 | | 1 | 1 | 1 |
| | | 44 | 42 | 86 | 9 | 10 | 19 | 105 |

| | | | |
|---|---|----|---|
| | | 1 | |
| | | | |
| | 1 | 5 | 1 |
| 3 | | 3 | 2 |
| 3 | | 1 | 3 |
| | | | |
| 6 | 1 | 10 | 6 |

| | | | | | | | |
|-------------------------|------------|------------|------------|-----------|-----------|-----------|------------|
| K-5 Grand Totals | 263 | 293 | 556 | 28 | 18 | 50 | 606 |
|-------------------------|------------|------------|------------|-----------|-----------|-----------|------------|

| | | | |
|-----------|----------|-----------|-----------|
| 13 | 1 | 66 | 67 |
|-----------|----------|-----------|-----------|

ALPAC ELEMENTARY

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | | | ELL | |
|---|-----------------------|-------------------|------------|------------|-------------------|-----------|-----------|----------------|----------|----------|-----------|-----------|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | I | PE | Girl | Boy |
| | | | | | | | | | | | | |
| KDGN | Brown, Sarah | 13 | 10 | 23 | | | 0 | 23 | | | 3 | 2 |
| KDGN | Escalera Jillyann | 12 | 10 | 22 | 1 | 2 | 3 | 25 | | | 5 | 2 |
| KDGN | Heier, Adrienne | 15 | 9 | 24 | | 1 | 1 | 25 | | | 4 | 2 |
| KDGN | Scott, Sarah | 12 | 12 | 24 | | | 0 | 24 | | | 3 | 0 |
| | | | | | | | | | | | | |
| | | 52 | 41 | 93 | 1 | 3 | 4 | 97 | 0 | 0 | 15 | 6 |
| | | | | | | | | | | | | |
| 1 | Johnson, Kelli | 11 | 11 | 22 | | | 0 | 22 | | | 3 | 3 |
| 1 | McGarvey, Tanya | 13 | 10 | 23 | | | 0 | 23 | | | 4 | 3 |
| 1 | Howell, Angelica | 13 | 8 | 21 | | 2 | 2 | 23 | | | 6 | 1 |
| 1 | Linn, Angela | 10 | 13 | 23 | | | 0 | 23 | | | 2 | 4 |
| | | | | | | | | | | | | |
| | | 47 | 42 | 89 | 0 | 2 | 2 | 91 | 0 | 0 | 15 | 11 |
| | | | | | | | | | | | | |
| 2 | Ekstrom, Stefanie | 12 | 10 | 22 | 1 | | 1 | 23 | | | 4 | 3 |
| 2 | Ford, Jennifer | 11 | 11 | 22 | 1 | 2 | 3 | 25 | | | 3 | 6 |
| 2 | McKenzie, Julie | 12 | 12 | 24 | | 1 | 1 | 25 | | | 5 | 5 |
| 2 | Wilcox, Cheryl | 10 | 13 | 23 | | 1 | 1 | 24 | | | 3 | 6 |
| 2 | Burtis, Jami | 5 | 4 | 9 | | | 0 | 9 | | | 1 | 0 |
| | | | | | | | | 0 | | | | |
| | | 50 | 50 | 100 | 2 | 4 | 6 | 106 | 0 | 0 | 16 | 20 |
| | | | | | | | | | | | | |
| 3 | Bohman, Sandy | 13 | 13 | 26 | | 1 | 1 | 27 | | | 2 | 3 |
| 3 | Harlor, Roxanne | 12 | 14 | 26 | | | 0 | 26 | | | 1 | 3 |
| 3 | Burtis, Jami | 6 | 7 | 13 | | | 0 | 13 | | | 1 | 0 |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 31 | 34 | 65 | 0 | 1 | 1 | 66 | 0 | 0 | 4 | 6 |
| | | | | | | | | | | | | |
| 4 | Chipps-Freeman, Suzan | 15 | 12 | 27 | 1 | 1 | 2 | 29 | | 1 | 3 | 3 |
| 4 | Cicero, Tanya | 14 | 11 | 25 | | 2 | 2 | 27 | | | 1 | 3 |
| 4 | Nickel, Lisa | 12 | 13 | 25 | 2 | 2 | 4 | 29 | | 1 | 3 | 0 |
| | | | | 0 | | | 0 | 0 | | | | |
| | | | | | | | | | | | | |
| | | 41 | 36 | 77 | 3 | 5 | 8 | 85 | 0 | 2 | 7 | 6 |
| | | | | | | | | | | | | |
| 5 | Allen/Leverson | 9 | 16 | 25 | | | 0 | 25 | | | 1 | 5 |
| 5 | Beckett, Mary | 11 | 14 | 25 | | 2 | 2 | 27 | | | 2 | 4 |
| 5 | Miller, Tana | 10 | 17 | 27 | | 1 | 1 | 28 | | | 1 | 3 |
| | | | | 0 | 0 | 0 | 0 | 0 | | | | |
| | | | | | | | 0 | | | | | |
| | | 30 | 47 | 77 | 0 | 3 | 3 | 80 | 0 | 0 | 4 | 12 |
| | | | | | | | | | | | | |
| K-5 Totals | | 251 | 250 | 501 | 6 | 18 | 24 | 525 | 0 | 0 | 61 | 61 |
| | | | | | | | | | | | | |
| | | | | | | | | | | I | PE | |
| ECE | | | | | | | | | | | | |
| AM | Fulton | | | | 2 | 6 | 8 | 8 | | | | |
| AM | Leitzke, Stacy | | | | 4 | 6 | 10 | 10 | | 1 | | |
| PM | Fulton | | | | 4 | 4 | 8 | 8 | | | | |
| PM | Leitzke, Stacy | | | 0 | 3 | 5 | 8 | 8 | | 1 | | |
| | | 0 | 0 | 0 | 13 | 21 | 34 | 34 | 0 | 2 | | |
| ECEAP | | | | | | | | | | | | |
| AM | FULTON | 4 | 4 | 8 | | 1 | 1 | 9 | | | | |
| PM | FULTON | 4 | 4 | 8 | | 1 | 1 | 9 | | | | |
| | | 8 | 8 | 16 | 0 | 2 | 2 | 18 | | | | |
| | | | | | | | | | | | | |
| ECE-5 Total Entity 117 & 640 | | 259 | 258 | 517 | 19 | 41 | 60 | 577 | | | 61 | 61 |

CHINOOK ELEMENTARY

ENTER DATA INTO UNSHADED CELLS ONLY

5/1/2015

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | ELL | | | | |
|---------------|-------------------------|-------------------|-----|-------|-------------------|-----|----|-------------|-----|----|------|-----|----|
| | | Girl | Boy | TOTAL | Girl | Boy | | | I | PE | Girl | Boy | T |
| ECE | | | | | | | | | | | | | |
| AM | Blount | 4 | 4 | 8 | 5 | 6 | 11 | 19 | | | | | |
| PM | Blount | 4 | 4 | 8 | 0 | 6 | 6 | 14 | 1 | | | | |
| | | | | 16 | 5 | 12 | 17 | 33 | | | | | |
| EDK | Bermudez | 8 | 8 | 16 | 1 | 3 | 4 | 20 | | | 2 | 5 | 7 |
| EDK | Millard | 7 | 8 | 15 | 0 | 3 | 3 | 18 | | | 2 | 2 | 4 |
| EDK | Nissen-Haney | 6 | 11 | 17 | 0 | 0 | 0 | 17 | | | 3 | 6 | 9 |
| EDK | Kinney (SLC) | | | 0 | 1 | 7 | 8 | 8 | | | | | 0 |
| | | 21 | 27 | 48 | 2 | 13 | 15 | 63 | | | 7 | 13 | 20 |
| 1 | Hopkins | 9 | 8 | 17 | 0 | 1 | 1 | 18 | | | 2 | 1 | 3 |
| 1 | Roshau | 8 | 8 | 16 | 1 | 1 | 2 | 18 | | | 2 | 5 | 7 |
| 1 | Stickley | 6 | 10 | 16 | 1 | 1 | 2 | 18 | | | 3 | 4 | 7 |
| 1 | Thibodeaux | 10 | 8 | 18 | 1 | 0 | 1 | 19 | | | 2 | 3 | 5 |
| 1 | Kinney (SLC) | | | | 1 | 2 | 3 | 3 | 11 | 1 | | | |
| 1 | Snyder (SLC) | | | 0 | 1 | 3 | 4 | 4 | | | | | 0 |
| 1 | Buena Vista (SpEd only) | | | | 1 | 1 | 2 | 2 | | | | | |
| | | 33 | 34 | 67 | 6 | 9 | 15 | 82 | | | 9 | 13 | 22 |
| 2 | Beaubien | 11 | 8 | 19 | 0 | 1 | 1 | 20 | | | 3 | 1 | 4 |
| 2 | Bunker | 11 | 10 | 21 | 0 | 0 | 0 | 21 | | | 4 | 4 | 8 |
| 2 | Hallowell | 10 | 9 | 19 | 0 | 1 | 1 | 20 | | | 3 | 1 | 4 |
| 2 | Snyder (SLC) | | | 0 | 1 | 3 | 4 | 4 | | | | 1 | 1 |
| | | 32 | 27 | 59 | 1 | 5 | 6 | 65 | | | 10 | 7 | 17 |
| 3 | Erickson | 10 | 11 | 21 | 0 | 1 | 1 | 22 | | | 4 | 1 | 5 |
| 3 | LaFayette | 9 | 12 | 21 | 0 | 0 | 0 | 21 | | | 1 | 4 | 5 |
| 3 | Wooding | 9 | 12 | 21 | 0 | 1 | 1 | 22 | | | 2 | 3 | 5 |
| 3 | Monroe (SLC) | | | 0 | 0 | 1 | 1 | 1 | | | | | 0 |
| 3 | Snyder (SLC) | | | 0 | 0 | 4 | 4 | 4 | | | | | 0 |
| | | 28 | 35 | 63 | 0 | 7 | 7 | 70 | | | 7 | 8 | 15 |
| 4 | Fitzgerald (Leir) | 11 | 9 | 20 | 3 | 2 | 5 | 25 | 1 | | 2 | 3 | 5 |
| 4 | Minus | 10 | 11 | 21 | 1 | 4 | 5 | 26 | 1 | | 1 | 4 | 5 |
| 4 | Monroe (SLC) | | | 0 | 2 | 5 | 7 | 7 | | | 2 | 1 | 3 |
| | | 21 | 20 | 41 | 6 | 11 | 17 | 58 | | | 5 | 8 | 13 |
| 5 | McCausland | 10 | 11 | 21 | 2 | 1 | 3 | 24 | | | 3 | 1 | 4 |
| 5 | Signal | 12 | 8 | 20 | 1 | 3 | 4 | 24 | | | 0 | 5 | 5 |
| 5 | Monroe (SLC) | | | | 2 | 2 | 4 | 4 | 12 | 1 | 1 | 1 | 0 |
| 5 | Snyder (SLC) | | | | 1 | 0 | 1 | 1 | 13 | 1 | 1 | 0 | 0 |
| | | 22 | 19 | 41 | 6 | 6 | 12 | 53 | | | 4 | 6 | 10 |
| K-5 Totals | | 157 | 162 | 319 | 21 | 51 | 72 | 391 | 6 | | 42 | 55 | 97 |
| Jacobsen (RR) | | | | | | | 36 | | | | | | |
| Grand Total | | | | | | | | 424 | | | | | |

DICK SCOBEE ELEMENTARY

5/1/2015

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | | | | |
|-----------------|----------------|-------------------|------|-------|-------------------|------|-------|-------------|----|----|---------|----------|
| | | Boy | Girl | TOTAL | Boy | Girl | TOTAL | | I | PE | ELL Boy | ELL Girl |
| K-FD | Glenn | 15 | 11 | 26 | 1 | 1 | 2 | 28 | 3 | | 3 | 6 |
| K-FD | Jensen | 10 | 15 | 25 | 3 | | 3 | 28 | 3 | | 5 | 1 |
| K-FD | Lindberg | 14 | 13 | 27 | 1 | | 1 | 28 | 3 | | 4 | 3 |
| K-FD | Robinson | 15 | 12 | 27 | 1 | | 1 | 28 | 3 | | 3 | 8 |
| | | 54 | 51 | 105 | 6 | 1 | 7 | 112 | 12 | 0 | 15 | 18 |
| 1 | Dwyer | 10 | 13 | 23 | 1 | | 1 | 24 | | | 2 | 4 |
| 1 | Lysene | 9 | 12 | 21 | 2 | 1 | 3 | 24 | | | 2 | 2 |
| 1 | Scholzen | 7 | 14 | 21 | 2 | | 2 | 23 | | | 4 | 3 |
| 1 | Tiemann | 7 | 13 | 20 | 4 | | 4 | 24 | | | 2 | 4 |
| | | 33 | 52 | 85 | 9 | 1 | 10 | 95 | 0 | 0 | 10 | 13 |
| 2 | Brooks | 12 | 13 | 25 | 1 | | 1 | 26 | 1 | | 4 | 2 |
| 2 | Clerget | 10 | 12 | 22 | 1 | | 1 | 23 | | | 1 | 6 |
| 2 | Eronemo | 11 | 10 | 21 | 3 | 1 | 4 | 25 | | | 4 | 5 |
| 2 | Jones | 5 | 7 | 12 | 1 | | 1 | 13 | | | 3 | 1 |
| | | 26 | 29 | 80 | 6 | 1 | 7 | 87 | 0 | 0 | 12 | 14 |
| 3 | Jones | 4 | 6 | 10 | 1 | | 1 | 11 | | | 0 | 1 |
| 3 | Lavine | 14 | 11 | 25 | 1 | 1 | 2 | 27 | | | 6 | 3 |
| 3 | Mattox | 13 | 10 | 23 | 2 | 1 | 3 | 26 | | | 4 | 0 |
| 3 | Wisener | 12 | 12 | 24 | 2 | | 2 | 26 | | | 4 | 3 |
| | | 43 | 39 | 82 | 6 | 2 | 8 | 90 | 0 | 0 | 14 | 7 |
| 4 | Jenkins | 13 | 8 | 21 | 2 | 1 | 3 | 24 | | | 3 | 1 |
| 4 | Spears | 12 | 9 | 21 | 2 | 1 | 3 | 24 | | | 6 | 4 |
| 4 | Ziegler | 10 | 12 | 22 | 2 | 1 | 3 | 25 | | | 3 | 2 |
| 4 | | | | 0 | | | 0 | 0 | | | | |
| | | 35 | 29 | 64 | 6 | 3 | 9 | 73 | 0 | 0 | 12 | 7 |
| 5 | Baehr | 15 | 15 | 30 | 1 | 2 | 3 | 33 | 3 | | 3 | 6 |
| 5 | Ringler | 14 | 15 | 29 | 2 | 1 | 3 | 32 | 2 | | 3 | 1 |
| | | | | 0 | | | 0 | 0 | | | | |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 29 | 30 | 59 | 3 | 3 | 6 | 65 | 5 | 0 | 6 | 7 |
| K-5 Totals | | 220 | 230 | 475 | 36 | 11 | 47 | 522 | 17 | 0 | 69 | 66 |
| ECE | | | | | | | | | | | | |
| Ext Day | McCormick | | | 0 | 4 | 0 | 4 | 4 | | | | |
| AP | McCormick | | | 0 | 2 | 1 | 3 | 3 | | | | |
| AP | Mayer | | | 0 | 7 | 1 | 8 | 8 | | | | |
| PP | Mayer | | | 0 | 5 | 2 | 7 | 7 | | | | |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 0 | 0 | 0 | 18 | 4 | 22 | 22 | | | | |
| Peers | McCormick - AM | | | 0 | 3 | 3 | 6 | 6 | | | | |
| Peers | Mayer - AM | | | 0 | 4 | 4 | 8 | 8 | | | | |
| Peers | Mayer - PM | | | 0 | 3 | 5 | 8 | 8 | | | | |
| | | 0 | 0 | 0 | 10 | 12 | 22 | 22 | | | | |
| K-5 Grand Total | | 220 | 230 | 475 | 54 | 15 | 69 | 566 | 17 | 0 | 69 | 66 |

EVERGREEN HEIGHTS ELEMENTARY

5/1/2015

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | I | PE | ELL | |
|-------------------|--------------------|-------------------|------------|------------|-------------------|-----------|-----------|----------------|----------|----------|-----------|-----------|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | | | Girl | Boy |
| Full | Musial, Diana | 9 | 13 | 22 | 1 | | 1 | 23 | | | 1 | 3 |
| Full | Miller, Kyle | 13 | 9 | 22 | 1 | | 1 | 23 | | | 3 | 3 |
| Full | Drake, Michelle | 9 | 13 | 22 | | 1 | 1 | 23 | | | 4 | 3 |
| Full | Barrows, Rachel | 11 | 12 | 23 | | | 0 | 23 | | | 4 | 6 |
| Full | Udd, Jessica | 7 | 6 | 13 | | | 0 | 13 | | | | |
| | | 49 | 53 | 102 | 2 | 1 | 3 | 105 | 0 | 0 | 12 | 15 |
| 1 | Behrend, Deena | 10 | 12 | 22 | | 1 | 1 | 23 | | | 4 | 3 |
| 1 | McEntyre, Michelle | 12 | 12 | 24 | | | 0 | 24 | | | 4 | 4 |
| 1 | Jewett, Marice | 12 | 11 | 23 | | 1 | 1 | 24 | | | 3 | 2 |
| 1 | McGraw, Deborah | 12 | 11 | 23 | 1 | 1 | 2 | 25 | | | 4 | 5 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 46 | 46 | 92 | 1 | 3 | 4 | 96 | 0 | 0 | 15 | 14 |
| 2 | Louie, Alisa | 11 | 11 | 22 | 1 | 1 | 2 | 24 | | | 1 | 4 |
| 2 | Logan, Carolyn | 13 | 7 | 20 | | 3 | 3 | 23 | | | 5 | 4 |
| 2 | Littell/Robello | 12 | 10 | 22 | | 1 | 1 | 23 | | | 3 | 1 |
| 2 | Stenson/Hupperten | 7 | 5 | 12 | | | 0 | 12 | | | | |
| | | 43 | 33 | 76 | 1 | 5 | 6 | 82 | 0 | 0 | 9 | 9 |
| 3 | James, Susan | 9 | 15 | 24 | 3 | 1 | 4 | 28 | X | | 3 | 3 |
| 3 | Parks, Pam | 14 | 12 | 26 | 1 | 1 | 2 | 28 | X | | 3 | 3 |
| 3 | Akins, Laura | 13 | 10 | 23 | 3 | 1 | 4 | 27 | | | 3 | 3 |
| 3 | Stenson/Hupperten | 7 | 5 | 12 | | | 0 | 12 | | | | |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 43 | 42 | 85 | 7 | 3 | 10 | 95 | 0 | 0 | 9 | 9 |
| 4 | Beers, Timothy | 16 | 11 | 27 | | 1 | 1 | 28 | X | | 3 | 3 |
| 4 | Jones, Jana | 15 | 13 | 28 | | | 0 | 28 | X | | 1 | |
| 4 | Carroll, Leah | 16 | 10 | 26 | | 1 | 1 | 27 | | | 3 | 4 |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 47 | 34 | 81 | 0 | 2 | 2 | 83 | 0 | 0 | 7 | 7 |
| 5 | Cox, John | 12 | 10 | 22 | 2 | 2 | 4 | 26 | | | 1 | 5 |
| 5 | Morford, Terri | 13 | 14 | 27 | | 1 | 1 | 28 | | | | |
| 5 | Rasmussen, Karine | 16 | 10 | 26 | 2 | 2 | 4 | 30 | | | 3 | 3 |
| | | | | | | | | | | | | |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 41 | 34 | 75 | 4 | 5 | 9 | 84 | 0 | 0 | 4 | 8 |
| K-5 Totals | | 269 | 242 | 511 | 15 | 19 | 34 | 545 | 0 | 0 | 56 | 62 |

Gildo Rey Elementary
5/1/2015

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | ELL | | | |
|-----------------|---------------------------|-------------------|-----|-------|-------------------|-----|-------|-------------|-----|----|------|-----|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | I | PE | Girl | Boy |
| K-FD | Aramburu, Carly | 10 | 11 | 21 | 1 | | 1 | 22 | | | 6 | 5 |
| K-FD | Rolland, Lena | 9 | 12 | 21 | | 2 | 2 | 23 | | | 7 | 5 |
| K-FD | Ullberg, Necia | 13 | 11 | 24 | | | 0 | 24 | | | 5 | 5 |
| K-FD | Whipple, Kellie | 11 | 11 | 22 | | 1 | 1 | 23 | | | 6 | 6 |
| K-FD | Lewis, Bobbi | 12 | 10 | 22 | | | 0 | 22 | | | 7 | 7 |
| | | | | 110 | | | 4 | 114 | 0 | 0 | 31 | 28 |
| 1 | Dirks, Ashley | 11 | 9 | 20 | 0 | | 0 | 20 | | | 8 | 6 |
| 1 | Moter, Alisha | 12 | 5 | 17 | 0 | 2 | 2 | 19 | | | 6 | 2 |
| 1 | Kim, Dan-by | 11 | 7 | 18 | 1 | 0 | 1 | 19 | | | 10 | 4 |
| 1 | Torres-Pintos, Dara | 11 | 7 | 18 | | 2 | 2 | 20 | | | 6 | 5 |
| 1 | Weygint, Keri | 10 | 7 | 17 | 0 | 1 | 1 | 18 | | | 3 | 3 |
| | | | | 0 | | | 0 | 0 | | | | |
| | | | | 90 | | | 6 | 96 | 0 | 0 | 33 | 20 |
| 2 | Olson, Kristina | 11 | 11 | 22 | | 1 | 1 | 23 | | | 7 | 8 |
| 2 | Diehl, Brittany | 11 | 10 | 21 | | 1 | 1 | 22 | | | 4 | 7 |
| 2 | Green, Maureen | 8 | 12 | 20 | 1 | 1 | 2 | 22 | | | 5 | 6 |
| 2 | Hull, Karen | 6 | 4 | 10 | | | 0 | 10 | | | 0 | 2 |
| 2 | Ridge, Kyle | 9 | 10 | 19 | 0 | 2 | 2 | 21 | | | 5 | 8 |
| | | | | 92 | | | 6 | 98 | 0 | 0 | 21 | 31 |
| 3 | Hull, Karen | 6 | 9 | 15 | | | 0 | 15 | | | 0 | 1 |
| 3 | Linville, Dianna | 8 | 16 | 24 | 1 | 1 | 2 | 26 | | | 5 | 9 |
| 3 | Fouquet (MacGurn), Alliso | 12 | 12 | 24 | | 2 | 2 | 26 | | | 5 | 5 |
| 3 | Santman/Barber | 14 | 11 | 25 | | 1 | 1 | 26 | | | 5 | 3 |
| | | | | 0 | | | 0 | 0 | | | | |
| | | | | 88 | | | 5 | 93 | 0 | 0 | 15 | 18 |
| 4 | Bunker, Kimberly | 11 | 13 | 24 | 1 | 1 | 2 | 26 | | | 6 | 3 |
| 4 | Fitzgerald, Michael | 11 | 11 | 22 | 1 | 2 | 3 | 25 | | | 4 | 5 |
| 4 | Myers, Marty | 9 | 16 | 25 | 1 | 0 | 1 | 26 | | | 3 | 4 |
| 4 | Rademacher, Patrice | 9 | 12 | 21 | 2 | 2 | 4 | 25 | | | 4 | 5 |
| | | | | 92 | | | 10 | 102 | 0 | 0 | 17 | 17 |
| 5 | Sandland, Tyler | 12 | 17 | 29 | 1 | 2 | 3 | 32 | 2 | | 4 | 4 |
| 5 | Sellers, Kaitlyn | 14 | 16 | 30 | 1 | 2 | 3 | 33 | 3 | | 4 | 5 |
| 5 | | | | 0 | | | 0 | 0 | | | | |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 26 | 33 | 59 | 2 | 4 | 6 | 65 | 5 | 0 | 8 | 9 |
| K-5 Totals | | 26 | 33 | 531 | 2 | 4 | 37 | 568 | 5 | 0 | 125 | 123 |
| ECE | | | | 0 | | | 0 | 0 | | | | |
| Ext Day | | | | 0 | | | 0 | | | | | |
| PP | | | | 0 | | | 0 | | | | | |
| AP | | | | 0 | 2 | 7 | 9 | 9 | | | | |
| PP | | | | 0 | 2 | 7 | 9 | 9 | | | | |
| | | | | 0 | | | 0 | | | | | |
| | | 0 | 0 | 0 | 4 | 14 | 18 | 18 | | | | |
| K-5 Grand Total | | 26 | 33 | 531 | 6 | 18 | 55 | 586 | 5 | 0 | 125 | 123 |

14 Peer Mc

HAZELWOOD ELEMENTARY

2014- 2015 May 1, 2015

ENTER DATA INTO UNSHADED CELLS ONLY

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | | | ELL | |
|----------------------|--------------------|-------------------|-----|-------|-------------------|-----|-------|----------------|---|----|------|-----|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | I | PE | Girl | Boy |
| EDK | Davis, Magee | 10 | 11 | 21 | | | | 21 | | | 2 | 3 |
| EDK | Duckworth, April | 8 | 13 | 21 | | | | 21 | | | 2 | 6 |
| EDK | Gordon, Sandra | 10 | 12 | 22 | | | | 22 | | | 3 | 3 |
| EDK | Zabriskie, Suzanne | 11 | 11 | 22 | | 1 | 1 | 23 | | | 4 | 4 |
| | | | | | | | | | | | | |
| overload 26 - dbl 29 | | 39 | 47 | 86 | 0 | 1 | 1 | 87 | | | 11 | 16 |

| | | | | | | | | | | | | |
|----------------------|----------------|----|----|----|---|---|---|----|--|--|----|----|
| 1 | Boll, Konni | 12 | 12 | 24 | | | | 24 | | | 2 | 3 |
| 1 | Johnson, Beth | 13 | 11 | 24 | | | | 24 | | | 4 | 4 |
| 1 | Raphael, Kathy | 11 | 11 | 22 | 1 | 1 | 2 | 24 | | | 4 | 4 |
| 1 | Slater, Robin | 9 | 13 | 22 | 1 | 1 | 2 | 24 | | | 5 | 8 |
| | | | | | | | | | | | | |
| overload 26 - dbl 29 | | 45 | 47 | 92 | 2 | 2 | 4 | 96 | | | 15 | 19 |

| | | | | | | | | | | | | |
|----------------------|-----------------|----|----|----|---|---|---|----|--|--|----|----|
| 2 | Krause, Karen | 12 | 11 | 23 | | | | 24 | | | 2 | 4 |
| 2 | Scofield, Carol | 12 | 8 | 20 | | 2 | 2 | 22 | | | 4 | 2 |
| 2 | Wharton, Tricia | 11 | 11 | 22 | | 1 | 1 | 23 | | | 5 | 4 |
| 2 | Wright, Shelley | 12 | 10 | 22 | | 1 | 1 | 23 | | | 3 | 3 |
| | | | | | | | | | | | | |
| overload 26 - dbl 29 | | 47 | 40 | 87 | 0 | 4 | 4 | 91 | | | 14 | 13 |

| | | | | | | | | | | | | |
|----------------------|------------------|----|----|----|---|---|---|----|--|--|---|----|
| 3 | Carter, Amber | 7 | 5 | 12 | | | | 12 | | | 1 | 0 |
| 3 | Crain, Lori | 11 | 12 | 23 | | 2 | 2 | 25 | | | 2 | 4 |
| 3 | Ferguson, Sandra | 13 | 11 | 24 | 1 | 1 | 2 | 26 | | | 3 | 5 |
| 3 | Swanson, Darlene | 13 | 12 | 25 | 1 | | 1 | 26 | | | 3 | 6 |
| | | | | | | | | | | | | |
| overload 28 - dbl 31 | | 44 | 40 | 84 | 2 | 3 | 4 | 89 | | | 9 | 15 |

| | | | | | | | | | | | | |
|----------------------|-------------------|----|----|----|---|---|----|-----|--|--|---|----|
| 4 | Anderson, Mary | 10 | 10 | 20 | 2 | 2 | 4 | 24 | | | 1 | 3 |
| 4 | Carter, Amber | 8 | 5 | 13 | | | | 13 | | | 0 | 0 |
| 4 | Cavalieri, Lisa | 11 | 10 | 21 | 1 | 2 | 3 | 24 | | | 1 | 3 |
| 4 | Celver, Christina | 10 | 11 | 21 | 2 | 1 | 3 | 24 | | | 1 | 2 |
| 4 | Wickstrom, Scott | 10 | 10 | 20 | 1 | 2 | 4 | 23 | | | 2 | 2 |
| | | | | | | | | | | | | |
| overload 28 - dbl 31 | | 49 | 46 | 95 | 6 | 7 | 13 | 108 | | | 5 | 10 |

| | | | | | | | | | | | | |
|----------------------|-----------------|----|----|----|---|---|----|-----|---|--|---|----|
| 5 | Donnelly, Holly | 12 | 12 | 24 | 2 | 2 | 4 | 28 | | | 2 | 2 |
| 5 | Kearney, Karen | 10 | 11 | 21 | 4 | 1 | 5 | 26 | X | | 0 | 5 |
| 5 | Lewis, Jocelyn | 12 | 11 | 23 | 1 | 3 | 4 | 27 | | | 2 | 2 |
| 5 | Morris, Gary | 13 | 13 | 26 | 2 | 0 | 2 | 28 | | | 2 | 4 |
| | | | | | | | | | | | | |
| overload 31 - dbl 33 | | 47 | 48 | 95 | 9 | 5 | 15 | 109 | | | 6 | 13 |

| | | | | | | | | | | | | |
|------------|--|-----|-----|-----|----|----|----|-----|--|--|----|----|
| K-5 Totals | | 271 | 267 | 538 | 19 | 22 | 41 | 580 | | | 60 | 86 |
|------------|--|-----|-----|-----|----|----|----|-----|--|--|----|----|

| | | | | | | | | | | | | |
|-----------------|--|-----|-----|-----|----|----|----|-----|--|--|----|----|
| K-5 Grand Total | | 271 | 267 | 538 | 18 | 22 | 41 | 580 | | | 60 | 86 |
|-----------------|--|-----|-----|-----|----|----|----|-----|--|--|----|----|

ILALCO ELEMENTARY

5/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | | | | ELL | | |
|-------|---------|-------------------|-----|-------|-------------------|-----|-------|----------------|-----|---|----|------|-----|-------|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | SLC | I | PE | Girl | Boy | Total |
| K-FD | Blau | 17 | 9 | 26 | | | 0 | 26 | | 1 | | 4 | 3 | 7 |
| K-FD | Carlson | 15 | 12 | 27 | 1 | | 1 | 28 | | | 1 | 8 | 1 | 9 |
| K-FD | Fields | 15 | 12 | 27 | | | 0 | 27 | | 2 | | 5 | 2 | 7 |
| K-FD | Kelly | 14 | 11 | 25 | 1 | | 1 | 26 | | 1 | | 3 | 5 | 8 |
| | | 61 | 44 | 105 | 2 | 0 | 2 | 107 | 0 | 4 | 1 | 20 | 11 | 31 |

| | | | | | | | | | | | | | | |
|---|--------|----|----|-----|---|---|---|-----|---|---|---|---|----|----|
| 1 | Austin | 10 | 15 | 25 | | | | 25 | | | | 3 | 6 | 9 |
| 1 | Embery | 15 | 12 | 27 | | | | 27 | | 2 | | 4 | 4 | 8 |
| 1 | Olson | 13 | 12 | 25 | 1 | | 1 | 26 | | 1 | | 5 | 5 | 10 |
| 1 | Surber | 12 | 13 | 25 | 1 | 1 | 2 | 27 | | 2 | | | 4 | 4 |
| | | 50 | 52 | 102 | 2 | 1 | 3 | 105 | 0 | 5 | 0 | | 19 | 31 |

| | | | | | | | | | | | | | | |
|---|----------|----|----|-----|---|---|---|-----|---|---|---|---|----|----|
| 2 | Colburn | 12 | 14 | 26 | | | | 26 | | 1 | | 1 | 6 | 7 |
| 2 | Neubauer | 14 | 11 | 25 | | | 0 | 25 | | | | | 3 | 3 |
| 2 | Price | 13 | 12 | 25 | | 1 | 1 | 26 | | 1 | | 2 | 2 | 4 |
| 2 | Tiedeman | 15 | 10 | 25 | | 1 | 1 | 26 | | 1 | | 4 | 3 | 7 |
| | | 54 | 47 | 101 | 0 | 2 | 2 | 103 | 0 | 3 | 0 | 7 | 14 | 21 |

| | | | | | | | | | | | | | | |
|---|---------|----|----|----|---|---|---|-----|---|---|---|----|----|----|
| 3 | Baruck | 13 | 12 | 25 | | 2 | 2 | 27 | | | | 2 | 2 | 4 |
| 3 | Callero | 16 | 8 | 24 | | 2 | 2 | 26 | | | | 5 | 1 | 6 |
| 3 | Myka | 11 | 13 | 24 | 2 | | 2 | 26 | | | | 3 | 4 | 7 |
| 3 | Nielsen | 12 | 11 | 23 | 1 | 2 | 3 | 26 | | | | 2 | 5 | 7 |
| | | | | 0 | | | 0 | 0 | | | | | | 0 |
| | | 52 | 44 | 96 | 3 | 6 | 9 | 105 | 0 | 0 | 0 | 12 | 12 | 24 |

| | | | | | | | | | | | | | | |
|---|-------------|----|----|-----|---|---|---|-----|---|---|---|---|----|----|
| 4 | Bozlee | 11 | 17 | 28 | | | 0 | 28 | | 1 | | | 5 | 5 |
| 4 | Egbert | 12 | 12 | 24 | 2 | 1 | 3 | 27 | | | | 4 | 2 | 6 |
| 4 | Hyde | 11 | 13 | 24 | 1 | 1 | 2 | 26 | | | | 1 | 2 | 3 |
| 4 | Skorniakoff | 12 | 13 | 25 | 2 | | 2 | 27 | | | | 3 | 3 | 6 |
| 4 | Davis-SLC | | | 0 | 1 | | 1 | 1 | | | | 1 | | 1 |
| | | 46 | 55 | 101 | 6 | 2 | 8 | 109 | 0 | 1 | 0 | 9 | 12 | 21 |

| | | | | | | | | | | | | | | |
|---|-------------|----|----|-----|---|---|----|-----|---|---|---|---|----|----|
| 5 | DeFrancesco | 14 | 13 | 27 | | 2 | 2 | 29 | | | | | 4 | 4 |
| 5 | Dutoit | 13 | 12 | 25 | 2 | 1 | 3 | 28 | | | | 1 | 2 | 3 |
| 5 | Kliwer | 13 | 13 | 26 | 1 | 1 | 2 | 28 | 1 | | | | 1 | 1 |
| 5 | Sprenger | 12 | 15 | 27 | | 1 | 1 | 28 | | | | 3 | 2 | 5 |
| 5 | Davis-SLC | | | 0 | 3 | 2 | 5 | 5 | | | | | 1 | 1 |
| | | 52 | 53 | 105 | 6 | 7 | 13 | 118 | 1 | 0 | 0 | 4 | 10 | 14 |

| | | | | | | | | | | | | | | |
|------------|--|-----|-----|-----|----|----|----|-----|---|----|---|----|----|-----|
| K-5 Totals | | 315 | 295 | 610 | 19 | 18 | 37 | 647 | 1 | 13 | 1 | 52 | 78 | 142 |
|------------|--|-----|-----|-----|----|----|----|-----|---|----|---|----|----|-----|

| | | | | | | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|--|--|--|--|--|--|
| ECE | | | | 0 | | | | | | | | | | |
| AA | | | | 0 | | | | | | | | | | |
| PA | | | | 0 | | | | | | | | | | |
| | | | | 0 | | | | | | | | | | |
| | | | | 0 | | | | | | | | | | |
| | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | |

K-5 Grand Total 315 295 610 19 18 37 647

1 52 78 142

ELL teacher : Heidi Abbott

LAKE VIEW ELEMENTARY

5/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | | | ELL | |
|-----------------|------------|-------------------|-----|-------|-------------------|-----|-------|-------------|---|----|------|-----|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | I | PE | Girl | Boy |
| K | LOCKETT | 12 | 13 | 25 | 1 | 1 | 2 | 27 | | 1 | 2 | 3 |
| K | WHITE | 14 | 12 | 26 | | | 0 | 26 | 1 | | 3 | 4 |
| | | | | 0 | | | 0 | 0 | | | | |
| ECE-K | MORGAN | | | 0 | | | 0 | 0 | | | | |
| SPEDK | SHEEHAN | | | 0 | 2 | 4 | 6 | 6 | | | | |
| SPEDK | LATAWIEC | | | | | 2 | 2 | 2 | | | | |
| | | 26 | 25 | 51 | 3 | 7 | 10 | 61 | 1 | 1 | 5 | 7 |
| 1 | GIDLEY | 10 | 11 | 21 | | 1 | 1 | 22 | | | 1 | 1 |
| 1 | MOORE | 10 | 10 | 20 | 1 | | 1 | 21 | | | 1 | 1 |
| 1 | FETTIG | 7 | 11 | 18 | 1 | 1 | 2 | 20 | | | 2 | |
| SPED1 | SHEEHAN | | | 0 | | 1 | 1 | 1 | | | | |
| 1 | AIKEN**** | | 1 | 1 | | | | 1 | | | | |
| | | 27 | 33 | 60 | 2 | 3 | 5 | 65 | 0 | 0 | 4 | 2 |
| 2 | BORTON | 9 | 11 | 20 | 2 | 1 | 3 | 23 | | | 1 | 2 |
| 2 | BERRY | 8 | 11 | 19 | 1 | 2 | 3 | 22 | | | | 3 |
| 2 | TOMPKINS | 9 | 10 | 19 | 1 | 3 | 4 | 23 | | | | 3 |
| SPED2 | LATAWIEC | | | 0 | 0 | 2 | 2 | 2 | | | | |
| 2 | AIKEN ** | | 1 | 1 | | | 0 | 1 | | | | |
| | | 26 | 33 | 59 | 4 | 8 | 12 | 71 | 0 | 0 | 1 | 8 |
| 3 | DALE | 8 | 10 | 18 | 1 | 1 | 2 | 20 | | | | 3 |
| 3 | HAWS/LEWIS | 8 | 9 | 17 | 2 | 2 | 4 | 21 | | | | 1 |
| 3 | MERTENS | 9 | 10 | 19 | 1 | 1 | 2 | 21 | | | | 2 |
| SPED3 | LATAWIEC | | | 0 | | 1 | 1 | 1 | | | | |
| 3 | AIKEN * | | | 0 | 1 | | 1 | 1 | | | | |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 25 | 29 | 54 | 5 | 5 | 10 | 64 | 0 | 0 | 0 | 6 |
| | | | | 0 | | | 0 | 0 | | | | |
| 4 | GRECO/GWIN | 11 | 9 | 20 | 2 | 2 | 4 | 24 | | | 1 | |
| 4 | MIRACLE | 10 | 8 | 18 | 2 | 3 | 5 | 23 | 1 | | | |
| SPED4 | LATAWIEC | | 1 | 1 | 1 | | 1 | 2 | | | | |
| 4 | AIKEN *** | | 1 | 1 | | | 0 | 1 | | | | |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 21 | 19 | 40 | 5 | 5 | 10 | 50 | 1 | 0 | 1 | 0 |
| | | | | 0 | | | 0 | 0 | | | | |
| 5 | CALDWELL | 13 | 15 | 28 | 2 | 2 | 4 | 32 | 2 | | 2 | 1 |
| 5 | ROWE | 11 | 13 | 24 | 4 | 3 | 7 | 31 | 4 | | 2 | |
| SPED5 | LATAWIEC | | | 0 | 1 | | 1 | 1 | | | | |
| | | 24 | 28 | 52 | 7 | 5 | 12 | 64 | 6 | 0 | 4 | 1 |
| K-5 Totals | | 149 | 167 | 316 | 26 | 33 | 59 | 375 | 8 | 1 | 15 | 24 |
| ECE | | | | 0 | | | 0 | 0 | | | | |
| AP | MORGAN | | | 0 | 2 | 4 | 6 | 6 | | | | |
| PP | MORGAN | | | 0 | 0 | 8 | 8 | 8 | | | | |
| | | | | 0 | | | 0 | 0 | | | | |
| | | 0 | 0 | 0 | 2 | 12 | 14 | 14 | | | | |
| K-5 Grand Total | | 149 | 167 | 316 | 28 | 45 | 73 | 389 | 1 | | | |

* homeschool student receiving 210 minutes a week in Resource room & OT.

** homeschool student receiving 120 minutes a week in PE & Technology.

*** homeschool student receiving 90 minutes a week in PE.

**** homeschool student receiving 180 minutes a week in Resource room & OT.

LAKELAND HILLS ELEMENTARY
5/1/2015

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | ELL | | | |
|------------------------|----------------------------------|-------------------|------------|------------|-------------------|-----------|-----------|----------------|----------|----------|-----------|-----------|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | I | PE | Girl | Boy |
| | 25 max then 28 | | | | | | | | | | | |
| K Ext | Brown, Kelly | 11 | 10 | 21 | | 1 | 1 | 22 | | | 1 | 3 |
| K Ext | Lynch, Sarah | 11 | 10 | 21 | | 1 | 1 | 22 | | | 2 | 3 |
| K Ext | Mattison, Sarah | 12 | 10 | 22 | | | 0 | 22 | | | 2 | 3 |
| K Ext | McKeough, Kimberly | 12 | 11 | 23 | | | 0 | 23 | | | 3 | 3 |
| K Ext | Potter, Christy | 11 | 11 | 22 | | | 0 | 22 | | | 4 | 1 |
| | | 57 | 52 | 109 | 0 | 2 | 2 | 111 | 0 | 0 | 12 | 13 |
| | 25 max then 28 | | | | | | | | | | | |
| 1 | Botz, Julie | 11 | 11 | 22 | | 2 | 2 | 24 | | | 2 | 3 |
| 1 | Hartley, Heather | 11 | 11 | 22 | 1 | 1 | 2 | 24 | | | 2 | 3 |
| 1 | Schuman, Susan | 5 | 6 | 11 | | | 0 | 11 | | | | 1 |
| 1 | Sergis, Melissa | 10 | 13 | 23 | | 1 | 1 | 24 | | | 1 | 1 |
| 1 | Wynn, Kimberly/McCarthy Callie | 11 | 14 | 25 | | | 0 | 25 | | | 2 | 2 |
| | | 48 | 55 | 103 | 1 | 4 | 5 | 108 | 0 | 0 | 7 | 10 |
| | 25 max then 28 | | | | | | | | | | | |
| 2 | Alexander, Nancy | 11 | 9 | 20 | | 1 | 1 | 21 | | | 2 | 1 |
| 2 | King, Marla/Cole, Amy | 10 | 8 | 18 | 1 | 1 | 2 | 20 | | | | 3 |
| 2 | Miller, Dianna | 11 | 8 | 19 | 1 | 1 | 2 | 21 | | | 2 | |
| 2 | Nelson, Michelle | 12 | 9 | 21 | | 1 | 1 | 22 | | | 1 | 1 |
| 2 | Schuman, Susan | 7 | 7 | 14 | | | 0 | 14 | | | | |
| 2 | Swanson, Jennifer | 9 | 10 | 19 | 1 | 1 | 2 | 21 | | | 1 | 2 |
| | | 60 | 51 | 111 | 3 | 5 | 8 | 119 | 0 | 0 | 6 | 7 |
| | 27 max | | | | | | | | | | | |
| 3 | Brewer, Ann | 12 | 12 | 24 | 1 | 1 | 2 | 26 | | | 1 | 1 |
| 3 | Gesell, Ruth | 10 | 12 | 22 | 1 | 2 | 3 | 25 | | | | 2 |
| 3 | Keith, Alaura | 14 | 9 | 23 | | | 0 | 23 | | | 1 | |
| 3 | Stephanie Knapp/Christa Jeffreys | 12 | 11 | 23 | | 2 | 2 | 25 | | | | 2 |
| 3 | Marcotte, Michael | 14 | 9 | 23 | | 2 | 2 | 25 | | | 2 | 2 |
| | | 62 | 53 | 115 | 2 | 7 | 9 | 124 | 0 | 0 | 4 | 7 |
| | 27 max | | | | | | | | | | | |
| 4 | Knudtsen, Stacie/Bonham, Kelsey | 12 | 12 | 24 | 1 | 1 | 2 | 26 | | | | 3 |
| 4 | Luke, Dorothy | 11 | 13 | 24 | 2 | 1 | 3 | 27 | | | | 1 |
| 4 | Peters, Trina | 13 | 11 | 24 | | 2 | 2 | 26 | | | 1 | 1 |
| 4 | Richstad, Kevin | 12 | 10 | 22 | 1 | 1 | 2 | 24 | | | 1 | 2 |
| | | 48 | 46 | 94 | 4 | 5 | 9 | 103 | 0 | 0 | 2 | 7 |
| | 30 max | | | | | | | | | | | |
| 5 | Arnold, Mindy | 13 | 11 | 24 | 1 | 3 | 4 | 28 | | | 2 | |
| 5 | Libadia, Raphael | 14 | 11 | 25 | 1 | 2 | 3 | 28 | | | 1 | 3 |
| 5 | Maloney, Kelly | 14 | 12 | 26 | | 1 | 1 | 27 | | | 1 | 1 |
| 5 | McBane, Julie | 14 | 10 | 24 | | 3 | 3 | 27 | | | 1 | 2 |
| | | 55 | 44 | 99 | 2 | 9 | 11 | 110 | 0 | 0 | 5 | 6 |
| K-5 Grand Total | | 330 | 301 | 631 | 12 | 32 | 44 | 675 | 0 | 0 | 36 | 50 |

Lea Hill Elementary School

5/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | R/E AB | I | PE | ELL | |
|-------|-----------------------|-------------------|-----|-------|-------------------|-----|-------|-------------|--------|---|----|------|-----|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | | | | Girl | Boy |
| FD | ANDERSON, KELSIE | 12 | 8 | 20 | | | 0 | 20 | 1 | | | 6 | 2 |
| FD | CALDARULO, BRITTAN | 10 | 11 | 21 | | 0 | 0 | 21 | | | | 3 | 1 |
| FD | GERING, TREVOR | 10 | 10 | 20 | | 1 | 1 | 21 | | | | 2 | 4 |
| FD | SEARS, STACEY | 10 | 9 | 19 | 1 | 1 | 2 | 21 | | | | 3 | 3 |
| | Aarstad, Evanne--AB | | | 0 | | 1 | 1 | 1 | | | | | |
| | | 42 | 38 | 80 | 1 | 3 | 4 | 84 | | 0 | 0 | 14 | 10 |
| 1 | MANSOUR, NAJWA | 5 | 11 | 16 | | 5 | 5 | 21 | | 1 | | 2 | 3 |
| 1 | PRINCE, LORI | 6 | 10 | 16 | | 1 | 1 | 17 | 2 | | | 2 | 3 |
| 1 | SAY-O'DONNELL, CONNIE | 8 | 7 | 15 | 2 | 3 | 5 | 20 | | 1 | | 1 | 2 |
| | | | | 0 | | | 0 | 0 | | | | | |
| 1 | Aarstad, Evanne--AB | | | 0 | 1 | 4 | 5 | 5 | | | | | |
| | | 19 | 28 | 47 | 3 | 13 | 16 | 63 | | 2 | 0 | 5 | 8 |
| 2 | RAY, ELIZABETH | 9 | 10 | 19 | 1 | 1 | 2 | 21 | | | | | 1 |
| 2 | SPEAR, JOANN | 10 | 11 | 21 | | 1 | 1 | 22 | | | | 1 | 3 |
| 2 | STURGIS, KIM | 8 | 11 | 19 | | | 0 | 19 | 1 | | | | 1 |
| | | | | 0 | | | 0 | 0 | | | | | |
| 2 | Aarstad, Evanne--AB | | 1 | 1 | | 2 | 2 | 3 | | | | | |
| | | 27 | 33 | 60 | 1 | 4 | 5 | 65 | | 0 | 0 | 1 | 5 |
| 3 | DANIELS, TREENA | 13 | 8 | 21 | 1 | 1 | 2 | 23 | | | | 3 | 1 |
| 3 | JENKINS, SHANA | 13 | 8 | 21 | | | 0 | 21 | | | | 2 | 2 |
| 3 | SWEENEY, DEVAN | 11 | 10 | 21 | | | 0 | 21 | | | | 2 | |
| | | | | 0 | | | 0 | 0 | | | | | |
| 3 | JORDAN, K--AB | | | 0 | 1 | 1 | 2 | 2 | | | | | |
| | | 37 | 26 | 63 | 2 | 2 | 4 | 67 | | 0 | 0 | 7 | 3 |
| 4 | BEEKSMA, STEPHANIE | 7 | 12 | 19 | | | 0 | 19 | | | | 1 | 1 |
| 4 | GOLIFF, STEPHEN | 10 | 14 | 24 | 1 | 1 | 2 | 26 | | | | 3 | 2 |
| | | | | 0 | | | 0 | 0 | | | | | |
| 4 | JORDAN, K--AB | | | 0 | | 3 | 3 | 3 | | | | | |
| | | 17 | 26 | 43 | 1 | 4 | 5 | 48 | | 0 | 0 | 4 | 3 |
| 5 | BEEKSMA, STEPHANIE | 5 | 3 | 8 | | | 0 | 8 | | | | | |
| 5 | FETTIG, MICHAEL | 12 | 15 | 27 | | 1 | 1 | 28 | 1 | | | 1 | 3 |
| 5 | FOSS, KIMBERLEY | 13 | 14 | 27 | | 2 | 2 | 29 | 1 | | | | 4 |
| | | | | 0 | | | 0 | 0 | | | | | |
| 5 | JORDAN, K--AB | | | 0 | | 3 | 3 | 3 | | | | | |
| | | | | 0 | | | 0 | 0 | | | | | |
| | | 30 | 32 | 54 | 0 | 6 | 6 | 68 | | 0 | 0 | 1 | 7 |

| | | | | | | | | | | | | |
|------------|-----|-----|-----|---|----|----|-----|--|---|---|----|----|
| K-5 Totals | 172 | 183 | 347 | 8 | 32 | 40 | 395 | | 2 | 0 | 32 | 36 |
|------------|-----|-----|-----|---|----|----|-----|--|---|---|----|----|

| ECE | | Girl | Boy | | Girl | Boy | | | I | PEER MODELS | | | |
|-----|-------------------|------|-----|---|------|-----|----|----|---|-------------|---|----|----|
| AM | HOUGLUM, ROSEMARY | | | 0 | 6 | 2 | 8 | 8 | | | | 5 | 1 |
| PM | HOUGLUM, ROSEMARY | | | 0 | 2 | 7 | 9 | 9 | 1 | | | 4 | 4 |
| AM | DENT, KATIE | | | 0 | 2 | 6 | 8 | 8 | 1 | | | 4 | 2 |
| PM | DENT, KATIE | | | 0 | 3 | 5 | 8 | 8 | | | | 6 | 2 |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| AM | ST. MARY, SARAH | | | 0 | 1 | 2 | 3 | 3 | | | | 3 | 4 |
| FD | ST. MARY, SARAH | | | 0 | 1 | 5 | 6 | 6 | | | | | |
| | | 0 | 0 | 0 | 15 | 27 | 42 | 42 | | 0 | 0 | 22 | 13 |

| | | | | | | | | | | | | |
|--------------------|----|--|--|--|--|--|--|--|--|--|--|--|
| Peer Models--total | 35 | | | | | | | | | | | |
|--------------------|----|--|--|--|--|--|--|--|--|--|--|--|

| | | | | | | | | | | | | |
|-----------------|-----|-----|-----|----|----|----|-----|--|---|---|----|----|
| K-5 Grand Total | 172 | 183 | 347 | 23 | 59 | 82 | 437 | | 2 | 0 | 32 | 36 |
|-----------------|-----|-----|-----|----|----|----|-----|--|---|---|----|----|

| HEAD START | GIRLS | BOYS | | | | | |
|------------|-------|------|--|--|--|--|----|
| AM | 9 | 10 | | | | | 19 |
| PM | 9 | 10 | | | | | 19 |
| TOTAL | | | | | | | 38 |

**GRAND
TOTAL
510**

PIONEER ELEMENTARY

5/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | | | ELL | |
|-------|---------------------|-------------------|-----|-------|-------------------|-----|-------|----------------|---|----|------|-----|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | I | PE | Girl | Boy |
| K | Chock, Ruby | 13 | 9 | 22 | | 2 | 2 | 24 | | | 8 | 9 |
| K | Luschei, Mary | 16 | 10 | 26 | | 1 | 1 | 27 | x | | 11 | 8 |
| K | McLaughlin, Melyssa | 7 | 18 | 25 | 1 | | 1 | 26 | X | | 3 | 13 |
| K | Roble, Michelle | 14 | 11 | 25 | 1 | 1 | 2 | 27 | x | | 8 | 7 |
| | | | | | | | | | | | | |
| | | 50 | 48 | 98 | 2 | 4 | 6 | 104 | | | 30 | 37 |

| | | | | | | | | | | | | |
|---|------------------|----|----|----|---|---|---|----|--|--|----|----|
| 1 | Lee, Laurel | 17 | 6 | 23 | | | | 23 | | | 10 | 1 |
| 1 | Rutledge, Jordan | 8 | 11 | 19 | | | | 19 | | | 3 | 6 |
| 1 | Anderegg, Alicia | 15 | 9 | 24 | | | | 24 | | | 6 | 4 |
| 1 | Hyatt, Shuree | 7 | 9 | 16 | 1 | 2 | 3 | 19 | | | 3 | 7 |
| | | | | | | | | | | | | |
| | | 47 | 35 | 82 | 1 | 2 | 3 | 85 | | | 22 | 18 |

| | | | | | | | | | | | | |
|---|----------------|----|----|----|---|---|---|----|--|--|----|----|
| 2 | Adams, Jessica | 12 | 9 | 21 | | 2 | 2 | 23 | | | 6 | 6 |
| 2 | Furey, Erika | 10 | 10 | 20 | 2 | | 2 | 22 | | | 5 | 5 |
| 2 | Andres, Sarah | 12 | 6 | 18 | 1 | 2 | 3 | 21 | | | 11 | 5 |
| 2 | Kim, Jie | 11 | 11 | 22 | | 1 | 1 | 23 | | | 5 | 5 |
| | | | | | | | | | | | | |
| | | 45 | 36 | 81 | 3 | 5 | 8 | 89 | | | 27 | 21 |

| | | | | | | | | | | | | |
|---|-------------------|----|----|----|--|---|---|----|--|--|----|----|
| 3 | O'Reiley, Melissa | 11 | 15 | 26 | | | | 26 | | | 8 | 8 |
| 3 | Hill, Angela | 14 | 11 | 25 | | 1 | 1 | 26 | | | 10 | 5 |
| 3 | Rowe, Dani | 8 | 6 | 14 | | | | 14 | | | 3 | 2 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | 33 | 32 | 65 | | 1 | 1 | 66 | | | 21 | 15 |

| | | | | | | | | | | | | |
|---|--------------------|----|----|----|---|---|---|----|--|--|----|----|
| 4 | Verlander, Melissa | 15 | 8 | 23 | 3 | 1 | 4 | 27 | | | 12 | 5 |
| 4 | Mattox, Linda | 14 | 12 | 26 | 1 | | 1 | 27 | | | 7 | 9 |
| 4 | Rowe, Dani | 7 | 5 | 12 | 1 | | 1 | 13 | | | 3 | 1 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | 36 | 25 | 61 | 5 | 1 | 6 | 67 | | | 22 | 15 |

| | | | | | | | | | | | | |
|---|------------------|----|----|----|---|---|----|----|--|--|----|----|
| 5 | Mattioli, Steven | 14 | 11 | 25 | 3 | | 3 | 28 | | | 7 | 3 |
| 5 | Massimino, Jay | 13 | 11 | 24 | 3 | 1 | 4 | 28 | | | 7 | 4 |
| 5 | Diebag, Melinda | 13 | 10 | 23 | 1 | 2 | 3 | 26 | | | 8 | 6 |
| | | | | | | | | | | | | |
| | | 40 | 32 | 72 | 7 | 3 | 10 | 82 | | | 22 | 13 |

| | | | | | | | | | | | | |
|------------|--|-----|-----|-----|----|----|----|-----|--|--|-----|-----|
| K-5 Totals | | 251 | 208 | 459 | 18 | 16 | 34 | 493 | | | 144 | 119 |
|------------|--|-----|-----|-----|----|----|----|-----|--|--|-----|-----|

| | | | | | | | | | | | | |
|-----------|--|----|----|----|--|--|--|--|--|--|--|----|
| Headstart | | | | | | | | | | | | |
| PIO AA | | 4 | 13 | 17 | | | | | | | | 17 |
| PIO PA | | 9 | 8 | 17 | | | | | | | | 17 |
| Main AM | | 9 | 10 | 19 | | | | | | | | 19 |
| Main PM | | 8 | 11 | 19 | | | | | | | | 19 |
| | | | | | | | | | | | | |
| | | 30 | 42 | 72 | | | | | | | | 72 |

| | | | | | | | | | | | | | |
|-----------------|--|-----|-----|-----|----|----|----|-----|--|--|---|-----|-----|
| K-5 Grand Total | | 281 | 250 | 531 | 18 | 16 | 34 | 565 | | | 0 | 144 | 119 |
|-----------------|--|-----|-----|-----|----|----|----|-----|--|--|---|-----|-----|

Terminal Park Elementary

5/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL | | | ELL | | Total |
|-------------------|-----------------|-------------------|-----|-------|-------------------|-----|-------|----------------|---|----|------|-----|-------|
| | | Girl | Boy | TOTAL | Girl | Boy | TOTAL | | I | PE | Girl | Boy | |
| FDK | Cramer | 13 | 7 | 20 | 1 | | 1 | 21 | | | 4 | | 4 |
| FDK | Jarman | 15 | 9 | 24 | | | 0 | 24 | | | 3 | 3 | 6 |
| FDK | Mischke | 11 | 11 | 22 | 0 | | 0 | 22 | | | 1 | 5 | 6 |
| | | 39 | 27 | 66 | 1 | 0 | 1 | 67 | | | 8 | 8 | 16 |
| 1 | Birk | 13 | 10 | 23 | | 0 | 0 | 23 | | | 5 | 4 | 9 |
| 1 | Parce | 15 | 7 | 22 | | 1 | 1 | 23 | | | 6 | 2 | 8 |
| 1 | Williams | 16 | 7 | 23 | 0 | 1 | 1 | 24 | | | 6 | 3 | 9 |
| | | | | 0 | | | | 0 | | | | | 0 |
| | | 44 | 24 | 68 | 0 | 2 | 2 | 70 | | | 17 | 9 | 26 |
| 2 | Brooks | 11 | 11 | 22 | 1 | 1 | 2 | 24 | | | 1 | 3 | 4 |
| 2 | Brunelle | 6 | 5 | 11 | | | 0 | 11 | | | | | 0 |
| 2 | Harlor | 8 | 14 | 22 | | 2 | 2 | 24 | | | 4 | 4 | 8 |
| | | | | 0 | | | 0 | 0 | | | | | 0 |
| | | 25 | 30 | 55 | 1 | 3 | 4 | 59 | | | 5 | 7 | 12 |
| 3 | Brunelle | 5 | 7 | 12 | | | 0 | 12 | | | | 2 | 2 |
| 3 | Clough | 10 | 11 | 21 | 1 | 1 | 2 | 23 | | | 4 | 5 | 9 |
| 3 | Grant | 9 | 10 | 19 | 1 | 2 | 3 | 22 | | | 2 | 2 | 4 |
| | | | | 0 | | | 0 | 0 | | | | | 0 |
| | | 24 | 28 | 52 | 2 | 3 | 5 | 57 | | | 6 | 9 | 15 |
| 4 | Andersen/Gifted | 12 | 12 | 24 | | | 0 | 24 | | | | | 0 |
| 4 | Enz | 9 | 14 | 23 | 0 | 2 | 2 | 25 | | | 4 | 3 | 7 |
| 4 | Harlor | 10 | 13 | 23 | 1 | 3 | 4 | 27 | | | 3 | 3 | 6 |
| 4 | | | | | | | | | | | | | |
| 4 | | | | 0 | | | 0 | 0 | | | | | 0 |
| | | 31 | 39 | 70 | 1 | 5 | 6 | 76 | | | 7 | 6 | 13 |
| 5 | Hanson | 12 | 10 | 22 | 1 | 1 | 2 | 24 | | | 2 | 3 | 5 |
| 5 | Martin | 11 | 14 | 25 | 1 | 1 | 2 | 27 | | | | 2 | 2 |
| 5 | McIntyre/Gifted | 12 | 12 | 24 | | | 0 | 24 | | | | | 0 |
| | | | | | | | 0 | 0 | | | | | 0 |
| | | | | 0 | | | 0 | 0 | | | | | 0 |
| | | 35 | 36 | 71 | 2 | 2 | 4 | 75 | | | 2 | 5 | 7 |
| K-5 Totals | | 198 | 184 | 382 | 7 | 15 | 22 | 404 | | | 45 | 44 | 89 |
| ECE | | | | 0 | | | | | | | | | |
| PM | Vacancy | | | 0 | 3 | 5 | | 8 | | | | | |
| | | | | 0 | | | | | | | | | |
| | | | | 0 | | | | | | | | | |
| | | | | 0 | | | | | | | | | |
| | | 0 | 0 | 0 | 3 | 5 | 8 | 8 | | | | | |
| Peer Models Total | | | | | | | | | | | | | 6 |
| K-5 Grand Total | | 198 | 184 | 382 | 10 | 20 | 30 | 412 | | 0 | 45 | 44 | 89 |

ELL Teacher Laurie Bulson

WASHINGTON ELEMENTARY

5/1/2015

ENTER DATA INTO UNSHADED CELLS ONLY

| Grade | Teacher | Regular Education | | | Special Education | | | GRAND TOTAL |
|-------|-------------------------|-------------------|------|-------|-------------------|------|-------|-------------|
| | | Boy | Girl | TOTAL | Boy | Girl | TOTAL | |
| SLC-K | Peterson, Stephanie SLC | | | 0 | 3 | 2 | 5 | 5 |
| FDK | Aguilar, Janie | 6 | 12 | 18 | | 1 | 1 | 19 |
| FDK | Garcia, Dede | 9 | 8 | 17 | | 1 | 1 | 18 |
| FDK | Lewis, Jessica | 5 | 14 | 19 | | | 0 | 19 |
| FDK | Melanson, Sasia | 6 | 11 | 17 | 1 | | 1 | 18 |
| | | 26 | 45 | 71 | 4 | 4 | 8 | 79 |

| ELL | | | |
|-----|----|-----|------|
| I | PE | Boy | Girl |
| | | | |
| | | 1 | 6 |
| | | 2 | 0 |
| | | 2 | 4 |
| | | 3 | 6 |
| 0 | | | |

| | | | | | | | | |
|-------|-------------------------|----|----|----|---|---|----|-----|
| SLC-1 | Peterson, Stephanie SLC | | | | 4 | 1 | 5 | 5 |
| SLC-1 | Locke, Sara | | | 0 | 1 | 1 | 2 | 2 |
| 1 | Calhoun, Heidi | 11 | 11 | 22 | 1 | 1 | 2 | 24 |
| 1 | Combs, Marie | 9 | 13 | 22 | 1 | | 1 | 23 |
| 1 | Stevens, Jolie | 8 | 15 | 23 | | | 0 | 23 |
| 1 | Yi, Yumi | 7 | 16 | 23 | 0 | | 0 | 23 |
| | | 35 | 55 | 90 | 7 | 3 | 10 | 100 |

| | | | |
|---|--|---|---|
| | | | 0 |
| | | | 1 |
| | | 4 | 3 |
| | | 5 | 4 |
| | | 3 | 5 |
| | | 2 | 7 |
| 0 | | | |

| | | | | | | | | |
|-------|-------------------------|----|----|----|---|---|---|----|
| SLC-2 | Peterson, Stephanie SLC | | | 0 | | 1 | 1 | 1 |
| SLC-2 | Locke, Sarah | | | 0 | 1 | 1 | 2 | 2 |
| 2 | Boyles, Danielle | 11 | 10 | 21 | 1 | | 1 | 22 |
| 2 | DeJong, Cathy | 10 | 11 | 21 | | 1 | 1 | 22 |
| 2 | Prock, Carrie | 12 | 9 | 21 | 1 | | 1 | 22 |
| 2 | Seng, Kim | 5 | 4 | 9 | | | | 9 |
| | | 38 | 34 | 72 | 3 | 3 | 6 | 78 |

| | | | |
|---|---|---|---|
| | | | |
| 2 | X | 1 | |
| | | 4 | 4 |
| | | 4 | 2 |
| | | 5 | 0 |
| | | 1 | |
| 2 | | | |

| | | | | | | | | |
|-------|--------------------|----|----|----|---|---|---|----|
| SLC-3 | Locke, Sarah | | | 0 | 4 | | 4 | 4 |
| 3 | Flanders, Michelle | 12 | 11 | 23 | 1 | | 1 | 24 |
| 3 | Paulson, Susan | 8 | 14 | 22 | 2 | | 2 | 24 |
| 3 | Seng, Kim | 5 | 8 | 13 | | | 0 | 13 |
| | | | | 0 | | | | |
| | | 25 | 33 | 58 | 7 | 0 | 7 | 65 |

| | | | |
|---|--|---|---|
| | | | |
| | | 4 | 3 |
| | | 4 | 1 |
| | | 1 | 0 |
| | | | |
| 0 | | | |

| | | | | | | | | |
|-------|-------------------|----|----|----|---|---|---|----|
| SLC-4 | Locke, Sarah | | | 0 | | 3 | 3 | 3 |
| 4 | Lafayette, Leslie | 11 | 12 | 23 | 1 | 2 | 3 | 26 |
| 4 | Monagin, Kelli | 10 | 11 | 21 | 2 | | 2 | 23 |
| 4 | Smith, Tori | 11 | 15 | 26 | | | 0 | 26 |
| | | 32 | 38 | 70 | 3 | 5 | 8 | 78 |

| | | | |
|---|--|---|---|
| | | | |
| | | 5 | 3 |
| | | 5 | 1 |
| | | 1 | 0 |
| 0 | | | |

| | | | | | | | | |
|-------|-----------------|----|----|----|---|---|---|----|
| SLC-5 | Locke, Sara | | | 0 | | 1 | 1 | 1 |
| 5 | Anderson, Katie | 10 | 15 | 25 | 3 | | 3 | 28 |
| 5 | Markwell, John | 12 | 12 | 24 | 0 | 3 | 3 | 27 |
| | | | | 0 | | | 0 | 0 |
| | | 22 | 27 | 49 | 3 | 4 | 7 | 56 |

| | | | |
|---|--|---|---|
| | | | |
| | | 2 | 3 |
| | | 1 | 4 |
| | | | |
| 0 | | | |

| | | | | | | | |
|------------------|-----|-----|-----|----|----|----|-----|
| K-5 Grand Totals | 178 | 232 | 410 | 27 | 19 | 46 | 456 |
|------------------|-----|-----|-----|----|----|----|-----|

| | | |
|---|----|----|
| 2 | 60 | 57 |
|---|----|----|

Paige Welander K-2 = .8 FTE

SLC - 23
R.R.- 23

Total ELL 117

5/4/2015

| COURSE | DESCRIPTION | LGTH | SEC | EST | | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|------------------------------|------------------------|--|-----|----------|------------|-----------|-----------|----------------|-----------|-----------|----------------|-----------|--|
| | | | | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| ART610 | ART SURVEY 6 | SM | | 1 | 120 | 60 | 60 | 23 | 37 | 4 | 2 | 2 | |
| 42 | ERIC HOWE | | | Max:30 | S2 04 | 30 | 10 | 20 | 0 | 0 | 0 | | |
| 52 | ERIC HOWE | | | Max:30 | S2 05 | 30 | 13 | 17 | 4 | 2 | 2 | | |
| Number of Sections: 2 | | Average Students Per Section: 30.00 | | | | | | | | | | | |
| ART710 | ART SURVEY 7 | SM | | 1 | 120 | 50 | 50 | 18 | 32 | 2 | 1 | 1 | |
| 22 | ERIC HOWE | | | Max:30 | S2 02 | 23 | 6 | 17 | 0 | 0 | 0 | | |
| 62 | ERIC HOWE | | | Max:30 | S2 06 | 27 | 12 | 15 | 2 | 1 | 1 | | |
| Number of Sections: 2 | | Average Students Per Section: 25.00 | | | | | | | | | | | |
| ART810 | ART SURVEY 8 | SM | | 1 | 60 | 23 | 23 | 8 | 15 | 1 | 1 | 0 | |
| 32 | ERIC HOWE | | | Max:30 | S2 03 | 23 | 8 | 15 | 1 | 1 | 0 | | |
| Number of Sections: 1 | | Average Students Per Section: 23.00 | | | | | | | | | | | |
| CTE101 | STEM ROBOTICS 1 | SM | | 1 | 120 | 47 | 47 | 15 | 32 | 4 | 2 | 2 | |
| 12 | MARCUS R. DEEVER | | | Max:30 | S2 01 | 24 | 9 | 15 | 2 | 1 | 1 | | |
| 22 | MARCUS R. DEEVER | | | Max:30 | S2 02 | 23 | 6 | 17 | 2 | 1 | 1 | | |
| Number of Sections: 2 | | Average Students Per Section: 23.50 | | | | | | | | | | | |
| CTE105 | STEM CNSTR FND1 | SM | | 1 | 56 | 28 | 28 | 10 | 18 | 0 | 0 | 0 | |
| 42 | MARCUS R. DEEVER | | | Max:28 | S2 04 | 28 | 10 | 18 | 0 | 0 | 0 | | |
| Number of Sections: 1 | | Average Students Per Section: 28.00 | | | | | | | | | | | |
| CTE106 | STEM CNSTR FND2 | SM | | 1 | 112 | 53 | 53 | 14 | 39 | 3 | 0 | 3 | |
| 52 | MARCUS R. DEEVER | | | Max:28 | S2 05 | 27 | 4 | 23 | 1 | 0 | 1 | | |
| 62 | MARCUS R. DEEVER | | | Max:28 | S2 06 | 26 | 10 | 16 | 2 | 0 | 2 | | |
| Number of Sections: 2 | | Average Students Per Section: 26.50 | | | | | | | | | | | |
| ELL602 | ELL LAN ART 1B | SM | | 1 | 30 | 7 | 7 | 3 | 4 | 0 | 0 | 0 | |
| 12 | MARTHA C. ROBAYO WHIT | | | Max:30 | S2 01 | 7 | 3 | 4 | 0 | 0 | 0 | | |
| Number of Sections: 1 | | Average Students Per Section: 7.00 | | | | | | | | | | | |
| ELL702 | ELL LAN ART 2B | SM | | 1 | 90 | 16 | 16 | 8 | 8 | 0 | 0 | 0 | |
| 32 | MARTHA C. ROBAYO WHIT | | | Max:30 | S2 03 | 4 | 1 | 3 | 0 | 0 | 0 | | |
| 42 | MARTHA C. ROBAYO WHIT | | | Max:30 | S2 04 | 5 | 2 | 3 | 0 | 0 | 0 | | |
| 62 | MARTHA C. ROBAYO WHIT | | | Max:30 | S2 06 | 7 | 5 | 2 | 0 | 0 | 0 | | |
| Number of Sections: 3 | | Average Students Per Section: 5.33 | | | | | | | | | | | |
| GEN010 | ELL SUPPORT | YR | | 1 | 100 | 57 | 57 | 23 | 34 | 17 | 7 | 10 | |
| 71 | MARTHA C. ROBAYO WHIT | | | Max:100 | YR 07 | 57 | 23 | 34 | 17 | 7 | 10 | | |
| Number of Sections: 1 | | Average Students Per Section: 57.00 | | | | | | | | | | | |
| GEN100 | STUDY SKILLS | SM | | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 12 | REBECCA A. RAMIREZ-DI | | | Max:1 | S2 01 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 32 | REBECCA A. RAMIREZ-DI | | | Max:2 | S2 03 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | | | |
| GEN110 | LEADERSHIP | SM | | 1 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 32 | ROBERT A. ROBINSON | | | Max:30 | S2 03 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 62 | ROBERT A. ROBINSON | | | Max:30 | S2 06 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | | | |
| GEN710 | TEACHERS AIDE 7 | SM | | 1 | 104 | 46 | 46 | 35 | 11 | 1 | 1 | 0 | |
| 112 | KEVIN P. OLSON | | | Max:1 | S2 01 | 1 | 0 | 1 | 0 | 0 | 0 | | |
| 132 | PAULETTE T. FONDA | | | Max:1 | S2 01 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 152 | DENISE M. BAXTER | | | Max:1 | S2 01 | 1 | 1 | 0 | 0 | 0 | 0 | | |
| 162 | MARILYN R. MEAD | | | Max:3 | S2 01 | 2 | 1 | 1 | 0 | 0 | 0 | | |
| 17 | KARLY N. JONASSON | | | Max:1 | S2 01 | 1 | 0 | 1 | 0 | 0 | 0 | | |
| 212 | SANDRA L. LUETTGEN | | | Max:1 | S2 02 | 1 | 1 | 0 | 0 | 0 | 0 | | |
| 222 | JENNY HOMFELDT | | | Max:1 | S2 02 | 1 | 1 | 0 | 0 | 0 | 0 | | |
| 232 | LEAH C. SANDLIAN | | | Max:3 | S2 02 | 3 | 3 | 0 | 0 | 0 | 0 | | |
| 242 | KEVIN P. OLSON | | | Max:1 | S2 02 | 1 | 1 | 0 | 0 | 0 | 0 | | |
| 252 | CHRISTINA W. THOMSEN | | | Max:2 | S2 02 | 1 | 1 | 0 | 0 | 0 | 0 | | |
| 262 | KANIKA L. WATKINS | | | Max:1 | S2 02 | 1 | 1 | 0 | 0 | 0 | 0 | | |
| 272 | MARILYN R. MEAD | | | Max:3 | S2 02 | 1 | 0 | 1 | 0 | 0 | 0 | | |
| 282 | LORI J. SERAME | | | Max:1 | S2 02 | 1 | 1 | 0 | 0 | 0 | 0 | | |
| 29 | JULIE K. KOVASH | | | Max:1 | S2 02 | 1 | 1 | 0 | 0 | 0 | 0 | | |

| COURSE | DESCRIPTION | LGTH | EST SEC | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|------------------------|-----------------------|-------|------------|------------------------------------|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 312 | LORI J. SERAME | Max:1 | S2 | 03 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 32 | CORRIE L. AGNEW | Max:4 | S2 | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 342 | MARILYN R. MEAD | Max:3 | S2 | 03 | | 3 | 3 | 0 | 0 | 0 | 0 |
| 35 | DENISE M. BAXTER | Max:1 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 36 | KANIKA L. WATKINS | Max:1 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 37 | TIMOTHY D. REAVIS | Max:1 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 38 | KARLY N. JONASSON | Max:1 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 39 | REBECCA A. RAMIREZ-DI | Max:1 | S2 | 02 | | 1 | 1 | 0 | 1 | 1 | 0 |
| 422 | KARLY N. JONASSON | Max:1 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 432 | LORI J. SERAME | Max:1 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 442 | CORRIE L. AGNEW | Max:4 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 452 | DANIEL A. MCNEESE | Max:2 | S2 | 04 | | 2 | 2 | 0 | 0 | 0 | 0 |
| 462 | CHRISTINA W. THOMSEN | Max:1 | S2 | 04 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 512 | SANDRA L. LUETTGEN | Max:1 | S2 | 05 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 522 | TIMOTHY D. REAVIS | Max:1 | S2 | 05 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 532 | JENNY HOMFELDT | Max:1 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 542 | KEVIN P. OLSON | Max:1 | S2 | 05 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 572 | PAULETTE T. FONDA | Max:2 | S2 | 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 58 | KENTON C. BARKER | Max:1 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 59 | JUSTIN W. MENTINK | Max:1 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 622 | KEVIN P. OLSON | Max:1 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 632 | MARILYN R. MEAD | Max:4 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 64 | QUYNH N. TAYLOR | Max:1 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 65 | MARILYN R. MEAD | Max:3 | S2 | 06 | | 2 | 1 | 1 | 0 | 0 | 0 |
| 66 | SANDRA L. LUETTGEN | Max:2 | S2 | 06 | | 2 | 1 | 1 | 0 | 0 | 0 |
| 67 | ERIC HOWE | Max:1 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 68 | LORI J. SERAME | Max:1 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: 41 | | | | Average Students Per Section: 1.12 | | | | | | | |
| GEN711 | OFFICE AIDE 7 SM | 1 | 28 | 15 | | 15 | 11 | 4 | 0 | 0 | 0 |
| 112 | ISIAIAH D. JOHNSON | Max:4 | S2 | 01 | | 3 | 3 | 0 | 0 | 0 | 0 |
| 22 | ISIAIAH D. JOHNSON | Max:3 | S2 | 02 | | 4 | 2 | 2 | 0 | 0 | 0 |
| 412 | ISIAIAH D. JOHNSON | Max:3 | S2 | 04 | | 3 | 2 | 1 | 0 | 0 | 0 |
| 512 | ISIAIAH D. JOHNSON | Max:4 | S2 | 05 | | 5 | 4 | 1 | 0 | 0 | 0 |
| Number of Sections: 4 | | | | Average Students Per Section: 3.75 | | | | | | | |
| GEN810 | TEACHERS AIDE 8 SM | 1 | 182 | 80 | | 80 | 59 | 21 | 2 | 2 | 0 |
| 122 | SANDRA L. LUETTGEN | Max:1 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 132 | JUSTIN W. MENTINK | Max:1 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 14 | DANIEL A. MCNEESE | Max:3 | S2 | 01 | | 3 | 1 | 2 | 0 | 0 | 0 |
| 15 | QUYNH N. TAYLOR | Max:2 | S2 | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | MATHEW R. LUDWIGSON | Max:1 | S2 | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 17 | JESSE W. KINKEAD | Max:1 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 18 | MELISSA K. MESSMER | Max:1 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 182 | TIMOTHY D. REAVIS | Max:1 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 19 | QUYNH N. TAYLOR | Max:1 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 192 | KENTON C. BARKER | Max:1 | S2 | 01 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 221 | KENTON C. BARKER | Max:2 | S2 | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 222 | CHRISTINA W. THOMSEN | Max:1 | S2 | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 223 | MARCUS R. DEEVER | Max:4 | S2 | 02 | | 2 | 0 | 2 | 0 | 0 | 0 |
| 224 | QUYNH N. TAYLOR | Max:2 | S2 | 02 | | 2 | 1 | 1 | 0 | 0 | 0 |
| 225 | MATHEW R. LUDWIGSON | Max:1 | S2 | 02 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 226 | CASEY A. KILLETT | Max:2 | S2 | 02 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 227 | JESSE W. KINKEAD | Max:2 | S2 | 02 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 228 | AMY J. SLEETH | Max:2 | S2 | 02 | | 2 | 2 | 0 | 0 | 0 | 0 |
| 229 | AARON S. LEE | Max:2 | S2 | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 242 | PAULETTE T. FONDA | Max:2 | S2 | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 311 | SHAYNA E. BROWN | Max:1 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 |

| | | | EST | NBR | NBR | ---TOTALS--- | | | --Special Ed-- | | |
|------------------------|-----------------------|------|-------------------------------|-----|-----|--------------|-----|-----|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 312 | DENISE M. BAXTER | | Max:1 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 313 | MARIE A. DALTON | | Max:2 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 314 | JENNY HOMFELDT | | Max:2 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 315 | JOEL R. MACDOUGALL | | Max:2 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 |
| 316 | DANIEL A. MCNEESE | | Max:3 | S2 | 03 | 3 | 3 | 0 | 0 | 0 | 0 |
| 317 | CASEY A. KILLETT | | Max:2 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 |
| 318 | CHARLES R. CHEW JR | | Max:1 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 |
| 319 | JENNY HOMFELDT | | Max:1 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 |
| 320 | ERIC HOWE | | Max:1 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 |
| 322 | PAULETTE T. FONDA | | Max:2 | S2 | 03 | 2 | 2 | 0 | 0 | 0 | 0 |
| 323 | MARILYN R. MEAD | | Max:1 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 324 | QUYNH N. TAYLOR | | Max:2 | S2 | 03 | 2 | 2 | 0 | 0 | 0 | 0 |
| 325 | CHRISTINA W. THOMSEN | | Max:1 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 |
| 326 | DANIEL A. MCNEESE | | Max:3 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 327 | KENTON C. BARKER | | Max:1 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 |
| 328 | CORRIE L. AGNEW | | Max:1 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 |
| 329 | DENISE M. BAXTER | | Max:1 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 |
| 330 | AARON S. LEE | | Max:2 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 |
| 442 | MATHEW R. LUDWIGSON | | Max:2 | S2 | 04 | 1 | 0 | 1 | 0 | 0 | 0 |
| 46 | ISAIAH D. JOHNSON | | Max:4 | S2 | 04 | 4 | 2 | 2 | 0 | 0 | 0 |
| 47 | JUSTIN W. MENTINK | | Max:2 | S2 | 04 | 2 | 2 | 0 | 1 | 1 | 0 |
| 48 | MELISSA K. MESSMER | | Max:1 | S2 | 04 | 1 | 1 | 0 | 0 | 0 | 0 |
| 49 | CASEY A. KILLETT | | Max:1 | S2 | 04 | 1 | 1 | 0 | 0 | 0 | 0 |
| 509 | DANIEL A. MCNEESE | | Max:3 | S2 | 05 | 3 | 2 | 1 | 0 | 0 | 0 |
| 510 | JOEL R. MACDOUGALL | | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 |
| 511 | REBECCA A. RAMIREZ-DI | | Max:2 | S2 | 05 | 1 | 1 | 0 | 1 | 1 | 0 |
| 512 | MARCUS R. DEAVER | | Max:2 | S2 | 05 | 2 | 2 | 0 | 0 | 0 | 0 |
| 513 | MATHEW R. LUDWIGSON | | Max:2 | S2 | 05 | 2 | 0 | 2 | 0 | 0 | 0 |
| 514 | JUSTIN W. MENTINK | | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 |
| 515 | CHARLES R. CHEW JR | | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 |
| 516 | QUYNH N. TAYLOR | | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 |
| 518 | ERIC HOWE | | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 |
| 532 | LEAH C. SANDLIAN | | Max:6 | S2 | 05 | 3 | 3 | 0 | 0 | 0 | 0 |
| 555 | PAULETTE T. FONDA | | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 |
| 610 | CORRIE L. AGNEW | | Max:1 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 |
| 611 | JUSTIN W. MENTINK | | Max:2 | S2 | 06 | 2 | 2 | 0 | 0 | 0 | 0 |
| 612 | KEITH D. RAY | | Max:4 | S2 | 06 | 3 | 3 | 0 | 0 | 0 | 0 |
| 614 | KELLI A. TAYLOR | | Max:1 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| 621 | CHRISTINA W. THOMSEN | | Max:1 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 |
| 622 | MARCUS R. DEAVER | | Max:1 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 |
| 623 | MARILYN R. MEAD | | Max:3 | S2 | 06 | 3 | 3 | 0 | 0 | 0 | 0 |
| 624 | MELISSA L. NEWMAN | | Max:1 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 |
| 625 | PAULETTE T. FONDA | | Max:1 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: 64 | | | Average Students Per Section: | | | 1.25 | | | | | |
| GEN811 | OFFICE AIDE 8 | SM | 1 | 15 | 7 | 7 | 5 | 2 | 0 | 0 | 0 |
| 312 | ISAIAH D. JOHNSON | | Max:3 | S2 | 03 | 3 | 1 | 2 | 0 | 0 | 0 |
| 612 | ISAIAH D. JOHNSON | | Max:4 | S2 | 06 | 4 | 4 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 3.50 | | | | | |
| HLT802 | HEALTH 3 | SM | 1 | 60 | 58 | 58 | 32 | 26 | 1 | 0 | 1 |
| 11 | MATHEW R. LUDWIGSON | | Max:30 | S2 | 01 | 30 | 17 | 13 | 0 | 0 | 0 |
| 21 | MATHEW R. LUDWIGSON | | Max:30 | S2 | 02 | 28 | 15 | 13 | 1 | 0 | 1 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 29.00 | | | | | |
| HOM610 | HOME EC 6 | SM | 1 | 120 | 58 | 58 | 35 | 23 | 4 | 2 | 2 |
| 42 | VALERIE E. BRYANT | | Max:30 | S2 | 04 | 28 | 20 | 8 | 1 | 1 | 0 |
| 52 | VALERIE E. BRYANT | | Max:30 | S2 | 05 | 30 | 15 | 15 | 3 | 1 | 2 |

| | | EST | NBR | NBR | ---TOTALS--- | | | --Special Ed-- | | | |
|-----------------------|--------------------|------------------|-----|-----|--------------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 2 | | Average Students | | | Per Section: 29.00 | | | | | | |
| HOM710 | HOME EC 7 | SM | 1 | 120 | 46 | 46 | 19 | 27 | 4 | 1 | 3 |
| 12 | VALERIE E. BRYANT | Max:30 | S2 | 01 | | 21 | 7 | 14 | 2 | 1 | 1 |
| 32 | VALERIE E. BRYANT | Max:30 | S2 | 03 | | 25 | 12 | 13 | 2 | 0 | 2 |
| Number of Sections: 2 | | Average Students | | | Per Section: 23.00 | | | | | | |
| LAN112 | YEARBOOK 2 | SM | 1 | 21 | 20 | 20 | 10 | 10 | 0 | 0 | 0 |
| 62 | ALETHEA C. DOZIER | Max:21 | S2 | 06 | | 20 | 10 | 10 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | Per Section: 20.00 | | | | | | |
| LAN602 | LAN ARTS 6 2 | SM | 1 | 240 | 179 | 179 | 78 | 101 | 24 | 10 | 14 |
| 11 | JULIE K. KOVASH | Max:30 | S2 | 01 | | 20 | 11 | 9 | 4 | 2 | 2 |
| 21 | JULIE K. KOVASH | Max:30 | S2 | 02 | | 22 | 9 | 13 | 2 | 0 | 2 |
| 31 | JULIE K. KOVASH | Max:30 | S2 | 03 | | 26 | 12 | 14 | 4 | 2 | 2 |
| 41 | JULIE K. KOVASH | Max:30 | S2 | 04 | | 24 | 12 | 12 | 4 | 1 | 3 |
| 42 | SANDRA L. LUETTGEN | Max:30 | S2 | 04 | | 21 | 8 | 13 | 2 | 1 | 1 |
| 52 | SANDRA L. LUETTGEN | Max:30 | S2 | 05 | | 24 | 11 | 13 | 4 | 3 | 1 |
| 61 | JULIE K. KOVASH | Max:30 | S2 | 06 | | 23 | 8 | 15 | 3 | 0 | 3 |
| 62 | SANDRA L. LUETTGEN | Max:30 | S2 | 06 | | 19 | 7 | 12 | 1 | 1 | 0 |
| Number of Sections: 8 | | Average Students | | | Per Section: 22.38 | | | | | | |
| LAN612 | HON LA 6 2 | SM | 1 | 60 | 54 | 54 | 33 | 21 | 0 | 0 | 0 |
| 12 | SANDRA L. LUETTGEN | Max:30 | S2 | 01 | | 26 | 15 | 11 | 0 | 0 | 0 |
| 22 | SANDRA L. LUETTGEN | Max:30 | S2 | 02 | | 28 | 18 | 10 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | Per Section: 27.00 | | | | | | |
| LAN652 | TITLE READ 6 2 | SM | 1 | 75 | 55 | 55 | 26 | 29 | 3 | 3 | 0 |
| 11 | KARLY N. JONASSON | Max:15 | S2 | 01 | | 16 | 9 | 7 | 0 | 0 | 0 |
| 31 | KARLY N. JONASSON | Max:15 | S2 | 03 | | 7 | 2 | 5 | 0 | 0 | 0 |
| 41 | KARLY N. JONASSON | Max:15 | S2 | 04 | | 14 | 7 | 7 | 2 | 2 | 0 |
| 51 | KARLY N. JONASSON | Max:15 | S2 | 05 | | 9 | 7 | 2 | 1 | 1 | 0 |
| 61 | KARLY N. JONASSON | Max:15 | S2 | 06 | | 9 | 1 | 8 | 0 | 0 | 0 |
| Number of Sections: 5 | | Average Students | | | Per Section: 11.00 | | | | | | |
| LAN702 | LANG ARTS 7 2 | SM | 1 | 270 | 201 | 201 | 89 | 112 | 18 | 6 | 12 |
| 11 | KANIKA L. WATKINS | Max:30 | S2 | 01 | | 22 | 10 | 12 | 2 | 1 | 1 |
| 12 | JOEL R. MACDOUGALL | Max:30 | S2 | 01 | | 27 | 13 | 14 | 3 | 1 | 2 |
| 21 | KANIKA L. WATKINS | Max:30 | S2 | 02 | | 20 | 8 | 12 | 2 | 0 | 2 |
| 22 | JOEL R. MACDOUGALL | Max:30 | S2 | 02 | | 16 | 6 | 10 | 0 | 0 | 0 |
| 31 | KANIKA L. WATKINS | Max:30 | S2 | 03 | | 21 | 12 | 9 | 0 | 0 | 0 |
| 42 | JOEL R. MACDOUGALL | Max:30 | S2 | 04 | | 28 | 13 | 15 | 7 | 3 | 4 |
| 51 | KANIKA L. WATKINS | Max:30 | S2 | 05 | | 24 | 12 | 12 | 1 | 0 | 1 |
| 52 | JOEL R. MACDOUGALL | Max:30 | S2 | 05 | | 21 | 5 | 16 | 0 | 0 | 0 |
| 61 | KANIKA L. WATKINS | Max:30 | S2 | 06 | | 22 | 10 | 12 | 3 | 1 | 2 |
| Number of Sections: 9 | | Average Students | | | Per Section: 22.33 | | | | | | |
| LAN712 | HON LA 7 2 | SM | 1 | 30 | 29 | 29 | 18 | 11 | 0 | 0 | 0 |
| 32 | JOEL R. MACDOUGALL | Max:30 | S2 | 03 | | 29 | 18 | 11 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | Per Section: 29.00 | | | | | | |
| LAN802 | LANG ARTS 8 2 | SM | 1 | 240 | 227 | 227 | 103 | 124 | 26 | 11 | 15 |
| 11 | AMY J. SLEETH | Max:30 | S2 | 01 | | 27 | 13 | 14 | 3 | 2 | 1 |
| 12 | ALETHEA C. DOZIER | Max:30 | S2 | 01 | | 28 | 11 | 17 | 4 | 2 | 2 |
| 22 | ALETHEA C. DOZIER | Max:30 | S2 | 02 | | 25 | 13 | 12 | 6 | 2 | 4 |
| 31 | AMY J. SLEETH | Max:30 | S2 | 03 | | 28 | 13 | 15 | 4 | 1 | 3 |
| 32 | ALETHEA C. DOZIER | Max:30 | S2 | 03 | | 28 | 10 | 18 | 3 | 0 | 3 |
| 41 | AMY J. SLEETH | Max:30 | S2 | 04 | | 32 | 16 | 16 | 2 | 2 | 0 |
| 51 | AMY J. SLEETH | Max:30 | S2 | 05 | | 30 | 10 | 20 | 2 | 1 | 1 |
| 61 | AMY J. SLEETH | Max:30 | S2 | 06 | | 29 | 17 | 12 | 2 | 1 | 1 |
| Number of Sections: 8 | | Average Students | | | Per Section: 28.38 | | | | | | |
| LAN812 | HON LA 8 2 | SM | 1 | 30 | 22 | 22 | 13 | 9 | 0 | 0 | 0 |
| 52 | ALETHEA C. DOZIER | Max:30 | S2 | 05 | | 22 | 13 | 9 | 0 | 0 | 0 |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|--------------------|------|-------------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 1 | | | Average Students Per Section: 22.00 | | | | | | | | |
| LAN852 | TITLE READ 8 2 | SM | 1 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | KARLY N. JONASSON | | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 0.00 | | | | | | | | |
| MAT081 | MATH FOUND 1B | SM | 1 | 75 | 68 | 68 | 32 | 36 | 3 | 0 | 3 |
| 13 | PAULETTE T. FONDA | | Max:15 | S2 | 01 | 13 | 5 | 8 | 0 | 0 | 0 |
| 23 | PAULETTE T. FONDA | | Max:15 | S2 | 02 | 13 | 4 | 9 | 0 | 0 | 0 |
| 33 | PAULETTE T. FONDA | | Max:15 | S2 | 03 | 13 | 9 | 4 | 1 | 0 | 1 |
| 53 | PAULETTE T. FONDA | | Max:15 | S2 | 05 | 14 | 5 | 9 | 2 | 0 | 2 |
| 63 | PAULETTE T. FONDA | | Max:15 | S2 | 06 | 15 | 9 | 6 | 0 | 0 | 0 |
| Number of Sections: 5 | | | Average Students Per Section: 13.60 | | | | | | | | |
| MAT102 | MATH 102 | SM | 1 | 270 | 211 | 211 | 99 | 112 | 26 | 10 | 16 |
| 11 | DENISE M. BAXTER | | Max:30 | S2 | 01 | 20 | 11 | 9 | 5 | 3 | 2 |
| 12 | JENNY HOMFELDT | | Max:30 | S2 | 01 | 21 | 8 | 13 | 2 | 1 | 1 |
| 21 | DENISE M. BAXTER | | Max:30 | S2 | 02 | 23 | 11 | 12 | 2 | 2 | 0 |
| 22 | JENNY HOMFELDT | | Max:30 | S2 | 02 | 24 | 12 | 12 | 1 | 0 | 1 |
| 31 | DENISE M. BAXTER | | Max:30 | S2 | 03 | 27 | 12 | 15 | 3 | 0 | 3 |
| 32 | JENNY HOMFELDT | | Max:30 | S2 | 03 | 27 | 11 | 16 | 6 | 2 | 4 |
| 42 | JENNY HOMFELDT | | Max:30 | S2 | 04 | 22 | 10 | 12 | 0 | 0 | 0 |
| 51 | DENISE M. BAXTER | | Max:30 | S2 | 05 | 28 | 15 | 13 | 3 | 1 | 2 |
| 61 | DENISE M. BAXTER | | Max:30 | S2 | 06 | 19 | 9 | 10 | 4 | 1 | 3 |
| Number of Sections: 9 | | | Average Students Per Section: 23.44 | | | | | | | | |
| MAT202 | MATH 202 | SM | 1 | 270 | 195 | 195 | 88 | 107 | 16 | 7 | 9 |
| 12 | QUYNH N. TAYLOR | | Max:30 | S2 | 01 | 21 | 12 | 9 | 3 | 1 | 2 |
| 21 | SHAYNA E. BROWN | | Max:30 | S2 | 02 | 22 | 8 | 14 | 2 | 1 | 1 |
| 22 | QUYNH N. TAYLOR | | Max:30 | S2 | 02 | 18 | 8 | 10 | 0 | 0 | 0 |
| 31 | SHAYNA E. BROWN | | Max:30 | S2 | 03 | 20 | 8 | 12 | 0 | 0 | 0 |
| 32 | QUYNH N. TAYLOR | | Max:30 | S2 | 03 | 26 | 14 | 12 | 2 | 2 | 0 |
| 41 | SHAYNA E. BROWN | | Max:30 | S2 | 04 | 28 | 12 | 16 | 5 | 1 | 4 |
| 51 | SHAYNA E. BROWN | | Max:30 | S2 | 05 | 17 | 5 | 12 | 4 | 2 | 2 |
| 52 | QUYNH N. TAYLOR | | Max:30 | S2 | 05 | 19 | 10 | 9 | 0 | 0 | 0 |
| 53 | JENNY HOMFELDT | | Max:30 | S2 | 05 | 24 | 11 | 13 | 0 | 0 | 0 |
| Number of Sections: 9 | | | Average Students Per Section: 21.67 | | | | | | | | |
| MAT302 | MATH 302 | SM | 1 | 239 | 209 | 209 | 105 | 104 | 27 | 11 | 16 |
| 11 | SANDRA L. HALFORD | | Max:30 | S2 | 01 | 26 | 9 | 17 | 8 | 3 | 5 |
| 12 | CHARLES R. CHEW JR | | Max:30 | S2 | 01 | 25 | 14 | 11 | 3 | 0 | 3 |
| 21 | SANDRA L. HALFORD | | Max:30 | S2 | 02 | 24 | 14 | 10 | 4 | 3 | 1 |
| 22 | CHARLES R. CHEW JR | | Max:30 | S2 | 02 | 24 | 10 | 14 | 4 | 1 | 3 |
| 31 | SANDRA L. HALFORD | | Max:29 | S2 | 03 | 24 | 15 | 9 | 5 | 3 | 2 |
| 32 | CHARLES R. CHEW JR | | Max:30 | S2 | 03 | 26 | 10 | 16 | 2 | 1 | 1 |
| 41 | SANDRA L. HALFORD | | Max:30 | S2 | 04 | 28 | 15 | 13 | 1 | 0 | 1 |
| 63 | SHAYNA E. BROWN | | Max:30 | S2 | 06 | 32 | 18 | 14 | 0 | 0 | 0 |
| Number of Sections: 8 | | | Average Students Per Section: 26.13 | | | | | | | | |
| MAT402 | ALGEBRA 2 | SM | 1 | 90 | 78 | 78 | 35 | 43 | 0 | 0 | 0 |
| 52 | CHARLES R. CHEW JR | | Max:30 | S2 | 05 | 27 | 10 | 17 | 0 | 0 | 0 |
| 62 | CHARLES R. CHEW JR | | Max:30 | S2 | 06 | 29 | 13 | 16 | 0 | 0 | 0 |
| 63 | QUYNH N. TAYLOR | | Max:30 | S2 | 06 | 22 | 12 | 10 | 0 | 0 | 0 |
| Number of Sections: 3 | | | Average Students Per Section: 26.00 | | | | | | | | |
| MAT502 | GEOMETRY 2 | SM | 1 | 30 | 23 | 23 | 9 | 14 | 0 | 0 | 0 |
| 61 | SANDRA L. HALFORD | | Max:30 | S2 | 06 | 23 | 9 | 14 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 23.00 | | | | | | | | |
| MUS610 | MUSIC SURVEY 6 | SM | 1 | 58 | 25 | 25 | 13 | 12 | 1 | 1 | 0 |
| 62 | KELLI A. TAYLOR | | Max:29 | S2 | 06 | 25 | 13 | 12 | 1 | 1 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 25.00 | | | | | | | | |
| MUS613 | CHOIR | SM | 1 | 200 | 54 | 54 | 45 | 9 | 4 | 3 | 1 |
| 52 | MELISSA L. NEWMAN | | Max:50 | S2 | 05 | 28 | 22 | 6 | 3 | 2 | 1 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|---------------------|------|-----|-------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 62 | MELISSA L. NEWMAN | | | Max:50 | S2 | 06 | 26 | 23 | 3 | 1 | 1 | 0 |
| Number of Sections: 2 | | | | Average Students Per Section: | | | 27.00 | | | | | |
| MUS622 | BAND 6 2 | SM | | 1 | 45 | 31 | 31 | 14 | 17 | 2 | 1 | 1 |
| 31 | KELLI A. TAYLOR | | | Max:45 | S2 | 03 | 31 | 14 | 17 | 2 | 1 | 1 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 31.00 | | | | | |
| MUS632 | ORCHESTRA 6 2 | SM | | 1 | 45 | 20 | 20 | 12 | 8 | 1 | 0 | 1 |
| 31 | DAVID L. STAFFORD | | | Max:45 | S2 | 03 | 20 | 12 | 8 | 1 | 0 | 1 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 20.00 | | | | | |
| MUS722 | BAND 7 2 | SM | | 1 | 45 | 18 | 18 | 11 | 7 | 1 | 1 | 0 |
| 41 | KELLI A. TAYLOR | | | Max:45 | S2 | 04 | 18 | 11 | 7 | 1 | 1 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 18.00 | | | | | |
| MUS822 | BAND 8 2 | SM | | 1 | 45 | 25 | 24 | 10 | 14 | 0 | 0 | 0 |
| 21 | KELLI A. TAYLOR | | | Max:45 | S2 | 02 | 24 | 10 | 14 | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 24.00 | | | | | |
| MUS832 | ORCHESTRA 8 2 | SM | | 1 | 45 | 38 | 38 | 26 | 12 | 2 | 2 | 0 |
| 22 | DAVID L. STAFFORD | | | Max:45 | S2 | 02 | 38 | 26 | 12 | 2 | 2 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 38.00 | | | | | |
| PHY001 | PHYS ED A | SM | | 1 | 60 | 33 | 33 | 9 | 24 | 2 | 0 | 2 |
| 42 | DANIEL A. MCNEESE | | | Max:30 | S2 | 04 | 33 | 9 | 24 | 2 | 0 | 2 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 33.00 | | | | | |
| PHY002 | PHYS ED B | SM | | 1 | 60 | 31 | 31 | 16 | 15 | 0 | 0 | 0 |
| 52 | DANIEL A. MCNEESE | | | Max:30 | S2 | 05 | 31 | 16 | 15 | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 31.00 | | | | | |
| PHY612 | PHYS ED 6B | SM | | 1 | 140 | 74 | 74 | 29 | 45 | 26 | 9 | 17 |
| 11 | LEAH C. SANDLIAN | | | Max:30 | S2 | 01 | 17 | 4 | 13 | 1 | 0 | 1 |
| 21 | LEAH C. SANDLIAN | | | Max:30 | S2 | 02 | 20 | 8 | 12 | 4 | 1 | 3 |
| 31 | LEAH C. SANDLIAN | | | Max:30 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 53 | LEAH C. SANDLIAN | | | Max:20 | S2 | 05 | 19 | 8 | 11 | 19 | 8 | 11 |
| 61 | LEAH C. SANDLIAN | | | Max:30 | S2 | 06 | 18 | 9 | 9 | 2 | 0 | 2 |
| Number of Sections: 5 | | | | Average Students Per Section: | | | 14.80 | | | | | |
| PHY712 | PHYS ED 7B | SM | | 1 | 168 | 123 | 123 | 40 | 83 | 9 | 2 | 7 |
| 11 | DANIEL A. MCNEESE | | | Max:30 | S2 | 01 | 26 | 7 | 19 | 3 | 1 | 2 |
| 22 | DANIEL A. MCNEESE | | | Max:36 | S2 | 02 | 25 | 10 | 15 | 1 | 0 | 1 |
| 32 | DANIEL A. MCNEESE | | | Max:30 | S2 | 03 | 18 | 6 | 12 | 0 | 0 | 0 |
| 52 | MATHEW R. LUDWIGSON | | | Max:36 | S2 | 05 | 22 | 6 | 16 | 2 | 0 | 2 |
| 62 | MATHEW R. LUDWIGSON | | | Max:36 | S2 | 06 | 32 | 11 | 21 | 3 | 1 | 2 |
| Number of Sections: 5 | | | | Average Students Per Section: | | | 24.60 | | | | | |
| PHY812 | PHYS ED 8B | SM | | 1 | 180 | 153 | 153 | 57 | 96 | 10 | 3 | 7 |
| 11 | KEITH D. RAY | | | Max:30 | S2 | 01 | 22 | 6 | 16 | 0 | 0 | 0 |
| 31 | KEITH D. RAY | | | Max:30 | S2 | 03 | 20 | 9 | 11 | 2 | 1 | 1 |
| 41 | KEITH D. RAY | | | Max:30 | S2 | 04 | 26 | 7 | 19 | 2 | 0 | 2 |
| 42 | MATHEW R. LUDWIGSON | | | Max:30 | S2 | 04 | 27 | 14 | 13 | 0 | 0 | 0 |
| 51 | KEITH D. RAY | | | Max:30 | S2 | 05 | 32 | 11 | 21 | 5 | 2 | 3 |
| 61 | KEITH D. RAY | | | Max:30 | S2 | 06 | 26 | 10 | 16 | 1 | 0 | 1 |
| Number of Sections: 6 | | | | Average Students Per Section: | | | 25.50 | | | | | |
| SCI151 | BIOLOGY 2 | SM | | 1 | 30 | 29 | 29 | 15 | 14 | 0 | 0 | 0 |
| 11 | MELISSA K. MESSMER | | | Max:30 | S2 | 01 | 29 | 15 | 14 | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 29.00 | | | | | |
| SCI501 | ACCELR SCIENCE | SM | | 1 | 60 | 30 | 30 | 16 | 14 | 0 | 0 | 0 |
| 42 | CASEY A. KILLETT | | | Max:30 | S2 | 04 | 30 | 16 | 14 | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 30.00 | | | | | |
| SCI602 | SCIENCE 6 2 | SM | | 1 | 296 | 240 | 240 | 112 | 128 | 28 | 10 | 18 |
| 11 | KANDI M. FIELDS | | | Max:30 | S2 | 01 | 21 | 8 | 13 | 1 | 0 | 1 |
| 22 | CORRIE L. AGNEW | | | Max:30 | S2 | 02 | 21 | 12 | 9 | 2 | 2 | 0 |
| 31 | KANDI M. FIELDS | | | Max:30 | S2 | 03 | 29 | 17 | 12 | 2 | 2 | 0 |
| 32 | CORRIE L. AGNEW | | | Max:30 | S2 | 03 | 28 | 11 | 17 | 2 | 2 | 0 |

| | | EST | | NBR | | ----TOTALS---- | | | --Special Ed-- | | | | |
|------------------------|--------------------|-------------------------------------|-----|-----|-----|----------------|-----|-----|----------------|-----|-----|----|----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 41 | KANDI M. FIELDS | Max:30 | S2 | 04 | | 26 | 17 | 9 | | 1 | 0 | 1 | |
| 42 | CORRIE L. AGNEW | Max:26 | S2 | 04 | | 22 | 8 | 14 | | 9 | 3 | 6 | |
| 51 | KANDI M. FIELDS | Max:30 | S2 | 05 | | 27 | 11 | 16 | | 3 | 0 | 3 | |
| 52 | CORRIE L. AGNEW | Max:30 | S2 | 05 | | 25 | 13 | 12 | | 4 | 0 | 4 | |
| 61 | KANDI M. FIELDS | Max:30 | S2 | 06 | | 21 | 7 | 14 | | 3 | 0 | 3 | |
| 62 | CORRIE L. AGNEW | Max:30 | S2 | 06 | | 20 | 8 | 12 | | 1 | 1 | 0 | |
| Number of Sections: 10 | | Average Students Per Section: 24.00 | | | | | | | | | | | |
| SCI702 | SCIENCE 7 2 | SM | 1 | 264 | 202 | | 202 | 92 | 110 | | 20 | 7 | 13 |
| 11 | CASEY A. KILLETT | Max:30 | S2 | 01 | | 20 | 11 | 9 | | 2 | 1 | 1 | |
| 12 | JUSTIN W. MENTINK | Max:30 | S2 | 01 | | 25 | 13 | 12 | | 0 | 0 | 0 | |
| 21 | CASEY A. KILLETT | Max:24 | S2 | 02 | | 18 | 7 | 11 | | 8 | 2 | 6 | |
| 22 | JUSTIN W. MENTINK | Max:30 | S2 | 02 | | 19 | 7 | 12 | | 0 | 0 | 0 | |
| 31 | CASEY A. KILLETT | Max:30 | S2 | 03 | | 21 | 8 | 13 | | 2 | 1 | 1 | |
| 42 | JUSTIN W. MENTINK | Max:30 | S2 | 04 | | 28 | 15 | 13 | | 2 | 1 | 1 | |
| 52 | JUSTIN W. MENTINK | Max:30 | S2 | 05 | | 22 | 13 | 9 | | 0 | 0 | 0 | |
| 61 | CASEY A. KILLETT | Max:30 | S2 | 06 | | 22 | 10 | 12 | | 3 | 1 | 2 | |
| 62 | JUSTIN W. MENTINK | Max:30 | S2 | 06 | | 27 | 8 | 19 | | 3 | 1 | 2 | |
| Number of Sections: 9 | | Average Students Per Section: 22.44 | | | | | | | | | | | |
| SCI802 | SCIENCE 8 2 | SM | 1 | 270 | 221 | | 221 | 101 | 120 | | 27 | 11 | 16 |
| 12 | JESSE W. KINKEAD | Max:30 | S2 | 01 | | 27 | 12 | 15 | | 2 | 2 | 0 | |
| 21 | JESSE W. KINKEAD | Max:30 | S2 | 02 | | 17 | 5 | 12 | | 2 | 0 | 2 | |
| 22 | MELISSA K. MESSMER | Max:30 | S2 | 02 | | 17 | 7 | 10 | | 2 | 1 | 1 | |
| 31 | JESSE W. KINKEAD | Max:30 | S2 | 03 | | 25 | 12 | 13 | | 1 | 1 | 0 | |
| 41 | JESSE W. KINKEAD | Max:30 | S2 | 04 | | 31 | 13 | 18 | | 1 | 0 | 1 | |
| 42 | MELISSA K. MESSMER | Max:30 | S2 | 04 | | 25 | 11 | 14 | | 1 | 0 | 1 | |
| 52 | MELISSA K. MESSMER | Max:30 | S2 | 05 | | 27 | 17 | 10 | | 4 | 0 | 4 | |
| 61 | JESSE W. KINKEAD | Max:30 | S2 | 06 | | 27 | 14 | 13 | | 7 | 4 | 3 | |
| 62 | MELISSA K. MESSMER | Max:30 | S2 | 06 | | 25 | 10 | 15 | | 7 | 3 | 4 | |
| Number of Sections: 9 | | Average Students Per Section: 24.56 | | | | | | | | | | | |
| SOC250 | WORLD CULTURES | SM | 1 | 60 | 23 | | 23 | 8 | 15 | | 0 | 0 | 0 |
| 22 | VALERIE E. BRYANT | Max:30 | S2 | 02 | | 23 | 8 | 15 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 23.00 | | | | | | | | | | | |
| SOC602 | SOC STUDIES 6 2 | SM | 1 | 240 | 186 | | 186 | 79 | 107 | | 28 | 10 | 18 |
| 11 | LORI J. SERAME | Max:30 | S2 | 01 | | 21 | 9 | 12 | | 3 | 0 | 3 | |
| 21 | LORI J. SERAME | Max:30 | S2 | 02 | | 26 | 14 | 12 | | 1 | 1 | 0 | |
| 31 | LORI J. SERAME | Max:30 | S2 | 03 | | 27 | 11 | 16 | | 7 | 1 | 6 | |
| 41 | LORI J. SERAME | Max:30 | S2 | 04 | | 28 | 11 | 17 | | 7 | 2 | 5 | |
| 42 | KEVIN P. OLSON | Max:30 | S2 | 04 | | 24 | 8 | 16 | | 2 | 0 | 2 | |
| 52 | KEVIN P. OLSON | Max:30 | S2 | 05 | | 25 | 10 | 15 | | 3 | 2 | 1 | |
| 61 | LORI J. SERAME | Max:30 | S2 | 06 | | 15 | 7 | 8 | | 1 | 1 | 0 | |
| 62 | KEVIN P. OLSON | Max:30 | S2 | 06 | | 20 | 9 | 11 | | 4 | 3 | 1 | |
| Number of Sections: 8 | | Average Students Per Section: 23.25 | | | | | | | | | | | |
| SOC612 | HON SOC STD 6 2 | SM | 1 | 60 | 54 | | 54 | 33 | 21 | | 0 | 0 | 0 |
| 12 | KEVIN P. OLSON | Max:30 | S2 | 01 | | 28 | 18 | 10 | | 0 | 0 | 0 | |
| 22 | KEVIN P. OLSON | Max:30 | S2 | 02 | | 26 | 15 | 11 | | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 27.00 | | | | | | | | | | | |
| SOC701 | WA ST HISTORY 7 | SM | 1 | 270 | 204 | | 204 | 90 | 114 | | 20 | 7 | 13 |
| 11 | TIMOTHY D. REAVIS | Max:30 | S2 | 01 | | 29 | 12 | 17 | | 4 | 1 | 3 | |
| 21 | TIMOTHY D. REAVIS | Max:30 | S2 | 02 | | 15 | 9 | 6 | | 1 | 0 | 1 | |
| 22 | KENTON C. BARKER | Max:30 | S2 | 02 | | 16 | 6 | 10 | | 3 | 1 | 2 | |
| 31 | TIMOTHY D. REAVIS | Max:30 | S2 | 03 | | 26 | 11 | 15 | | 2 | 0 | 2 | |
| 32 | KENTON C. BARKER | Max:30 | S2 | 03 | | 27 | 8 | 19 | | 2 | 1 | 1 | |
| 42 | KENTON C. BARKER | Max:30 | S2 | 04 | | 29 | 15 | 14 | | 4 | 2 | 2 | |
| 51 | TIMOTHY D. REAVIS | Max:30 | S2 | 05 | | 19 | 10 | 9 | | 0 | 0 | 0 | |
| 52 | KENTON C. BARKER | Max:30 | S2 | 05 | | 16 | 6 | 10 | | 2 | 1 | 1 | |
| 61 | TIMOTHY D. REAVIS | Max:30 | S2 | 06 | | 27 | 13 | 14 | | 2 | 1 | 1 | |

TITLE FOR TOTAL

| TOTALS GROUP | TOTAL | FEMALE | MALE |
|--------------|-------|--------|------|
| GRAND TOTALS | 4537 | 2104 | 2433 |
| Special Ed | 616 | 240 | 376 |

***** End of report *****

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|--------|-----------------------|------|-----|-------------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| ART610 | ART SURVEY 6 | SM | | 25 | 180 | 23 | 23 | 10 | 13 | 1 | 0 | 1 |
| | 122 NICOLE L. WELLS | | | Max:30 | S2 | 02 | 23 | 10 | 13 | 1 | 0 | 1 |
| | Number of Sections: 1 | | | Average Students Per Section: 23.00 | | | | | | | | |
| ART710 | ART SURVEY 7 | SM | | 10 | 120 | 46 | 46 | 24 | 22 | 1 | 0 | 1 |
| | 132 NICOLE L. WELLS | | | Max:30 | S2 | 03 | 28 | 18 | 10 | 0 | 0 | 0 |
| | 152 NICOLE L. WELLS | | | Max:30 | S2 | 05 | 18 | 6 | 12 | 1 | 0 | 1 |
| | Number of Sections: 2 | | | Average Students Per Section: 23.00 | | | | | | | | |
| ART810 | ART SURVEY 8 | SM | | 12 | 120 | 44 | 44 | 20 | 24 | 6 | 4 | 2 |
| | 112 NICOLE L. WELLS | | | Max:30 | S2 | 01 | 22 | 11 | 11 | 2 | 1 | 1 |
| | 142 NICOLE L. WELLS | | | Max:30 | S2 | 04 | 22 | 9 | 13 | 4 | 3 | 1 |
| | Number of Sections: 2 | | | Average Students Per Section: 22.00 | | | | | | | | |
| ART815 | VIS COM 8 | SM | | 12 | 90 | 48 | 48 | 20 | 28 | 3 | 2 | 1 |
| | 132 BRUCE J. JACOBS | | | Max:30 | S2 | 03 | 29 | 11 | 18 | 1 | 1 | 0 |
| | 152 BRUCE J. JACOBS | | | Max:30 | S2 | 05 | 19 | 9 | 10 | 2 | 1 | 1 |
| | Number of Sections: 2 | | | Average Students Per Section: 24.00 | | | | | | | | |
| BUS610 | KEYBD SURVEY 6 | SM | | 10 | 180 | 68 | 68 | 27 | 41 | 6 | 3 | 3 |
| | 142 JAMES J. KEMP | | | Max:30 | S2 | 04 | 24 | 7 | 17 | 6 | 3 | 3 |
| | 152 JAMES J. KEMP | | | Max:30 | S2 | 05 | 22 | 8 | 14 | 0 | 0 | 0 |
| | 162 JAMES J. KEMP | | | Max:30 | S2 | 06 | 22 | 12 | 10 | 0 | 0 | 0 |
| | Number of Sections: 3 | | | Average Students Per Section: 22.67 | | | | | | | | |
| CTE101 | STEM ROBOTICS 1 | SM | | 1 | 120 | 49 | 49 | 18 | 31 | 5 | 2 | 3 |
| | 278 AARON R. COWAN | | | Max:30 | S2 | 05 | 24 | 3 | 21 | 0 | 0 | 0 |
| | 428 AARON R. COWAN | | | Max:30 | S2 | 04 | 25 | 15 | 10 | 5 | 2 | 3 |
| | Number of Sections: 2 | | | Average Students Per Section: 24.50 | | | | | | | | |
| CTE110 | STEM FUND OF IT | SM | | 1 | 120 | 38 | 38 | 7 | 31 | 4 | 0 | 4 |
| | 227 JAMES J. KEMP | | | Max:30 | S2 | 02 | 19 | 2 | 17 | 1 | 0 | 1 |
| | 237 JAMES J. KEMP | | | Max:30 | S2 | 03 | 19 | 5 | 14 | 3 | 0 | 3 |
| | Number of Sections: 2 | | | Average Students Per Section: 19.00 | | | | | | | | |
| CTE705 | STEM CNSTR FND7 | SM | | 10 | 120 | 16 | 16 | 9 | 7 | 0 | 0 | 0 |
| | 712 BRUCE J. JACOBS | | | Max:30 | S2 | 01 | 5 | 3 | 2 | 0 | 0 | 0 |
| | 742 BRUCE J. JACOBS | | | Max:30 | S2 | 04 | 11 | 6 | 5 | 0 | 0 | 0 |
| | Number of Sections: 2 | | | Average Students Per Section: 8.00 | | | | | | | | |
| CTE805 | STEM CNSTR FND8 | SM | | 12 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 852 BRUCE J. JACOBS | | | Max:30 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Number of Sections: 1 | | | Average Students Per Section: 0.00 | | | | | | | | |
| ELL102 | ELL LAN ART 1B | SM | | 1 | 30 | 5 | 5 | 1 | 4 | 0 | 0 | 0 |
| | 112 VALLERY MCCANN | | | Max:30 | S2 | 01 | 5 | 1 | 4 | 0 | 0 | 0 |
| | Number of Sections: 1 | | | Average Students Per Section: 5.00 | | | | | | | | |
| ELL202 | ELL LAN ART 2B | SM | | 1 | 120 | 9 | 9 | 6 | 3 | 1 | 0 | 1 |
| | 112 VALLERY MCCANN | | | Max:30 | S2 | 01 | 5 | 4 | 1 | 1 | 0 | 1 |
| | 122 VALLERY MCCANN | | | Max:30 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 132 VALLERY MCCANN | | | Max:30 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 162 VALLERY MCCANN | | | Max:30 | S2 | 06 | 4 | 2 | 2 | 0 | 0 | 0 |
| | Number of Sections: 4 | | | Average Students Per Section: 2.25 | | | | | | | | |
| ELL302 | ELL LAN ART 3B | SM | | 1 | 150 | 67 | 67 | 42 | 25 | 8 | 2 | 6 |
| | 122 VALLERY MCCANN | | | Max:30 | S2 | 02 | 21 | 14 | 7 | 2 | 0 | 2 |
| | 132 VALLERY MCCANN | | | Max:30 | S2 | 03 | 13 | 6 | 7 | 4 | 2 | 2 |
| | 152 VALLERY MCCANN | | | Max:30 | S2 | 05 | 17 | 11 | 6 | 1 | 0 | 1 |
| | 162 VALLERY MCCANN | | | Max:30 | S2 | 06 | 16 | 11 | 5 | 1 | 0 | 1 |
| | 302 VALLERY MCCANN | | | Max:30 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Number of Sections: 5 | | | Average Students Per Section: 13.40 | | | | | | | | |
| GEN010 | ELL SUPPORT | YR | | 2 | 100 | 84 | 84 | 48 | 36 | 14 | 5 | 9 |
| | 01 VALLERY MCCANN | | | Max:100 | YR | 00 | 84 | 48 | 36 | 14 | 5 | 9 |
| | Number of Sections: 1 | | | Average Students Per Section: 84.00 | | | | | | | | |
| GEN109 | LEADERSHIP 7 | SM | | 1 | 120 | 21 | 21 | 10 | 11 | 1 | 0 | 1 |
| | 12 SUSAN R. WINTER | | | Max:30 | S2 | 01 | 8 | 5 | 3 | 0 | 0 | 0 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | | | |
|------------------------|-----------------------|-------------------------------------|-----|------|----------------|-----|-----|----------------|-----|-----|-----|---|---|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 62 | SUSAN R. WINTER | Max:30 | S2 | 06 | | 13 | 5 | 8 | | 1 | 0 | 1 | |
| Number of Sections: 2 | | Average Students Per Section: 10.50 | | | | | | | | | | | |
| GEN110 | LEADERSHIP 6 | SM | 1 | 60 | 20 | | 20 | 7 | 13 | | 3 | 0 | 3 |
| 32 | SHARON J. LINDGREN | Max:30 | S2 | 03 | | 20 | 7 | 13 | | 3 | 0 | 3 | |
| Number of Sections: 1 | | Average Students Per Section: 20.00 | | | | | | | | | | | |
| GEN111 | LEADERSHIP 7/8 | SM | 21 | 60 | 23 | | 23 | 14 | 9 | | 2 | 1 | 1 |
| 112 | ANN B. DURHAM | Max:30 | S2 | 06 | | 23 | 14 | 9 | | 2 | 1 | 1 | |
| Number of Sections: 1 | | Average Students Per Section: 23.00 | | | | | | | | | | | |
| GEN113 | LEADERSHP 6/7/8 | SM | 10 | 60 | 21 | | 21 | 7 | 14 | | 0 | 0 | 0 |
| 162 | SHARON J. LINDGREN | Max:30 | S2 | 06 | | 21 | 7 | 14 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 21.00 | | | | | | | | | | | |
| GEN303 | @ARHS GEOMETRY | SM | 1 | 60 | 1 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 21 | <None> | Max:30 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 1.00 | | | | | | | | | | | |
| GEN350 | RELEASE TIME | SM | 1 | 60 | 1 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 21 | <None> | Max:30 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 1.00 | | | | | | | | | | | |
| GEN710 | TEACHERS AIDE 7 | SM | 1 | 615 | 13 | | 13 | 10 | 3 | | 1 | 0 | 1 |
| 161 | MICALA H. ROOT | Max:30 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 222 | MICALA H. ROOT | Max:25 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 223 | KATHY LANTZ | Max:25 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 252 | PENNI J. SWANSON | Max:25 | S2 | 05 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 266 | SUSAN M. BUHR | Max:25 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 722 | JACQUELIN S. UTU | Max:30 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 723 | MARCIA L. DARRAH | Max:25 | S2 | 03 | | 1 | 0 | 1 | | 1 | 0 | 1 | |
| 726 | SHARON J. LINDGREN | Max:30 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 732 | SALLY J. KOENIG | Max:25 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 733 | JACQUELIN S. UTU | Max:25 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 742 | BENJAMIN FIGUEROA | Max:25 | S2 | 04 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 752 | SUSAN D. MILLANG | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 762 | MICALA H. ROOT | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 764 | JACQUELIN S. UTU | Max:25 | S2 | 04 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 766 | JACQUELIN S. UTU | Max:25 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 15 | | Average Students Per Section: 0.87 | | | | | | | | | | | |
| GEN810 | TEACHERS AIDE 8 | SM | 3 | 2109 | 38 | | 38 | 21 | 17 | | 3 | 2 | 1 |
| 099 | VICKI L. ARMSTRONG | Max:30 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 101 | NICHOLAS W. JOHNSON | Max:30 | S2 | 02 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 102 | ANDREA L. ACUNA | Max:30 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 109 | REBECCA A. MARCOTTE | Max:30 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 111 | SHARON J. LINDGREN | Max:30 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 112 | ERIN B. CARNAHAN | Max:30 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 113 | CHRISTINE A. THORINGT | Max:30 | S2 | 06 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 115 | JEREMIAH D. CARTER | Max:30 | S2 | 05 | | 2 | 0 | 2 | | 0 | 0 | 0 | |
| 116 | STACEY K. ROGERS | Max:30 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 117 | SUSAN D. MILLANG | Max:30 | S2 | 06 | | 2 | 1 | 1 | | 0 | 0 | 0 | |
| 118 | CHRISTINE A. THORINGT | Max:30 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 121 | JEREMIAH D. CARTER | Max:30 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 122 | ERIN B. CARNAHAN | Max:30 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 123 | ANN B. DURHAM | Max:30 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 124 | DEBORAH M. CALKINS | Max:30 | S2 | 05 | | 1 | 1 | 0 | | 1 | 1 | 0 | |
| 125 | JAMES A. CHAR | Max:30 | S2 | 05 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 126 | VALLERY MCCANN | Max:30 | S2 | 06 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 127 | VALLERY MCCANN | Max:30 | S2 | 02 | | 2 | 1 | 1 | | 0 | 0 | 0 | |
| 129 | DIXIE L. TOY | Max:30 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 130 | MARGERIE A. DAVIS | Max:30 | S2 | 02 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 131 | MARCIA L. DARRAH | Max:30 | S2 | 01 | | 1 | 0 | 1 | | 1 | 0 | 1 | |

| | | | EST | | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|------------------------|----------------------|------|-------------------------------|-----|-----|-------|----------------|-----|-----|----------------|-----|--|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| 135 | SHARI M. NELSON | | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 152 | KENNETH D. PERMAN | | Max:30 | S2 | 05 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 231 | SUSAN D. MILLANG | | Max:30 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 240 | CORRIE A. CARSTENS | | Max:30 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 242 | DENA L. WALKER | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 262 | DENA L. WALKER | | Max:30 | S2 | 06 | 2 | 2 | 0 | 0 | 0 | 0 | |
| 302 | REBECCA A. MARCOTTE | | Max:30 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 312 | LINDSEY C. KEATON | | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 317 | LINDSEY C. KEATON | | Max:30 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 33 | NICOLE L. WELLS | | Max:30 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 412 | ARLEEN J. BURKHALTER | | Max:30 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 452 | DEBORAH M. CALKINS | | Max:30 | S2 | 03 | 1 | 1 | 0 | 1 | 1 | 0 | |
| 552 | DENNIS LUBASH | | Max:30 | S2 | 05 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 612 | JAMES A. CHAR | | Max:3 | S2 | 01 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 622 | ANNE S. CLARK | | Max:3 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 626 | ANNE S. CLARK | | Max:3 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 662 | JAMES J. KEMP | | Max:30 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 712 | MELINDA A. WHARTON | | Max:30 | S2 | 01 | 2 | 1 | 1 | 0 | 0 | 0 | |
| 802 | DIXIE L. TOY | | Max:30 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 862 | MATTHEW L. KING | | Max:30 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 | |
| Number of Sections: 41 | | | Average Students Per Section: | | | 0.93 | | | | | | |
| GEN811 | OFFICE AIDE 8 | SM | 3 | 385 | 27 | 27 | 15 | 12 | 1 | 0 | 1 | |
| 21 | STEVEN C. LEWIS | | Max:30 | S2 | 01 | 3 | 2 | 1 | 0 | 0 | 0 | |
| 22 | STEVEN C. LEWIS | | Max:30 | S2 | 02 | 2 | 2 | 0 | 0 | 0 | 0 | |
| 23 | STEVEN C. LEWIS | | Max:30 | S2 | 03 | 4 | 1 | 3 | 0 | 0 | 0 | |
| 24 | STEVEN C. LEWIS | | Max:30 | S2 | 04 | 8 | 4 | 4 | 1 | 0 | 1 | |
| 25 | STEVEN C. LEWIS | | Max:30 | S2 | 05 | 7 | 4 | 3 | 0 | 0 | 0 | |
| 26 | STEVEN C. LEWIS | | Max:30 | S2 | 06 | 2 | 2 | 0 | 0 | 0 | 0 | |
| 332 | STEVEN C. LEWIS | | Max:25 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 | |
| Number of Sections: 7 | | | Average Students Per Section: | | | 3.86 | | | | | | |
| HLT601 | HEALTH 6 | SM | 1 | 120 | 29 | 29 | 17 | 12 | 2 | 1 | 1 | |
| 612 | CARMELLA A. DUCA | | Max:30 | S2 | 01 | 21 | 12 | 9 | 2 | 1 | 1 | |
| 632 | CARMELLA A. DUCA | | Max:30 | S2 | 03 | 8 | 5 | 3 | 0 | 0 | 0 | |
| Number of Sections: 2 | | | Average Students Per Section: | | | 14.50 | | | | | | |
| HLT701 | HEALTH 7 | SM | 10 | 60 | 12 | 12 | 5 | 7 | 0 | 0 | 0 | |
| 742 | CARMELLA A. DUCA | | Max:30 | S2 | 04 | 12 | 5 | 7 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students Per Section: | | | 12.00 | | | | | | |
| HLT801 | HEALTH 8 1 | SM | 11 | 120 | 38 | 38 | 15 | 23 | 0 | 0 | 0 | |
| 822 | CARMELLA A. DUCA | | Max:30 | S2 | 02 | 21 | 11 | 10 | 0 | 0 | 0 | |
| 862 | CARMELLA A. DUCA | | Max:30 | S2 | 06 | 17 | 4 | 13 | 0 | 0 | 0 | |
| Number of Sections: 2 | | | Average Students Per Section: | | | 19.00 | | | | | | |
| HOM610 | HOME EC 6 | SM | 10 | 30 | 22 | 22 | 4 | 18 | 0 | 0 | 0 | |
| 12 | ANDREA L. ACUNA | | Max:15 | S2 | 01 | 22 | 4 | 18 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students Per Section: | | | 22.00 | | | | | | |
| HOM710 | HOME EC 7 | SM | 1 | 30 | 11 | 11 | 6 | 5 | 0 | 0 | 0 | |
| 112 | ANDREA L. ACUNA | | Max:15 | S2 | 01 | 11 | 6 | 5 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students Per Section: | | | 11.00 | | | | | | |
| HOM810 | HOME EC 8 | SM | 1 | 90 | 48 | 48 | 23 | 25 | 4 | 0 | 4 | |
| 122 | ANDREA L. ACUNA | | Max:15 | S2 | 02 | 18 | 12 | 6 | 1 | 0 | 1 | |
| 132 | ANDREA L. ACUNA | | Max:15 | S2 | 03 | 30 | 11 | 19 | 3 | 0 | 3 | |
| Number of Sections: 2 | | | Average Students Per Section: | | | 24.00 | | | | | | |
| IND610 | TECH SURVEY 6 | SM | 1 | 60 | 17 | 17 | 3 | 14 | 2 | 0 | 2 | |
| 62 | BRUCE J. JACOBS | | Max:30 | S2 | 06 | 17 | 3 | 14 | 2 | 0 | 2 | |
| Number of Sections: 1 | | | Average Students Per Section: | | | 17.00 | | | | | | |
| LAN151 | SPORTS MEDIA | SM | 1 | 120 | 49 | 49 | 18 | 31 | 3 | 0 | 3 | |
| 142 | SALLY J. KOENIG | | Max:30 | S2 | 04 | 28 | 13 | 15 | 2 | 0 | 2 | |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|------------------------|----------------------|-------------------------------------|-----|--------|----------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 152 | SALLY J. KOENIG | | | Max:30 | S2 05 | 21 | 5 | 16 | 1 | 0 | 1 |
| Number of Sections: 2 | | Average Students Per Section: 24.50 | | | | | | | | | |
| LAN520 | MEDIA 7 8 | SM | | 22 | 0 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LAN560 | DRAMA 6 7 | SM | | 20 | 60 28 | 28 | 22 | 6 | 3 | 2 | 1 |
| 152 | JAMES A. CHAR | | | Max:30 | S2 05 | 28 | 22 | 6 | 3 | 2 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 28.00 | | | | | | | | | |
| LAN562 | DRAMA 7 8 | SM | | 22 | 60 28 | 28 | 12 | 16 | 0 | 0 | 0 |
| 162 | JAMES A. CHAR | | | Max:30 | S2 06 | 28 | 12 | 16 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 28.00 | | | | | | | | | |
| LAN602 | LAN ARTS 6 2 | SM | | 9 | 270 201 | 201 | 87 | 114 | 11 | 2 | 9 |
| 122 | DENA L. WALKER | | | Max:30 | S2 02 | 20 | 6 | 14 | 4 | 0 | 4 |
| 132 | DENA L. WALKER | | | Max:30 | S2 03 | 16 | 7 | 9 | 0 | 0 | 0 |
| 142 | DENA L. WALKER | | | Max:30 | S2 04 | 27 | 15 | 12 | 1 | 0 | 1 |
| 212 | KATHY LANTZ | | | Max:30 | S2 01 | 24 | 8 | 16 | 1 | 0 | 1 |
| 222 | KATHY LANTZ | | | Max:30 | S2 02 | 20 | 10 | 10 | 2 | 1 | 1 |
| 242 | KATHY LANTZ | | | Max:30 | S2 04 | 28 | 15 | 13 | 2 | 1 | 1 |
| 252 | KATHY LANTZ | | | Max:30 | S2 05 | 21 | 8 | 13 | 0 | 0 | 0 |
| 432 | KEEGAN L. RYAN | | | Max:30 | S2 03 | 18 | 8 | 10 | 0 | 0 | 0 |
| 442 | KEEGAN L. RYAN | | | Max:30 | S2 04 | 27 | 10 | 17 | 1 | 0 | 1 |
| Number of Sections: 9 | | Average Students Per Section: 22.33 | | | | | | | | | |
| LAN612 | HON LA 6 2 | SM | | 2 | 90 85 | 85 | 47 | 38 | 0 | 0 | 0 |
| 162 | DENA L. WALKER | | | Max:30 | S2 06 | 28 | 15 | 13 | 0 | 0 | 0 |
| 222 | CAROLYN M. HUBBELL | | | Max:30 | S2 02 | 28 | 15 | 13 | 0 | 0 | 0 |
| 632 | KATHY LANTZ | | | Max:30 | S2 03 | 29 | 17 | 12 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 28.33 | | | | | | | | | |
| LAN652 | TITLE READ 6 2 | SM | | 2 | 30 6 | 6 | 2 | 4 | 1 | 0 | 1 |
| 112 | KIMBERLY F. DETWILER | | | Max:30 | S2 06 | 6 | 2 | 4 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 6.00 | | | | | | | | | |
| LAN702 | LANG ARTS 7 2 | SM | | 9 | 300 246 | 246 | 121 | 125 | 3 | 0 | 3 |
| 042 | CORRIE A. CARSTENS | | | Max:30 | S2 04 | 25 | 11 | 14 | 1 | 0 | 1 |
| 112 | ANN B. DURHAM | | | Max:30 | S2 01 | 16 | 5 | 11 | 0 | 0 | 0 |
| 132 | ANN B. DURHAM | | | Max:30 | S2 03 | 31 | 20 | 11 | 1 | 0 | 1 |
| 232 | CAROLYN M. HUBBELL | | | Max:30 | S2 03 | 25 | 15 | 10 | 0 | 0 | 0 |
| 242 | CAROLYN M. HUBBELL | | | Max:30 | S2 04 | 28 | 17 | 11 | 1 | 0 | 1 |
| 252 | CAROLYN M. HUBBELL | | | Max:30 | S2 05 | 23 | 8 | 15 | 0 | 0 | 0 |
| 262 | CAROLYN M. HUBBELL | | | Max:30 | S2 06 | 30 | 13 | 17 | 0 | 0 | 0 |
| 412 | KEEGAN L. RYAN | | | Max:30 | S2 01 | 19 | 10 | 9 | 0 | 0 | 0 |
| 452 | KEEGAN L. RYAN | | | Max:30 | S2 05 | 23 | 10 | 13 | 0 | 0 | 0 |
| 462 | KEEGAN L. RYAN | | | Max:30 | S2 06 | 26 | 12 | 14 | 0 | 0 | 0 |
| Number of Sections: 10 | | Average Students Per Section: 24.60 | | | | | | | | | |
| LAN712 | HON LA 7 2 | SM | | 2 | 60 60 | 60 | 38 | 22 | 1 | 0 | 1 |
| 142 | ANN B. DURHAM | | | Max:30 | S2 04 | 30 | 19 | 11 | 0 | 0 | 0 |
| 152 | ANN B. DURHAM | | | Max:30 | S2 05 | 30 | 19 | 11 | 1 | 0 | 1 |
| Number of Sections: 2 | | Average Students Per Section: 30.00 | | | | | | | | | |
| LAN751 | TITLE READ 7 1 | SM | | 1 | 180 7 | 7 | 3 | 4 | 2 | 2 | 0 |
| 122 | KIMBERLY F. DETWILER | | | Max:30 | S2 02 | 2 | 0 | 2 | 0 | 0 | 0 |
| 142 | KIMBERLY F. DETWILER | | | Max:30 | S2 04 | 5 | 3 | 2 | 2 | 2 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 3.50 | | | | | | | | | |
| LAN752 | TITLE READ 7 2 | SM | | 1 | 60 4 | 4 | 2 | 2 | 0 | 0 | 0 |
| 132 | KIMBERLY F. DETWILER | | | Max:30 | S2 03 | 4 | 2 | 2 | 0 | 0 | 0 |
| 152 | KIMBERLY F. DETWILER | | | Max:30 | S2 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 2.00 | | | | | | | | | |
| LAN802 | LANG ARTS 8 2 | SM | | 11 | 270 232 | 232 | 117 | 115 | 13 | 9 | 4 |
| 232 | PETER D. WARRING | | | Max:30 | S2 03 | 26 | 13 | 13 | 1 | 0 | 1 |
| 242 | PETER D. WARRING | | | Max:30 | S2 04 | 28 | 13 | 15 | 0 | 0 | 0 |
| 252 | PETER D. WARRING | | | Max:30 | S2 05 | 24 | 14 | 10 | 4 | 2 | 2 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-------------------------------|----------------------|------|--------------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 262 | PETER D. WARRING | | Max:30 | S2 | 06 | 27 | 12 | 15 | 1 | 1 | 0 |
| 312 | LINDSEY C. KEATON | | Max:30 | S2 | 01 | 28 | 17 | 11 | 3 | 3 | 0 |
| 322 | LINDSEY C. KEATON | | Max:30 | S2 | 02 | 24 | 11 | 13 | 0 | 0 | 0 |
| 332 | LINDSEY C. KEATON | | Max:30 | S2 | 03 | 25 | 14 | 11 | 2 | 1 | 1 |
| 342 | LINDSEY C. KEATON | | Max:30 | S2 | 04 | 27 | 11 | 16 | 1 | 1 | 0 |
| 352 | LINDSEY C. KEATON | | Max:30 | S2 | 05 | 23 | 12 | 11 | 1 | 1 | 0 |
| Number of Sections: 9 | | | Average Students Per Section: | | | 25.78 | | | | | |
| LAN812 | HON LA 8 2 | SM | 3 | 60 | 57 | 57 | 33 | 24 | 0 | 0 | 0 |
| 152 | CORRIE A. CARSTENS | | Max:30 | S2 | 05 | 28 | 16 | 12 | 0 | 0 | 0 |
| 162 | CORRIE A. CARSTENS | | Max:30 | S2 | 06 | 29 | 17 | 12 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 28.50 | | | | | |
| LAN817 | JOURNALISM 8 2 | SM | 1 | 30 | 29 | 29 | 18 | 11 | 0 | 0 | 0 |
| 812 | PETER D. WARRING | | Max:30 | S2 | 01 | 29 | 18 | 11 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 29.00 | | | | | |
| MAT071 | TITLE MATH 1B | SM | 1 | 15 | 7 | 7 | 5 | 2 | 0 | 0 | 0 |
| 132 | KIMBERLY F. DETWILER | | Max:15 | S2 | 03 | 7 | 5 | 2 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 7.00 | | | | | |
| MAT073 | TITLE MATH 2B | SM | 1 | 45 | 27 | 27 | 16 | 11 | 1 | 0 | 1 |
| 122 | KIMBERLY F. DETWILER | | Max:15 | S2 | 02 | 13 | 8 | 5 | 0 | 0 | 0 |
| 152 | KIMBERLY F. DETWILER | | Max:30 | S2 | 05 | 14 | 8 | 6 | 1 | 0 | 1 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 13.50 | | | | | |
| MAT075 | TITLE MATH 3B | SM | 1 | 105 | 20 | 20 | 10 | 10 | 2 | 1 | 1 |
| 142 | KIMBERLY F. DETWILER | | Max:15 | S2 | 04 | 13 | 7 | 6 | 1 | 1 | 0 |
| 162 | KIMBERLY F. DETWILER | | Max:30 | S2 | 06 | 7 | 3 | 4 | 1 | 0 | 1 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 10.00 | | | | | |
| MAT102 | MATH 102 | SM | 9 | 280 | 242 | 242 | 117 | 125 | 8 | 1 | 7 |
| 112 | DENNIS LUBASH | | Max:28 | S2 | 01 | 25 | 10 | 15 | 1 | 0 | 1 |
| 122 | DENNIS LUBASH | | Max:28 | S2 | 02 | 24 | 14 | 10 | 0 | 0 | 0 |
| 142 | DENNIS LUBASH | | Max:28 | S2 | 04 | 25 | 16 | 9 | 0 | 0 | 0 |
| 152 | DENNIS LUBASH | | Max:28 | S2 | 05 | 25 | 10 | 15 | 2 | 0 | 2 |
| 162 | DENNIS LUBASH | | Max:28 | S2 | 06 | 22 | 11 | 11 | 1 | 1 | 0 |
| 212 | DIXIE L. TOY | | Max:28 | S2 | 01 | 23 | 11 | 12 | 0 | 0 | 0 |
| 232 | DIXIE L. TOY | | Max:28 | S2 | 03 | 25 | 7 | 18 | 2 | 0 | 2 |
| 242 | DIXIE L. TOY | | Max:28 | S2 | 04 | 26 | 14 | 12 | 0 | 0 | 0 |
| 252 | DIXIE L. TOY | | Max:28 | S2 | 05 | 24 | 14 | 10 | 1 | 0 | 1 |
| 262 | DIXIE L. TOY | | Max:28 | S2 | 06 | 23 | 10 | 13 | 1 | 0 | 1 |
| Number of Sections: 10 | | | Average Students Per Section: | | | 24.20 | | | | | |
| MAT202 | MATH 202 | SM | 10 | 308 | 301 | 301 | 147 | 154 | 4 | 0 | 4 |
| 112 | REBECCA A. MARCOTTE | | Max:28 | S2 | 01 | 22 | 15 | 7 | 1 | 0 | 1 |
| 212 | JENNIFER K. KEMP | | Max:28 | S2 | 01 | 27 | 14 | 13 | 0 | 0 | 0 |
| 222 | JENNIFER K. KEMP | | Max:28 | S2 | 02 | 29 | 16 | 13 | 0 | 0 | 0 |
| 242 | JENNIFER K. KEMP | | Max:28 | S2 | 04 | 29 | 14 | 15 | 0 | 0 | 0 |
| 252 | JENNIFER K. KEMP | | Max:28 | S2 | 05 | 26 | 14 | 12 | 0 | 0 | 0 |
| 312 | SUSAN D. MILLANG | | Max:28 | S2 | 01 | 26 | 12 | 14 | 0 | 0 | 0 |
| 332 | SUSAN D. MILLANG | | Max:28 | S2 | 03 | 31 | 14 | 17 | 0 | 0 | 0 |
| 342 | SUSAN D. MILLANG | | Max:28 | S2 | 04 | 30 | 16 | 14 | 0 | 0 | 0 |
| 352 | SUSAN D. MILLANG | | Max:28 | S2 | 05 | 30 | 15 | 15 | 0 | 0 | 0 |
| 362 | SUSAN D. MILLANG | | Max:28 | S2 | 06 | 28 | 10 | 18 | 3 | 0 | 3 |
| 662 | JENNIFER K. KEMP | | Max:28 | S2 | 06 | 23 | 7 | 16 | 0 | 0 | 0 |
| Number of Sections: 11 | | | Average Students Per Section: | | | 27.36 | | | | | |
| MAT302 | MATH 302 | SM | 12 | 224 | 180 | 180 | 90 | 90 | 4 | 2 | 2 |
| 142 | JEREMIAH D. CARTER | | Max:28 | S2 | 04 | 25 | 14 | 11 | 0 | 0 | 0 |
| 152 | JEREMIAH D. CARTER | | Max:28 | S2 | 05 | 22 | 8 | 14 | 0 | 0 | 0 |
| 162 | JEREMIAH D. CARTER | | Max:28 | S2 | 06 | 21 | 14 | 7 | 1 | 1 | 0 |
| 322 | REBECCA A. MARCOTTE | | Max:28 | S2 | 02 | 20 | 9 | 11 | 1 | 0 | 1 |
| 342 | REBECCA A. MARCOTTE | | Max:28 | S2 | 04 | 28 | 13 | 15 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|----------------------|-------------------------------------|-----|-----|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 352 | REBECCA A. MARCOTTE | Max:28 | S2 | 05 | | 23 | 6 | 17 | | 0 | 0 | 0 |
| 362 | REBECCA A. MARCOTTE | Max:28 | S2 | 06 | | 21 | 13 | 8 | | 2 | 1 | 1 |
| 462 | DAVID W. KNIGHTON | Max:28 | S2 | 06 | | 20 | 13 | 7 | | 0 | 0 | 0 |
| Number of Sections: 8 | | Average Students Per Section: 22.50 | | | | | | | | | | |
| MAT402 | ALGEBRA 2 | SM | 3 | 120 | 113 | | 113 | 67 | 46 | | 1 | 0 |
| 742 | DAVID W. KNIGHTON | Max:30 | S2 | 04 | | 28 | 18 | 10 | | 1 | 0 | 1 |
| 812 | DAVID W. KNIGHTON | Max:30 | S2 | 01 | | 25 | 15 | 10 | | 0 | 0 | 0 |
| 822 | DAVID W. KNIGHTON | Max:30 | S2 | 02 | | 32 | 14 | 18 | | 0 | 0 | 0 |
| 852 | DAVID W. KNIGHTON | Max:30 | S2 | 05 | | 28 | 20 | 8 | | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 28.25 | | | | | | | | | | |
| MAT502 | GEOMETRY 2 | SM | 1 | 60 | 32 | | 32 | 13 | 19 | | 0 | 0 |
| 112 | JEREMIAH D. CARTER | Max:30 | S2 | 01 | | 18 | 9 | 9 | | 0 | 0 | 0 |
| 122 | JEREMIAH D. CARTER | Max:30 | S2 | 02 | | 14 | 4 | 10 | | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 16.00 | | | | | | | | | | |
| MAT602 | ADV ALG/TRIG 2 | SM | 1 | 30 | 6 | | 6 | 2 | 4 | | 0 | 0 |
| 112 | JEREMIAH D. CARTER | Max:30 | S2 | 01 | | 6 | 2 | 4 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 6.00 | | | | | | | | | | |
| MUS610 | MUSIC SURVEY 6 | SM | 10 | 60 | 20 | | 20 | 8 | 12 | | 3 | 0 |
| 142 | R K. PAUSTIAN | Max:30 | S2 | 04 | | 20 | 8 | 12 | | 3 | 0 | 3 |
| Number of Sections: 1 | | Average Students Per Section: 20.00 | | | | | | | | | | |
| MUS612 | CHOIR 6 2 | SM | 1 | 50 | 51 | | 51 | 35 | 16 | | 0 | 0 |
| 12 | JAMES A. CHAR | Max:50 | S2 | 01 | | 51 | 35 | 16 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 51.00 | | | | | | | | | | |
| MUS622 | BAND 6 2 | SM | 1 | 50 | 38 | | 38 | 11 | 27 | | 0 | 0 |
| 22 | R K. PAUSTIAN | Max:50 | S2 | 02 | | 38 | 11 | 27 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 38.00 | | | | | | | | | | |
| MUS632 | ORCHESTRA 6 2 | SM | 2 | 50 | 41 | | 41 | 25 | 16 | | 2 | 1 |
| 32 | MELINDA A. WHARTON | Max:50 | S2 | 03 | | 41 | 25 | 16 | | 2 | 1 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 41.00 | | | | | | | | | | |
| MUS712 | CHOIR 7 2 | SM | 2 | 50 | 53 | | 53 | 39 | 14 | | 0 | 0 |
| 22 | JAMES A. CHAR | Max:50 | S2 | 02 | | 53 | 39 | 14 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 53.00 | | | | | | | | | | |
| MUS722 | BAND 7 2 | SM | 1 | 50 | 35 | | 35 | 16 | 19 | | 0 | 0 |
| 32 | R K. PAUSTIAN | Max:50 | S2 | 03 | | 35 | 16 | 19 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 35.00 | | | | | | | | | | |
| MUS732 | ORCHESTRA 7 2 | SM | 1 | 100 | 58 | | 58 | 39 | 19 | | 0 | 0 |
| 22 | MELINDA A. WHARTON | Max:50 | S2 | 02 | | 27 | 15 | 12 | | 0 | 0 | 0 |
| 62 | MELINDA A. WHARTON | Max:50 | S2 | 06 | | 31 | 24 | 7 | | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 29.00 | | | | | | | | | | |
| MUS812 | CHOIR 8 2 | SM | 2 | 50 | 48 | | 48 | 37 | 11 | | 3 | 2 |
| 32 | JAMES A. CHAR | Max:50 | S2 | 03 | | 48 | 37 | 11 | | 3 | 2 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 48.00 | | | | | | | | | | |
| MUS822 | BAND 8 2 | SM | 1 | 50 | 37 | | 37 | 11 | 26 | | 0 | 0 |
| 62 | R K. PAUSTIAN | Max:50 | S2 | 06 | | 37 | 11 | 26 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 37.00 | | | | | | | | | | |
| MUS832 | ORCHESTRA 8 2 | SM | 2 | 50 | 36 | | 36 | 25 | 11 | | 2 | 1 |
| 42 | MELINDA A. WHARTON | Max:50 | S2 | 04 | | 36 | 25 | 11 | | 2 | 1 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 36.00 | | | | | | | | | | |
| PHY611 | PHYS ED 6A | SM | 9 | 360 | 127 | | 127 | 64 | 63 | | 8 | 2 |
| 122 | ARLEEN J. BURKHALTER | Max:36 | S2 | 02 | | 15 | 8 | 7 | | 1 | 0 | 1 |
| 152 | ARLEEN J. BURKHALTER | Max:36 | S2 | 05 | | 24 | 14 | 10 | | 0 | 0 | 0 |
| 212 | MATTHEW L. KING | Max:36 | S2 | 01 | | 35 | 19 | 16 | | 5 | 2 | 3 |
| 332 | KENNETH D. PERMAN | Max:36 | S2 | 03 | | 23 | 12 | 11 | | 0 | 0 | 0 |
| 362 | KENNETH D. PERMAN | Max:36 | S2 | 06 | | 30 | 11 | 19 | | 2 | 0 | 2 |
| Number of Sections: 5 | | Average Students Per Section: 25.40 | | | | | | | | | | |
| PHY711 | PHYS ED 7A | SM | 9 | 360 | 155 | | 155 | 78 | 77 | | 4 | 1 |

| | | | EST | NBR | NBR | ---TOTALS--- | | | --Special Ed-- | | | | |
|------------------------|----------------------|--------|-------------------------------|-----|-----|--------------|-----|-----|----------------|-----|-----|----|----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 132 | ARLEEN J. BURKHALTER | Max:36 | S2 | 03 | | 35 | 19 | 16 | | 4 | 1 | 3 | |
| 222 | MATTHEW L. KING | Max:36 | S2 | 02 | | 29 | 9 | 20 | | 0 | 0 | 0 | |
| 252 | MATTHEW L. KING | Max:36 | S2 | 05 | | 32 | 21 | 11 | | 0 | 0 | 0 | |
| 262 | MATTHEW L. KING | Max:36 | S2 | 06 | | 38 | 25 | 13 | | 0 | 0 | 0 | |
| 312 | KENNETH D. PERMAN | Max:36 | S2 | 01 | | 21 | 4 | 17 | | 0 | 0 | 0 | |
| Number of Sections: 5 | | | Average Students Per Section: | | | 31.00 | | | | | | | |
| PHY811 | PHYS ED 8A | SM | 11 | 360 | 124 | | 124 | 54 | 70 | | 7 | 2 | 5 |
| 112 | ARLEEN J. BURKHALTER | Max:36 | S2 | 01 | | 31 | 16 | 15 | | 2 | 1 | 1 | |
| 162 | ARLEEN J. BURKHALTER | Max:36 | S2 | 06 | | 26 | 12 | 14 | | 2 | 1 | 1 | |
| 232 | MATTHEW L. KING | Max:36 | S2 | 03 | | 23 | 6 | 17 | | 0 | 0 | 0 | |
| 322 | KENNETH D. PERMAN | Max:36 | S2 | 02 | | 20 | 9 | 11 | | 0 | 0 | 0 | |
| 352 | KENNETH D. PERMAN | Max:36 | S2 | 05 | | 24 | 11 | 13 | | 3 | 0 | 3 | |
| Number of Sections: 5 | | | Average Students Per Section: | | | 24.80 | | | | | | | |
| SCI151 | BIOLOGY 2 | SM | 1 | 30 | 32 | | 32 | 22 | 10 | | 0 | 0 | 0 |
| 51 | STACEY K. ROGERS | Max:30 | S2 | 02 | | 32 | 22 | 10 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students Per Section: | | | 32.00 | | | | | | | |
| SCI210 | FORENSICS | SM | 1 | 120 | 30 | | 30 | 9 | 21 | | 2 | 0 | 2 |
| 622 | NICHOLAS W. JOHNSON | Max:30 | S2 | 02 | | 6 | 0 | 6 | | 0 | 0 | 0 | |
| 722 | NICHOLAS W. JOHNSON | Max:30 | S2 | 02 | | 24 | 9 | 15 | | 2 | 0 | 2 | |
| Number of Sections: 2 | | | Average Students Per Section: | | | 15.00 | | | | | | | |
| SCI602 | SCIENCE 6 2 | SM | 10 | 330 | 303 | | 303 | 141 | 162 | | 27 | 8 | 19 |
| 112 | SUSAN M. BUHR | Max:30 | S2 | 01 | | 31 | 10 | 21 | | 6 | 1 | 5 | |
| 122 | SUSAN M. BUHR | Max:30 | S2 | 02 | | 26 | 12 | 14 | | 1 | 0 | 1 | |
| 132 | SUSAN M. BUHR | Max:30 | S2 | 03 | | 26 | 13 | 13 | | 3 | 1 | 2 | |
| 152 | SUSAN M. BUHR | Max:30 | S2 | 05 | | 30 | 13 | 17 | | 2 | 0 | 2 | |
| 162 | SUSAN M. BUHR | Max:30 | S2 | 06 | | 24 | 15 | 9 | | 1 | 1 | 0 | |
| 212 | MICALA H. ROOT | Max:30 | S2 | 01 | | 29 | 15 | 14 | | 6 | 3 | 3 | |
| 222 | MICALA H. ROOT | Max:30 | S2 | 02 | | 22 | 12 | 10 | | 1 | 0 | 1 | |
| 242 | MICALA H. ROOT | Max:30 | S2 | 04 | | 32 | 12 | 20 | | 3 | 1 | 2 | |
| 252 | MICALA H. ROOT | Max:30 | S2 | 05 | | 30 | 13 | 17 | | 0 | 0 | 0 | |
| 262 | MICALA H. ROOT | Max:30 | S2 | 06 | | 26 | 16 | 10 | | 0 | 0 | 0 | |
| 312 | SHARI M. NELSON | Max:30 | S2 | 01 | | 27 | 10 | 17 | | 4 | 1 | 3 | |
| Number of Sections: 11 | | | Average Students Per Section: | | | 27.55 | | | | | | | |
| SCI702 | SCIENCE 7 2 | SM | 10 | 330 | 320 | | 320 | 161 | 159 | | 17 | 2 | 15 |
| 112 | STACEY K. ROGERS | Max:30 | S2 | 01 | | 28 | 15 | 13 | | 2 | 0 | 2 | |
| 132 | STACEY K. ROGERS | Max:30 | S2 | 03 | | 31 | 15 | 16 | | 2 | 0 | 2 | |
| 142 | STACEY K. ROGERS | Max:30 | S2 | 04 | | 30 | 15 | 15 | | 3 | 0 | 3 | |
| 152 | STACEY K. ROGERS | Max:30 | S2 | 05 | | 30 | 17 | 13 | | 0 | 0 | 0 | |
| 212 | MARGER Y A. DAVIS | Max:30 | S2 | 01 | | 26 | 14 | 12 | | 1 | 0 | 1 | |
| 222 | MARGER Y A. DAVIS | Max:30 | S2 | 02 | | 28 | 12 | 16 | | 3 | 0 | 3 | |
| 262 | MARGER Y A. DAVIS | Max:30 | S2 | 06 | | 27 | 11 | 16 | | 0 | 0 | 0 | |
| 322 | JODI L. MCGRAW | Max:30 | S2 | 02 | | 28 | 12 | 16 | | 1 | 0 | 1 | |
| 332 | JODI L. MCGRAW | Max:30 | S2 | 03 | | 31 | 17 | 14 | | 1 | 1 | 0 | |
| 342 | JODI L. MCGRAW | Max:30 | S2 | 04 | | 30 | 15 | 15 | | 4 | 1 | 3 | |
| 362 | JODI L. MCGRAW | Max:30 | S2 | 06 | | 31 | 18 | 13 | | 0 | 0 | 0 | |
| Number of Sections: 11 | | | Average Students Per Section: | | | 29.09 | | | | | | | |
| SCI802 | SCIENCE 8 2 | SM | 12 | 270 | 268 | | 268 | 131 | 137 | | 24 | 12 | 12 |
| 112 | AARON R. COWAN | Max:30 | S2 | 01 | | 30 | 14 | 16 | | 1 | 0 | 1 | |
| 122 | AARON R. COWAN | Max:30 | S2 | 02 | | 30 | 13 | 17 | | 3 | 1 | 2 | |
| 132 | AARON R. COWAN | Max:30 | S2 | 03 | | 32 | 16 | 16 | | 4 | 3 | 1 | |
| 212 | NICHOLAS W. JOHNSON | Max:30 | S2 | 01 | | 29 | 13 | 16 | | 0 | 0 | 0 | |
| 232 | NICHOLAS W. JOHNSON | Max:30 | S2 | 03 | | 30 | 15 | 15 | | 2 | 2 | 0 | |
| 242 | NICHOLAS W. JOHNSON | Max:30 | S2 | 04 | | 32 | 16 | 16 | | 4 | 2 | 2 | |
| 252 | NICHOLAS W. JOHNSON | Max:30 | S2 | 05 | | 29 | 14 | 15 | | 2 | 2 | 0 | |
| 342 | MARGER Y A. DAVIS | Max:30 | S2 | 04 | | 28 | 12 | 16 | | 5 | 0 | 5 | |
| 352 | MARGER Y A. DAVIS | Max:30 | S2 | 05 | | 28 | 18 | 10 | | 3 | 2 | 1 | |

| | | EST | NBR | NBR | ---TOTALS--- | | | --Special Ed-- | | | |
|------------------------|-----------------------|-------------------------------------|-----|-----|--------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 9 | | Average Students Per Section: 29.78 | | | | | | | | | |
| SOC602 | SOC STUDIES 6 2 SM | 8 | 270 | 215 | 215 | 93 | 122 | 25 | 7 | 18 | |
| 122 | JASON W. BROWN | Max:30 | S2 | 02 | 30 | 13 | 17 | 1 | 1 | 0 | |
| 132 | JASON W. BROWN | Max:30 | S2 | 03 | 24 | 8 | 16 | 0 | 0 | 0 | |
| 142 | JASON W. BROWN | Max:30 | S2 | 04 | 31 | 14 | 17 | 8 | 3 | 5 | |
| 152 | JASON W. BROWN | Max:30 | S2 | 05 | 30 | 13 | 17 | 3 | 0 | 3 | |
| 162 | JASON W. BROWN | Max:30 | S2 | 06 | 28 | 14 | 14 | 5 | 2 | 3 | |
| 232 | SUSAN R. WINTER | Max:30 | S2 | 03 | 23 | 10 | 13 | 2 | 1 | 1 | |
| 332 | MICHAEL E. DECKER | Max:30 | S2 | 03 | 23 | 10 | 13 | 2 | 0 | 2 | |
| 362 | MICHAEL E. DECKER | Max:30 | S2 | 06 | 26 | 11 | 15 | 4 | 0 | 4 | |
| Number of Sections: 8 | | Average Students Per Section: 26.88 | | | | | | | | | |
| SOC612 | HON SOC STD 6 2 SM | 2 | 90 | 85 | 85 | 47 | 38 | 0 | 0 | 0 | |
| 542 | MICHAEL E. DECKER | Max:30 | S2 | 04 | 31 | 16 | 15 | 0 | 0 | 0 | |
| 622 | SUSAN R. WINTER | Max:30 | S2 | 02 | 23 | 16 | 7 | 0 | 0 | 0 | |
| 652 | SUSAN R. WINTER | Max:30 | S2 | 05 | 31 | 15 | 16 | 0 | 0 | 0 | |
| Number of Sections: 3 | | Average Students Per Section: 28.33 | | | | | | | | | |
| SOC701 | WA ST HISTORY 7 SM | 8 | 270 | 259 | 259 | 122 | 137 | 15 | 1 | 14 | |
| 112 | SHARON J. LINDGREN | Max:30 | S2 | 01 | 29 | 15 | 14 | 0 | 0 | 0 | |
| 142 | SHARON J. LINDGREN | Max:30 | S2 | 04 | 31 | 12 | 19 | 5 | 0 | 5 | |
| 152 | SHARON J. LINDGREN | Max:30 | S2 | 05 | 23 | 15 | 8 | 0 | 0 | 0 | |
| 212 | PENNI J. SWANSON | Max:30 | S2 | 01 | 28 | 14 | 14 | 0 | 0 | 0 | |
| 222 | PENNI J. SWANSON | Max:30 | S2 | 02 | 30 | 13 | 17 | 5 | 0 | 5 | |
| 242 | PENNI J. SWANSON | Max:30 | S2 | 04 | 30 | 10 | 20 | 2 | 1 | 1 | |
| 252 | PENNI J. SWANSON | Max:30 | S2 | 05 | 30 | 17 | 13 | 0 | 0 | 0 | |
| 262 | PENNI J. SWANSON | Max:30 | S2 | 06 | 29 | 15 | 14 | 1 | 0 | 1 | |
| 432 | SALLY J. KOENIG | Max:30 | S2 | 03 | 29 | 11 | 18 | 2 | 0 | 2 | |
| Number of Sections: 9 | | Average Students Per Section: 28.78 | | | | | | | | | |
| SOC711 | HON WA ST HIST7 SM | 2 | 60 | 60 | 60 | 38 | 22 | 1 | 0 | 1 | |
| 311 | SALLY J. KOENIG | Max:30 | S2 | 01 | 31 | 18 | 13 | 0 | 0 | 0 | |
| 321 | SALLY J. KOENIG | Max:30 | S2 | 02 | 29 | 20 | 9 | 1 | 0 | 1 | |
| Number of Sections: 2 | | Average Students Per Section: 30.00 | | | | | | | | | |
| SOC802 | US HISTORY 8 2 SM | 11 | 300 | 241 | 241 | 119 | 122 | 24 | 12 | 12 | |
| 111 | ERIN B. CARNAHAN | Max:30 | S2 | 01 | 24 | 14 | 10 | 1 | 1 | 0 | |
| 122 | ERIN B. CARNAHAN | Max:30 | S2 | 02 | 22 | 13 | 9 | 3 | 2 | 1 | |
| 152 | ERIN B. CARNAHAN | Max:30 | S2 | 05 | 26 | 13 | 13 | 6 | 2 | 4 | |
| 162 | ERIN B. CARNAHAN | Max:30 | S2 | 06 | 27 | 15 | 12 | 4 | 2 | 2 | |
| 212 | CHRISTINE A. THORINGT | Max:30 | S2 | 01 | 24 | 11 | 13 | 1 | 0 | 1 | |
| 222 | CHRISTINE A. THORINGT | Max:30 | S2 | 02 | 22 | 9 | 13 | 1 | 0 | 1 | |
| 232 | CHRISTINE A. THORINGT | Max:30 | S2 | 03 | 26 | 9 | 17 | 1 | 1 | 0 | |
| 262 | CHRISTINE A. THORINGT | Max:30 | S2 | 06 | 26 | 15 | 11 | 5 | 3 | 2 | |
| 312 | MICHAEL E. DECKER | Max:30 | S2 | 01 | 25 | 11 | 14 | 1 | 1 | 0 | |
| 322 | MICHAEL E. DECKER | Max:30 | S2 | 02 | 19 | 9 | 10 | 1 | 0 | 1 | |
| Number of Sections: 10 | | Average Students Per Section: 24.10 | | | | | | | | | |
| SOC812 | HON US HIST 8 2 SM | 2 | 60 | 59 | 59 | 34 | 25 | 0 | 0 | 0 | |
| 132 | ERIN B. CARNAHAN | Max:30 | S2 | 03 | 27 | 19 | 8 | 0 | 0 | 0 | |
| 262 | CHRISTINE A. THORINGT | Max:30 | S2 | 04 | 32 | 15 | 17 | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 29.50 | | | | | | | | | |
| SPE208 | LAN ART SE 78 2 SM | 1 | 120 | 11 | 11 | 0 | 11 | 11 | 0 | 11 | |
| 32 | MARCIA L. DARRAH | Max:30 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 52 | MARCIA L. DARRAH | Max:30 | S2 | 05 | 11 | 0 | 11 | 11 | 0 | 11 | |
| Number of Sections: 2 | | Average Students Per Section: 5.50 | | | | | | | | | |
| SPE212 | READING SE 78 2 SM | 2 | 14 | 13 | 13 | 2 | 11 | 13 | 2 | 11 | |
| 212 | DEBORAH M. CALKINS | Max:14 | S2 | 01 | 13 | 2 | 11 | 13 | 2 | 11 | |
| Number of Sections: 1 | | Average Students Per Section: 13.00 | | | | | | | | | |
| SPE232 | MATH SE 6 7 2 SM | 1 | 60 | 19 | 19 | 8 | 11 | 18 | 7 | 11 | |
| 32 | MARCIA L. DARRAH | Max:30 | S2 | 03 | 9 | 3 | 6 | 9 | 3 | 6 | |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|--------------------|--------|-----|-------------------------------|-----|-------|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 62 | MARCIA L. DARRAH | Max:30 | S2 | 06 | | 10 | 5 | 5 | | 9 | 4 | 5 |
| Number of Sections: 2 | | | | Average Students Per Section: | | 9.50 | | | | | | |
| SPE234 | MATH SE 7 8 2 SM | 1 | 14 | 13 | | 13 | 3 | 10 | | 13 | 3 | 10 |
| 222 | DEBORAH M. CALKINS | Max:14 | S2 | 06 | | 13 | 3 | 10 | | 13 | 3 | 10 |
| Number of Sections: 1 | | | | Average Students Per Section: | | 13.00 | | | | | | |
| SPE602 | LAN ARTS SE 2 SM | 1 | 14 | 17 | | 17 | 8 | 9 | | 17 | 8 | 9 |
| 122 | MARCIA L. DARRAH | Max:14 | S2 | 02 | | 17 | 8 | 9 | | 17 | 8 | 9 |
| Number of Sections: 1 | | | | Average Students Per Section: | | 17.00 | | | | | | |
| SPE612 | READING SE 6 2 SM | 1 | 30 | 19 | | 19 | 9 | 10 | | 19 | 9 | 10 |
| 11 | DEBORAH M. CALKINS | Max:30 | S2 | 05 | | 19 | 9 | 10 | | 19 | 9 | 10 |
| Number of Sections: 1 | | | | Average Students Per Section: | | 19.00 | | | | | | |
| SPE802 | LAN ARTS SE 8 2 SM | 1 | 14 | 13 | | 13 | 5 | 8 | | 13 | 5 | 8 |
| 112 | MARCIA L. DARRAH | Max:14 | S2 | 01 | | 13 | 5 | 8 | | 13 | 5 | 8 |
| Number of Sections: 1 | | | | Average Students Per Section: | | 13.00 | | | | | | |
| SPE811 | READING SE 8 1 SM | 1 | 90 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 222 | DEBORAH M. CALKINS | Max:30 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | 0.00 | | | | | | |
| SPE812 | READING SE 8 2 SM | 1 | 30 | 9 | | 9 | 1 | 8 | | 9 | 1 | 8 |
| 232 | DEBORAH M. CALKINS | Max:30 | S2 | 03 | | 9 | 1 | 8 | | 9 | 1 | 8 |
| Number of Sections: 1 | | | | Average Students Per Section: | | 9.00 | | | | | | |
| SPE831 | MATH SE 8 1 SM | 1 | 90 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 222 | DEBORAH M. CALKINS | Max:30 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | 0.00 | | | | | | |
| SPE832 | MATH SE 8 2 SM | 1 | 60 | 20 | | 20 | 10 | 10 | | 20 | 10 | 10 |
| 21 | DEBORAH M. CALKINS | Max:30 | S2 | 02 | | 15 | 9 | 6 | | 15 | 9 | 6 |
| 222 | DEBORAH M. CALKINS | Max:30 | S2 | 06 | | 5 | 1 | 4 | | 5 | 1 | 4 |
| Number of Sections: 2 | | | | Average Students Per Section: | | 10.00 | | | | | | |

TITLE FOR TOTAL

| TOTALS GROUP | TOTAL | FEMALE | MALE |
|--------------|-------|--------|------|
| GRAND TOTALS | 5628 | 2783 | 2845 |
| Special Ed | 422 | 137 | 285 |

***** End of report *****

| | | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|---------------------|---------|------------------|-----|-----|--------------------|----------------|-----|-----|----------------|-----|--|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| CTE101 | STEM ROBOTICS 1 | SM | 1 | 300 | 114 | 111 | 55 | 56 | 6 | 2 | 4 | |
| 12 | RICHARD E. TAYLOR | Max:30 | S2 | 01 | | 17 | 10 | 7 | 2 | 0 | 2 | |
| 32 | RICHARD E. TAYLOR | Max:30 | S2 | 03 | | 30 | 16 | 14 | 1 | 1 | 0 | |
| 42 | RICHARD E. TAYLOR | Max:30 | S2 | 04 | | 23 | 13 | 10 | 0 | 0 | 0 | |
| 52 | RICHARD E. TAYLOR | Max:30 | S2 | 05 | | 29 | 12 | 17 | 2 | 1 | 1 | |
| 62 | RICHARD E. TAYLOR | Max:30 | S2 | 06 | | 12 | 4 | 8 | 1 | 0 | 1 | |
| Number of Sections: 5 | | | Average Students | | | Per Section: 22.20 | | | | | | |
| CTE110 | STEM FUND OF IT | SM | 1 | 300 | 131 | 129 | 48 | 81 | 8 | 2 | 6 | |
| 12 | KIMBERLY A. STROBEL | Max:30 | S2 | 01 | | 19 | 9 | 10 | 1 | 0 | 1 | |
| 32 | KIMBERLY A. STROBEL | Max:30 | S2 | 03 | | 29 | 7 | 22 | 0 | 0 | 0 | |
| 42 | KIMBERLY A. STROBEL | Max:30 | S2 | 04 | | 26 | 8 | 18 | 1 | 0 | 1 | |
| 52 | KIMBERLY A. STROBEL | Max:30 | S2 | 05 | | 29 | 14 | 15 | 2 | 1 | 1 | |
| 62 | KIMBERLY A. STROBEL | Max:30 | S2 | 06 | | 26 | 10 | 16 | 4 | 1 | 3 | |
| Number of Sections: 5 | | | Average Students | | | Per Section: 25.80 | | | | | | |
| ELL102 | ELL LAN ART 1B | SM | 1 | 30 | 11 | 11 | 6 | 5 | 0 | 0 | 0 | |
| 11 | NATALYA A. SHEMCHUK | Max:30 | S2 | 01 | | 11 | 6 | 5 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students | | | Per Section: 11.00 | | | | | | |
| ELL202 | ELL LAN ART 2B | SM | 1 | 30 | 6 | 6 | 3 | 3 | 0 | 0 | 0 | |
| 11 | NATALYA A. SHEMCHUK | Max:30 | S2 | 01 | | 6 | 3 | 3 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students | | | Per Section: 6.00 | | | | | | |
| ELL302 | ELL LAN ART 3B | SM | 1 | 60 | 27 | 26 | 10 | 16 | 1 | 1 | 0 | |
| 31 | NATALYA A. SHEMCHUK | Max:30 | S2 | 03 | | 13 | 6 | 7 | 1 | 1 | 0 | |
| 61 | NATALYA A. SHEMCHUK | Max:30 | S2 | 06 | | 13 | 4 | 9 | 0 | 0 | 0 | |
| Number of Sections: 2 | | | Average Students | | | Per Section: 13.00 | | | | | | |
| FOR102 | SPANISH 2 | SM | 1 | 150 | 103 | 103 | 45 | 58 | 5 | 2 | 3 | |
| 11 | MOSS L. WHITE | Max:30 | S2 | 01 | | 22 | 8 | 14 | 1 | 0 | 1 | |
| 21 | MOSS L. WHITE | Max:30 | S2 | 02 | | 18 | 5 | 13 | 0 | 0 | 0 | |
| 31 | MOSS L. WHITE | Max:30 | S2 | 03 | | 20 | 10 | 10 | 3 | 1 | 2 | |
| 41 | MOSS L. WHITE | Max:30 | S2 | 04 | | 21 | 7 | 14 | 1 | 1 | 0 | |
| 61 | MOSS L. WHITE | Max:30 | S2 | 06 | | 22 | 15 | 7 | 0 | 0 | 0 | |
| Number of Sections: 5 | | | Average Students | | | Per Section: 20.60 | | | | | | |
| GEN010 | ELL SUPPORT | YR | 1 | 100 | 32 | 32 | 15 | 17 | 23 | 10 | 13 | |
| 10 | NATALYA A. SHEMCHUK | Max:100 | YR | 07 | | 32 | 15 | 17 | 23 | 10 | 13 | |
| Number of Sections: 1 | | | Average Students | | | Per Section: 32.00 | | | | | | |
| GEN020 | LAN SUPPORT | YR | 1 | 100 | 5 | 5 | 2 | 3 | 5 | 2 | 3 | |
| 71 | MICHELLE M. COBURN | Max:100 | YR | 07 | | 5 | 2 | 3 | 5 | 2 | 3 | |
| Number of Sections: 1 | | | Average Students | | | Per Section: 5.00 | | | | | | |
| GEN101 | STUDY SKILLS 2 | SM | 1 | 120 | 43 | 43 | 19 | 24 | 13 | 5 | 8 | |
| 11 | DAVID J. WILSON | Max:30 | S2 | 01 | | 14 | 5 | 9 | 2 | 1 | 1 | |
| 31 | DAVID J. WILSON | Max:30 | S2 | 03 | | 6 | 3 | 3 | 5 | 2 | 3 | |
| 51 | DAVID J. WILSON | Max:30 | S2 | 05 | | 14 | 6 | 8 | 5 | 2 | 3 | |
| 61 | DAVID J. WILSON | Max:30 | S2 | 06 | | 9 | 5 | 4 | 1 | 0 | 1 | |
| Number of Sections: 4 | | | Average Students | | | Per Section: 10.75 | | | | | | |
| GEN111 | LEADERSHIP 2 | SM | 1 | 30 | 21 | 21 | 11 | 10 | 0 | 0 | 0 | |
| 41 | ORLYN M. CARNEY | Max:30 | S2 | 04 | | 21 | 11 | 10 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students | | | Per Section: 21.00 | | | | | | |
| GEN303 | AT MTB TRIG | SM | 1 | 30 | 3 | 3 | 1 | 2 | 0 | 0 | 0 | |
| 11 | <None> | Max:30 | S2 | 01 | | 3 | 1 | 2 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students | | | Per Section: 3.00 | | | | | | |
| GEN610 | TEACHERS AIDE 6 | SM | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 21 | NATALYA A. SHEMCHUK | Max:1 | S2 | 02 | | 1 | 0 | 1 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students | | | Per Section: 1.00 | | | | | | |
| GEN611 | OFFICE AIDE 6 | SM | 1 | 33 | 3 | 3 | 2 | 1 | 0 | 0 | 0 | |
| 11 | JANINE I. CHASE | Max:2 | S2 | 01 | | 2 | 1 | 1 | 0 | 0 | 0 | |
| 31 | JANINE I. CHASE | Max:1 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 | |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|------------------------|---------------------|-------------------------------|-----|-----|----------------|-----|------|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 2 | | Average Students Per Section: | | | | | 1.50 | | | | |
| GEN710 | TEACHERS AIDE 7 SM | 1 | 34 | 19 | 19 | 14 | 5 | 0 | 0 | 0 | |
| 12 | LAURA V. HOGENSON | Max:1 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 13 | MOSS L. WHITE | Max:1 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 20 | KATHERINE A. BALL | Max:0 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 24 | LAURA C. ROGERS | Max:1 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 25 | LISA C. CLARK | Max:1 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 26 | DEBORAH CHOI | Max:1 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 27 | NATALYA A. SHEMCHUK | Max:1 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 32 | CHRISTY A. PRICE | Max:1 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 33 | KATHERINE A. BALL | Max:1 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 34 | LAINE M. LENIHAN | Max:1 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 35 | MOLLY RICHARDSON | Max:1 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 44 | MOSS L. WHITE | Max:1 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 45 | KARRI E. MILLICAN | Max:1 | S2 | 04 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 46 | SHELLEY S. WARNER | Max:1 | S2 | 04 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 47 | LAINE M. LENIHAN | Max:1 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 50 | SHELLEY S. WARNER | Max:0 | S2 | 05 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 54 | KARRI E. MILLICAN | Max:1 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 55 | KATHERINE A. BALL | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 56 | BRANDY F. ENGLANDER | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 57 | JOANNA L. GUEST | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 58 | RANDI SUE DECKER | Max:0 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 59 | KIMBERLY A. STROBEL | Max:1 | S2 | 05 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 61 | KARRI E. MILLICAN | Max:1 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 62 | MOLLY RICHARDSON | Max:1 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 | |
| Number of Sections: 24 | | Average Students Per Section: | | | | | 0.79 | | | | |
| GEN711 | OFFICE AIDE 7 SM | 1 | 3 | 3 | 3 | 2 | 1 | 0 | 0 | 0 | |
| 41 | JANINE I. CHASE | Max:1 | S2 | 04 | 2 | 1 | 1 | 0 | 0 | 0 | |
| 51 | JANINE I. CHASE | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: | | | | | 1.50 | | | | |
| GEN810 | TEACHER AIDE 8A SM | 1 | 32 | 14 | 14 | 6 | 8 | 1 | 1 | 0 | |
| 068 | ORLYN M. CARNEY | Max:1 | S2 | 05 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 11 | BRANDY F. ENGLANDER | Max:1 | S2 | 01 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 12 | LAINE M. LENIHAN | Max:1 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 13 | RICHARD E. TAYLOR | Max:1 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 21 | MOSS L. WHITE | Max:1 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 22 | NATALYA A. SHEMCHUK | Max:1 | S2 | 02 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 4 | LAINE M. LENIHAN | Max:1 | S2 | 04 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 40 | JOANNA L. GUEST | Max:1 | S2 | 04 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 400 | CHRISTY A. PRICE | Max:1 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 46 | TROY A. REICHERTER | Max:1 | S2 | 04 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 47 | LAINE M. LENIHAN | Max:1 | S2 | 04 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 48 | RICHARD E. TAYLOR | Max:1 | S2 | 04 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 49 | LYNDA A. STONACK | Max:1 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 52 | SCOTT E. MILLICAN | Max:1 | S2 | 05 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 66 | MOSS L. WHITE | Max:1 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 67 | SHELLEY S. WARNER | Max:1 | S2 | 03 | 1 | 1 | 0 | 1 | 1 | 0 | |
| 68 | JENNIFER L. WILLSON | Max:1 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 69 | PAUL R. COOPER III | Max:1 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 | |
| Number of Sections: 18 | | Average Students Per Section: | | | | | 0.78 | | | | |
| GEN811 | OFFICE AIDE 8 SM | 1 | 4 | 4 | 4 | 3 | 1 | 0 | 0 | 0 | |
| 21 | JANINE I. CHASE | Max:1 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 61 | JANINE I. CHASE | Max:3 | S2 | 06 | 3 | 2 | 1 | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: | | | | | 2.00 | | | | |
| LAN112 | YEARBOOK 2 SM | 1 | 30 | 14 | 14 | 5 | 9 | 0 | 0 | 0 | |

| COURSE | DESCRIPTION | LGTH | SEC | EST | | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|---------------------|-------------------------------------|-----|-----|-----|-----|-----|----------------|-----|-----|----------------|----|----|
| | | | | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 51 | ROBYN R. KNUDTSON | Max:30 | S2 | 05 | | 14 | 5 | 9 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 14.00 | | | | | | | | | | | |
| LAN130 | READING 1 B | SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| LAN602 | LAN ARTS 6 2 | SM | 1 | 270 | 180 | | 180 | 82 | 98 | | 21 | 12 | 9 |
| 41B | THOMAS E. WILLIAMS | Max:30 | S2 | 04 | | 21 | 12 | 9 | | 4 | 2 | 2 | |
| 42B | KATHERINE A. BALL | Max:30 | S2 | 04 | | 26 | 8 | 18 | | 6 | 3 | 3 | |
| 43B | MARGARET MORGAN | Max:30 | S2 | 04 | | 20 | 13 | 7 | | 3 | 2 | 1 | |
| 44B | ERICA R. SMITH | Max:30 | S2 | 04 | | 19 | 9 | 10 | | 4 | 3 | 1 | |
| 51B | THOMAS E. WILLIAMS | Max:30 | S2 | 05 | | 19 | 8 | 11 | | 1 | 1 | 0 | |
| 52B | KATHERINE A. BALL | Max:30 | S2 | 05 | | 21 | 10 | 11 | | 0 | 0 | 0 | |
| 53B | MARGARET MORGAN | Max:30 | S2 | 05 | | 18 | 10 | 8 | | 0 | 0 | 0 | |
| 54B | ERICA R. SMITH | Max:30 | S2 | 05 | | 20 | 6 | 14 | | 2 | 1 | 1 | |
| 55b | JENNIFER L. WILLSON | Max:30 | S2 | 05 | | 16 | 6 | 10 | | 1 | 0 | 1 | |
| Number of Sections: 9 | | Average Students Per Section: 20.00 | | | | | | | | | | | |
| LAN612 | HON LA 6 2 | SM | 1 | 60 | 38 | | 38 | 23 | 15 | | 0 | 0 | 0 |
| 21 | SUSAN J. KINDEM | Max:30 | S2 | 02 | | 10 | 3 | 7 | | 0 | 0 | 0 | |
| 41 | SUSAN J. KINDEM | Max:30 | S2 | 04 | | 28 | 20 | 8 | | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 19.00 | | | | | | | | | | | |
| LAN702 | LANG ARTS 7 2 | SM | 1 | 150 | 123 | | 123 | 56 | 67 | | 21 | 11 | 10 |
| 21 | ERICA R. SMITH | Max:30 | S2 | 02 | | 20 | 9 | 11 | | 3 | 1 | 2 | |
| 22 | KATHERINE A. BALL | Max:30 | S2 | 02 | | 18 | 9 | 9 | | 2 | 0 | 2 | |
| 31 | ERICA R. SMITH | Max:30 | S2 | 03 | | 27 | 12 | 15 | | 4 | 3 | 1 | |
| 32 | KATHERINE A. BALL | Max:30 | S2 | 03 | | 30 | 14 | 16 | | 1 | 0 | 1 | |
| 41 | LISA C. CLARK | Max:30 | S2 | 04 | | 28 | 12 | 16 | | 11 | 7 | 4 | |
| Number of Sections: 5 | | Average Students Per Section: 24.60 | | | | | | | | | | | |
| LAN704 | LANG ARTS 7 2 B | SM | 1 | 60 | 58 | | 58 | 25 | 33 | | 3 | 2 | 1 |
| 11 | LISA C. CLARK | Max:30 | S2 | 01 | | 29 | 10 | 19 | | 3 | 2 | 1 | |
| 21 | LISA C. CLARK | Max:30 | S2 | 02 | | 29 | 15 | 14 | | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 29.00 | | | | | | | | | | | |
| LAN712 | HON LA 7 2 | SM | 1 | 90 | 62 | | 62 | 32 | 30 | | 1 | 0 | 1 |
| 21 | SUSAN J. KINDEM | Max:30 | S2 | 02 | | 11 | 2 | 9 | | 0 | 0 | 0 | |
| 51 | SUSAN J. KINDEM | Max:30 | S2 | 05 | | 29 | 17 | 12 | | 1 | 0 | 1 | |
| 61 | SUSAN J. KINDEM | Max:30 | S2 | 06 | | 22 | 13 | 9 | | 0 | 0 | 0 | |
| Number of Sections: 3 | | Average Students Per Section: 20.67 | | | | | | | | | | | |
| LAN752 | TITLE READ 7 2 | SM | 1 | 90 | 23 | | 23 | 8 | 15 | | 0 | 0 | 0 |
| 31 | LINDA D. JENSEN | Max:30 | S2 | 03 | | 11 | 4 | 7 | | 0 | 0 | 0 | |
| 61 | LINDA D. JENSEN | Max:30 | S2 | 06 | | 12 | 4 | 8 | | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 11.50 | | | | | | | | | | | |
| LAN802 | LANG ARTS 8 2 | SM | 1 | 120 | 103 | | 103 | 41 | 62 | | 27 | 7 | 20 |
| 21 | THOMAS E. WILLIAMS | Max:30 | S2 | 02 | | 26 | 10 | 16 | | 5 | 2 | 3 | |
| 31 | THOMAS E. WILLIAMS | Max:30 | S2 | 03 | | 20 | 9 | 11 | | 5 | 2 | 3 | |
| 41 | ROBYN R. KNUDTSON | Max:30 | S2 | 04 | | 28 | 15 | 13 | | 8 | 3 | 5 | |
| 51 | LISA C. CLARK | Max:30 | S2 | 05 | | 29 | 7 | 22 | | 9 | 0 | 9 | |
| Number of Sections: 4 | | Average Students Per Section: 25.75 | | | | | | | | | | | |
| LAN804 | LANG ARTS 8 2 B | SM | 1 | 60 | 59 | | 59 | 33 | 26 | | 3 | 1 | 2 |
| 11 | ROBYN R. KNUDTSON | Max:30 | S2 | 01 | | 30 | 14 | 16 | | 1 | 0 | 1 | |
| 21 | ROBYN R. KNUDTSON | Max:30 | S2 | 02 | | 29 | 19 | 10 | | 2 | 1 | 1 | |
| Number of Sections: 2 | | Average Students Per Section: 29.50 | | | | | | | | | | | |
| LAN812 | HON LA 8 2 | SM | 1 | 60 | 43 | | 43 | 15 | 28 | | 1 | 1 | 0 |
| 21 | MARGARET MORGAN | Max:30 | S2 | 02 | | 22 | 8 | 14 | | 1 | 1 | 0 | |
| 31 | MARGARET MORGAN | Max:30 | S2 | 03 | | 21 | 7 | 14 | | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 21.50 | | | | | | | | | | | |
| LAN852 | TITLE READ 8 2 | SM | 1 | 90 | 17 | | 17 | 6 | 11 | | 0 | 0 | 0 |
| 31 | LINDA D. JENSEN | Max:30 | S2 | 03 | | 8 | 3 | 5 | | 0 | 0 | 0 | |
| 61 | LINDA D. JENSEN | Max:30 | S2 | 06 | | 9 | 3 | 6 | | 0 | 0 | 0 | |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|---------------------|------------------|-----|-----|--------------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 2 | | Average Students | | | Per Section: 8.50 | | | | | | |
| MAT102 | MATH 102 | SM | 1 | 240 | 185 | 185 | 90 | 95 | 22 | 12 | 10 |
| 11 | MARK M. BUTLER | Max:30 | S2 | 01 | 21 | 13 | 8 | 0 | 0 | 0 | |
| 41B | MARK M. BUTLER | Max:30 | S2 | 04 | 26 | 11 | 15 | 2 | 1 | 1 | |
| 43B | JOANNA L. GUEST | Max:30 | S2 | 04 | 26 | 13 | 13 | 1 | 0 | 1 | |
| 44B | PAUL R. COOPER III | Max:30 | S2 | 04 | 26 | 11 | 15 | 2 | 1 | 1 | |
| 51B | MARK M. BUTLER | Max:30 | S2 | 05 | 25 | 9 | 16 | 5 | 3 | 2 | |
| 52B | LAURA V. HOGENSON | Max:30 | S2 | 05 | 17 | 7 | 10 | 2 | 1 | 1 | |
| 53B | JOANNA L. GUEST | Max:30 | S2 | 05 | 21 | 15 | 6 | 5 | 2 | 3 | |
| 54B | PAUL R. COOPER III | Max:30 | S2 | 05 | 23 | 11 | 12 | 5 | 4 | 1 | |
| Number of Sections: 8 | | Average Students | | | Per Section: 23.13 | | | | | | |
| MAT202 | MATH 202 | SM | 1 | 150 | 150 | 150 | 68 | 82 | 24 | 12 | 12 |
| 12 | LAURA V. HOGENSON | Max:30 | S2 | 01 | 30 | 14 | 16 | 3 | 1 | 2 | |
| 13 | JOANNA L. GUEST | Max:30 | S2 | 01 | 30 | 16 | 14 | 4 | 1 | 3 | |
| 21 | MARK M. BUTLER | Max:30 | S2 | 02 | 30 | 13 | 17 | 5 | 4 | 1 | |
| 22 | LAURA V. HOGENSON | Max:30 | S2 | 02 | 30 | 14 | 16 | 6 | 3 | 3 | |
| 23 | JOANNA L. GUEST | Max:30 | S2 | 02 | 30 | 11 | 19 | 6 | 3 | 3 | |
| Number of Sections: 5 | | Average Students | | | Per Section: 30.00 | | | | | | |
| MAT204 | MATH 202B | SM | 1 | 90 | 74 | 74 | 29 | 45 | 2 | 1 | 1 |
| 11 | DEBORAH CHOI | Max:30 | S2 | 01 | 29 | 15 | 14 | 0 | 0 | 0 | |
| 21 | DEBORAH CHOI | Max:30 | S2 | 02 | 28 | 9 | 19 | 2 | 1 | 1 | |
| 41 | LAURA V. HOGENSON | Max:30 | S2 | 04 | 17 | 5 | 12 | 0 | 0 | 0 | |
| Number of Sections: 3 | | Average Students | | | Per Section: 24.67 | | | | | | |
| MAT302 | MATH 302 | SM | 1 | 120 | 113 | 113 | 48 | 65 | 28 | 8 | 20 |
| 11 | PAUL R. COOPER III | Max:30 | S2 | 01 | 29 | 7 | 22 | 5 | 1 | 4 | |
| 21 | PAUL R. COOPER III | Max:30 | S2 | 02 | 29 | 15 | 14 | 11 | 4 | 7 | |
| 31 | BRANDY F. ENGLANDER | Max:30 | S2 | 03 | 25 | 14 | 11 | 3 | 2 | 1 | |
| 41 | NICHOLAS P. ZUCATI | Max:30 | S2 | 04 | 30 | 12 | 18 | 9 | 1 | 8 | |
| Number of Sections: 4 | | Average Students | | | Per Section: 28.25 | | | | | | |
| MAT304 | MATH 302B | SM | 1 | 60 | 59 | 59 | 33 | 26 | 3 | 1 | 2 |
| 11 | CHRISTY A. PRICE | Max:30 | S2 | 01 | 29 | 19 | 10 | 2 | 1 | 1 | |
| 21 | CHRISTY A. PRICE | Max:30 | S2 | 02 | 30 | 14 | 16 | 1 | 0 | 1 | |
| Number of Sections: 2 | | Average Students | | | Per Section: 29.50 | | | | | | |
| MAT402 | ALGEBRA 2 | SM | 1 | 60 | 54 | 54 | 30 | 24 | 0 | 0 | 0 |
| 41 | CHRISTY A. PRICE | Max:30 | S2 | 04 | 30 | 15 | 15 | 0 | 0 | 0 | |
| 61 | CHRISTY A. PRICE | Max:30 | S2 | 06 | 24 | 15 | 9 | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students | | | Per Section: 27.00 | | | | | | |
| MAT502 | GEOMETRY 2 | SM | 1 | 35 | 31 | 31 | 8 | 23 | 0 | 0 | 0 |
| 61 | NICHOLAS P. ZUCATI | Max:35 | S2 | 06 | 31 | 8 | 23 | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: 31.00 | | | | | | |
| MUS402 | BAND 6 7 2 | SM | 1 | 150 | 94 | 94 | 37 | 57 | 10 | 7 | 3 |
| 21 | ORLYN M. CARNEY | Max:0 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 31 | ORLYN M. CARNEY | Max:50 | S2 | 03 | 31 | 8 | 23 | 4 | 2 | 2 | |
| 51 | ORLYN M. CARNEY | Max:50 | S2 | 05 | 38 | 16 | 22 | 1 | 0 | 1 | |
| 61 | ORLYN M. CARNEY | Max:50 | S2 | 06 | 25 | 13 | 12 | 5 | 5 | 0 | |
| Number of Sections: 4 | | Average Students | | | Per Section: 23.50 | | | | | | |
| MUS411 | CHOIR 6 7 8 2 | SM | 1 | 60 | 40 | 40 | 32 | 8 | 4 | 4 | 0 |
| 11 | MELISSA L. NEWMAN | Max:30 | S2 | 01 | 21 | 18 | 3 | 4 | 4 | 0 | |
| 21 | MELISSA L. NEWMAN | Max:30 | S2 | 02 | 19 | 14 | 5 | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students | | | Per Section: 20.00 | | | | | | |
| MUS632 | ORCHESTRA 6 2 | SM | 1 | 50 | 26 | 26 | 18 | 8 | 1 | 1 | 0 |
| 11 | ELSA T. FAGER | Max:50 | S2 | 01 | 26 | 18 | 8 | 1 | 1 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: 26.00 | | | | | | |
| MUS832 | ORCHESTRA 8 2 | SM | 1 | 50 | 48 | 48 | 33 | 15 | 1 | 0 | 1 |
| 21 | ELSA T. FAGER | Max:50 | S2 | 02 | 48 | 33 | 15 | 1 | 0 | 1 | |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|---------------------|-------------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 1 | | Average Students Per Section: 48.00 | | | | | | | | | |
| PHY611 | PHYS ED 6A | SM | 1 | 396 | 107 | 107 | 54 | 53 | 6 | 4 | 2 |
| 12 | DEBORAH G. EYMANN | Max:36 | S2 | 01 | 17 | 8 | 9 | 1 | 1 | 0 | |
| 14 | PHILLIP R. WAY | Max:36 | S2 | 01 | 21 | 8 | 13 | 3 | 1 | 2 | |
| 22 | MATTHEW A. MUXEN | Max:36 | S2 | 02 | 24 | 14 | 10 | 0 | 0 | 0 | |
| 24 | PHILLIP R. WAY | Max:36 | S2 | 02 | 22 | 12 | 10 | 1 | 1 | 0 | |
| 32H | DEBORAH G. EYMANN | Max:36 | S2 | 03 | 23 | 12 | 11 | 1 | 1 | 0 | |
| Number of Sections: 5 | | Average Students Per Section: 21.40 | | | | | | | | | |
| PHY612 | PHYS ED 6B | SM | 1 | 36 | 21 | 21 | 11 | 10 | 15 | 7 | 8 |
| 61s | DEBORAH G. EYMANN | Max:36 | S2 | 06 | 21 | 11 | 10 | 15 | 7 | 8 | |
| Number of Sections: 1 | | Average Students Per Section: 21.00 | | | | | | | | | |
| PHY712 | PHYS ED 7B | SM | 1 | 216 | 177 | 177 | 66 | 111 | 23 | 7 | 16 |
| 11 | MATTHEW A. MUXEN | Max:36 | S2 | 01 | 26 | 10 | 16 | 3 | 2 | 1 | |
| 41 | PHILLIP R. WAY | Max:36 | S2 | 04 | 32 | 15 | 17 | 3 | 1 | 2 | |
| 42 | DEBORAH G. EYMANN | Max:36 | S2 | 04 | 32 | 9 | 23 | 2 | 0 | 2 | |
| 51 | DEBORAH G. EYMANN | Max:36 | S2 | 05 | 32 | 12 | 20 | 4 | 2 | 2 | |
| 52 | PHILLIP R. WAY | Max:36 | S2 | 05 | 31 | 13 | 18 | 3 | 0 | 3 | |
| 61 | PHILLIP R. WAY | Max:36 | S2 | 06 | 24 | 7 | 17 | 8 | 2 | 6 | |
| Number of Sections: 6 | | Average Students Per Section: 29.50 | | | | | | | | | |
| PHY812 | PHYS ED 8B | SM | 1 | 108 | 81 | 80 | 29 | 51 | 10 | 2 | 8 |
| 31 | MATTHEW A. MUXEN | Max:36 | S2 | 03 | 24 | 2 | 22 | 1 | 0 | 1 | |
| 51 | MATTHEW A. MUXEN | Max:36 | S2 | 05 | 30 | 12 | 18 | 2 | 1 | 1 | |
| 62 | MATTHEW A. MUXEN | Max:36 | S2 | 06 | 26 | 15 | 11 | 7 | 1 | 6 | |
| Number of Sections: 3 | | Average Students Per Section: 26.67 | | | | | | | | | |
| SCI151 | BIOLOGY 2 | SM | 1 | 60 | 32 | 32 | 13 | 19 | 0 | 0 | 0 |
| 11 | LAINE M. LENIHAN | Max:30 | S2 | 01 | 29 | 12 | 17 | 0 | 0 | 0 | |
| 61 | LAURA C. ROGERS | Max:30 | S2 | 06 | 3 | 1 | 2 | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 16.00 | | | | | | | | | |
| SCI602 | SCIENCE 6 2 | SM | 1 | 270 | 209 | 209 | 100 | 109 | 17 | 9 | 8 |
| 11 | LAURA C. ROGERS | Max:30 | S2 | 01 | 26 | 9 | 17 | 3 | 2 | 1 | |
| 12 | BRANDY F. ENGLANDER | Max:30 | S2 | 01 | 22 | 8 | 14 | 1 | 0 | 1 | |
| 21 | LAURA C. ROGERS | Max:30 | S2 | 02 | 26 | 11 | 15 | 0 | 0 | 0 | |
| 22 | BRANDY F. ENGLANDER | Max:30 | S2 | 02 | 27 | 11 | 16 | 3 | 2 | 1 | |
| 23 | RANDI SUE DECKER | Max:30 | S2 | 02 | 28 | 14 | 14 | 2 | 1 | 1 | |
| 31 | RANDI SUE DECKER | Max:30 | S2 | 03 | 22 | 12 | 10 | 3 | 1 | 2 | |
| 32 | LAURA C. ROGERS | Max:30 | S2 | 03 | 26 | 15 | 11 | 5 | 3 | 2 | |
| 51 | RANDI SUE DECKER | Max:30 | S2 | 05 | 22 | 14 | 8 | 0 | 0 | 0 | |
| 61 | LAURA C. ROGERS | Max:30 | S2 | 06 | 10 | 6 | 4 | 0 | 0 | 0 | |
| Number of Sections: 9 | | Average Students Per Section: 23.22 | | | | | | | | | |
| SCI702 | SCIENCE 7 2 | SM | 1 | 240 | 228 | 228 | 108 | 120 | 17 | 9 | 8 |
| 31 | DANIEL V. NOMURA | Max:30 | S2 | 03 | 28 | 15 | 13 | 0 | 0 | 0 | |
| 41 | BRANDY F. ENGLANDER | Max:30 | S2 | 04 | 30 | 16 | 14 | 3 | 0 | 3 | |
| 42 | RANDI SUE DECKER | Max:30 | S2 | 04 | 29 | 12 | 17 | 1 | 0 | 1 | |
| 51 | BRANDY F. ENGLANDER | Max:30 | S2 | 05 | 31 | 16 | 15 | 4 | 3 | 1 | |
| 53 | LAURA C. ROGERS | Max:30 | S2 | 05 | 32 | 14 | 18 | 5 | 4 | 1 | |
| 61 | RANDI SUE DECKER | Max:30 | S2 | 06 | 29 | 14 | 15 | 1 | 0 | 1 | |
| 62 | DANIEL V. NOMURA | Max:30 | S2 | 06 | 23 | 11 | 12 | 2 | 1 | 1 | |
| 63 | LAINE M. LENIHAN | Max:30 | S2 | 06 | 26 | 10 | 16 | 1 | 1 | 0 | |
| Number of Sections: 8 | | Average Students Per Section: 28.50 | | | | | | | | | |
| SCI802 | SCIENCE 8 2 | SM | 1 | 180 | 164 | 164 | 75 | 89 | 26 | 8 | 18 |
| 11 | DANIEL V. NOMURA | Max:30 | S2 | 01 | 32 | 11 | 21 | 5 | 0 | 5 | |
| 32 | LAINE M. LENIHAN | Max:30 | S2 | 03 | 13 | 7 | 6 | 0 | 0 | 0 | |
| 41 | DANIEL V. NOMURA | Max:30 | S2 | 04 | 30 | 14 | 16 | 5 | 2 | 3 | |
| 42 | LAINE M. LENIHAN | Max:30 | S2 | 04 | 30 | 15 | 15 | 5 | 1 | 4 | |
| 51 | DANIEL V. NOMURA | Max:30 | S2 | 05 | 29 | 15 | 14 | 5 | 2 | 3 | |
| 52 | LAINE M. LENIHAN | Max:30 | S2 | 05 | 30 | 13 | 17 | 6 | 3 | 3 | |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|-----------------------|-------------------------------|-----|-----|----------------|-----|-------|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 6 | | Average Students Per Section: | | | | | 27.33 | | | | |
| SOC601 | SOC STUDIES 6 1 SM | 1 | 240 | 82 | 82 | 32 | 50 | 5 | 3 | 2 | |
| 12 | KARRI E. MILLICAN | Max:30 | S2 | 01 | 17 | 7 | 10 | 1 | 1 | 0 | |
| 14 | TROY A. REICHERTER | Max:30 | S2 | 01 | 20 | 8 | 12 | 1 | 1 | 0 | |
| 22 | KARRI E. MILLICAN | Max:30 | S2 | 02 | 24 | 9 | 15 | 2 | 0 | 2 | |
| 24 | TROY A. REICHERTER | Max:30 | S2 | 02 | 21 | 8 | 13 | 1 | 1 | 0 | |
| Number of Sections: 4 | | Average Students Per Section: | | | | | 20.50 | | | | |
| SOC611 | HON SOC STD 6 1 SM | 1 | 60 | 21 | 21 | 16 | 5 | 0 | 0 | 0 | |
| 32 | SUSAN J. KINDEM | Max:30 | S2 | 03 | 21 | 16 | 5 | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 21.00 | | | | |
| SOC701 | WA STATE HIST 7 SM | 1 | 240 | 242 | 242 | 112 | 130 | 26 | 13 | 13 | |
| 11 | SCOTT E. MILLICAN | Max:30 | S2 | 01 | 31 | 14 | 17 | 2 | 1 | 1 | |
| 12 | TRACY M. SHERIN | Max:30 | S2 | 01 | 30 | 10 | 20 | 4 | 1 | 3 | |
| 31 | KARRI E. MILLICAN | Max:30 | S2 | 03 | 30 | 14 | 16 | 3 | 1 | 2 | |
| 32 | TROY A. REICHERTER | Max:30 | S2 | 03 | 30 | 17 | 13 | 3 | 1 | 2 | |
| 41 | KARRI E. MILLICAN | Max:30 | S2 | 04 | 31 | 13 | 18 | 4 | 3 | 1 | |
| 42 | TROY A. REICHERTER | Max:30 | S2 | 04 | 30 | 13 | 17 | 4 | 3 | 1 | |
| 61 | KARRI E. MILLICAN | Max:30 | S2 | 06 | 31 | 19 | 12 | 3 | 2 | 1 | |
| 62 | TROY A. REICHERTER | Max:30 | S2 | 06 | 29 | 12 | 17 | 3 | 1 | 2 | |
| Number of Sections: 8 | | Average Students Per Section: | | | | | 30.25 | | | | |
| SOC802 | US HISTORY 8 2 SM | 1 | 240 | 196 | 196 | 84 | 112 | 26 | 7 | 19 | |
| 21 | SCOTT E. MILLICAN | Max:30 | S2 | 02 | 19 | 5 | 14 | 0 | 0 | 0 | |
| 22 | TRACY M. SHERIN | Max:30 | S2 | 02 | 21 | 6 | 15 | 2 | 0 | 2 | |
| 31 | SCOTT E. MILLICAN | Max:30 | S2 | 03 | 17 | 6 | 11 | 2 | 0 | 2 | |
| 32 | TRACY M. SHERIN | Max:30 | S2 | 03 | 18 | 8 | 10 | 3 | 1 | 2 | |
| 51 | SCOTT E. MILLICAN | Max:30 | S2 | 05 | 30 | 18 | 12 | 3 | 1 | 2 | |
| 52 | TRACY M. SHERIN | Max:30 | S2 | 05 | 31 | 17 | 14 | 5 | 2 | 3 | |
| 61 | SCOTT E. MILLICAN | Max:30 | S2 | 06 | 30 | 12 | 18 | 7 | 2 | 5 | |
| 62 | TRACY M. SHERIN | Max:30 | S2 | 06 | 30 | 12 | 18 | 4 | 1 | 3 | |
| Number of Sections: 8 | | Average Students Per Section: | | | | | 24.50 | | | | |
| SPE012 | MATH SE 2 SM | 1 | 42 | 36 | 36 | 14 | 22 | 36 | 14 | 22 | |
| 11 | MOLLY RICHARDSON | Max:14 | S2 | 01 | 16 | 7 | 9 | 16 | 7 | 9 | |
| 21 | MOLLY RICHARDSON | Max:14 | S2 | 02 | 7 | 0 | 7 | 7 | 0 | 7 | |
| 31 | MOLLY RICHARDSON | Max:14 | S2 | 03 | 13 | 7 | 6 | 13 | 7 | 6 | |
| Number of Sections: 3 | | Average Students Per Section: | | | | | 12.00 | | | | |
| SPE042 | LANG ARTS SE 2 SM | 1 | 222 | 64 | 64 | 27 | 37 | 64 | 27 | 37 | |
| 11 | JUDY DENNIS | Max:30 | S2 | 01 | 7 | 2 | 5 | 7 | 2 | 5 | |
| 12 | MICHELLE M. COBURN | Max:30 | S2 | 01 | 8 | 7 | 1 | 8 | 7 | 1 | |
| 21 | JUDY DENNIS | Max:21 | S2 | 02 | 9 | 6 | 3 | 9 | 6 | 3 | |
| 22 | MICHELLE M. COBURN | Max:21 | S2 | 02 | 6 | 3 | 3 | 6 | 3 | 3 | |
| 31 | JUDY DENNIS | Max:30 | S2 | 03 | 6 | 0 | 6 | 6 | 0 | 6 | |
| 32 | MICHELLE M. COBURN | Max:30 | S2 | 03 | 7 | 2 | 5 | 7 | 2 | 5 | |
| 61 | JUDY DENNIS | Max:30 | S2 | 06 | 9 | 2 | 7 | 9 | 2 | 7 | |
| 62 | MICHELLE M. COBURN | Max:30 | S2 | 06 | 12 | 5 | 7 | 12 | 5 | 7 | |
| Number of Sections: 8 | | Average Students Per Section: | | | | | 8.00 | | | | |
| SPE102 | STRUC LEARN 2 SM | 1 | 450 | 126 | 126 | 41 | 85 | 121 | 41 | 80 | |
| 11A | SHELLEY S. WARNER | Max:30 | S2 | 01 | 8 | 2 | 6 | 8 | 2 | 6 | |
| 12B | GLORIA J. SMITH-DORSE | Max:30 | S2 | 01 | 4 | 1 | 3 | 4 | 1 | 3 | |
| 13C | MATTHEW J. ROY | Max:30 | S2 | 01 | 9 | 2 | 7 | 8 | 2 | 6 | |
| 21A | SHELLEY S. WARNER | Max:30 | S2 | 02 | 10 | 4 | 6 | 10 | 4 | 6 | |
| 22B | GLORIA J. SMITH-DORSE | Max:30 | S2 | 02 | 8 | 3 | 5 | 8 | 3 | 5 | |
| 23C | MATTHEW J. ROY | Max:30 | S2 | 02 | 9 | 2 | 7 | 8 | 2 | 6 | |
| 31A | SHELLEY S. WARNER | Max:30 | S2 | 03 | 11 | 5 | 6 | 11 | 5 | 6 | |
| 32B | GLORIA J. SMITH-DORSE | Max:30 | S2 | 03 | 6 | 2 | 4 | 6 | 2 | 4 | |
| 33C | MATTHEW J. ROY | Max:30 | S2 | 03 | 8 | 2 | 6 | 7 | 2 | 5 | |
| 41A | SHELLEY S. WARNER | Max:30 | S2 | 04 | 11 | 5 | 6 | 11 | 5 | 6 | |

TITLE FOR TOTAL

| TOTALS GROUP | TOTAL | FEMALE | MALE |
|--------------|-------|--------|------|
| GRAND TOTALS | 3914 | 1776 | 2138 |
| Special Ed | 627 | 256 | 371 |

***** End of report *****

| COURSE | DESCRIPTION | LGTH | SEC | EST | | NBR | | ----TOTALS---- | | | ---spec ed--- | | |
|------------------------------|------------------------|--|----------|------------|-----------|-----------|-----------|----------------|----------|----------|---------------|--|--|
| | | | | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| ART110 | ART | SM | 1 | 120 | 57 | 57 | 35 | 22 | 4 | 3 | 1 | | |
| 32 | LUIS C. CHAVEZ | | | Max:30 | S2 03 | 28 | 18 | 10 | 1 | 1 | 0 | | |
| 62 | LUIS C. CHAVEZ | | | Max:30 | S2 06 | 29 | 17 | 12 | 3 | 2 | 1 | | |
| Number of Sections: 2 | | Average Students Per Section: 28.50 | | | | | | | | | | | |
| ART210 | ADVANCED ART | SM | 1 | 61 | 23 | 23 | 15 | 8 | 0 | 0 | 0 | | |
| 32 | LUIS C. CHAVEZ | | | Max:1 | S2 03 | 1 | 1 | 0 | 0 | 0 | 0 | | |
| 52 | LUIS C. CHAVEZ | | | Max:30 | S2 05 | 22 | 14 | 8 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | Average Students Per Section: 11.50 | | | | | | | | | | | |
| ART610 | ART SURVEY 6 | TM | 3 | 240 | 96 | 96 | 50 | 46 | 8 | 2 | 6 | | |
| 13 | LUIS C. CHAVEZ | | | Max:30 | Q3 01 | 23 | 11 | 12 | 3 | 1 | 2 | | |
| 14 | LUIS C. CHAVEZ | | | Max:30 | Q4 01 | 15 | 8 | 7 | 1 | 0 | 1 | | |
| 23 | LUIS C. CHAVEZ | | | Max:30 | Q3 02 | 29 | 14 | 15 | 2 | 0 | 2 | | |
| 24 | LUIS C. CHAVEZ | | | Max:30 | Q4 02 | 29 | 17 | 12 | 2 | 1 | 1 | | |
| Number of Sections: 4 | | Average Students Per Section: 24.00 | | | | | | | | | | | |
| BUS610 | COMPUTER APPS 6 | TM | 6 | 120 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| CTE101 | STEM ROBOTICS 1 | SM | 1 | 300 | 92 | 92 | 47 | 45 | 7 | 0 | 7 | | |
| 12 | BRIAN A. CONNOLLY | | | Max:30 | S2 01 | 27 | 18 | 9 | 3 | 0 | 3 | | |
| 22 | BRIAN A. CONNOLLY | | | Max:30 | S2 02 | 14 | 4 | 10 | 2 | 0 | 2 | | |
| 32 | BRIAN A. CONNOLLY | | | Max:30 | S2 03 | 18 | 10 | 8 | 1 | 0 | 1 | | |
| 52 | BRIAN A. CONNOLLY | | | Max:30 | S2 05 | 17 | 7 | 10 | 0 | 0 | 0 | | |
| 62 | BRIAN A. CONNOLLY | | | Max:30 | S2 06 | 16 | 8 | 8 | 1 | 0 | 1 | | |
| Number of Sections: 5 | | Average Students Per Section: 18.40 | | | | | | | | | | | |
| CTE105 | STEM CNSTR FND1 | SM | 1 | 180 | 70 | 70 | 40 | 30 | 7 | 5 | 2 | | |
| 12 | SCOTT D. DAVIDSON | | | Max:30 | S2 01 | 28 | 18 | 10 | 2 | 1 | 1 | | |
| 52 | SCOTT D. DAVIDSON | | | Max:30 | S2 05 | 22 | 11 | 11 | 4 | 3 | 1 | | |
| 62 | SCOTT D. DAVIDSON | | | Max:30 | S2 06 | 20 | 11 | 9 | 1 | 1 | 0 | | |
| Number of Sections: 3 | | Average Students Per Section: 23.33 | | | | | | | | | | | |
| CTE111 | STEM FUND OF IT | TM | 1 | 120 | 88 | 88 | 42 | 46 | 6 | 1 | 5 | | |
| 13 | ALVIN B. GIFFORD | | | Max:30 | Q3 01 | 17 | 6 | 11 | 1 | 0 | 1 | | |
| 14 | ALVIN B. GIFFORD | | | Max:30 | Q4 01 | 19 | 4 | 15 | 2 | 0 | 2 | | |
| 23 | ALVIN B. GIFFORD | | | Max:30 | Q3 02 | 26 | 19 | 7 | 1 | 1 | 0 | | |
| 24 | ALVIN B. GIFFORD | | | Max:30 | Q4 02 | 26 | 13 | 13 | 2 | 0 | 2 | | |
| Number of Sections: 4 | | Average Students Per Section: 22.00 | | | | | | | | | | | |
| CTE115 | STEM COMPTR SCI | SM | 1 | 180 | 66 | 66 | 17 | 49 | 5 | 3 | 2 | | |
| 42 | ALVIN B. GIFFORD | | | Max:30 | S2 04 | 26 | 5 | 21 | 2 | 1 | 1 | | |
| 52 | ALVIN B. GIFFORD | | | Max:30 | S2 05 | 27 | 6 | 21 | 3 | 2 | 1 | | |
| 62 | ALVIN B. GIFFORD | | | Max:30 | S2 06 | 13 | 6 | 7 | 0 | 0 | 0 | | |
| Number of Sections: 3 | | Average Students Per Section: 22.00 | | | | | | | | | | | |
| ELL102 | ELL LAN ART 1B | SM | 1 | 60 | 9 | 9 | 6 | 3 | 0 | 0 | 0 | | |
| 11 | HARRIETT M. DALOS | | | Max:30 | S2 01 | 9 | 6 | 3 | 0 | 0 | 0 | | |
| 61 | HARRIETT M. DALOS | | | Max:30 | S2 06 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | Average Students Per Section: 4.50 | | | | | | | | | | | |
| ELL202 | ELL LAN ART 2B | SM | 1 | 30 | 5 | 5 | 1 | 4 | 0 | 0 | 0 | | |
| 21 | HARRIETT M. DALOS | | | Max:30 | S2 02 | 5 | 1 | 4 | 0 | 0 | 0 | | |
| Number of Sections: 1 | | Average Students Per Section: 5.00 | | | | | | | | | | | |
| ELL302 | ELL LAN ART 3B | SM | 1 | 120 | 32 | 32 | 10 | 22 | 1 | 0 | 1 | | |
| 41 | HARRIETT M. DALOS | | | Max:30 | S2 04 | 20 | 4 | 16 | 1 | 0 | 1 | | |
| 51 | HARRIETT M. DALOS | | | Max:30 | S2 05 | 4 | 2 | 2 | 0 | 0 | 0 | | |
| 61 | HARRIETT M. DALOS | | | Max:30 | S2 06 | 8 | 4 | 4 | 0 | 0 | 0 | | |
| Number of Sections: 3 | | Average Students Per Section: 10.67 | | | | | | | | | | | |
| GEN100 | STUDY SKILLS | TM | 1 | 95 | 14 | 14 | 7 | 7 | 1 | 0 | 1 | | |
| 23 | DAVID-MICHAEL D. COX | | | Max:20 | Q3 02 | 11 | 4 | 7 | 1 | 0 | 1 | | |
| 24 | DAVID-MICHAEL D. COX | | | Max:25 | Q4 02 | 3 | 3 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | Average Students Per Section: 7.00 | | | | | | | | | | | |
| GEN110 | LEADERSHIP | SM | 2 | 60 | 19 | 19 | 16 | 3 | 0 | 0 | 0 | | |
| 62 | CINDY A. PRIDEMORE | | | Max:30 | S2 06 | 19 | 16 | 3 | 0 | 0 | 0 | | |

| | | EST | NBR | NBR | ---TOTALS--- | | | ---spec ed--- | | | |
|---------------------|-----------------------|--------|------------------|------|--------------|--------------|-----|---------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 19.00 | | | |
| GEN122 | PEER MENTORING | SM | 2 | 60 | 25 | 25 | 19 | 6 | 0 | 0 | 0 |
| 12 | DEBORAH L. ALLISON | Max:30 | S2 | 01 | | 25 | 19 | 6 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 25.00 | | | |
| GEN610 | TEACHERS AIDE 6 | TM | 2 | 18 | 2 | 2 | 1 | 1 | 0 | 0 | 0 |
| 13 | LISA J. WILSON | Max:2 | Q3 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 4 | LISA J. WILSON | Max:5 | Q4 | 04 | | 1 | 0 | 1 | 0 | 0 | 0 |
| Number of Sections: | | 2 | Average Students | | | Per Section: | | 1.00 | | | |
| GEN710 | TEACHR AIDE 7 1 | SM | 1 | 21 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| 1 | SONYA A. REMPFER | Max:5 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 12 | BETH L. GREEN | Max:0 | S2 | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 2 | Average Students | | | Per Section: | | 0.50 | | | |
| GEN720 | TEACHR AIDE 7 2 | SM | 1 | 125 | 4 | 4 | 2 | 2 | 1 | 0 | 1 |
| 05 | MICHELE L. ROCK | Max:30 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 20 | DEBRA K. NESBITT | Max:5 | S2 | 02 | | 1 | 0 | 1 | 1 | 0 | 1 |
| 41 | DAVID-MICHAEL D. COX | Max:30 | S2 | 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 523 | JENNIFER D. MUSCOLO | Max:30 | S2 | 03 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 625 | PAUL A. PRATHER | Max:30 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 5 | Average Students | | | Per Section: | | 0.80 | | | |
| GEN810 | TEACHR AIDE 8 1 | SM | 2 | 149 | 3 | 3 | 3 | 0 | 0 | 0 | 0 |
| 1 | BRIAN A. CONNOLLY | Max:5 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 13 | CHRISTINE A. LUDWIGSO | Max:5 | S2 | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | DAWN L. RASMUSSEN | Max:5 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 3 | CHARLES G. THOMAS | Max:5 | S2 | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | BRENDA M. LEWIS | Max:5 | S2 | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | KIRK R. JONASSON | Max:5 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 6 | Average Students | | | Per Section: | | 0.50 | | | |
| GEN820 | TEACHR AIDE 8 2 | SM | 1 | 1905 | 72 | 72 | 57 | 15 | 1 | 0 | 1 |
| 01 | KIRK R. JONASSON | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 02 | TRACY L. LASHER | Max:30 | S2 | 02 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 03 | MICHELE L. ROCK | Max:5 | S2 | 06 | | 2 | 2 | 0 | 0 | 0 | 0 |
| 04 | PAUL C. FURTH | Max:5 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 05 | BRENDA M. LEWIS | Max:5 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 06 | TRACY L. LASHER | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 07 | BRENDA M. LEWIS | Max:5 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 08 | CHARLES G. THOMAS | Max:5 | S2 | 04 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 09 | JONI L. FLORY | Max:5 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 10 | ERIKA S. ASTLE | Max:5 | S2 | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 11 | RYAN M. DUNHAM | Max:5 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 111 | ERIKA S. ASTLE | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 112 | JONI L. FLORY | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 113 | BRENDA M. LEWIS | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 114 | JAY R. MCGUFFIN | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 115 | SCOTT D. DAVIDSON | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 12 | BRENDA M. LEWIS | Max:30 | S2 | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 122 | DEBORAH L. ALLISON | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 123 | HEIDI M. MORRIS | Max:30 | S2 | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 125 | BRIAN A. CONNOLLY | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 13 | BRENDA M. LEWIS | Max:5 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 133 | CHARLES G. THOMAS | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 134 | HEIDI M. MORRIS | Max:30 | S2 | 04 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 14 | CHERYL SNYDER | Max:5 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 143 | HEIDI M. MORRIS | Max:30 | S2 | 01 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 145 | HEIDI M. MORRIS | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 146 | TRACY L. LASHER | Max:30 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 15 | MICHAEL D. ESPINOSA I | Max:5 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | EST SEC | NBR | | ----TOTALS---- | | | ---spec ed--- | | |
|--------|-----------------------|--------|------------|-----|-----|----------------|-----|-----|---------------|-----|-----|
| | | | | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 16 | DEBORAH L. ALLISON | Max:5 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 17 | JAMES J. DIEBAG | Max:5 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 18 | TRACY L. LASHER | Max:5 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 19 | KRISTIN J. TODD | Max:5 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 20 | CHRISTINE L. WILSON | Max:5 | S2 | 01 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 201 | CHRISTINE L. WILSON | Max:30 | S2 | 02 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 21 | BRIAN A. CONNOLLY | Max:5 | S2 | 06 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 211 | BRENDA M. LEWIS | Max:30 | S2 | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 22 | CHARLES G. THOMAS | Max:30 | S2 | 05 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 222 | ERIKA S. ASTLE | Max:30 | S2 | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 223 | JONI L. FLORY | Max:30 | S2 | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 23 | DANIEL E. DIEFENDORF | Max:5 | S2 | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 234 | HEIDI M. MORRIS | Max:30 | S2 | 02 | | 1 | 0 | 1 | 1 | 0 | 1 |
| 24 | PAUL C. FURTH | Max:5 | S2 | 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 246 | HEIDI M. MORRIS | Max:30 | S2 | 02 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 25 | CHRISTINE A. LUDWIGSO | Max:5 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 26 | PAUL C. FURTH | Max:5 | S2 | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 32 | BRENDA M. LEWIS | Max:30 | S2 | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 323 | HEIDI M. MORRIS | Max:30 | S2 | 03 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 334 | CHERYL SNYDER | Max:30 | S2 | 03 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 41 | JENNIFER D. MUSCOLO | Max:30 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 411 | ROBIN K. LIGHT | Max:30 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 413 | BRENDA M. LEWIS | Max:30 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 414 | PAUL A. PRATHER | Max:30 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 42 | DEBORAH L. ALLISON | Max:30 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 423 | HEIDI M. MORRIS | Max:30 | S2 | 04 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 424 | <None> | Max:30 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 511 | KIRK R. JONASSON | Max:30 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 512 | BRIAN A. CONNOLLY | Max:30 | S2 | 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 514 | JULIE D. MORGAN | Max:30 | S2 | 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 515 | CINDY A. PRIDEMORE | Max:30 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 516 | DEBORAH L. ALLISON | Max:30 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 52 | CHRISTINA N. GULLARD | Max:30 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 523 | HEIDI M. MORRIS | Max:30 | S2 | 05 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 544 | JENNIFER D. MUSCOLO | Max:30 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 545 | BRIAN A. CONNOLLY | Max:30 | S2 | 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 55 | JONI L. FLORY | Max:30 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 552 | ALVIN B. GIFFORD | Max:30 | S2 | 05 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 56 | ERIKA S. ASTLE | Max:30 | S2 | 05 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 612 | KELLY A. PORTMANN | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 613 | JAY R. MCGUFFIN | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 614 | SONYA A. REMPFER | Max:30 | S2 | 06 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 615 | DEBORAH L. ALLISON | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 62 | JAY R. MCGUFFIN | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 622 | CHRISTINE L. WILSON | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 623 | HEIDI M. MORRIS | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 634 | HEIDI M. MORRIS | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 651 | KENNETH R. WARD | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 655 | PAUL A. PRATHER | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 656 | RYAN M. DUNHAM | Max:30 | S2 | 06 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 657 | ROBIN K. LIGHT | Max:30 | S2 | 06 | | 1 | 1 | 0 | 0 | 0 | 0 |

Number of Sections: 79

Average Students Per Section: 0.91

| HLT602 | HEALTH 1 | TM | 6 | 240 | 95 | | 95 | 45 | 50 | | 4 | 1 | 3 |
|--------|------------------|--------|----|-----|----|----|----|----|----|---|---|---|---|
| 13 | KATHY A. CARNINO | Max:30 | Q3 | 01 | | 18 | 8 | 10 | | 2 | 0 | 2 | |
| 14 | KATHY A. CARNINO | Max:30 | Q4 | 01 | | 22 | 7 | 15 | | 1 | 1 | 0 | |
| 23 | SONYA A. REMPFER | Max:30 | Q3 | 02 | | 25 | 12 | 13 | | 1 | 0 | 1 | |

| COURSE | DESCRIPTION | LGTH | EST | | | NBR | | | ----TOTALS---- | | | ---spec ed--- | | |
|-----------------------|-----------------------|------|-------------------------------------|-----|-----|-----|-----|-----|----------------|-----|-----|---------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | TOT | FEM | MAL |
| 24 | SONYA A. REMPFER | | Max:30 | Q4 | 02 | 30 | 18 | 12 | 0 | 0 | 0 | | | |
| Number of Sections: 4 | | | Average Students Per Section: 23.75 | | | | | | | | | | | |
| HOM110 | HOME & FAMILY | SM | 1 | 180 | 73 | 73 | 41 | 32 | 3 | 1 | 2 | | | |
| 22 | CINDY A. PRIDEMORE | | Max:30 | S2 | 02 | 28 | 17 | 11 | 2 | 1 | 1 | | | |
| 32 | CINDY A. PRIDEMORE | | Max:30 | S2 | 03 | 21 | 11 | 10 | 0 | 0 | 0 | | | |
| 52 | CINDY A. PRIDEMORE | | Max:30 | S2 | 05 | 24 | 13 | 11 | 1 | 0 | 1 | | | |
| Number of Sections: 3 | | | Average Students Per Section: 24.33 | | | | | | | | | | | |
| HOM610 | HOME EC 6 | TM | 3 | 120 | 45 | 45 | 28 | 17 | 4 | 0 | 4 | | | |
| 13 | CINDY A. PRIDEMORE | | Max:30 | Q3 | 01 | 21 | 12 | 9 | 1 | 0 | 1 | | | |
| 14 | CINDY A. PRIDEMORE | | Max:30 | Q4 | 01 | 24 | 16 | 8 | 3 | 0 | 3 | | | |
| Number of Sections: 2 | | | Average Students Per Section: 22.50 | | | | | | | | | | | |
| IND610 | TECH SURVEY | TM | 3 | 120 | 56 | 56 | 27 | 29 | 1 | 0 | 1 | | | |
| 23 | SCOTT D. DAVIDSON | | Max:30 | Q3 | 02 | 27 | 14 | 13 | 0 | 0 | 0 | | | |
| 24 | SCOTT D. DAVIDSON | | Max:30 | Q4 | 02 | 29 | 13 | 16 | 1 | 0 | 1 | | | |
| Number of Sections: 2 | | | Average Students Per Section: 28.00 | | | | | | | | | | | |
| LAN110 | DRAMA | SM | 1 | 180 | 38 | 38 | 14 | 24 | 2 | 0 | 2 | | | |
| 12 | DAVID-MICHAEL D. COX | | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| 32 | DAVID-MICHAEL D. COX | | Max:30 | S2 | 03 | 15 | 6 | 9 | 0 | 0 | 0 | | | |
| 52 | DAVID-MICHAEL D. COX | | Max:30 | S2 | 05 | 23 | 8 | 15 | 2 | 0 | 2 | | | |
| Number of Sections: 3 | | | Average Students Per Section: 12.67 | | | | | | | | | | | |
| LAN112 | YEARBOOK 2 | SM | 1 | 30 | 21 | 21 | 21 | 0 | 1 | 1 | 0 | | | |
| 41 | SCOTT D. DAVIDSON | | Max:30 | S2 | 04 | 21 | 21 | 0 | 1 | 1 | 0 | | | |
| Number of Sections: 1 | | | Average Students Per Section: 21.00 | | | | | | | | | | | |
| LAN210 | ADVANCED DRAMA | SM | 1 | 60 | 13 | 13 | 5 | 8 | 2 | 0 | 2 | | | |
| 42 | DAVID-MICHAEL D. COX | | Max:30 | S2 | 04 | 13 | 5 | 8 | 2 | 0 | 2 | | | |
| Number of Sections: 1 | | | Average Students Per Section: 13.00 | | | | | | | | | | | |
| LAN602 | LAN ARTS 6 2 | SM | 1 | 240 | 205 | 205 | 90 | 115 | 8 | 3 | 5 | | | |
| 11 | LISA J. WILSON | | Max:30 | S2 | 01 | 28 | 12 | 16 | 2 | 0 | 2 | | | |
| 21 | KELLY A. PORTMANN | | Max:30 | S2 | 02 | 30 | 10 | 20 | 1 | 0 | 1 | | | |
| 31 | LISA J. WILSON | | Max:30 | S2 | 03 | 29 | 11 | 18 | 1 | 0 | 1 | | | |
| 41 | KELLY A. PORTMANN | | Max:30 | S2 | 04 | 23 | 12 | 11 | 0 | 0 | 0 | | | |
| 42 | LISA J. WILSON | | Max:30 | S2 | 04 | 24 | 13 | 11 | 0 | 0 | 0 | | | |
| 51 | LISA J. WILSON | | Max:30 | S2 | 05 | 26 | 13 | 13 | 2 | 1 | 1 | | | |
| 61 | KELLY A. PORTMANN | | Max:30 | S2 | 06 | 21 | 8 | 13 | 2 | 2 | 0 | | | |
| 62 | LISA J. WILSON | | Max:30 | S2 | 06 | 24 | 11 | 13 | 0 | 0 | 0 | | | |
| Number of Sections: 8 | | | Average Students Per Section: 25.63 | | | | | | | | | | | |
| LAN612 | HON LA 6 2 | SM | 2 | 60 | 66 | 66 | 40 | 26 | 0 | 0 | 0 | | | |
| 31 | KELLY A. PORTMANN | | Max:30 | S2 | 03 | 33 | 21 | 12 | 0 | 0 | 0 | | | |
| 51 | KELLY A. PORTMANN | | Max:30 | S2 | 05 | 33 | 19 | 14 | 0 | 0 | 0 | | | |
| Number of Sections: 2 | | | Average Students Per Section: 33.00 | | | | | | | | | | | |
| LAN652 | TITLE READ 6 2 | SM | 1 | 90 | 15 | 15 | 5 | 10 | 7 | 4 | 3 | | | |
| 32 | BENJAMIN S. TALBERT | | Max:30 | S2 | 02 | 11 | 3 | 8 | 6 | 3 | 3 | | | |
| 42 | BENJAMIN S. TALBERT | | Max:30 | S2 | 04 | 4 | 2 | 2 | 1 | 1 | 0 | | | |
| Number of Sections: 2 | | | Average Students Per Section: 7.50 | | | | | | | | | | | |
| LAN660 | DRAMA 6 | TM | 3 | 120 | 17 | 17 | 6 | 11 | 0 | 0 | 0 | | | |
| 13 | DAVID-MICHAEL D. COX | | Max:30 | Q3 | 01 | 9 | 1 | 8 | 0 | 0 | 0 | | | |
| 14 | DAVID-MICHAEL D. COX | | Max:30 | Q4 | 01 | 8 | 5 | 3 | 0 | 0 | 0 | | | |
| Number of Sections: 2 | | | Average Students Per Section: 8.50 | | | | | | | | | | | |
| LAN702 | LANG ARTS 7 2 | SM | 1 | 240 | 216 | 216 | 103 | 113 | 9 | 3 | 6 | | | |
| 11 | MICHAEL D. ESPINOSA I | | Max:30 | S2 | 01 | 30 | 14 | 16 | 2 | 0 | 2 | | | |
| 21 | CHERYL SNYDER | | Max:30 | S2 | 02 | 25 | 9 | 16 | 0 | 0 | 0 | | | |
| 31 | CHERYL SNYDER | | Max:30 | S2 | 03 | 28 | 16 | 12 | 2 | 2 | 0 | | | |
| 41 | MICHAEL D. ESPINOSA I | | Max:30 | S2 | 04 | 29 | 16 | 13 | 2 | 1 | 1 | | | |
| 42 | CHERYL SNYDER | | Max:30 | S2 | 04 | 29 | 14 | 15 | 2 | 0 | 2 | | | |
| 51 | MICHAEL D. ESPINOSA I | | Max:30 | S2 | 05 | 27 | 13 | 14 | 1 | 0 | 1 | | | |
| 61 | CHERYL SNYDER | | Max:30 | S2 | 06 | 21 | 10 | 11 | 0 | 0 | 0 | | | |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | ---spec ed--- | | |
|-----------------------|-----------------------|-------------------------------------|-----|-----|-----|-----|----------------|-----|-----|---------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 62 | MICHAEL D. ESPINOSA I | Max:30 | S2 | 06 | | 27 | 11 | 16 | | 0 | 0 | 0 |
| Number of Sections: 8 | | Average Students Per Section: 27.00 | | | | | | | | | | |
| LAN712 | HON LA 7 2 | SM | 1 | 60 | 59 | | 59 | 34 | 25 | | 0 | 0 |
| 11 | CHERYL SNYDER | Max:30 | S2 | 01 | | 36 | 23 | 13 | | 0 | 0 | 0 |
| 21 | MICHAEL D. ESPINOSA I | Max:30 | S2 | 02 | | 23 | 11 | 12 | | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 29.50 | | | | | | | | | | |
| LAN752 | TITLE READ 7 2 | SM | 1 | 75 | 3 | | 3 | 1 | 2 | | 0 | 0 |
| 21 | BENJAMIN S. TALBERT | Max:30 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 51 | BENJAMIN S. TALBERT | Max:30 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 61 | BENJAMIN S. TALBERT | Max:15 | S2 | 00 | | 3 | 1 | 2 | | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 1.00 | | | | | | | | | | |
| LAN802 | LANG ARTS 8 2 | SM | 1 | 241 | 245 | | 245 | 132 | 113 | | 20 | 9 |
| 11 | ERIKA S. ASTLE | Max:30 | S2 | 01 | | 30 | 15 | 15 | | 3 | 2 | 1 |
| 21 | ERIKA S. ASTLE | Max:30 | S2 | 02 | | 30 | 13 | 17 | | 2 | 0 | 2 |
| 22 | JONI L. FLORY | Max:30 | S2 | 02 | | 29 | 20 | 9 | | 2 | 1 | 1 |
| 31 | ERIKA S. ASTLE | Max:30 | S2 | 03 | | 33 | 21 | 12 | | 2 | 1 | 1 |
| 41 | ERIKA S. ASTLE | Max:30 | S2 | 04 | | 31 | 15 | 16 | | 4 | 2 | 2 |
| 42 | JONI L. FLORY | Max:30 | S2 | 04 | | 29 | 15 | 14 | | 1 | 0 | 1 |
| 51 | JONI L. FLORY | Max:30 | S2 | 05 | | 30 | 16 | 14 | | 2 | 2 | 0 |
| 61 | JONI L. FLORY | Max:30 | S2 | 06 | | 33 | 17 | 16 | | 4 | 1 | 3 |
| ZZZ | SHEILA M. NELSEN | Max:1 | S2 | 01 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 9 | | Average Students Per Section: 27.22 | | | | | | | | | | |
| LAN812 | HON LA 8 2 | SM | 4 | 60 | 66 | | 66 | 46 | 20 | | 0 | 0 |
| 11 | JONI L. FLORY | Max:30 | S2 | 01 | | 31 | 20 | 11 | | 0 | 0 | 0 |
| 51 | ERIKA S. ASTLE | Max:30 | S2 | 05 | | 35 | 26 | 9 | | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 33.00 | | | | | | | | | | |
| LAN842 | LAN CLINC 8 2 | SM | 1 | 180 | 93 | | 93 | 32 | 61 | | 8 | 1 |
| 11 | SHEILA R. MCCORD | Max:30 | S2 | 01 | | 21 | 7 | 14 | | 2 | 0 | 2 |
| 21 | BENJAMIN S. TALBERT | Max:30 | S2 | 02 | | 9 | 2 | 7 | | 1 | 0 | 1 |
| 31 | TRACY L. BRENNAN | Max:30 | S2 | 03 | | 13 | 5 | 8 | | 2 | 0 | 2 |
| 41 | TRACY L. BRENNAN | Max:30 | S2 | 04 | | 13 | 4 | 9 | | 1 | 0 | 1 |
| 51 | SHEILA R. MCCORD | Max:30 | S2 | 05 | | 20 | 8 | 12 | | 1 | 1 | 0 |
| 62 | SHEILA R. MCCORD | Max:30 | S2 | 06 | | 17 | 6 | 11 | | 1 | 0 | 1 |
| Number of Sections: 6 | | Average Students Per Section: 15.50 | | | | | | | | | | |
| LAN852 | TITLE READ 8 2 | SM | 1 | 60 | 7 | | 7 | 1 | 6 | | 2 | 0 |
| 22 | BENJAMIN S. TALBERT | Max:30 | S2 | 02 | | 7 | 1 | 6 | | 2 | 0 | 2 |
| 52 | BENJAMIN S. TALBERT | Max:30 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 3.50 | | | | | | | | | | |
| MAT072 | TITLE MATH 2A | SM | 1 | 230 | 13 | | 13 | 5 | 8 | | 1 | 1 |
| 12 | BENJAMIN S. TALBERT | Max:30 | S2 | 01 | | 3 | 2 | 1 | | 1 | 1 | 0 |
| 42 | BENJAMIN S. TALBERT | Max:30 | S2 | 04 | | 5 | 2 | 3 | | 0 | 0 | 0 |
| 52 | BENJAMIN S. TALBERT | Max:35 | S2 | 05 | | 5 | 1 | 4 | | 0 | 0 | 0 |
| 62 | BENJAMIN S. TALBERT | Max:30 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 3.25 | | | | | | | | | | |
| MAT073 | TITLE MATH 2B | SM | 1 | 210 | 24 | | 24 | 12 | 12 | | 3 | 1 |
| 12 | BENJAMIN S. TALBERT | Max:30 | S2 | 01 | | 5 | 2 | 3 | | 3 | 1 | 2 |
| 42 | BENJAMIN S. TALBERT | Max:30 | S2 | 04 | | 4 | 2 | 2 | | 0 | 0 | 0 |
| 52 | BENJAMIN S. TALBERT | Max:30 | S2 | 05 | | 8 | 3 | 5 | | 0 | 0 | 0 |
| 62 | BENJAMIN S. TALBERT | Max:30 | S2 | 06 | | 7 | 5 | 2 | | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 6.00 | | | | | | | | | | |
| MAT081 | MATH FOUND 1B | SM | 1 | 150 | 55 | | 55 | 26 | 29 | | 5 | 4 |
| 11 | TRACY L. LASHER | Max:30 | S2 | 01 | | 11 | 4 | 7 | | 1 | 1 | 0 |
| 21 | TRACY L. LASHER | Max:30 | S2 | 02 | | 9 | 6 | 3 | | 0 | 0 | 0 |
| 31 | TRACY L. LASHER | Max:30 | S2 | 03 | | 13 | 6 | 7 | | 2 | 2 | 0 |
| 51 | TRACY L. LASHER | Max:30 | S2 | 05 | | 12 | 4 | 8 | | 1 | 0 | 1 |
| 61 | TRACY L. LASHER | Max:30 | S2 | 06 | | 10 | 6 | 4 | | 1 | 1 | 0 |

| | | EST | | NBR | | ----TOTALS---- | | | ---spec ed--- | | | |
|------------------------|----------------------|-------------------------------|-----|-----|-----|----------------|-------|-----|---------------|-----|-----|---|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| Number of Sections: 5 | | Average Students Per Section: | | | | | 11.00 | | | | | |
| MAT102 | MATH 102 | SM | 5 | 240 | 194 | 194 | 95 | 99 | 8 | 4 | 4 | |
| 11 | CHARLES G. THOMAS | Max:30 | S2 | 01 | | 28 | 16 | 12 | | 2 | 2 | 0 |
| 12 | JACOB LUONG | Max:30 | S2 | 01 | | 27 | 9 | 18 | | 3 | 1 | 2 |
| 21 | CHARLES G. THOMAS | Max:30 | S2 | 02 | | 30 | 13 | 17 | | 0 | 0 | 0 |
| 31 | CHARLES G. THOMAS | Max:30 | S2 | 03 | | 28 | 14 | 14 | | 1 | 0 | 1 |
| 32 | CHRISTINA N. GULLARD | Max:30 | S2 | 03 | | 25 | 13 | 12 | | 1 | 0 | 1 |
| 41 | CHARLES G. THOMAS | Max:30 | S2 | 04 | | 23 | 10 | 13 | | 1 | 1 | 0 |
| 51 | CHARLES G. THOMAS | Max:30 | S2 | 05 | | 17 | 11 | 6 | | 0 | 0 | 0 |
| 52 | CHRISTINA N. GULLARD | Max:30 | S2 | 05 | | 16 | 9 | 7 | | 0 | 0 | 0 |
| Number of Sections: 8 | | Average Students Per Section: | | | | | 24.25 | | | | | |
| MAT202 | MATH 202 | SM | 9 | 300 | 264 | 264 | 130 | 134 | 6 | 1 | 5 | |
| 11 | JAY R. MCGUFFIN | Max:30 | S2 | 01 | | 30 | 14 | 16 | | 1 | 0 | 1 |
| 21 | MICHELE L. ROCK | Max:30 | S2 | 02 | | 26 | 11 | 15 | | 0 | 0 | 0 |
| 22 | JAY R. MCGUFFIN | Max:30 | S2 | 02 | | 20 | 13 | 7 | | 0 | 0 | 0 |
| 31 | MICHELE L. ROCK | Max:30 | S2 | 03 | | 28 | 16 | 12 | | 2 | 0 | 2 |
| 41 | CHRISTINA N. GULLARD | Max:30 | S2 | 04 | | 28 | 11 | 17 | | 0 | 0 | 0 |
| 42 | MICHELE L. ROCK | Max:30 | S2 | 04 | | 28 | 11 | 17 | | 0 | 0 | 0 |
| 51 | JAY R. MCGUFFIN | Max:30 | S2 | 05 | | 27 | 15 | 12 | | 2 | 1 | 1 |
| 52 | MICHELE L. ROCK | Max:30 | S2 | 05 | | 24 | 14 | 10 | | 0 | 0 | 0 |
| 61 | CHRISTINA N. GULLARD | Max:30 | S2 | 06 | | 28 | 14 | 14 | | 0 | 0 | 0 |
| 62 | MICHELE L. ROCK | Max:30 | S2 | 06 | | 25 | 11 | 14 | | 1 | 0 | 1 |
| Number of Sections: 10 | | Average Students Per Section: | | | | | 26.40 | | | | | |
| MAT302 | MATH 302 | SM | 6 | 245 | 203 | 203 | 103 | 100 | 16 | 6 | 10 | |
| 11 | BRENDA M. LEWIS | Max:30 | S2 | 01 | | 31 | 10 | 21 | | 2 | 0 | 2 |
| 21 | JACOB LUONG | Max:30 | S2 | 02 | | 27 | 15 | 12 | | 3 | 2 | 1 |
| 22 | BRENDA M. LEWIS | Max:30 | S2 | 02 | | 31 | 15 | 16 | | 3 | 1 | 2 |
| 31 | JACOB LUONG | Max:30 | S2 | 03 | | 26 | 12 | 14 | | 0 | 0 | 0 |
| 32 | BRENDA M. LEWIS | Max:30 | S2 | 03 | | 27 | 14 | 13 | | 1 | 0 | 1 |
| 41 | BRENDA M. LEWIS | Max:30 | S2 | 04 | | 30 | 15 | 15 | | 4 | 1 | 3 |
| 61 | BRENDA M. LEWIS | Max:30 | S2 | 06 | | 31 | 22 | 9 | | 3 | 2 | 1 |
| ZZZ | PATRICIA A. ROGGOW | Max:35 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 8 | | Average Students Per Section: | | | | | 25.38 | | | | | |
| MAT402 | ALGEBRA 2 | SM | 5 | 150 | 131 | 131 | 76 | 55 | 0 | 0 | 0 | |
| 11 | KIRK R. JONASSON | Max:30 | S2 | 01 | | 29 | 12 | 17 | | 0 | 0 | 0 |
| 31 | KIRK R. JONASSON | Max:30 | S2 | 03 | | 23 | 17 | 6 | | 0 | 0 | 0 |
| 41 | KIRK R. JONASSON | Max:30 | S2 | 04 | | 25 | 17 | 8 | | 0 | 0 | 0 |
| 51 | JACOB LUONG | Max:30 | S2 | 05 | | 30 | 17 | 13 | | 0 | 0 | 0 |
| 61 | JACOB LUONG | Max:30 | S2 | 06 | | 24 | 13 | 11 | | 0 | 0 | 0 |
| Number of Sections: 5 | | Average Students Per Section: | | | | | 26.20 | | | | | |
| MAT502 | GEOMETRY 2 | SM | 2 | 60 | 55 | 55 | 36 | 19 | 0 | 0 | 0 | |
| 21 | KIRK R. JONASSON | Max:30 | S2 | 02 | | 30 | 23 | 7 | | 0 | 0 | 0 |
| 61 | KIRK R. JONASSON | Max:30 | S2 | 06 | | 25 | 13 | 12 | | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: | | | | | 27.50 | | | | | |
| MAT602 | ADV ALG/TRIG 2 | SM | 1 | 30 | 3 | 3 | 1 | 2 | 0 | 0 | 0 | |
| 00 | KIRK R. JONASSON | Max:30 | S2 | 06 | | 3 | 1 | 2 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 3.00 | | | | | |
| MUS622 | BAND 2 | SM | 2 | 110 | 42 | 42 | 21 | 21 | 3 | 1 | 2 | |
| 11 | J S. ALLEN | Max:30 | S2 | 01 | | 2 | 1 | 1 | | 1 | 0 | 1 |
| 61 | J S. ALLEN | Max:80 | S2 | 06 | | 40 | 20 | 20 | | 2 | 1 | 1 |
| Number of Sections: 2 | | Average Students Per Section: | | | | | 21.00 | | | | | |
| MUS631 | ORCHESTRA 1 | SM | 1 | 60 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 11 | JEANEE MAUCOTEL | Max:60 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 1.00 | | | | | |
| MUS722 | BAND 7 2 | SM | 2 | 75 | 48 | 48 | 25 | 23 | 0 | 0 | 0 | |
| 21 | J S. ALLEN | Max:75 | S2 | 02 | | 48 | 25 | 23 | | 0 | 0 | 0 |

| | | EST | | NBR | | ----TOTALS---- | | | ---spec ed--- | | |
|-----------------------|----------------------|------------------|--------|-----|-----|----------------|-----|-------|---------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 48.00 | | | |
| MUS732 | ORCHESTRA 7 2 | SM | 1 | 50 | 37 | 37 | 24 | 13 | 4 | 1 | 3 |
| 21 | JEANEE MAUCOTEL | | Max:50 | S2 | 02 | 37 | 24 | 13 | 4 | 1 | 3 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 37.00 | | | |
| MUS822 | BAND 8 2 | SM | 2 | 75 | 38 | 38 | 20 | 18 | 1 | 0 | 1 |
| 31 | J S. ALLEN | | Max:75 | S2 | 03 | 38 | 20 | 18 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 38.00 | | | |
| MUS832 | ORCHESTRA 8 2 | SM | 1 | 50 | 26 | 26 | 20 | 6 | 2 | 2 | 0 |
| 31 | JEANEE MAUCOTEL | | Max:50 | S2 | 03 | 26 | 20 | 6 | 2 | 2 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 26.00 | | | |
| PHY612 | PHYS ED 6B | SM | 2 | 216 | 191 | 191 | 89 | 102 | 11 | 3 | 8 |
| 11 | SONYA A. REMPFER | | Max:36 | S2 | 01 | 38 | 21 | 17 | 1 | 0 | 1 |
| 21 | KATHY A. CARNINO | | Max:36 | S2 | 02 | 32 | 16 | 16 | 2 | 2 | 0 |
| 31 | KATHY A. CARNINO | | Max:36 | S2 | 03 | 33 | 12 | 21 | 0 | 0 | 0 |
| 41 | RULON D. HERREN | | Max:36 | S2 | 04 | 28 | 16 | 12 | 2 | 1 | 1 |
| 51 | SONYA A. REMPFER | | Max:36 | S2 | 05 | 28 | 7 | 21 | 3 | 0 | 3 |
| 61 | RULON D. HERREN | | Max:36 | S2 | 06 | 32 | 17 | 15 | 3 | 0 | 3 |
| Number of Sections: 6 | | Average Students | | | | Per Section: | | 31.83 | | | |
| PHY712 | PHYS ED 7B | SM | 1 | 216 | 157 | 157 | 69 | 88 | 7 | 0 | 7 |
| 11 | PAUL A. PRATHER | | Max:36 | S2 | 01 | 36 | 18 | 18 | 1 | 0 | 1 |
| 21 | PAUL A. PRATHER | | Max:36 | S2 | 02 | 22 | 12 | 10 | 0 | 0 | 0 |
| 31 | RULON D. HERREN | | Max:36 | S2 | 03 | 32 | 12 | 20 | 1 | 0 | 1 |
| 41 | KATHY A. CARNINO | | Max:36 | S2 | 04 | 29 | 13 | 16 | 2 | 0 | 2 |
| 51 | PAUL A. PRATHER | | Max:36 | S2 | 05 | 14 | 8 | 6 | 1 | 0 | 1 |
| 61 | PAUL A. PRATHER | | Max:36 | S2 | 06 | 24 | 6 | 18 | 2 | 0 | 2 |
| Number of Sections: 6 | | Average Students | | | | Per Section: | | 26.17 | | | |
| PHY812 | PHYS ED 8B | SM | 1 | 246 | 175 | 174 | 86 | 88 | 12 | 4 | 8 |
| 11 | RULON D. HERREN | | Max:36 | S2 | 01 | 35 | 20 | 15 | 5 | 3 | 2 |
| 21 | RULON D. HERREN | | Max:36 | S2 | 02 | 27 | 12 | 15 | 0 | 0 | 0 |
| 31 | SONYA A. REMPFER | | Max:36 | S2 | 03 | 22 | 6 | 16 | 0 | 0 | 0 |
| 41 | PAUL A. PRATHER | | Max:36 | S2 | 04 | 30 | 15 | 15 | 2 | 0 | 2 |
| 51 | KATHY A. CARNINO | | Max:36 | S2 | 05 | 26 | 11 | 15 | 1 | 0 | 1 |
| 61 | SONYA A. REMPFER | | Max:36 | S2 | 06 | 34 | 22 | 12 | 4 | 1 | 3 |
| ZZZ | PATRICIA A. ROGGOW | | Max:30 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 7 | | Average Students | | | | Per Section: | | 24.86 | | | |
| SCI151 | BIOLOGY 2 | SM | 2 | 60 | 63 | 63 | 35 | 28 | 0 | 0 | 0 |
| 31 | DEBORAH L. ALLISON | | Max:30 | S2 | 03 | 31 | 17 | 14 | 0 | 0 | 0 |
| 41 | DEBORAH L. ALLISON | | Max:30 | S2 | 04 | 32 | 18 | 14 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 31.50 | | | |
| SCI204 | GEOLOGY | SM | 2 | 60 | 30 | 30 | 12 | 18 | 0 | 0 | 0 |
| 42 | DANIEL E. DIEFENDORF | | Max:30 | S2 | 04 | 30 | 12 | 18 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 30.00 | | | |
| SCI205 | SCIENCE LINKS | SM | 2 | 60 | 30 | 30 | 20 | 10 | 0 | 0 | 0 |
| 42 | JAMES J. DIEBAG | | Max:30 | S2 | 04 | 30 | 20 | 10 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 30.00 | | | |
| SCI602 | SCIENCE 6 2 | SM | 1 | 300 | 276 | 276 | 132 | 144 | 14 | 5 | 9 |
| 11 | THOMAS E. OLSON | | Max:30 | S2 | 01 | 31 | 15 | 16 | 0 | 0 | 0 |
| 31 | KRISTIN J. TODD | | Max:30 | S2 | 03 | 29 | 16 | 13 | 3 | 1 | 2 |
| 32 | THOMAS E. OLSON | | Max:30 | S2 | 03 | 31 | 16 | 15 | 1 | 1 | 0 |
| 41 | KRISTIN J. TODD | | Max:30 | S2 | 04 | 27 | 11 | 16 | 0 | 0 | 0 |
| 42 | THOMAS E. OLSON | | Max:30 | S2 | 04 | 29 | 13 | 16 | 4 | 1 | 3 |
| 51 | DEBORAH L. ALLISON | | Max:30 | S2 | 05 | 28 | 15 | 13 | 1 | 1 | 0 |
| 52 | KRISTIN J. TODD | | Max:30 | S2 | 05 | 23 | 9 | 14 | 1 | 1 | 0 |
| 53 | THOMAS E. OLSON | | Max:30 | S2 | 05 | 24 | 12 | 12 | 0 | 0 | 0 |
| 61 | DEBORAH L. ALLISON | | Max:30 | S2 | 06 | 27 | 11 | 16 | 1 | 0 | 1 |
| 62 | THOMAS E. OLSON | | Max:30 | S2 | 06 | 27 | 14 | 13 | 3 | 0 | 3 |

| | | | | EST | NBR | NBR | ----TOTALS---- | | | ---spec ed--- | | |
|---------------------|-----------------------|--------|-------------------------------------|-----|-----|-----|----------------|-----|-----|---------------|-----|--|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| Number of Sections: | | 10 | Average Students Per Section: 27.60 | | | | | | | | | |
| SCI702 | SCIENCE 7 2 | SM | 1 | 270 | 241 | 241 | 119 | 122 | 17 | 5 | 12 | |
| 11 | JAMES J. DIEBAG | Max:30 | S2 | 01 | 28 | 14 | 14 | 4 | 3 | 1 | | |
| 12 | KRISTIN J. TODD | Max:30 | S2 | 01 | 30 | 12 | 18 | 2 | 1 | 1 | | |
| 21 | JAMES J. DIEBAG | Max:30 | S2 | 02 | 22 | 12 | 10 | 0 | 0 | 0 | | |
| 31 | JAY R. MCGUFFIN | Max:30 | S2 | 03 | 26 | 14 | 12 | 0 | 0 | 0 | | |
| 32 | JAMES J. DIEBAG | Max:30 | S2 | 03 | 25 | 11 | 14 | 3 | 1 | 2 | | |
| 41 | JENNIFER D. MUSCOLO | Max:30 | S2 | 04 | 30 | 17 | 13 | 4 | 0 | 4 | | |
| 51 | JAMES J. DIEBAG | Max:30 | S2 | 05 | 27 | 14 | 13 | 2 | 0 | 2 | | |
| 61 | KRISTIN J. TODD | Max:30 | S2 | 06 | 26 | 14 | 12 | 1 | 0 | 1 | | |
| 62 | JAY R. MCGUFFIN | Max:30 | S2 | 06 | 27 | 11 | 16 | 1 | 0 | 1 | | |
| Number of Sections: | | 9 | Average Students Per Section: 26.78 | | | | | | | | | |
| SCI802 | SCIENCE 8 2 | SM | 1 | 240 | 232 | 232 | 131 | 101 | 22 | 9 | 13 | |
| 11 | JENNIFER D. MUSCOLO | Max:30 | S2 | 01 | 29 | 14 | 15 | 2 | 1 | 1 | | |
| 21 | JENNIFER D. MUSCOLO | Max:30 | S2 | 02 | 29 | 20 | 9 | 1 | 1 | 0 | | |
| 22 | DANIEL E. DIEFENDORF | Max:30 | S2 | 02 | 30 | 15 | 15 | 3 | 0 | 3 | | |
| 31 | DANIEL E. DIEFENDORF | Max:30 | S2 | 03 | 27 | 17 | 10 | 2 | 1 | 1 | | |
| 32 | JENNIFER D. MUSCOLO | Max:30 | S2 | 03 | 27 | 14 | 13 | 4 | 3 | 1 | | |
| 51 | DANIEL E. DIEFENDORF | Max:30 | S2 | 05 | 33 | 18 | 15 | 4 | 0 | 4 | | |
| 52 | JENNIFER D. MUSCOLO | Max:30 | S2 | 05 | 27 | 17 | 10 | 1 | 0 | 1 | | |
| 62 | DANIEL E. DIEFENDORF | Max:30 | S2 | 06 | 30 | 16 | 14 | 5 | 3 | 2 | | |
| Number of Sections: | | 8 | Average Students Per Section: 29.00 | | | | | | | | | |
| SOC602 | SOC STUDIES 6 2 | SM | 1 | 300 | 266 | 266 | 128 | 138 | 13 | 3 | 10 | |
| 11 | JULIE D. MORGAN | Max:30 | S2 | 01 | 29 | 17 | 12 | 1 | 1 | 0 | | |
| 21 | DAWN L. RASMUSSEN | Max:30 | S2 | 02 | 29 | 13 | 16 | 2 | 1 | 1 | | |
| 31 | DAWN L. RASMUSSEN | Max:30 | S2 | 03 | 31 | 11 | 20 | 2 | 0 | 2 | | |
| 32 | JULIE D. MORGAN | Max:30 | S2 | 03 | 30 | 14 | 16 | 2 | 0 | 2 | | |
| 41 | DAWN L. RASMUSSEN | Max:30 | S2 | 04 | 23 | 11 | 12 | 4 | 0 | 4 | | |
| 42 | JULIE D. MORGAN | Max:30 | S2 | 04 | 18 | 7 | 11 | 0 | 0 | 0 | | |
| 51 | DAWN L. RASMUSSEN | Max:30 | S2 | 05 | 27 | 13 | 14 | 0 | 0 | 0 | | |
| 52 | JULIE D. MORGAN | Max:30 | S2 | 05 | 24 | 13 | 11 | 0 | 0 | 0 | | |
| 61 | DAWN L. RASMUSSEN | Max:30 | S2 | 06 | 25 | 17 | 8 | 1 | 1 | 0 | | |
| 62 | JULIE D. MORGAN | Max:30 | S2 | 06 | 30 | 12 | 18 | 1 | 0 | 1 | | |
| Number of Sections: | | 10 | Average Students Per Section: 26.60 | | | | | | | | | |
| SOC701 | WA STATE HIST 7 | SM | 1 | 300 | 285 | 285 | 137 | 148 | 19 | 5 | 14 | |
| 11 | ROBIN K. LIGHT | Max:30 | S2 | 01 | 29 | 11 | 18 | 4 | 1 | 3 | | |
| 21 | CHRISTINE A. LUDWIGSO | Max:30 | S2 | 02 | 25 | 9 | 16 | 2 | 0 | 2 | | |
| 22 | ROBIN K. LIGHT | Max:30 | S2 | 02 | 25 | 9 | 16 | 1 | 0 | 1 | | |
| 31 | CHRISTINE A. LUDWIGSO | Max:30 | S2 | 03 | 29 | 15 | 14 | 3 | 1 | 2 | | |
| 41 | CHRISTINE A. LUDWIGSO | Max:30 | S2 | 04 | 30 | 17 | 13 | 0 | 0 | 0 | | |
| 42 | ROBIN K. LIGHT | Max:30 | S2 | 04 | 28 | 16 | 12 | 0 | 0 | 0 | | |
| 51 | ROBIN K. LIGHT | Max:30 | S2 | 05 | 28 | 15 | 13 | 1 | 1 | 0 | | |
| 52 | CHRISTINE A. LUDWIGSO | Max:30 | S2 | 05 | 30 | 16 | 14 | 1 | 0 | 1 | | |
| 61 | ROBIN K. LIGHT | Max:30 | S2 | 06 | 31 | 16 | 15 | 3 | 1 | 2 | | |
| 62 | CHRISTINE A. LUDWIGSO | Max:30 | S2 | 06 | 30 | 13 | 17 | 4 | 1 | 3 | | |
| Number of Sections: | | 10 | Average Students Per Section: 28.50 | | | | | | | | | |
| SOC802 | US HISTORY 8 2 | SM | 1 | 300 | 311 | 311 | 173 | 138 | 25 | 9 | 16 | |
| 11 | RYAN M. DUNHAM | Max:30 | S2 | 01 | 32 | 19 | 13 | 3 | 1 | 2 | | |
| 12 | PAUL C. FURTH | Max:30 | S2 | 01 | 31 | 14 | 17 | 4 | 1 | 3 | | |
| 21 | RYAN M. DUNHAM | Max:30 | S2 | 02 | 32 | 22 | 10 | 0 | 0 | 0 | | |
| 31 | PAUL C. FURTH | Max:30 | S2 | 03 | 32 | 16 | 16 | 3 | 0 | 3 | | |
| 41 | PAUL C. FURTH | Max:30 | S2 | 04 | 31 | 21 | 10 | 4 | 3 | 1 | | |
| 42 | RYAN M. DUNHAM | Max:30 | S2 | 04 | 31 | 17 | 14 | 4 | 2 | 2 | | |
| 51 | PAUL C. FURTH | Max:30 | S2 | 05 | 30 | 16 | 14 | 4 | 0 | 4 | | |
| 52 | RYAN M. DUNHAM | Max:30 | S2 | 05 | 28 | 16 | 12 | 3 | 2 | 1 | | |
| 61 | PAUL C. FURTH | Max:30 | S2 | 06 | 31 | 14 | 17 | 0 | 0 | 0 | | |

TITLE FOR TOTAL

| TOTALS GROUP | TOTAL | FEMALE | MALE |
|--------------|-------|--------|------|
| GRAND TOTALS | 5530 | 2807 | 2723 |
| spec ed | 423 | 140 | 283 |

***** End of report *****

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|------------------|-------------------------------------|-----|--------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| ART109 | PAINTING | SM | | 4 | 150 | 60 | 60 | 31 | 29 | 13 | 9 | 4 |
| 12 | KENNY L. WHITE | | | Max:30 | S2 | 02 | 30 | 15 | 15 | 6 | 3 | 3 |
| 13 | KENNY L. WHITE | | | Max:30 | S2 | 03 | 30 | 16 | 14 | 7 | 6 | 1 |
| Number of Sections: 2 | | Average Students Per Section: 30.00 | | | | | | | | | | |
| ART110 | CERAMICS | SM | | 1 | 156 | 67 | 67 | 40 | 27 | 8 | 6 | 2 |
| 14 | KENNY L. WHITE | | | Max:13 | S2 | 04 | 14 | 9 | 5 | 3 | 3 | 0 |
| 15 | KENNY L. WHITE | | | Max:26 | S2 | 05 | 27 | 18 | 9 | 3 | 2 | 1 |
| 16 | KENNY L. WHITE | | | Max:27 | S2 | 06 | 26 | 13 | 13 | 2 | 1 | 1 |
| Number of Sections: 3 | | Average Students Per Section: 22.33 | | | | | | | | | | |
| ART111 | ADV CERAMICS | SM | | 1 | 23 | 24 | 24 | 17 | 7 | 2 | 2 | 0 |
| 04 | KENNY L. WHITE | | | Max:17 | S2 | 04 | 18 | 13 | 5 | 1 | 1 | 0 |
| 05 | KENNY L. WHITE | | | Max:3 | S2 | 05 | 3 | 1 | 2 | 1 | 1 | 0 |
| 06 | KENNY L. WHITE | | | Max:3 | S2 | 06 | 3 | 3 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 8.00 | | | | | | | | | | |
| ART115 | TECH THEATRE 2 | SM | | 1 | 30 | 27 | 27 | 14 | 13 | 6 | 1 | 5 |
| 06 | WARREN D. KERR | | | Max:30 | S2 | 06 | 27 | 14 | 13 | 6 | 1 | 5 |
| Number of Sections: 1 | | Average Students Per Section: 27.00 | | | | | | | | | | |
| ART117 | INTR CHLD THEA2 | SM | | 1 | 3 | 2 | 2 | 0 | 2 | 1 | 0 | 1 |
| 05 | WARREN D. KERR | | | Max:3 | S2 | 05 | 2 | 0 | 2 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 2.00 | | | | | | | | | | |
| ART122 | ACTING 2 | SM | | 1 | 26 | 11 | 11 | 9 | 2 | 2 | 0 | 2 |
| 05 | WARREN D. KERR | | | Max:26 | S2 | 05 | 11 | 9 | 2 | 2 | 0 | 2 |
| Number of Sections: 1 | | Average Students Per Section: 11.00 | | | | | | | | | | |
| ART124 | ACTING 4 | SM | | 1 | 4 | 2 | 2 | 0 | 2 | 0 | 0 | 0 |
| 05 | WARREN D. KERR | | | Max:4 | S2 | 05 | 2 | 0 | 2 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 2.00 | | | | | | | | | | |
| ART126 | ACTING 6 | SM | | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| 05 | WARREN D. KERR | | | Max:1 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 1.00 | | | | | | | | | | |
| ART128 | ACTING 8 | SM | | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| 05 | WARREN D. KERR | | | Max:1 | S2 | 05 | 1 | 0 | 1 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 1.00 | | | | | | | | | | |
| CTE002 | HORT SCIENCE 2 | SM | | 2 | 60 | 56 | 56 | 23 | 33 | 10 | 4 | 6 |
| 05 | RONDA D. KURKA | | | Max:30 | S2 | 05 | 27 | 11 | 16 | 2 | 1 | 1 |
| 06 | RONDA D. KURKA | | | Max:30 | S2 | 06 | 29 | 12 | 17 | 8 | 3 | 5 |
| Number of Sections: 2 | | Average Students Per Section: 28.00 | | | | | | | | | | |
| CTE012 | BIOLOGY 2 | SM | | 1 | 90 | 65 | 65 | 22 | 43 | 4 | 1 | 3 |
| 21 | RONDA D. KURKA | | | Max:30 | S2 | 01 | 24 | 8 | 16 | 2 | 1 | 1 |
| 22 | RONDA D. KURKA | | | Max:30 | S2 | 02 | 23 | 10 | 13 | 0 | 0 | 0 |
| 23 | RONDA D. KURKA | | | Max:30 | S2 | 03 | 18 | 4 | 14 | 2 | 0 | 2 |
| Number of Sections: 3 | | Average Students Per Section: 21.67 | | | | | | | | | | |
| CTE118 | MATH BUS PRFIN2 | SM | | 2 | 30 | 23 | 23 | 17 | 6 | 0 | 0 | 0 |
| 01 | REBECCA L. KEEFE | | | Max:30 | S2 | 01 | 23 | 17 | 6 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 23.00 | | | | | | | | | | |
| CTE135 | DIGITOOLS | SM | | 1 | 60 | 54 | 54 | 17 | 37 | 16 | 3 | 13 |
| 02 | REBECCA L. KEEFE | | | Max:30 | S2 | 02 | 26 | 7 | 19 | 8 | 1 | 7 |
| 03 | REBECCA L. KEEFE | | | Max:30 | S2 | 03 | 28 | 10 | 18 | 8 | 2 | 6 |
| Number of Sections: 2 | | Average Students Per Section: 27.00 | | | | | | | | | | |
| CTE170 | MARKETG/DECA 1 | SM | | 3 | 27 | 2 | 2 | 1 | 1 | 1 | 1 | 0 |
| 03 | LORI D. JACOBS | | | Max:2 | S2 | 03 | 2 | 1 | 1 | 1 | 1 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 2.00 | | | | | | | | | | |
| CTE171 | MARKETG/DECA 2 | SM | | 3 | 30 | 26 | 26 | 17 | 9 | 3 | 2 | 1 |
| 06 | LORI D. JACOBS | | | Max:30 | S2 | 06 | 26 | 17 | 9 | 3 | 2 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 26.00 | | | | | | | | | | |
| CTE176 | MKT PMGMT DECA4 | SM | | 1 | 17 | 17 | 17 | 13 | 4 | 0 | 0 | 0 |
| 01 | LORI D. JACOBS | | | Max:17 | S2 | 01 | 17 | 13 | 4 | 0 | 0 | 0 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|---------------------|-------------------|--------|------------------|-----|----------------|--------------|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 17.00 | | | |
| CTE178 | SPTS & ENT MGMT | SM | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 01 | LORI D. JACOBS | Max:8 | S2 | 06 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 0.00 | | | |
| CTE181 | MKT BUS ADMIN | 2 SM | 1 | 5 | 2 | 2 | 2 | 0 | 0 | 0 | 0 |
| 01 | LORI D. JACOBS | Max:5 | S2 | 01 | | 2 | 2 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 2.00 | | | |
| CTE183 | STORE RETL OP | 2 SM | 1 | 28 | 30 | 30 | 20 | 10 | 5 | 4 | 1 |
| 04 | LORI D. JACOBS | Max:28 | S2 | 04 | | 30 | 20 | 10 | 5 | 4 | 1 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 30.00 | | | |
| CTE185 | STOR OP SM BSN2 | SM | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 04 | LORI D. JACOBS | Max:5 | S2 | 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 0.00 | | | |
| CTE188 | BSN MKT FN DECA | SM | 1 | 120 | 50 | 50 | 23 | 27 | 3 | 0 | 3 |
| 12 | LORI D. JACOBS | Max:30 | S2 | 02 | | 29 | 15 | 14 | 1 | 0 | 1 |
| 13 | LORI D. JACOBS | Max:30 | S2 | 03 | | 21 | 8 | 13 | 2 | 0 | 2 |
| Number of Sections: | | 2 | Average Students | | | Per Section: | | 25.00 | | | |
| CTE202 | TEACHING ACAD | 2 SM | 2 | 30 | 4 | 4 | 3 | 1 | 1 | 1 | 0 |
| 06 | LINDA K. MORRIS | Max:30 | S2 | 06 | | 4 | 3 | 1 | 1 | 1 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 4.00 | | | |
| CTE211 | CAREER W/CHILD | 1 SM | 2 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 | LINDA K. MORRIS | Max:10 | S2 | 06 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 0.00 | | | |
| CTE212 | CAREER W/CHILD | 2 SM | 2 | 26 | 24 | 24 | 24 | 0 | 5 | 5 | 0 |
| 13 | LINDA K. MORRIS | Max:26 | S2 | 03 | | 24 | 24 | 0 | 5 | 5 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 24.00 | | | |
| CTE214 | CAREER W/CHILD | 4 SM | 1 | 6 | 3 | 3 | 3 | 0 | 0 | 0 | 0 |
| 03 | LINDA K. MORRIS | Max:5 | S2 | 03 | | 3 | 3 | 0 | 0 | 0 | 0 |
| IND | LINDA K. MORRIS | Max:1 | S2 | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 2 | Average Students | | | Per Section: | | 1.50 | | | |
| CTE225 | FSHN APP DESGN | 1 SM | 2 | 52 | 49 | 49 | 48 | 1 | 7 | 7 | 0 |
| 02 | LINDA K. MORRIS | Max:26 | S2 | 02 | | 23 | 22 | 1 | 5 | 5 | 0 |
| 05 | LINDA K. MORRIS | Max:26 | S2 | 05 | | 26 | 26 | 0 | 2 | 2 | 0 |
| Number of Sections: | | 2 | Average Students | | | Per Section: | | 24.50 | | | |
| CTE226 | FSHN APP DESGN | 2 SM | 1 | 8 | 7 | 7 | 6 | 1 | 1 | 1 | 0 |
| 02 | LINDA K. MORRIS | Max:4 | S2 | 02 | | 2 | 2 | 0 | 1 | 1 | 0 |
| 05 | LINDA K. MORRIS | Max:4 | S2 | 05 | | 5 | 4 | 1 | 0 | 0 | 0 |
| Number of Sections: | | 2 | Average Students | | | Per Section: | | 3.50 | | | |
| CTE245 | INTERIOR DESIGN | SM | 1 | 60 | 26 | 26 | 24 | 2 | 3 | 3 | 0 |
| 11 | LINDA K. MORRIS | Max:30 | S2 | 01 | | 26 | 24 | 2 | 3 | 3 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 26.00 | | | |
| CTE250 | NUTRTN WELLNESS | SM | 1 | 60 | 29 | 29 | 19 | 10 | 5 | 3 | 2 |
| 11 | CINDY L. PRATT | Max:30 | S2 | 01 | | 29 | 19 | 10 | 5 | 3 | 2 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 29.00 | | | |
| CTE266 | COSMETOLOGY | 2 SM | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 01 | REBECCA L. KEEFE | Max:5 | S2 | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | 0.00 | | | |
| CTE303 | HEALTH CTE | SM | 12 | 240 | 111 | 111 | 51 | 60 | 12 | 6 | 6 |
| 12 | CINDY L. PRATT | Max:30 | S2 | 02 | | 27 | 11 | 16 | 0 | 0 | 0 |
| 14 | CINDY L. PRATT | Max:30 | S2 | 04 | | 28 | 11 | 17 | 2 | 0 | 2 |
| 15 | CINDY L. PRATT | Max:30 | S2 | 05 | | 26 | 14 | 12 | 5 | 4 | 1 |
| 16 | CINDY L. PRATT | Max:30 | S2 | 06 | | 30 | 15 | 15 | 5 | 2 | 3 |
| Number of Sections: | | 4 | Average Students | | | Per Section: | | 27.75 | | | |
| CTE304 | PREVENTIVE MED | SM | 2 | 60 | 26 | 26 | 16 | 10 | 2 | 1 | 1 |
| 15 | KRISTA R. PARSONS | Max:30 | S2 | 05 | | 26 | 16 | 10 | 2 | 1 | 1 |

| | | EST | | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|-----------------------|------------------|--------|-----|-----|----------------|-----|-------|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 26.00 | | | |
| CTE306 | ANATOMY/PHYS 2 | SM | 3 | 60 | 35 | 35 | 26 | 9 | 0 | 0 | 0 |
| 02 | KRISTA R. PARSONS | | Max:30 | S2 | 02 | 17 | 12 | 5 | 0 | 0 | 0 |
| 03 | KRISTA R. PARSONS | | Max:30 | S2 | 03 | 18 | 14 | 4 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 17.50 | | | |
| CTE308 | SPORTS MED 2 | SM | 1 | 19 | 14 | 14 | 10 | 4 | 0 | 0 | 0 |
| 06 | KRISTA R. PARSONS | | Max:19 | S2 | 06 | 14 | 10 | 4 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 14.00 | | | |
| CTE312 | ADVSports MED 2 | SM | 3 | 11 | 10 | 10 | 8 | 2 | 0 | 0 | 0 |
| 06 | KRISTA R. PARSONS | | Max:11 | S2 | 06 | 10 | 8 | 2 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 10.00 | | | |
| CTE332 | CULINARY ARTS | SM | 4 | 127 | 131 | 131 | 63 | 68 | 40 | 16 | 24 |
| 01 | MARCI J. KILLIAN | | Max:26 | S2 | 01 | 26 | 16 | 10 | 7 | 5 | 2 |
| 02 | MARCI J. KILLIAN | | Max:26 | S2 | 02 | 27 | 9 | 18 | 9 | 3 | 6 |
| 03 | MARCI J. KILLIAN | | Max:25 | S2 | 03 | 26 | 15 | 11 | 8 | 4 | 4 |
| 04 | MARCI J. KILLIAN | | Max:20 | S2 | 04 | 22 | 13 | 9 | 5 | 4 | 1 |
| 05 | MARCI J. KILLIAN | | Max:30 | S2 | 05 | 30 | 10 | 20 | 11 | 0 | 11 |
| Number of Sections: 5 | | Average Students | | | | Per Section: | | 26.20 | | | |
| CTE334 | ADV CULNY ART 2 | SM | 3 | 13 | 10 | 10 | 4 | 6 | 4 | 2 | 2 |
| 01 | MARCI J. KILLIAN | | Max:3 | S2 | 01 | 1 | 1 | 0 | 1 | 1 | 0 |
| 02 | MARCI J. KILLIAN | | Max:6 | S2 | 02 | 5 | 1 | 4 | 2 | 1 | 1 |
| 03 | MARCI J. KILLIAN | | Max:4 | S2 | 03 | 4 | 2 | 2 | 1 | 0 | 1 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | 3.33 | | | |
| CTE351 | JEWL METLSCULP1 | SM | 6 | 214 | 76 | 76 | 35 | 41 | 5 | 1 | 4 |
| 11 | CHRISTOPHER G. TELFOR | | Max:26 | S2 | 01 | 23 | 8 | 15 | 2 | 0 | 2 |
| 14 | CHRISTOPHER G. TELFOR | | Max:27 | S2 | 04 | 26 | 13 | 13 | 1 | 1 | 0 |
| 15 | CHRISTOPHER G. TELFOR | | Max:27 | S2 | 05 | 27 | 14 | 13 | 2 | 0 | 2 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | 25.33 | | | |
| CTE352 | JEWL METLSCULP2 | SM | 2 | 52 | 39 | 39 | 13 | 26 | 8 | 3 | 5 |
| 02 | CHRISTOPHER G. TELFOR | | Max:26 | S2 | 02 | 19 | 8 | 11 | 5 | 1 | 4 |
| 06 | CHRISTOPHER G. TELFOR | | Max:26 | S2 | 06 | 20 | 5 | 15 | 3 | 2 | 1 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 19.50 | | | |
| CTE355 | JEWL METLSCULCS | SM | 4 | 10 | 6 | 6 | 1 | 5 | 1 | 1 | 0 |
| 05 | CHRISTOPHER G. TELFOR | | Max:1 | S2 | 05 | 1 | 0 | 1 | 0 | 0 | 0 |
| 06 | CHRISTOPHER G. TELFOR | | Max:1 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 |
| 07 | CHRISTOPHER G. TELFOR | | Max:1 | S2 | 02 | 3 | 1 | 2 | 1 | 1 | 0 |
| 11 | CHRISTOPHER G. TELFOR | | Max:2 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | CHRISTOPHER G. TELFOR | | Max:2 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 |
| Number of Sections: 5 | | Average Students | | | | Per Section: | | 1.20 | | | |
| CTE361 | VIS COM 1 | SM | 4 | 120 | 47 | 47 | 23 | 24 | 2 | 0 | 2 |
| 11 | THOMAS J. KAUP | | Max:24 | S2 | 01 | 24 | 11 | 13 | 2 | 0 | 2 |
| 12 | THOMAS J. KAUP | | Max:24 | S2 | 02 | 23 | 12 | 11 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 23.50 | | | |
| CTE362 | VIS COM 2 | SM | 2 | 24 | 16 | 16 | 3 | 13 | 0 | 0 | 0 |
| 06 | THOMAS J. KAUP | | Max:24 | S2 | 06 | 16 | 3 | 13 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 16.00 | | | |
| CTE366 | VIS COM CS 2 | SM | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 01 | THOMAS J. KAUP | | Max:1 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 0.00 | | | |
| CTE371 | DRAWING 1 | SM | 4 | 148 | 57 | 57 | 20 | 37 | 9 | 2 | 7 |
| 13 | DIANE J. SARR | | Max:28 | S2 | 03 | 26 | 9 | 17 | 5 | 2 | 3 |
| 15 | DIANE J. SARR | | Max:30 | S2 | 05 | 31 | 11 | 20 | 4 | 0 | 4 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 28.50 | | | |
| CTE372 | DRAWING 2 | SM | 1 | 30 | 24 | 24 | 15 | 9 | 5 | 2 | 3 |
| 04 | DIANE J. SARR | | Max:30 | S2 | 04 | 24 | 15 | 9 | 5 | 2 | 3 |

| | | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|-----------------------|------|--------|-------------------------------|-----|-----|----------------|-------|-----|----------------|-----|--|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 24.00 | | | | |
| CTE374 | AP STUDIO ART 2 | SM | 1 | 30 | 8 | 8 | 4 | 4 | 1 | 1 | 0 | |
| 01 | DIANE J. SARR | | Max:30 | S2 | 01 | 8 | 4 | 4 | 1 | 1 | 0 | |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 8.00 | | | | |
| CTE376 | GRAPHIC DES 2 | SM | 1 | 14 | 5 | 5 | 3 | 2 | 1 | 0 | 1 | |
| 01 | DIANE J. SARR | | Max:14 | S2 | 01 | 5 | 3 | 2 | 1 | 0 | 1 | |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 5.00 | | | | |
| CTE382 | ELECTRONICS 2 | SM | 3 | 48 | 39 | 39 | 2 | 37 | 2 | 0 | 2 | |
| 03 | CHRISTOPHER E. ZAWISL | | Max:24 | S2 | 03 | 21 | 0 | 21 | 0 | 0 | 0 | |
| 04 | CHRISTOPHER E. ZAWISL | | Max:24 | S2 | 04 | 18 | 2 | 16 | 2 | 0 | 2 | |
| Number of Sections: 2 | | | | Average Students Per Section: | | | | 19.50 | | | | |
| CTE384 | ELECTRONICS 4 | SM | 3 | 24 | 8 | 8 | 1 | 7 | 0 | 0 | 0 | |
| 02 | CHRISTOPHER E. ZAWISL | | Max:24 | S2 | 02 | 8 | 1 | 7 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 8.00 | | | | |
| CTE390 | ROBOTICS TECH 2 | SM | 1 | 24 | 24 | 24 | 2 | 22 | 4 | 0 | 4 | |
| 06 | CHRISTOPHER E. ZAWISL | | Max:24 | S2 | 06 | 24 | 2 | 22 | 4 | 0 | 4 | |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 24.00 | | | | |
| CTE396 | AEROSPACE ASM 2 | SM | 1 | 33 | 21 | 21 | 1 | 20 | 6 | 0 | 6 | |
| 01 | RONALD L. CUGHAN | | Max:24 | S2 | 01 | 12 | 1 | 11 | 3 | 0 | 3 | |
| 02 | RONALD L. CUGHAN | | Max:9 | S2 | 02 | 9 | 0 | 9 | 3 | 0 | 3 | |
| Number of Sections: 2 | | | | Average Students Per Section: | | | | 10.50 | | | | |
| CTE401 | ENGN DES ARCH 1 | SM | 1 | 72 | 22 | 22 | 4 | 18 | 0 | 0 | 0 | |
| 15 | RONALD L. CUGHAN | | Max:24 | S2 | 05 | 22 | 4 | 18 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 22.00 | | | | |
| CTE402 | ENGN DES ARCH 2 | SM | 1 | 24 | 21 | 21 | 6 | 15 | 1 | 1 | 0 | |
| 06 | RONALD L. CUGHAN | | Max:24 | S2 | 06 | 21 | 6 | 15 | 1 | 1 | 0 | |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 21.00 | | | | |
| CTE412 | COMP SYS ENG 2 | SM | 2 | 25 | 19 | 19 | 0 | 19 | 1 | 0 | 1 | |
| 02 | CHRISTOPHER E. ZAWISL | | Max:1 | S2 | 07 | 1 | 0 | 1 | 0 | 0 | 0 | |
| 05 | CHRISTOPHER E. ZAWISL | | Max:24 | S2 | 05 | 18 | 0 | 18 | 1 | 0 | 1 | |
| Number of Sections: 2 | | | | Average Students Per Section: | | | | 9.50 | | | | |
| CTE422 | SMALL GAS ENG 2 | SM | 2 | 43 | 35 | 35 | 4 | 31 | 5 | 1 | 4 | |
| 03 | FRED A. DONALDSON | | Max:27 | S2 | 03 | 24 | 3 | 21 | 4 | 0 | 4 | |
| 04 | FRED A. DONALDSON | | Max:16 | S2 | 04 | 11 | 1 | 10 | 1 | 1 | 0 | |
| Number of Sections: 2 | | | | Average Students Per Section: | | | | 17.50 | | | | |
| CTE426 | AUTO TECH 2 | SM | 4 | 52 | 40 | 40 | 4 | 36 | 5 | 0 | 5 | |
| 01 | FRED A. DONALDSON | | Max:25 | S2 | 01 | 14 | 2 | 12 | 1 | 0 | 1 | |
| 05 | FRED A. DONALDSON | | Max:17 | S2 | 05 | 19 | 2 | 17 | 1 | 0 | 1 | |
| SE1 | FRED A. DONALDSON | | Max:5 | S2 | 01 | 3 | 0 | 3 | 2 | 0 | 2 | |
| SE5 | FRED A. DONALDSON | | Max:5 | S2 | 05 | 4 | 0 | 4 | 1 | 0 | 1 | |
| Number of Sections: 4 | | | | Average Students Per Section: | | | | 10.00 | | | | |
| CTE428 | ADV AUTO TECH 2 | SM | 3 | 3 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | |
| 01 | FRED A. DONALDSON | | Max:2 | S2 | 04 | 2 | 0 | 2 | 0 | 0 | 0 | |
| 02 | FRED A. DONALDSON | | Max:1 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of Sections: 2 | | | | Average Students Per Section: | | | | 1.00 | | | | |
| CTE430 | ADV AUTO TECH 4 | SM | 2 | 2 | 2 | 2 | 0 | 2 | 0 | 0 | 0 | |
| 02 | FRED A. DONALDSON | | Max:2 | S2 | 01 | 2 | 0 | 2 | 0 | 0 | 0 | |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 2.00 | | | | |
| CTE444 | WELDING 2 | SM | 2 | 38 | 25 | 25 | 4 | 21 | 5 | 1 | 4 | |
| 02 | RONALD L. CUGHAN | | Max:14 | S2 | 02 | 12 | 1 | 11 | 1 | 0 | 1 | |
| 03 | RONALD L. CUGHAN | | Max:24 | S2 | 03 | 13 | 3 | 10 | 4 | 1 | 3 | |
| Number of Sections: 2 | | | | Average Students Per Section: | | | | 12.50 | | | | |
| CTE455 | WOODWRK DESGN 1 | SM | 6 | 99 | 23 | 23 | 4 | 19 | 2 | 0 | 2 | |
| 12 | LEWIS J. KELIHER | | Max:23 | S2 | 02 | 23 | 4 | 19 | 2 | 0 | 2 | |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 23.00 | | | | |
| CTE456 | WOODWRK DESGN 2 | SM | 3 | 59 | 55 | 55 | 11 | 44 | 6 | 0 | 6 | |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | | | |
|-----------------------|------------------|------------------|-----|-----|----------------|-----|-------|----------------|-----|-----|-----|---|---|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 01 | LEWIS J. KELIHER | Max:20 | S2 | 01 | | 19 | 3 | 16 | | 3 | 0 | 3 | |
| 04 | LEWIS J. KELIHER | Max:20 | S2 | 04 | | 19 | 5 | 14 | | 2 | 0 | 2 | |
| 06 | LEWIS J. KELIHER | Max:19 | S2 | 06 | | 17 | 3 | 14 | | 1 | 0 | 1 | |
| Number of Sections: 3 | | Average Students | | | Per Section: | | 18.33 | | | | | | |
| CTE458 | WOODWRK DESGN 4 | SM | 1 | 35 | 35 | | 35 | 10 | 25 | | 6 | 1 | 5 |
| 01 | LEWIS J. KELIHER | Max:2 | S2 | 01 | | 2 | 1 | 1 | | 0 | 0 | 0 | |
| 02 | LEWIS J. KELIHER | Max:1 | S2 | 02 | | 3 | 2 | 1 | | 0 | 0 | 0 | |
| 04 | LEWIS J. KELIHER | Max:4 | S2 | 04 | | 4 | 1 | 3 | | 1 | 0 | 1 | |
| 05 | LEWIS J. KELIHER | Max:23 | S2 | 05 | | 21 | 5 | 16 | | 5 | 1 | 4 | |
| 06 | LEWIS J. KELIHER | Max:5 | S2 | 06 | | 5 | 1 | 4 | | 0 | 0 | 0 | |
| Number of Sections: 5 | | Average Students | | | Per Section: | | 7.00 | | | | | | |
| CTE462 | WOODWRK DESGN 6 | SM | 5 | 19 | 17 | | 17 | 3 | 14 | | 0 | 0 | 0 |
| 01 | LEWIS J. KELIHER | Max:4 | S2 | 01 | | 2 | 1 | 1 | | 0 | 0 | 0 | |
| 04 | LEWIS J. KELIHER | Max:5 | S2 | 04 | | 5 | 1 | 4 | | 0 | 0 | 0 | |
| 05 | LEWIS J. KELIHER | Max:5 | S2 | 05 | | 5 | 0 | 5 | | 0 | 0 | 0 | |
| 06 | LEWIS J. KELIHER | Max:5 | S2 | 06 | | 5 | 1 | 4 | | 0 | 0 | 0 | |
| Number of Sections: 4 | | Average Students | | | Per Section: | | 4.25 | | | | | | |
| CTE466 | YEARBOOK 2 | SM | 1 | 24 | 18 | | 18 | 9 | 9 | | 0 | 0 | 0 |
| 04 | THOMAS J. KAUP | Max:24 | S2 | 04 | | 18 | 9 | 9 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 18.00 | | | | | | |
| CTE470 | WBL GENERIC | SM | 1 | 200 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 14 | REBECCA L. KEEFE | Max:100 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 0.00 | | | | | | |
| CTE472 | WBL AUTOMOTIVE | SM | 1 | 20 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 02 | REBECCA L. KEEFE | Max:10 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 0.00 | | | | | | |
| CTE473 | WBL BUS ED | SM | 1 | 60 | 1 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 02 | REBECCA L. KEEFE | Max:30 | S2 | 07 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 1.00 | | | | | | |
| CTE474 | WBL CAREERS ED | SM | 1 | 30 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 02 | REBECCA L. KEEFE | Max:30 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 0.00 | | | | | | |
| CTE477 | WBL CULNY ARTS | SM | 1 | 60 | 3 | | 3 | 1 | 2 | | 0 | 0 | 0 |
| 02 | REBECCA L. KEEFE | Max:30 | S2 | 07 | | 3 | 1 | 2 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 3.00 | | | | | | |
| CTE480 | WBL FAM CONS SC | SM | 1 | 60 | 4 | | 4 | 3 | 1 | | 0 | 0 | 0 |
| 02 | REBECCA L. KEEFE | Max:30 | S2 | 07 | | 4 | 3 | 1 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 4.00 | | | | | | |
| CTE484 | WBL MARKETING | SM | 1 | 60 | 2 | | 2 | 2 | 0 | | 0 | 0 | 0 |
| 14 | REBECCA L. KEEFE | Max:30 | S2 | 07 | | 2 | 2 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 2.00 | | | | | | |
| CTE485 | WBL METALS MFG | SM | 1 | 60 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 14 | REBECCA L. KEEFE | Max:30 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 0.00 | | | | | | |
| CTE487 | WBL SPORTS MED | SM | 1 | 10 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 02 | REBECCA L. KEEFE | Max:5 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 0.00 | | | | | | |
| CTE490 | WBL CAR CHOICES | SM | 1 | 60 | 11 | | 11 | 6 | 5 | | 0 | 0 | 0 |
| 02 | REBECCA L. KEEFE | Max:30 | S2 | 07 | | 11 | 6 | 5 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 11.00 | | | | | | |
| CTE515 | NEWSPAPER 2 | SM | 1 | 10 | 12 | | 12 | 7 | 5 | | 0 | 0 | 0 |
| 05 | THOMAS J. KAUP | Max:10 | S2 | 05 | | 12 | 7 | 5 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 12.00 | | | | | | |
| ELL121 | ELL STDY SKILL2 | SM | 1 | 30 | 31 | | 31 | 15 | 16 | | 3 | 2 | 1 |
| 06 | NECIA L. HANSEN | Max:30 | S2 | 06 | | 31 | 15 | 16 | | 3 | 2 | 1 | |

| | | EST | NBR | NBR | ---TOTALS--- | | | --Special Ed-- | | | |
|---------------------|---------------------|------|------------------|-----|--------------|--------------|-----|----------------|-------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 31.00 | | |
| ELL202 | ELL LAN ART 2B | SM | 1 | 50 | 22 | 22 | 11 | 11 | 0 | 0 | 0 |
| 02 | NECIA L. HANSEN | | Max:30 | S2 | 02 | 12 | 8 | 4 | 0 | 0 | 0 |
| 05 | NECIA L. HANSEN | | Max:20 | S2 | 05 | 10 | 3 | 7 | 0 | 0 | 0 |
| Number of Sections: | | 2 | Average Students | | | Per Section: | | | 11.00 | | |
| ELL302 | ELL LAN ART 3B | SM | 1 | 40 | 22 | 22 | 7 | 15 | 0 | 0 | 0 |
| 03 | NECIA L. HANSEN | | Max:30 | S2 | 03 | 13 | 6 | 7 | 0 | 0 | 0 |
| 04 | LEE A. CLOW | | Max:10 | S2 | 04 | 9 | 1 | 8 | 0 | 0 | 0 |
| Number of Sections: | | 2 | Average Students | | | Per Section: | | | 11.00 | | |
| FOR202 | FRENCH 2 | SM | 4 | 90 | 81 | 81 | 51 | 30 | 1 | 1 | 0 |
| 01 | GREGORY S. ISHAM | | Max:30 | S2 | 01 | 30 | 21 | 9 | 0 | 0 | 0 |
| 05 | CARMEN Z. REINHARDT | | Max:30 | S2 | 05 | 23 | 13 | 10 | 1 | 1 | 0 |
| 06 | CARMEN Z. REINHARDT | | Max:30 | S2 | 06 | 28 | 17 | 11 | 0 | 0 | 0 |
| Number of Sections: | | 3 | Average Students | | | Per Section: | | | 27.00 | | |
| FOR204 | FRENCH 4 | SM | 2 | 90 | 65 | 65 | 29 | 36 | 2 | 1 | 1 |
| 02 | GREGORY S. ISHAM | | Max:30 | S2 | 02 | 23 | 10 | 13 | 2 | 1 | 1 |
| 03 | GREGORY S. ISHAM | | Max:30 | S2 | 03 | 25 | 12 | 13 | 0 | 0 | 0 |
| 05 | GREGORY S. ISHAM | | Max:30 | S2 | 05 | 17 | 7 | 10 | 0 | 0 | 0 |
| Number of Sections: | | 3 | Average Students | | | Per Section: | | | 21.67 | | |
| FOR206 | FRENCH 6 | SM | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 04 | GREGORY S. ISHAM | | Max:10 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 0.00 | | |
| FOR210 | AP FRENCH 2 | SM | 1 | 25 | 8 | 8 | 3 | 5 | 0 | 0 | 0 |
| 04 | GREGORY S. ISHAM | | Max:25 | S2 | 04 | 8 | 3 | 5 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 8.00 | | |
| FOR452 | CHINESE 2 | SM | 1 | 30 | 12 | 12 | 3 | 9 | 0 | 0 | 0 |
| 01 | LEE A. CLOW | | Max:30 | S2 | 01 | 12 | 3 | 9 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 12.00 | | |
| FOR602 | SPANISH 2 | SM | 5 | 180 | 127 | 127 | 79 | 48 | 2 | 0 | 2 |
| 01 | BRIAN M. KELLER | | Max:30 | S2 | 01 | 20 | 11 | 9 | 0 | 0 | 0 |
| 02 | BRIAN M. KELLER | | Max:30 | S2 | 02 | 16 | 9 | 7 | 0 | 0 | 0 |
| 03 | AMBER A. DAVIS | | Max:30 | S2 | 03 | 18 | 9 | 9 | 0 | 0 | 0 |
| 04 | AMBER A. DAVIS | | Max:30 | S2 | 04 | 27 | 20 | 7 | 1 | 0 | 1 |
| 05 | AMBER A. DAVIS | | Max:30 | S2 | 05 | 18 | 12 | 6 | 0 | 0 | 0 |
| 06 | AMBER A. DAVIS | | Max:30 | S2 | 06 | 28 | 18 | 10 | 1 | 0 | 1 |
| Number of Sections: | | 6 | Average Students | | | Per Section: | | | 21.17 | | |
| FOR604 | SPANISH 4 | SM | 4 | 120 | 95 | 95 | 44 | 51 | 1 | 1 | 0 |
| 01 | CARMEN Z. REINHARDT | | Max:30 | S2 | 01 | 18 | 12 | 6 | 0 | 0 | 0 |
| 02 | CARMEN Z. REINHARDT | | Max:30 | S2 | 02 | 18 | 9 | 9 | 0 | 0 | 0 |
| 03 | BRIAN M. KELLER | | Max:30 | S2 | 03 | 30 | 11 | 19 | 1 | 1 | 0 |
| 06 | BRIAN M. KELLER | | Max:30 | S2 | 06 | 29 | 12 | 17 | 0 | 0 | 0 |
| Number of Sections: | | 4 | Average Students | | | Per Section: | | | 23.75 | | |
| FOR606 | SPANISH 6 | SM | 2 | 30 | 11 | 11 | 5 | 6 | 0 | 0 | 0 |
| 01 | AMBER A. DAVIS | | Max:30 | S2 | 01 | 11 | 5 | 6 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 11.00 | | |
| FOR610 | AP SPANISH 2 | SM | 1 | 30 | 6 | 6 | 4 | 2 | 0 | 0 | 0 |
| 03 | CARMEN Z. REINHARDT | | Max:30 | S2 | 03 | 6 | 4 | 2 | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 6.00 | | |
| GEN101 | ORIENTATION | SM | 11 | 60 | 30 | 30 | 13 | 17 | 4 | 2 | 2 |
| 14 | REBECCA L. KEEFE | | Max:30 | S2 | 04 | 30 | 13 | 17 | 4 | 2 | 2 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 30.00 | | |
| GEN200 | ADVISORY 9-12 | YR | 1 | 991 | 46 | 46 | 19 | 27 | 17 | 6 | 11 |
| 01 | NECIA L. HANSEN | | Max:70 | YR | 09 | 46 | 19 | 27 | 17 | 6 | 11 |
| 04 | MARCELA FIGUEROA | | Max:25 | YR | 09 | 0 | 0 | 0 | 0 | 0 | 0 |
| 05 | KYLE B. JONES | | Max:30 | YR | 09 | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 | TERESA A. MCLUEN | | Max:25 | YR | 09 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | EST | NBR | NBR | ---TOTALS--- | | | --Special Ed-- | | | |
|---------------|-----------------------|-------------|------------|------------|------------|--------------|------------|------------|----------------|------------|------------|---|
| <u>COURSE</u> | <u>DESCRIPTION</u> | <u>LGTH</u> | <u>SEC</u> | <u>AVL</u> | <u>REQ</u> | <u>TOT</u> | <u>FEM</u> | <u>MAL</u> | <u>TOT</u> | <u>FEM</u> | <u>MAL</u> | |
| 07 | ANGELA D. STUBBLEFIEL | Max:25 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 08 | BRANDI N. COLE | Max:25 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 09 | JUDITH E. LUTTON | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 10 | DANIEL B. BORDEN | Max:25 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 11 | MICHAELA M. HERRERA | Max:25 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 12 | LESLIE L. KIILSGAARD | Max:25 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 13 | JERRY T. FREEMAN JR | Max:15 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 15 | ALETA L. JOHNSON | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 16 | LISA M. WOODY | Max:10 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 17 | KYM M. HALES | Max:15 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 18 | JAYNE CRIDDLE | Max:16 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 |

Number of Sections: 15

Average Students Per Section: 3.07

| | | | | | | | | | | | | | |
|---------------|----------------------|-----------|----------|------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| GEN215 | ADVISORY 2015 | YR | 1 | 450 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 02 | JAMES P. CLEARY | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 03 | AMBER A. DAVIS | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 04 | FRED A. DONALDSON | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 05 | JENNIFER D. COOKE | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 06 | MICHAEL A. GRENZ | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 07 | RYAN A. HANSEN | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 08 | DYANN SEIDL | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 09 | ERICA L. HINSON | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 12 | LORI D. JACOBS | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 14 | AIMEE B. OPINCARNE | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 15 | CINDY L. PRATT | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 16 | ABRAHAM P. VANDERPUY | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 17 | CRYSTAL A. WISNESS | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 18 | JOHN H. YORKE | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 19 | WHITNEY R. BAILEY | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |

Number of Sections: 15

Average Students Per Section: 0.00

| | | | | | | | | | | | | | |
|---------------|-----------------------|-----------|----------|------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| GEN216 | ADVISORY 2016 | YR | 1 | 540 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 01 | ADAM L. LADAGE | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 02 | SUSAN M. BOWERS | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 03 | ANTHONY E. CALLERO | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 04 | JASON L. CAPPS | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 05 | RONALD L. CUGHAN | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 06 | GORDON A. ELLIOTT | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 07 | JANICE M. ERIE | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 08 | CHARLES M. FITZGERALD | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 09 | ANNA M. MARSHALL | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 10 | GREGORY S. ISHAM | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 12 | LEWIS J. KELIHER | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 13 | BRIAN M. KELLER | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 14 | PATRICK W. MARTIN | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 15 | SCOTT J. MCLAUGHLIN | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 16 | BRUCE J. MORRIS | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 17 | NUKA NURZHANOV | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 18 | DONNA L. BOWLER | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 19 | ROBIN J. PRATT | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |

Number of Sections: 18

Average Students Per Section: 0.00

| | | | | | | | | | | | | | |
|---------------|----------------------|-----------|----------|------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| GEN217 | ADVISORY 2017 | YR | 1 | 540 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 01 | ABIJAH G. ALASTRA | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 02 | EDWARD M. BENDER | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 03 | ROBERT C. JONES | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 05 | ELSBETH C. COCKCROFT | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 06 | KANDY R. GILBERT | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |
| 07 | ERIK G. GUNDERSON | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 |

| | | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|---------------------|-----------------------|--------|-------------------------------|-----|-----|-----|----------------|------|-----|----------------|-----|---|---|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 08 | THOMAS J. KAUP | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 09 | WARREN D. KERR | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 10 | PHILIP N. SMETHERAM | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 11 | APRIL M. ASFOUR | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 12 | ERIC R. MOHLER | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 13 | VICKI H. MUNOZ | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 14 | REBECCA L. KEEFE | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 15 | BESS E. OWENS | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 16 | KJEL P. KIILSGAARD | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 17 | CHRISTOPHER G. TELFOR | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 18 | KENNY L. WHITE | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 19 | CHRISTOPHER E. ZAWISL | Max:30 | YR | 09 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: | | 18 | Average Students Per Section: | | | | | 0.00 | | | | | |
| GEN301 | STUDY SKILLS | SM | 1 | 151 | 42 | | 42 | 16 | 26 | | 4 | 0 | 4 |
| 02 | ROBIN J. PRATT | Max:15 | S2 | 02 | | 13 | 7 | 6 | | 1 | 0 | 1 | |
| 03 | ROBIN J. PRATT | Max:15 | S2 | 03 | | 14 | 4 | 10 | | 2 | 0 | 2 | |
| 04 | ROBIN J. PRATT | Max:30 | S2 | 04 | | 5 | 0 | 5 | | 1 | 0 | 1 | |
| 06 | ROBIN J. PRATT | Max:1 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| AP6 | EDWARD M. BENDER | Max:30 | S2 | 06 | | 10 | 5 | 5 | | 0 | 0 | 0 | |
| Number of Sections: | | 5 | Average Students Per Section: | | | | | 8.40 | | | | | |
| GEN508 | ATTEND AIDE | SM | 3 | 8 | 28 | | 28 | 14 | 14 | | 5 | 3 | 2 |
| 01 | DOUGLAS B. BURT | Max:1 | S2 | 01 | | 3 | 3 | 0 | | 1 | 1 | 0 | |
| 02 | DOUGLAS B. BURT | Max:1 | S2 | 02 | | 4 | 0 | 4 | | 1 | 0 | 1 | |
| 03 | DOUGLAS B. BURT | Max:1 | S2 | 03 | | 4 | 2 | 2 | | 0 | 0 | 0 | |
| 04 | DOUGLAS B. BURT | Max:1 | S2 | 04 | | 4 | 2 | 2 | | 0 | 0 | 0 | |
| 05 | DOUGLAS B. BURT | Max:1 | S2 | 05 | | 3 | 2 | 1 | | 1 | 1 | 0 | |
| 06 | DOUGLAS B. BURT | Max:1 | S2 | 06 | | 3 | 1 | 2 | | 2 | 1 | 1 | |
| 07 | DOUGLAS B. BURT | Max:1 | S2 | 07 | | 4 | 3 | 1 | | 0 | 0 | 0 | |
| 09 | DOUGLAS B. BURT | Max:1 | S2 | 08 | | 3 | 1 | 2 | | 0 | 0 | 0 | |
| Number of Sections: | | 8 | Average Students Per Section: | | | | | 3.50 | | | | | |
| GEN512 | GUID OFF AIDE | SM | 6 | 7 | 6 | | 6 | 4 | 2 | | 0 | 0 | 0 |
| 01 | MICHAELA M. HERRERA | Max:1 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 02 | MICHAELA M. HERRERA | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 03 | MICHAELA M. HERRERA | Max:1 | S2 | 03 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 04 | MICHAELA M. HERRERA | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 05 | MICHAELA M. HERRERA | Max:1 | S2 | 05 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 06 | MICHAELA M. HERRERA | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 09 | MICHAELA M. HERRERA | Max:1 | S2 | 08 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: | | 7 | Average Students Per Section: | | | | | 0.86 | | | | | |
| GEN607 | PEER TUTOR | SM | 10 | 47 | 44 | | 44 | 29 | 15 | | 3 | 2 | 1 |
| 01 | JASON L. CAPPS | Max:1 | S2 | 05 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 02 | CHARLES W. TOZER JR | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 03 | KRISTA R. PARSONS | Max:1 | S2 | 05 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 03A | EDWARD M. BENDER | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 04 | ANTHONY E. CALLERO | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 05 | FRED A. DONALDSON | Max:1 | S2 | 05 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 05A | ERICKA A. CONNELLY | Max:1 | S2 | 05 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 06 | MICHAEL A. GRENZ | Max:1 | S2 | 06 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 07 | BRANDI N. COLE | Max:1 | S2 | 05 | | 1 | 1 | 0 | | 1 | 1 | 0 | |
| 08 | BRANDI N. COLE | Max:1 | S2 | 05 | | 1 | 0 | 1 | | 1 | 0 | 1 | |
| 09 | DONNA L. BOWLER | Max:1 | S2 | 05 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 10 | JASON L. CAPPS | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 11 | MICHAEL A. GRENZ | Max:1 | S2 | 03 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 12 | JOHN H. YORKE | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 13 | PHILIP N. SMETHERAM | Max:1 | S2 | 03 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 14 | PHILIP N. SMETHERAM | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |

| COURSE | DESCRIPTION | LGTH | EST | | NBR | | ----TOTALS---- | | | | --Special Ed-- | | |
|--------|-----------------------|-------|-----|-----|-----|-----|----------------|-----|-----|-----|----------------|---|--|
| | | | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 15 | JESSICA L. HANSEN | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 16 | ERICKA A. CONNELLY | Max:1 | S2 | 03 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 17 | MICHAEL A. GRENZ | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 18 | JON W. PRICE | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 19 | KEITH B. RODMAN | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 20 | BRIAN M. KELLER | Max:1 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 21 | SCOTT J. MCLAUGHLIN | Max:1 | S2 | 06 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 22 | GREGORY S. ISHAM | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 23 | KENNY L. WHITE | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 24 | JOHN H. YORKE | Max:1 | S2 | 02 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 25 | JESSICA L. HANSEN | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 26 | JESSICA L. HANSEN | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 27 | ERICA L. HINSON | Max:1 | S2 | 03 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 28 | JOHN H. YORKE | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 29 | JOHN H. YORKE | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 31 | JANICE M. ERIE | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 32 | JERRY T. FREEMAN JR | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 33 | CRYSTAL A. WISNESS | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 34 | GORDON A. ELLIOTT | Max:1 | S2 | 04 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 35 | DONNA L. BOWLER | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 36 | JONATHAN G. MOREHEAD | Max:1 | S2 | 05 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 37 | KEITH B. RODMAN | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 38 | LINDA K. MORRIS | Max:2 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 39 | JOHN H. YORKE | Max:1 | S2 | 05 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 40 | MYCAH C. BIRGE | Max:1 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 41 | CHRISTOPHER G. TELFOR | Max:1 | S2 | 05 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| PE | KJEL P. KIILSGAARD | Max:2 | S2 | 05 | | 2 | 1 | 1 | | 1 | 1 | 0 | |
| PE2 | KJEL P. KIILSGAARD | Max:2 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 | |

Number of Sections: 44 Average Students Per Section: 1.00

| GEN700 | RELEASE TIME | SM | 1 | 450 | 205 | | 205 | 110 | 95 | | 83 | 36 | 47 |
|--------|----------------------|--------|----|-----|-----|----|-----|-----|----|----|----|----|----|
| 01B | RICHARD A. ZIMMERMAN | Max:50 | S2 | 01 | | 37 | 17 | 20 | | 18 | 7 | 11 | |
| 02B | RICHARD A. ZIMMERMAN | Max:30 | S2 | 02 | | 24 | 13 | 11 | | 15 | 7 | 8 | |
| 03B | RICHARD A. ZIMMERMAN | Max:30 | S2 | 03 | | 13 | 9 | 4 | | 2 | 0 | 2 | |
| 04B | RICHARD A. ZIMMERMAN | Max:30 | S2 | 04 | | 21 | 14 | 7 | | 7 | 4 | 3 | |
| 05B | RICHARD A. ZIMMERMAN | Max:30 | S2 | 05 | | 32 | 20 | 12 | | 11 | 6 | 5 | |
| 06B | RICHARD A. ZIMMERMAN | Max:60 | S2 | 06 | | 78 | 37 | 41 | | 30 | 12 | 18 | |

Number of Sections: 6 Average Students Per Section: 34.17

| | | | | | | | | | | | | | |
|--------|----------------------|--------|----|-----|----|---|----|---|----|---|---|---|---|
| GEN701 | REL-SEMINARY | YR | 1 | 101 | 18 | | 18 | 7 | 11 | | 0 | 0 | 0 |
| 01 | RICHARD A. ZIMMERMAN | Max:1 | YR | 01 | | 4 | 2 | 2 | | 0 | 0 | 0 | |
| 03 | RICHARD A. ZIMMERMAN | Max:10 | YR | 08 | | 2 | 1 | 1 | | 0 | 0 | 0 | |
| 04 | RICHARD A. ZIMMERMAN | Max:30 | YR | 04 | | 4 | 1 | 3 | | 0 | 0 | 0 | |
| 05 | RICHARD A. ZIMMERMAN | Max:30 | YR | 05 | | 8 | 3 | 5 | | 0 | 0 | 0 | |

Number of Sections: 4 Average Students Per Section: 4.50

| GEN708 | APEX | SM | 2 | 244 | 143 | | 143 | 65 | 78 | | 10 | 2 | 8 |
|--------|--------------------|--------|----|-----|-----|----|-----|----|----|---|----|---|---|
| 11 | WARREN D. KERR | Max:30 | S2 | 01 | | 24 | 9 | 15 | | 5 | 2 | 3 | |
| 12 | WARREN D. KERR | Max:30 | S2 | 02 | | 30 | 12 | 18 | | 1 | 0 | 1 | |
| 13 | WARREN D. KERR | Max:30 | S2 | 04 | | 30 | 11 | 19 | | 2 | 0 | 2 | |
| 15 | CRYSTAL A. WISNESS | Max:30 | S2 | 05 | | 30 | 15 | 15 | | 0 | 0 | 0 | |
| 16 | CRYSTAL A. WISNESS | Max:30 | S2 | 06 | | 27 | 17 | 10 | | 2 | 0 | 2 | |
| IS2 | CRYSTAL A. WISNESS | Max:2 | S2 | 07 | | 2 | 1 | 1 | | 0 | 0 | 0 | |

Number of Sections: 6 Average Students Per Section: 23.83

| GEN710 | RUNNING START | SM | 12 | 1400 | 343 | | 343 | 231 | 112 | | 0 | 0 | 0 |
|--------|------------------|---------|----|------|-----|----|-----|-----|-----|---|---|---|---|
| 01B | DANIEL B. BORDEN | Max:100 | S2 | 01 | | 49 | 32 | 17 | | 0 | 0 | 0 | |
| 02B | DANIEL B. BORDEN | Max:100 | S2 | 02 | | 60 | 39 | 21 | | 0 | 0 | 0 | |
| 03B | DANIEL B. BORDEN | Max:100 | S2 | 03 | | 59 | 39 | 20 | | 0 | 0 | 0 | |
| 04B | DANIEL B. BORDEN | Max:100 | S2 | 04 | | 59 | 39 | 20 | | 0 | 0 | 0 | |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | | |
|-----------------------|----------------------|-------------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|-----|---|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| 05B | DANIEL B. BORDEN | Max:100 | S2 | 05 | | 58 | 41 | 17 | | 0 | 0 | 0 |
| 06B | DANIEL B. BORDEN | Max:100 | S2 | 06 | | 58 | 41 | 17 | | 0 | 0 | 0 |
| 07B | DANIEL B. BORDEN | Max:100 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 7 | | Average Students Per Section: 49.00 | | | | | | | | | | |
| GEN806 | ADV LEADERSHIP | SM | 2 | 60 | 23 | 23 | 12 | 11 | | 3 | 1 | 2 |
| 14 | MYCAH C. BIRGE | Max:30 | S2 | 04 | | 23 | 12 | 11 | | 3 | 1 | 2 |
| Number of Sections: 1 | | Average Students Per Section: 23.00 | | | | | | | | | | |
| GEN811 | MS STUDENT | YR | 1 | 180 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| 06 | RICHARD A. ZIMMERMAN | Max:30 | YR | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 1 | RICHARD A. ZIMMERMAN | Max:30 | YR | 01 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 2 | RICHARD A. ZIMMERMAN | Max:30 | YR | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 3 | RICHARD A. ZIMMERMAN | Max:30 | YR | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 4 | RICHARD A. ZIMMERMAN | Max:30 | YR | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 5 | RICHARD A. ZIMMERMAN | Max:30 | YR | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 6 | | Average Students Per Section: 0.00 | | | | | | | | | | |
| GEN813 | in AMHS course | SM | 1 | 60 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 |
| 32 | <None> | Max:30 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 0.00 | | | | | | | | | | |
| GEN821 | AMHS STUDENT | YR | 3 | 181 | 36 | 36 | 4 | 32 | | 4 | 0 | 4 |
| 01 | <None> | Max:30 | YR | 01 | | 4 | 0 | 4 | | 0 | 0 | 0 |
| 02 | <None> | Max:30 | YR | 02 | | 4 | 0 | 4 | | 0 | 0 | 0 |
| 03 | <None> | Max:30 | YR | 03 | | 9 | 1 | 8 | | 1 | 0 | 1 |
| 04 | <None> | Max:30 | YR | 04 | | 9 | 1 | 8 | | 1 | 0 | 1 |
| 05 | <None> | Max:30 | YR | 05 | | 5 | 1 | 4 | | 1 | 0 | 1 |
| 06 | <None> | Max:30 | YR | 06 | | 5 | 1 | 4 | | 1 | 0 | 1 |
| 07 | <None> | Max:1 | YR | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 7 | | Average Students Per Section: 5.14 | | | | | | | | | | |
| GEN822 | ARHS STUDENT | YR | 1 | 180 | 36 | 36 | 0 | 36 | | 4 | 0 | 4 |
| 01 | <None> | Max:30 | YR | 01 | | 5 | 0 | 5 | | 0 | 0 | 0 |
| 02 | <None> | Max:30 | YR | 02 | | 5 | 0 | 5 | | 0 | 0 | 0 |
| 03 | <None> | Max:30 | YR | 03 | | 9 | 0 | 9 | | 1 | 0 | 1 |
| 04 | <None> | Max:30 | YR | 04 | | 9 | 0 | 9 | | 1 | 0 | 1 |
| 05 | <None> | Max:30 | YR | 05 | | 4 | 0 | 4 | | 1 | 0 | 1 |
| 06 | <None> | Max:30 | YR | 06 | | 4 | 0 | 4 | | 1 | 0 | 1 |
| Number of Sections: 6 | | Average Students Per Section: 6.00 | | | | | | | | | | |
| GEN823 | WAHS STUDENT | YR | 1 | 210 | 66 | 66 | 42 | 24 | | 8 | 4 | 4 |
| 01 | <None> | Max:30 | YR | 01 | | 9 | 5 | 4 | | 1 | 0 | 1 |
| 02 | <None> | Max:30 | YR | 02 | | 10 | 6 | 4 | | 1 | 0 | 1 |
| 03 | <None> | Max:30 | YR | 03 | | 12 | 7 | 5 | | 2 | 1 | 1 |
| 04 | <None> | Max:30 | YR | 04 | | 13 | 8 | 5 | | 2 | 1 | 1 |
| 05 | <None> | Max:30 | YR | 05 | | 10 | 7 | 3 | | 1 | 1 | 0 |
| 06 | <None> | Max:30 | YR | 06 | | 11 | 8 | 3 | | 1 | 1 | 0 |
| 07 | <None> | Max:30 | YR | 07 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| Number of Sections: 7 | | Average Students Per Section: 9.43 | | | | | | | | | | |
| GEN825 | HOME SCHOOL | YR | 1 | 180 | 16 | 16 | 13 | 3 | | 0 | 0 | 0 |
| 01 | <None> | Max:30 | YR | 01 | | 12 | 9 | 3 | | 0 | 0 | 0 |
| 02 | <None> | Max:30 | YR | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 03 | <None> | Max:30 | YR | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 04 | <None> | Max:30 | YR | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 05 | <None> | Max:30 | YR | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 06 | <None> | Max:30 | YR | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| Number of Sections: 6 | | Average Students Per Section: 2.67 | | | | | | | | | | |
| GEN840 | AMHS JROTC | SM | 1 | 120 | 9 | 9 | 2 | 7 | | 1 | 0 | 1 |
| 16 | <None> | Max:30 | S2 | 01 | | 6 | 1 | 5 | | 0 | 0 | 0 |
| 66 | <None> | Max:30 | S2 | 06 | | 3 | 1 | 2 | | 1 | 0 | 1 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|------------------------|---------------------|------------------|-----|-----|----------------|--------------|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 4.50 | | | |
| HLT111 | HEALTH | SM | 1 | 90 | 88 | 88 | 48 | 40 | 8 | 2 | 6 |
| 01 | MYCAH C. BIRGE | Max:30 | S2 | 01 | | 30 | 18 | 12 | 1 | 0 | 1 |
| 02 | MYCAH C. BIRGE | Max:30 | S2 | 02 | | 27 | 10 | 17 | 5 | 2 | 3 |
| 03 | MYCAH C. BIRGE | Max:30 | S2 | 03 | | 31 | 20 | 11 | 2 | 0 | 2 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | 29.33 | | | |
| LAN102 | LA 9 INTERVEN 2 | SM | 1 | 70 | 68 | 68 | 21 | 47 | 0 | 0 | 0 |
| RL3 | MARIA L. VASILIOU | Max:20 | S2 | 03 | | 13 | 3 | 10 | 0 | 0 | 0 |
| RL4 | ANTHONY E. CALLERO | Max:25 | S2 | 04 | | 27 | 10 | 17 | 0 | 0 | 0 |
| RL5 | ANTHONY E. CALLERO | Max:25 | S2 | 05 | | 28 | 8 | 20 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | 22.67 | | | |
| LAN121 | LA 9 2 | SM | 10 | 366 | 295 | 295 | 129 | 166 | 6 | 2 | 4 |
| 01C | ANTHONY E. CALLERO | Max:22 | S2 | 01 | | 18 | 7 | 11 | 0 | 0 | 0 |
| 01H | HANNAH L. HARDERSEN | Max:30 | S2 | 01 | | 24 | 7 | 17 | 2 | 0 | 2 |
| 01V | MARIA L. VASILIOU | Max:30 | S2 | 01 | | 26 | 12 | 14 | 0 | 0 | 0 |
| 02C | ANTHONY E. CALLERO | Max:22 | S2 | 02 | | 18 | 6 | 12 | 0 | 0 | 0 |
| 02H | HANNAH L. HARDERSEN | Max:30 | S2 | 02 | | 20 | 8 | 12 | 0 | 0 | 0 |
| 02V | MARIA L. VASILIOU | Max:30 | S2 | 02 | | 19 | 12 | 7 | 0 | 0 | 0 |
| 03C | ANTHONY E. CALLERO | Max:22 | S2 | 03 | | 19 | 5 | 14 | 0 | 0 | 0 |
| 03H | HANNAH L. HARDERSEN | Max:30 | S2 | 03 | | 27 | 18 | 9 | 1 | 1 | 0 |
| 04M | ANNA M. MARSHALL | Max:30 | S2 | 04 | | 24 | 11 | 13 | 0 | 0 | 0 |
| 04V | MARIA L. VASILIOU | Max:30 | S2 | 04 | | 27 | 11 | 16 | 2 | 1 | 1 |
| 05A | APRIL M. ASFOUR | Max:30 | S2 | 05 | | 20 | 8 | 12 | 1 | 0 | 1 |
| 05V | MARIA L. VASILIOU | Max:30 | S2 | 05 | | 26 | 12 | 14 | 0 | 0 | 0 |
| 06A | APRIL M. ASFOUR | Max:30 | S2 | 06 | | 27 | 12 | 15 | 0 | 0 | 0 |
| Number of Sections: 13 | | Average Students | | | | Per Section: | | 22.69 | | | |
| LAN131 | LA 9 HONORS 2 | SM | 2 | 90 | 68 | 68 | 41 | 27 | 0 | 0 | 0 |
| 03 | ANNA M. MARSHALL | Max:30 | S2 | 03 | | 24 | 14 | 10 | 0 | 0 | 0 |
| 04 | JANICE M. ERIE | Max:30 | S2 | 04 | | 30 | 16 | 14 | 0 | 0 | 0 |
| 05 | JANICE M. ERIE | Max:30 | S2 | 05 | | 14 | 11 | 3 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | 22.67 | | | |
| LAN221 | LA 10 2 | SM | 8 | 240 | 217 | 217 | 94 | 123 | 7 | 3 | 4 |
| 01 | ABIJAH G. ALASTRA | Max:30 | S2 | 01 | | 28 | 13 | 15 | 0 | 0 | 0 |
| 02A | ABIJAH G. ALASTRA | Max:30 | S2 | 02 | | 27 | 10 | 17 | 1 | 0 | 1 |
| 02C | JAMES P. CLEARY | Max:30 | S2 | 02 | | 27 | 12 | 15 | 1 | 1 | 0 |
| 03A | ABIJAH G. ALASTRA | Max:30 | S2 | 03 | | 29 | 14 | 15 | 2 | 2 | 0 |
| 03C | JAMES P. CLEARY | Max:30 | S2 | 03 | | 28 | 15 | 13 | 0 | 0 | 0 |
| 04 | JAMES P. CLEARY | Max:30 | S2 | 04 | | 27 | 14 | 13 | 2 | 0 | 2 |
| 05C | JAMES P. CLEARY | Max:30 | S2 | 05 | | 25 | 6 | 19 | 1 | 0 | 1 |
| 06 | JANICE M. ERIE | Max:30 | S2 | 06 | | 26 | 10 | 16 | 0 | 0 | 0 |
| Number of Sections: 8 | | Average Students | | | | Per Section: | | 27.13 | | | |
| LAN231 | LA 10 HONORS 2 | SM | 4 | 120 | 97 | 97 | 70 | 27 | 0 | 0 | 0 |
| 01 | APRIL M. ASFOUR | Max:30 | S2 | 01 | | 24 | 20 | 4 | 0 | 0 | 0 |
| 02 | APRIL M. ASFOUR | Max:30 | S2 | 02 | | 22 | 15 | 7 | 0 | 0 | 0 |
| 03 | APRIL M. ASFOUR | Max:30 | S2 | 03 | | 26 | 15 | 11 | 0 | 0 | 0 |
| 06 | HANNAH L. HARDERSEN | Max:30 | S2 | 06 | | 25 | 20 | 5 | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students | | | | Per Section: | | 24.25 | | | |
| LAN302 | LA INTERVEN 2 | SM | 1 | 20 | 14 | 14 | 6 | 8 | 0 | 0 | 0 |
| COE | ABIJAH G. ALASTRA | Max:20 | S2 | 04 | | 14 | 6 | 8 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 14.00 | | | |
| LAN321 | AMER LIT 2 | SM | 7 | 216 | 189 | 189 | 83 | 106 | 6 | 3 | 3 |
| 01M | ANNA M. MARSHALL | Max:27 | S2 | 01 | | 27 | 9 | 18 | 1 | 0 | 1 |
| 02 | ANNA M. MARSHALL | Max:27 | S2 | 02 | | 26 | 12 | 14 | 0 | 0 | 0 |
| 03B | DONNA L. BOWLER | Max:27 | S2 | 03 | | 25 | 13 | 12 | 0 | 0 | 0 |
| 04 | DONNA L. BOWLER | Max:27 | S2 | 04 | | 22 | 12 | 10 | 1 | 1 | 0 |
| 05B | DONNA L. BOWLER | Max:27 | S2 | 05 | | 22 | 11 | 11 | 1 | 1 | 0 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|-----------------------|-------------------------------------|-----|-----|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 05C | ERICKA A. CONNELLY | Max:27 | S2 | 05 | | 26 | 9 | 17 | | 0 | 0 | 0 |
| 06C | ERICKA A. CONNELLY | Max:27 | S2 | 06 | | 22 | 10 | 12 | | 1 | 1 | 0 |
| 06S | STEPHANIE M. SCHLEICH | Max:27 | S2 | 06 | | 19 | 7 | 12 | | 2 | 0 | 2 |
| Number of Sections: 8 | | Average Students Per Section: 23.63 | | | | | | | | | | |
| LAN331 | AP LAN/COMP 2 SM | 3 | 120 | 75 | | 75 | 36 | 39 | | 0 | 0 | 0 |
| 02 | SHERYL L. HARMON | Max:30 | S2 | 02 | | 17 | 9 | 8 | | 0 | 0 | 0 |
| 03 | SHERYL L. HARMON | Max:30 | S2 | 03 | | 15 | 5 | 10 | | 0 | 0 | 0 |
| 04 | STEPHANIE M. SCHLEICH | Max:30 | S2 | 04 | | 23 | 14 | 9 | | 0 | 0 | 0 |
| 05 | STEPHANIE M. SCHLEICH | Max:30 | S2 | 05 | | 20 | 8 | 12 | | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 18.75 | | | | | | | | | | |
| LAN416 | CREATIVE WRIT SM | 2 | 50 | 16 | | 16 | 7 | 9 | | 0 | 0 | 0 |
| 11 | SHERYL L. HARMON | Max:25 | S2 | 01 | | 16 | 7 | 9 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 16.00 | | | | | | | | | | |
| LAN417 | COLLEGE WRITING SM | 2 | 50 | 10 | | 10 | 6 | 4 | | 0 | 0 | 0 |
| 16 | ANNA M. MARSHALL | Max:25 | S2 | 06 | | 10 | 6 | 4 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 10.00 | | | | | | | | | | |
| LAN422 | HUMANITIES 2 SM | 3 | 90 | 90 | | 90 | 38 | 52 | | 2 | 1 | 1 |
| 01 | ERICKA A. CONNELLY | Max:30 | S2 | 01 | | 29 | 10 | 19 | | 0 | 0 | 0 |
| 03 | ERICKA A. CONNELLY | Max:30 | S2 | 03 | | 31 | 14 | 17 | | 0 | 0 | 0 |
| 04 | ERICKA A. CONNELLY | Max:30 | S2 | 04 | | 30 | 14 | 16 | | 2 | 1 | 1 |
| Number of Sections: 3 | | Average Students Per Section: 30.00 | | | | | | | | | | |
| LAN431 | AP LIT/COMP 2 SM | 3 | 90 | 65 | | 65 | 40 | 25 | | 0 | 0 | 0 |
| 01 | JANICE M. ERIE | Max:30 | S2 | 01 | | 15 | 10 | 5 | | 0 | 0 | 0 |
| 02 | JANICE M. ERIE | Max:30 | S2 | 02 | | 27 | 14 | 13 | | 0 | 0 | 0 |
| 06 | DONNA L. BOWLER | Max:30 | S2 | 06 | | 23 | 16 | 7 | | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 21.67 | | | | | | | | | | |
| LAN509 | CHILD THEATRE 2 SM | 1 | 30 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 11 | WARREN D. KERR | Max:30 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 0.00 | | | | | | | | | | |
| LAN513 | JOURNALISTIC WR SM | 1 | 40 | 20 | | 20 | 10 | 10 | | 0 | 0 | 0 |
| 15 | THOMAS J. KAUP | Max:20 | S2 | 05 | | 20 | 10 | 10 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 20.00 | | | | | | | | | | |
| LAN517 | DEBATE SM | 2 | 38 | 18 | | 18 | 9 | 9 | | 0 | 0 | 0 |
| 12 | DONNA L. BOWLER | Max:25 | S2 | 02 | | 18 | 9 | 9 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 18.00 | | | | | | | | | | |
| LAN518 | DEBATE SM | 1 | 12 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| LAN532 | WRITING LAB SM | 4 | 100 | 33 | | 33 | 6 | 27 | | 0 | 0 | 0 |
| 16A | ABIJAH G. ALASTRA | Max:25 | S2 | 06 | | 15 | 1 | 14 | | 0 | 0 | 0 |
| 16C | JAMES P. CLEARY | Max:25 | S2 | 06 | | 18 | 5 | 13 | | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 16.50 | | | | | | | | | | |
| MAT108 | COE MATH INTERV SM | 1 | 30 | 7 | | 7 | 3 | 4 | | 0 | 0 | 0 |
| 12 | SUSAN M. BOWERS | Max:15 | S2 | 02 | | 7 | 3 | 4 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 7.00 | | | | | | | | | | |
| MAT121 | ALGEBRA 2 SM | 13 | 416 | 343 | | 343 | 144 | 199 | | 18 | 6 | 12 |
| 01B | SUSAN M. BOWERS | Max:25 | S2 | 01 | | 19 | 9 | 10 | | 0 | 0 | 0 |
| 01C | JASON L. CAPPS | Max:22 | S2 | 01 | | 19 | 6 | 13 | | 0 | 0 | 0 |
| 01M | ERIC R. MOHLER | Max:30 | S2 | 01 | | 24 | 9 | 15 | | 5 | 2 | 3 |
| 02C | JASON L. CAPPS | Max:22 | S2 | 02 | | 18 | 5 | 13 | | 0 | 0 | 0 |
| 02M | ERIC R. MOHLER | Max:30 | S2 | 02 | | 27 | 10 | 17 | | 2 | 1 | 1 |
| 03C | JASON L. CAPPS | Max:22 | S2 | 03 | | 18 | 7 | 11 | | 0 | 0 | 0 |
| 03J | JENNIFER D. COOKE | Max:25 | S2 | 03 | | 17 | 9 | 8 | | 4 | 3 | 1 |
| 03M | JONATHAN G. MOREHEAD | Max:30 | S2 | 03 | | 26 | 9 | 17 | | 0 | 0 | 0 |
| 04C | JENNIFER D. COOKE | Max:30 | S2 | 04 | | 24 | 13 | 11 | | 0 | 0 | 0 |
| 04M | JONATHAN G. MOREHEAD | Max:30 | S2 | 04 | | 29 | 18 | 11 | | 1 | 0 | 1 |
| 05C | JENNIFER D. COOKE | Max:30 | S2 | 05 | | 23 | 11 | 12 | | 3 | 0 | 3 |
| 05M | JONATHAN G. MOREHEAD | Max:30 | S2 | 05 | | 25 | 9 | 16 | | 1 | 0 | 1 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|------------------------|----------------------|--------|-------------------------------------|-----|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 06C | JONATHAN G. MOREHEAD | Max:30 | S2 | 06 | | 25 | 10 | 15 | | 1 | 0 | 1 |
| 06M | ERIC R. MOHLER | Max:30 | S2 | 06 | | 25 | 10 | 15 | | 0 | 0 | 0 |
| 07 | SCOTT J. MCLAUGHLIN | Max:30 | S2 | 06 | | 24 | 9 | 15 | | 1 | 0 | 1 |
| Number of Sections: 15 | | | Average Students Per Section: 22.87 | | | | | | | | | |
| MAT210 | GEOMETRY 1 | SM | 13 | 355 | 24 | | 24 | 14 | 10 | | 1 | 0 |
| 12 | KEITH B. RODMAN | Max:25 | S2 | 02 | | 24 | 14 | 10 | | 1 | 0 | 1 |
| Number of Sections: 1 | | | Average Students Per Section: 24.00 | | | | | | | | | |
| MAT211 | GEOMETRY 2 | SM | 13 | 355 | 283 | | 283 | 153 | 130 | | 4 | 1 |
| 01R | KEITH B. RODMAN | Max:30 | S2 | 01 | | 21 | 11 | 10 | | 0 | 0 | 0 |
| 01S | DYANN SEIDL | Max:30 | S2 | 01 | | 19 | 11 | 8 | | 0 | 0 | 0 |
| 02S | DYANN SEIDL | Max:30 | S2 | 02 | | 25 | 14 | 11 | | 1 | 0 | 1 |
| 03A | TERESA M. ANDERSON | Max:30 | S2 | 03 | | 30 | 17 | 13 | | 0 | 0 | 0 |
| 03R | KEITH B. RODMAN | Max:30 | S2 | 03 | | 24 | 14 | 10 | | 1 | 0 | 1 |
| 04B | SUSAN M. BOWERS | Max:30 | S2 | 04 | | 29 | 13 | 16 | | 0 | 0 | 0 |
| 04R | KEITH B. RODMAN | Max:30 | S2 | 04 | | 31 | 17 | 14 | | 0 | 0 | 0 |
| 05B | SUSAN M. BOWERS | Max:30 | S2 | 05 | | 25 | 16 | 9 | | 0 | 0 | 0 |
| 05S | DYANN SEIDL | Max:30 | S2 | 05 | | 22 | 11 | 11 | | 0 | 0 | 0 |
| 06A | TERESA M. ANDERSON | Max:30 | S2 | 06 | | 30 | 15 | 15 | | 1 | 1 | 0 |
| 06S | DYANN SEIDL | Max:30 | S2 | 06 | | 27 | 14 | 13 | | 1 | 0 | 1 |
| Number of Sections: 11 | | | Average Students Per Section: 25.73 | | | | | | | | | |
| MAT311 | ADV ALG/TRIG 2 | SM | 9 | 300 | 241 | | 241 | 114 | 127 | | 2 | 0 |
| 01C | JENNIFER D. COOKE | Max:30 | S2 | 01 | | 14 | 6 | 8 | | 1 | 0 | 1 |
| 02C | JENNIFER D. COOKE | Max:30 | S2 | 02 | | 25 | 12 | 13 | | 0 | 0 | 0 |
| 02M | SCOTT J. MCLAUGHLIN | Max:30 | S2 | 02 | | 25 | 10 | 15 | | 0 | 0 | 0 |
| 03B | SUSAN M. BOWERS | Max:30 | S2 | 03 | | 24 | 11 | 13 | | 0 | 0 | 0 |
| 03M | SCOTT J. MCLAUGHLIN | Max:30 | S2 | 03 | | 27 | 11 | 16 | | 1 | 0 | 1 |
| 04D | DYANN SEIDL | Max:30 | S2 | 04 | | 23 | 12 | 11 | | 0 | 0 | 0 |
| 04M | SCOTT J. MCLAUGHLIN | Max:30 | S2 | 04 | | 29 | 16 | 13 | | 0 | 0 | 0 |
| 05R | KEITH B. RODMAN | Max:30 | S2 | 05 | | 23 | 15 | 8 | | 0 | 0 | 0 |
| 06B | SUSAN M. BOWERS | Max:30 | S2 | 06 | | 25 | 12 | 13 | | 0 | 0 | 0 |
| 06R | KEITH B. RODMAN | Max:30 | S2 | 06 | | 26 | 9 | 17 | | 0 | 0 | 0 |
| Number of Sections: 10 | | | Average Students Per Section: 24.10 | | | | | | | | | |
| MAT411 | BYND ADV ALG 2 | SM | 2 | 30 | 30 | | 30 | 15 | 15 | | 0 | 0 |
| 01 | JONATHAN G. MOREHEAD | Max:30 | S2 | 01 | | 30 | 15 | 15 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 30.00 | | | | | | | | | |
| MAT413 | PRE CALCULUS 2 | SM | 4 | 120 | 107 | | 107 | 50 | 57 | | 0 | 0 |
| 01 | TERESA M. ANDERSON | Max:30 | S2 | 01 | | 25 | 12 | 13 | | 0 | 0 | 0 |
| 02 | TERESA M. ANDERSON | Max:30 | S2 | 02 | | 26 | 11 | 15 | | 0 | 0 | 0 |
| 05 | TERESA M. ANDERSON | Max:30 | S2 | 05 | | 29 | 15 | 14 | | 0 | 0 | 0 |
| 06 | JASON L. CAPPS | Max:30 | S2 | 06 | | 27 | 12 | 15 | | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: 26.75 | | | | | | | | | |
| MAT415 | AP CALC AB 2 | SM | 2 | 60 | 38 | | 38 | 19 | 19 | | 0 | 0 |
| 03 | ERIC R. MOHLER | Max:30 | S2 | 03 | | 21 | 13 | 8 | | 0 | 0 | 0 |
| 05 | ERIC R. MOHLER | Max:30 | S2 | 05 | | 17 | 6 | 11 | | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: 19.00 | | | | | | | | | |
| MAT417 | AP STATS 2 | SM | 1 | 30 | 9 | | 9 | 3 | 6 | | 0 | 0 |
| 06 | JENNIFER D. COOKE | Max:30 | S2 | 06 | | 9 | 3 | 6 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 9.00 | | | | | | | | | |
| MAT418 | AP CALC BC 1 | SM | 1 | 30 | 11 | | 11 | 6 | 5 | | 0 | 0 |
| 01 | ERIC R. MOHLER | Max:30 | S2 | 08 | | 11 | 6 | 5 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 11.00 | | | | | | | | | |
| MAT421 | AP COMPTR SCI 2 | SM | 1 | 30 | 18 | | 18 | 4 | 14 | | 0 | 0 |
| 01 | SCOTT J. MCLAUGHLIN | Max:30 | S2 | 01 | | 18 | 4 | 14 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 18.00 | | | | | | | | | |
| MUS116 | WIND ENSEMBLE | SM | 1 | 55 | 44 | | 44 | 22 | 22 | | 0 | 0 |
| 05 | ANTHONY D. PAUSTIAN | Max:55 | S2 | 05 | | 44 | 22 | 22 | | 0 | 0 | 0 |

| | | EST | NBR | NBR | ---TOTALS--- | | | --Special Ed-- | | | |
|-----------------------|---------------------|-------------------------------|-----|-----|--------------|-----|-------|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 44.00 | | | | |
| MUS121 | PERCUSSION | SM | 1 | 30 | 7 | 7 | 1 | 6 | 0 | 0 | 0 |
| 03 | ANTHONY D. PAUSTIAN | Max:30 | S2 | 03 | | 7 | 1 | 6 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 7.00 | | | | |
| MUS123 | ADV PERCUSSION | SM | 1 | 30 | 7 | 7 | 2 | 5 | 0 | 0 | 0 |
| 04 | ANTHONY D. PAUSTIAN | Max:30 | S2 | 04 | | 7 | 2 | 5 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 7.00 | | | | |
| MUS131 | JAZZ ENSEMBLE | SM | 1 | 30 | 16 | 16 | 6 | 10 | 0 | 0 | 0 |
| 00 | ANTHONY D. PAUSTIAN | Max:30 | S2 | 08 | | 16 | 6 | 10 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 16.00 | | | | |
| MUS201 | CHOIR ENSMBLE | SM | 1 | 19 | 14 | 14 | 14 | 0 | 2 | 2 | 0 |
| 01 | KANDY R. GILBERT | Max:19 | S2 | 02 | | 14 | 14 | 0 | 2 | 2 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 14.00 | | | | |
| MUS211 | CHOIR-CONCERT | SM | 1 | 40 | 27 | 27 | 20 | 7 | 4 | 3 | 1 |
| 01 | KANDY R. GILBERT | Max:40 | S2 | 01 | | 27 | 20 | 7 | 4 | 3 | 1 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 27.00 | | | | |
| MUS216 | CHOIR-SHOW | SM | 1 | 16 | 12 | 12 | 5 | 7 | 2 | 1 | 1 |
| 04 | KANDY R. GILBERT | Max:16 | S2 | 04 | | 12 | 5 | 7 | 2 | 1 | 1 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 12.00 | | | | |
| MUS221 | CHOIR-CHAMBER | SM | 2 | 60 | 47 | 47 | 32 | 15 | 3 | 2 | 1 |
| 01 | KANDY R. GILBERT | Max:60 | S2 | 03 | | 47 | 32 | 15 | 3 | 2 | 1 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 47.00 | | | | |
| MUS231 | CHOIR-JAZZ EN | SM | 3 | 23 | 21 | 21 | 13 | 8 | 2 | 0 | 2 |
| 01 | KANDY R. GILBERT | Max:23 | S2 | 08 | | 21 | 13 | 8 | 2 | 0 | 2 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 21.00 | | | | |
| MUS301 | ORCHESTRA | SM | 1 | 40 | 14 | 14 | 6 | 8 | 1 | 0 | 1 |
| 05 | JEANEE MAUCOTEL | Max:40 | S2 | 05 | | 14 | 6 | 8 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 14.00 | | | | |
| MUS303 | ORCHEST-CHMBR | SM | 1 | 40 | 18 | 18 | 9 | 9 | 1 | 1 | 0 |
| 06 | JEANEE MAUCOTEL | Max:40 | S2 | 06 | | 18 | 9 | 9 | 1 | 1 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 18.00 | | | | |
| MUS401 | GUUITAR | SM | 1 | 34 | 15 | 15 | 4 | 11 | 0 | 0 | 0 |
| 12 | ANTHONY D. PAUSTIAN | Max:17 | S2 | 02 | | 15 | 4 | 11 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 15.00 | | | | |
| PHY101 | INTRO PE | SM | 10 | 374 | 165 | 165 | 75 | 90 | 52 | 14 | 38 |
| 12 | JESSICA L. HANSEN | Max:36 | S2 | 02 | | 29 | 16 | 13 | 2 | 1 | 1 |
| 13 | RYAN A. HANSEN | Max:36 | S2 | 03 | | 29 | 19 | 10 | 1 | 0 | 1 |
| 14 | KJEL P. KIILSGAARD | Max:36 | S2 | 04 | | 31 | 15 | 16 | 0 | 0 | 0 |
| 15 | ERICA L. HINSON | Max:36 | S2 | 05 | | 30 | 14 | 16 | 4 | 2 | 2 |
| A3 | KJEL P. KIILSGAARD | Max:15 | S2 | 02 | | 19 | 7 | 12 | 19 | 7 | 12 |
| A4 | KJEL P. KIILSGAARD | Max:15 | S2 | 05 | | 18 | 3 | 15 | 17 | 3 | 14 |
| SLC | JAVID K. SHOEMAKER | Max:15 | S2 | 04 | | 9 | 1 | 8 | 9 | 1 | 8 |
| Number of Sections: 7 | | Average Students Per Section: | | | | | 23.57 | | | | |
| PHY204 | AEROBIC/WALK | SM | 2 | 72 | 74 | 74 | 61 | 13 | 11 | 6 | 5 |
| 02 | ERICA L. HINSON | Max:36 | S2 | 02 | | 35 | 28 | 7 | 3 | 2 | 1 |
| 06 | MYCAH C. BIRGE | Max:36 | S2 | 06 | | 39 | 33 | 6 | 8 | 4 | 4 |
| Number of Sections: 2 | | Average Students Per Section: | | | | | 37.00 | | | | |
| PHY206 | AEROBICS | SM | 1 | 36 | 38 | 38 | 38 | 0 | 6 | 6 | 0 |
| 05 | JESSICA L. HANSEN | Max:36 | S2 | 05 | | 38 | 38 | 0 | 6 | 6 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 38.00 | | | | |
| PHY208 | BASKETBALL | SM | 1 | 36 | 34 | 34 | 4 | 30 | 6 | 2 | 4 |
| 01 | RYAN A. HANSEN | Max:36 | S2 | 01 | | 34 | 4 | 30 | 6 | 2 | 4 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 34.00 | | | | |
| PHY218 | HOCKEY/SOC | SM | 2 | 36 | 37 | 37 | 6 | 31 | 8 | 2 | 6 |
| 01 | ERICA L. HINSON | Max:36 | S2 | 01 | | 37 | 6 | 31 | 8 | 2 | 6 |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|---------------------|----------------------|------|--------|------------------|-----|----------------|--------------|-----|----------------|-------|-----|--|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| Number of Sections: | | | 1 | Average Students | | | Per Section: | | | 37.00 | | |
| PHY224 | VOLLEYBALL | SM | 3 | 108 | 111 | 111 | 65 | 46 | 14 | 8 | 6 | |
| 01 | KJEL P. KIILSGAARD | | Max:36 | S2 | 01 | 37 | 25 | 12 | 2 | 1 | 1 | |
| 03 | ERICA L. HINSON | | Max:36 | S2 | 03 | 38 | 19 | 19 | 5 | 2 | 3 | |
| 04 | JESSICA L. HANSEN | | Max:36 | S2 | 04 | 36 | 21 | 15 | 7 | 5 | 2 | |
| Number of Sections: | | | 3 | Average Students | | | Per Section: | | | 37.00 | | |
| PHY230 | BEG WT TRNG | SM | 5 | 180 | 178 | 178 | 40 | 138 | 20 | 2 | 18 | |
| 01 | JESSICA L. HANSEN | | Max:36 | S2 | 01 | 36 | 10 | 26 | 5 | 1 | 4 | |
| 03 | KJEL P. KIILSGAARD | | Max:36 | S2 | 03 | 36 | 8 | 28 | 2 | 0 | 2 | |
| 04 | RYAN A. HANSEN | | Max:36 | S2 | 04 | 34 | 7 | 27 | 3 | 0 | 3 | |
| 05 | RYAN A. HANSEN | | Max:36 | S2 | 05 | 35 | 4 | 31 | 7 | 0 | 7 | |
| 99 | RYAN A. HANSEN | | Max:36 | S2 | 08 | 37 | 11 | 26 | 3 | 1 | 2 | |
| Number of Sections: | | | 5 | Average Students | | | Per Section: | | | 35.60 | | |
| PHY304 | ADV VLYBALL | SM | 2 | 36 | 36 | 36 | 26 | 10 | 1 | 0 | 1 | |
| 06 | JESSICA L. HANSEN | | Max:36 | S2 | 06 | 36 | 26 | 10 | 1 | 0 | 1 | |
| Number of Sections: | | | 1 | Average Students | | | Per Section: | | | 36.00 | | |
| PHY306 | ADV WT TRNG | SM | 2 | 36 | 35 | 35 | 1 | 34 | 4 | 0 | 4 | |
| 06 | ERICA L. HINSON | | Max:36 | S2 | 06 | 35 | 1 | 34 | 4 | 0 | 4 | |
| Number of Sections: | | | 1 | Average Students | | | Per Section: | | | 35.00 | | |
| SCI101 | SCIENCE LINKS | SM | 9 | 330 | 148 | 148 | 63 | 85 | 15 | 6 | 9 | |
| 11 | AIMEE B. OPINCARNE | | Max:30 | S2 | 01 | 26 | 12 | 14 | 2 | 1 | 1 | |
| 12 | AIMEE B. OPINCARNE | | Max:30 | S2 | 02 | 19 | 9 | 10 | 2 | 2 | 0 | |
| 13 | AIMEE B. OPINCARNE | | Max:30 | S2 | 03 | 18 | 12 | 6 | 2 | 1 | 1 | |
| 14 | BRUCE J. MORRIS | | Max:30 | S2 | 04 | 30 | 13 | 17 | 3 | 1 | 2 | |
| 15 | BRUCE J. MORRIS | | Max:30 | S2 | 05 | 26 | 8 | 18 | 1 | 0 | 1 | |
| 16 | BRUCE J. MORRIS | | Max:30 | S2 | 06 | 29 | 9 | 20 | 5 | 1 | 4 | |
| Number of Sections: | | | 6 | Average Students | | | Per Section: | | | 24.67 | | |
| SCI199 | COE BIOLOGY 2 | SM | 1 | 60 | 19 | 19 | 9 | 10 | 1 | 0 | 1 | |
| 05 | BESS E. OWENS | | Max:30 | S2 | 05 | 19 | 9 | 10 | 1 | 0 | 1 | |
| Number of Sections: | | | 1 | Average Students | | | Per Section: | | | 19.00 | | |
| SCI203 | BIOLOGY 2 | SM | 14 | 330 | 312 | 312 | 155 | 157 | 37 | 14 | 23 | |
| 01 | WHITNEY R. BAILEY | | Max:30 | S2 | 01 | 29 | 14 | 15 | 5 | 2 | 3 | |
| 03 | WHITNEY R. BAILEY | | Max:30 | S2 | 03 | 29 | 12 | 17 | 3 | 0 | 3 | |
| 05 | WHITNEY R. BAILEY | | Max:30 | S2 | 05 | 28 | 17 | 11 | 5 | 3 | 2 | |
| 06 | WHITNEY R. BAILEY | | Max:30 | S2 | 06 | 29 | 14 | 15 | 6 | 2 | 4 | |
| 24 | AIMEE B. OPINCARNE | | Max:30 | S2 | 04 | 30 | 14 | 16 | 2 | 1 | 1 | |
| 32 | BESS E. OWENS | | Max:30 | S2 | 02 | 29 | 15 | 14 | 4 | 2 | 2 | |
| 33 | BESS E. OWENS | | Max:30 | S2 | 03 | 25 | 15 | 10 | 2 | 1 | 1 | |
| 34 | BESS E. OWENS | | Max:30 | S2 | 04 | 30 | 16 | 14 | 2 | 0 | 2 | |
| 36 | BESS E. OWENS | | Max:30 | S2 | 06 | 26 | 11 | 15 | 1 | 0 | 1 | |
| 42 | ERIC D. WAKEFIELD | | Max:30 | S2 | 02 | 29 | 13 | 16 | 3 | 0 | 3 | |
| 45 | ERIC D. WAKEFIELD | | Max:30 | S2 | 05 | 28 | 14 | 14 | 4 | 3 | 1 | |
| Number of Sections: | | | 11 | Average Students | | | Per Section: | | | 28.36 | | |
| SCI300 | CHEMISTRY 1 | SM | 8 | 270 | 9 | 9 | 3 | 6 | 0 | 0 | 0 | |
| 21 | ELSBETH C. COCKCROFT | | Max:30 | S2 | 01 | 9 | 3 | 6 | 0 | 0 | 0 | |
| Number of Sections: | | | 1 | Average Students | | | Per Section: | | | 9.00 | | |
| SCI301 | CHEMISTRY 2 | SM | 8 | 240 | 173 | 173 | 92 | 81 | 1 | 0 | 1 | |
| 01 | DENISE L. CARROLL | | Max:30 | S2 | 01 | 27 | 15 | 12 | 0 | 0 | 0 | |
| 02 | DENISE L. CARROLL | | Max:30 | S2 | 02 | 20 | 8 | 12 | 0 | 0 | 0 | |
| 03 | DENISE L. CARROLL | | Max:30 | S2 | 03 | 23 | 10 | 13 | 0 | 0 | 0 | |
| 04 | DENISE L. CARROLL | | Max:30 | S2 | 04 | 30 | 13 | 17 | 0 | 0 | 0 | |
| 05 | DENISE L. CARROLL | | Max:30 | S2 | 05 | 25 | 12 | 13 | 0 | 0 | 0 | |
| 15 | ELSBETH C. COCKCROFT | | Max:30 | S2 | 05 | 27 | 19 | 8 | 0 | 0 | 0 | |
| 16 | ELSBETH C. COCKCROFT | | Max:30 | S2 | 06 | 21 | 15 | 6 | 1 | 0 | 1 | |
| Number of Sections: | | | 7 | Average Students | | | Per Section: | | | 24.71 | | |
| SCI303 | ADV CHEM 2 | SM | 1 | 60 | 30 | 30 | 12 | 18 | 0 | 0 | 0 | |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|----------------------|-------------------------------------|-----|-----|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 02 | ELSBETH C. COCKCROFT | Max:30 | S2 | 02 | | 15 | 5 | 10 | | 0 | 0 | 0 |
| 03 | ELSBETH C. COCKCROFT | Max:30 | S2 | 03 | | 15 | 7 | 8 | | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 15.00 | | | | | | | | | | |
| SCI401 | PHYSICS 2 | SM | 3 | 90 | 56 | | 56 | 23 | 33 | | 0 | 0 |
| 01 | ERIC D. WAKEFIELD | Max:30 | S2 | 01 | | 15 | 8 | 7 | | 0 | 0 | 0 |
| 04 | ERIC D. WAKEFIELD | Max:30 | S2 | 04 | | 29 | 10 | 19 | | 0 | 0 | 0 |
| 06 | ERIC D. WAKEFIELD | Max:30 | S2 | 06 | | 12 | 5 | 7 | | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 18.67 | | | | | | | | | | |
| SCI502 | MARINE BIOLOGY | SM | 1 | 30 | 30 | | 30 | 19 | 11 | | 1 | 0 |
| 04 | WHITNEY R. BAILEY | Max:30 | S2 | 04 | | 30 | 19 | 11 | | 1 | 1 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 30.00 | | | | | | | | | | |
| SLC102 | PRE MATH B | SM | 2 | 17 | 17 | | 17 | 4 | 13 | | 17 | 4 |
| 01 | MARY L. MEEKER-CLARK | Max:5 | S2 | 01 | | 7 | 1 | 6 | | 7 | 1 | 6 |
| 03 | MARY L. MEEKER-CLARK | Max:5 | S2 | 03 | | 7 | 2 | 5 | | 7 | 2 | 5 |
| 05 | MARCELA FIGUEROA | Max:7 | S2 | 05 | | 3 | 1 | 2 | | 3 | 1 | 2 |
| Number of Sections: 3 | | Average Students Per Section: 5.67 | | | | | | | | | | |
| SLC104 | MATH 1B | SM | 1 | 13 | 14 | | 14 | 3 | 11 | | 14 | 3 |
| 04 | MARCELA FIGUEROA | Max:10 | S2 | 04 | | 10 | 2 | 8 | | 10 | 2 | 8 |
| 05 | MARCELA FIGUEROA | Max:3 | S2 | 05 | | 4 | 1 | 3 | | 4 | 1 | 3 |
| Number of Sections: 2 | | Average Students Per Section: 7.00 | | | | | | | | | | |
| SLC106 | MATH 2B | SM | 2 | 12 | 15 | | 15 | 7 | 8 | | 14 | 6 |
| 02 | MARY L. MEEKER-CLARK | Max:2 | S2 | 02 | | 4 | 1 | 3 | | 4 | 1 | 3 |
| 03 | MARCELA FIGUEROA | Max:10 | S2 | 03 | | 11 | 6 | 5 | | 10 | 5 | 5 |
| Number of Sections: 2 | | Average Students Per Section: 7.50 | | | | | | | | | | |
| SLC108 | MATH 3B | SM | 3 | 18 | 18 | | 18 | 6 | 12 | | 17 | 6 |
| 02 | MARY L. MEEKER-CLARK | Max:3 | S2 | 02 | | 2 | 0 | 2 | | 2 | 0 | 2 |
| 03 | MARY L. MEEKER-CLARK | Max:5 | S2 | 03 | | 5 | 1 | 4 | | 4 | 1 | 3 |
| 04 | MARY L. MEEKER-CLARK | Max:10 | S2 | 04 | | 11 | 5 | 6 | | 11 | 5 | 6 |
| Number of Sections: 3 | | Average Students Per Section: 6.00 | | | | | | | | | | |
| SLC202 | LANG ARTS 1B | SM | 2 | 19 | 16 | | 16 | 3 | 13 | | 14 | 2 |
| 01 | JAVID K. SHOEMAKER | Max:1 | S2 | 01 | | 4 | 0 | 4 | | 4 | 0 | 4 |
| 02 | CHARLES W. TOZER JR | Max:8 | S2 | 02 | | 7 | 2 | 5 | | 5 | 1 | 4 |
| 03 | LISA M. WOODY | Max:10 | S2 | 03 | | 5 | 1 | 4 | | 5 | 1 | 4 |
| Number of Sections: 3 | | Average Students Per Section: 5.33 | | | | | | | | | | |
| SLC204 | LANG ARTS 2B | SM | 2 | 25 | 14 | | 14 | 6 | 8 | | 13 | 5 |
| 03 | CHARLES W. TOZER JR | Max:15 | S2 | 03 | | 5 | 3 | 2 | | 5 | 3 | 2 |
| 05 | LISA M. WOODY | Max:10 | S2 | 05 | | 9 | 3 | 6 | | 8 | 2 | 6 |
| Number of Sections: 2 | | Average Students Per Section: 7.00 | | | | | | | | | | |
| SLC206 | LANG ARTS 3B | SM | 2 | 9 | 6 | | 6 | 1 | 5 | | 6 | 1 |
| 01 | JAVID K. SHOEMAKER | Max:9 | S2 | 01 | | 6 | 1 | 5 | | 6 | 1 | 5 |
| Number of Sections: 1 | | Average Students Per Section: 6.00 | | | | | | | | | | |
| SLC208 | LANG ARTS 4B | SM | 1 | 10 | 15 | | 15 | 5 | 10 | | 15 | 5 |
| 03 | JAVID K. SHOEMAKER | Max:10 | S2 | 03 | | 15 | 5 | 10 | | 15 | 5 | 10 |
| Number of Sections: 1 | | Average Students Per Section: 15.00 | | | | | | | | | | |
| SLC210 | LANG ARTS 5B | SM | 2 | 12 | 16 | | 16 | 6 | 10 | | 16 | 6 |
| 02 | CHARLES W. TOZER JR | Max:2 | S2 | 02 | | 4 | 1 | 3 | | 4 | 1 | 3 |
| 05 | JAVID K. SHOEMAKER | Max:10 | S2 | 05 | | 12 | 5 | 7 | | 12 | 5 | 7 |
| Number of Sections: 2 | | Average Students Per Section: 8.00 | | | | | | | | | | |
| SLC302 | WRITING 1B | SM | 4 | 29 | 33 | | 33 | 10 | 23 | | 31 | 9 |
| 01 | MARCELA FIGUEROA | Max:6 | S2 | 01 | | 7 | 1 | 6 | | 7 | 1 | 6 |
| 02 | JERRY T. FREEMAN JR | Max:10 | S2 | 02 | | 7 | 1 | 6 | | 7 | 1 | 6 |
| 04 | JERRY T. FREEMAN JR | Max:5 | S2 | 04 | | 12 | 4 | 8 | | 10 | 3 | 7 |
| 05 | JERRY T. FREEMAN JR | Max:8 | S2 | 05 | | 7 | 4 | 3 | | 7 | 4 | 3 |
| Number of Sections: 4 | | Average Students Per Section: 8.25 | | | | | | | | | | |
| SLC304 | WRITING 2B | SM | 1 | 35 | 22 | | 22 | 5 | 17 | | 21 | 4 |
| 01 | JERRY T. FREEMAN JR | Max:10 | S2 | 01 | | 8 | 1 | 7 | | 8 | 1 | 7 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|----------------------|--------|-------------------------------|-----|-----|-------|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 02 | LISA M. WOODY | Max:10 | S2 | 02 | 7 | 2 | 5 | 7 | 2 | 5 | | |
| 11 | CHARLES W. TOZER JR | Max:15 | S2 | 01 | 7 | 2 | 5 | 6 | 1 | 5 | | |
| Number of Sections: 3 | | | Average Students Per Section: | | | 7.33 | | | | | | |
| SLC306 | WRITING 3B SM | 2 | 11 | 9 | 9 | 4 | 5 | 9 | 4 | 5 | | |
| 01 | MARCELA FIGUEROA | Max:4 | S2 | 01 | 2 | 2 | 0 | 2 | 2 | 0 | | |
| 04 | JERRY T. FREEMAN JR | Max:5 | S2 | 04 | 6 | 2 | 4 | 6 | 2 | 4 | | |
| 05 | JERRY T. FREEMAN JR | Max:2 | S2 | 05 | 1 | 0 | 1 | 1 | 0 | 1 | | |
| Number of Sections: 3 | | | Average Students Per Section: | | | 3.00 | | | | | | |
| SLC402 | LIFE SKILLS 1B SM | 2 | 35 | 35 | 35 | 15 | 20 | 34 | 15 | 19 | | |
| 01 | KYM M. HALES | Max:10 | S2 | 01 | 18 | 8 | 10 | 17 | 8 | 9 | | |
| 04 | LISA M. WOODY | Max:10 | S2 | 04 | 8 | 4 | 4 | 8 | 4 | 4 | | |
| 04T | CHARLES W. TOZER JR | Max:15 | S2 | 04 | 9 | 3 | 6 | 9 | 3 | 6 | | |
| Number of Sections: 3 | | | Average Students Per Section: | | | 11.67 | | | | | | |
| SLC404 | LIFE SKILLS 2B SM | 2 | 13 | 15 | 15 | 4 | 11 | 15 | 4 | 11 | | |
| 03 | KYM M. HALES | Max:3 | S2 | 03 | 7 | 0 | 7 | 7 | 0 | 7 | | |
| 05 | KYM M. HALES | Max:10 | S2 | 05 | 8 | 4 | 4 | 8 | 4 | 4 | | |
| Number of Sections: 2 | | | Average Students Per Section: | | | 7.50 | | | | | | |
| SLC406 | LIFE SKILLS 3B SM | 3 | 21 | 19 | 19 | 5 | 14 | 19 | 5 | 14 | | |
| 1 | CHARLES W. TOZER JR | Max:4 | S2 | 01 | 1 | 0 | 1 | 1 | 0 | 1 | | |
| 2H | KYM M. HALES | Max:10 | S2 | 02 | 12 | 5 | 7 | 12 | 5 | 7 | | |
| 3 | KYM M. HALES | Max:7 | S2 | 03 | 6 | 0 | 6 | 6 | 0 | 6 | | |
| Number of Sections: 3 | | | Average Students Per Section: | | | 6.33 | | | | | | |
| SLCHOM | SLC HOMEROOM SM | 9 | 210 | 61 | 61 | 21 | 40 | 59 | 20 | 39 | | |
| 12 | MARCELA FIGUEROA | Max:15 | S2 | 06 | 10 | 1 | 9 | 10 | 1 | 9 | | |
| 22 | KYM M. HALES | Max:15 | S2 | 06 | 11 | 5 | 6 | 11 | 5 | 6 | | |
| 32 | LISA M. WOODY | Max:15 | S2 | 06 | 7 | 1 | 6 | 7 | 1 | 6 | | |
| 42 | JAVID K. SHOEMAKER | Max:15 | S2 | 06 | 11 | 4 | 7 | 11 | 4 | 7 | | |
| 52 | MARY L. MEEKER-CLARK | Max:15 | S2 | 06 | 4 | 3 | 1 | 4 | 3 | 1 | | |
| 62 | JERRY T. FREEMAN JR | Max:15 | S2 | 06 | 8 | 4 | 4 | 8 | 4 | 4 | | |
| 64 | CHARLES W. TOZER JR | Max:15 | S2 | 06 | 10 | 3 | 7 | 8 | 2 | 6 | | |
| Number of Sections: 7 | | | Average Students Per Section: | | | 8.71 | | | | | | |
| SOC101 | WORLD STUDIES SM | 10 | 381 | 200 | 200 | 86 | 114 | 17 | 3 | 14 | | |
| 11P | JON W. PRICE | Max:30 | S2 | 01 | 26 | 9 | 17 | 2 | 1 | 1 | | |
| 11V | ABRAHAM P. VANDERPUI | Max:22 | S2 | 01 | 18 | 5 | 13 | 0 | 0 | 0 | | |
| 12P | JON W. PRICE | Max:30 | S2 | 02 | 22 | 11 | 11 | 3 | 0 | 3 | | |
| 12V | ABRAHAM P. VANDERPUI | Max:22 | S2 | 02 | 19 | 7 | 12 | 0 | 0 | 0 | | |
| 13V | ABRAHAM P. VANDERPUI | Max:22 | S2 | 03 | 18 | 6 | 12 | 0 | 0 | 0 | | |
| 14P | JON W. PRICE | Max:30 | S2 | 04 | 26 | 14 | 12 | 3 | 0 | 3 | | |
| 15P | JON W. PRICE | Max:30 | S2 | 05 | 24 | 11 | 13 | 4 | 1 | 3 | | |
| 16V | ABRAHAM P. VANDERPUI | Max:30 | S2 | 06 | 29 | 13 | 16 | 5 | 1 | 4 | | |
| ELL | NECIA L. HANSEN | Max:15 | S2 | 04 | 18 | 10 | 8 | 0 | 0 | 0 | | |
| Number of Sections: 9 | | | Average Students Per Section: | | | 22.22 | | | | | | |
| SOC150 | WORLD GEOGRAPHY SM | 2 | 30 | 12 | 12 | 5 | 7 | 1 | 0 | 1 | | |
| 01 | PATRICK W. MARTIN | Max:30 | S2 | 01 | 12 | 5 | 7 | 1 | 0 | 1 | | |
| Number of Sections: 1 | | | Average Students Per Section: | | | 12.00 | | | | | | |
| SOC191 | AP HUMN GEOGR 2 SM | 2 | 60 | 56 | 56 | 28 | 28 | 0 | 0 | 0 | | |
| 05 | MICHAEL A. GRENZ | Max:30 | S2 | 05 | 28 | 10 | 18 | 0 | 0 | 0 | | |
| 06 | MICHAEL A. GRENZ | Max:30 | S2 | 06 | 28 | 18 | 10 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | | Average Students Per Section: | | | 28.00 | | | | | | |
| SOC203 | US HISTORY 2 SM | 11 | 90 | 68 | 68 | 29 | 39 | 13 | 4 | 9 | | |
| 03B | EDWARD M. BENDER | Max:30 | S2 | 03 | 22 | 9 | 13 | 4 | 1 | 3 | | |
| 04S | PHILIP N. SMETHERAM | Max:30 | S2 | 04 | 28 | 11 | 17 | 7 | 1 | 6 | | |
| 05S | PHILIP N. SMETHERAM | Max:30 | S2 | 05 | 18 | 9 | 9 | 2 | 2 | 0 | | |
| Number of Sections: 3 | | | Average Students Per Section: | | | 22.67 | | | | | | |
| SOC205 | AP EUROPEAN 2 SM | 4 | 90 | 80 | 80 | 56 | 24 | 0 | 0 | 0 | | |
| 11G | MICHAEL A. GRENZ | Max:30 | S2 | 01 | 23 | 19 | 4 | 0 | 0 | 0 | | |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|---------------------|-------------------------------------|--------|-----|----------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 12G | MICHAEL A. GRENZ | | Max:30 | S2 | 02 | 29 | 19 | 10 | 0 | 0 | 0 |
| 13G | MICHAEL A. GRENZ | | Max:30 | S2 | 03 | 28 | 18 | 10 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 26.67 | | | | | | | | | |
| SOC300 | CIVICS | SM | 9 | 300 | 116 | 116 | 43 | 73 | 20 | 4 | 16 |
| 11E | GORDON A. ELLIOTT | | Max:30 | S2 | 01 | 22 | 9 | 13 | 2 | 1 | 1 |
| 13Y | JOHN H. YORKE | | Max:30 | S2 | 03 | 29 | 9 | 20 | 8 | 1 | 7 |
| 14E | GORDON A. ELLIOTT | | Max:30 | S2 | 04 | 26 | 12 | 14 | 3 | 2 | 1 |
| 15Y | JOHN H. YORKE | | Max:30 | S2 | 05 | 17 | 6 | 11 | 3 | 0 | 3 |
| 16P | JON W. PRICE | | Max:30 | S2 | 06 | 22 | 7 | 15 | 4 | 0 | 4 |
| Number of Sections: 5 | | Average Students Per Section: 23.20 | | | | | | | | | |
| SOC302 | AP US HISTORY 2 | SM | 4 | 90 | 76 | 76 | 38 | 38 | 0 | 0 | 0 |
| 11 | EDWARD M. BENDER | | Max:30 | S2 | 01 | 23 | 13 | 10 | 0 | 0 | 0 |
| 12 | EDWARD M. BENDER | | Max:30 | S2 | 02 | 24 | 11 | 13 | 0 | 0 | 0 |
| 14 | EDWARD M. BENDER | | Max:30 | S2 | 04 | 29 | 14 | 15 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 25.33 | | | | | | | | | |
| SOC400 | GLOBAL ISSUES | SM | 7 | 540 | 182 | 182 | 76 | 106 | 26 | 9 | 17 |
| 111 | JOHN H. YORKE | | Max:30 | S2 | 01 | 22 | 7 | 15 | 3 | 2 | 1 |
| 112 | JOHN H. YORKE | | Max:30 | S2 | 02 | 20 | 10 | 10 | 1 | 0 | 1 |
| 113 | PHILIP N. SMETHERAM | | Max:30 | S2 | 03 | 22 | 8 | 14 | 4 | 1 | 3 |
| 114 | JOHN H. YORKE | | Max:30 | S2 | 04 | 26 | 8 | 18 | 4 | 2 | 2 |
| 116 | PHILIP N. SMETHERAM | | Max:30 | S2 | 06 | 23 | 15 | 8 | 4 | 2 | 2 |
| 212 | PHILIP N. SMETHERAM | | Max:30 | S2 | 02 | 22 | 8 | 14 | 2 | 0 | 2 |
| 213 | PATRICK W. MARTIN | | Max:30 | S2 | 03 | 13 | 7 | 6 | 1 | 0 | 1 |
| 214 | PATRICK W. MARTIN | | Max:30 | S2 | 04 | 23 | 12 | 11 | 6 | 1 | 5 |
| 215 | PATRICK W. MARTIN | | Max:30 | S2 | 05 | 11 | 1 | 10 | 1 | 1 | 0 |
| Number of Sections: 9 | | Average Students Per Section: 20.22 | | | | | | | | | |
| SOC402 | AP US POL&GOV 2 | SM | 3 | 90 | 76 | 76 | 43 | 33 | 1 | 1 | 0 |
| 02 | GORDON A. ELLIOTT | | Max:30 | S2 | 02 | 27 | 16 | 11 | 1 | 1 | 0 |
| 03 | GORDON A. ELLIOTT | | Max:30 | S2 | 03 | 23 | 10 | 13 | 0 | 0 | 0 |
| 05 | GORDON A. ELLIOTT | | Max:30 | S2 | 05 | 26 | 17 | 9 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 25.33 | | | | | | | | | |
| SOC501 | PSYCHOLOGY 2 | SM | 2 | 60 | 59 | 59 | 34 | 25 | 7 | 2 | 5 |
| 01 | CRYSTAL A. WISNESS | | Max:30 | S2 | 01 | 29 | 21 | 8 | 3 | 2 | 1 |
| 02 | CRYSTAL A. WISNESS | | Max:30 | S2 | 02 | 30 | 13 | 17 | 4 | 0 | 4 |
| Number of Sections: 2 | | Average Students Per Section: 29.50 | | | | | | | | | |
| SOC503 | AP PSYCH 2 | SM | 1 | 30 | 18 | 18 | 11 | 7 | 1 | 1 | 0 |
| 03 | CRYSTAL A. WISNESS | | Max:30 | S2 | 03 | 18 | 11 | 7 | 1 | 1 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 18.00 | | | | | | | | | |
| SOC508 | WASH STATE HIST | SM | 2 | 90 | 31 | 31 | 14 | 17 | 7 | 1 | 6 |
| 16 | PATRICK W. MARTIN | | Max:30 | S2 | 06 | 31 | 14 | 17 | 7 | 1 | 6 |
| Number of Sections: 1 | | Average Students Per Section: 31.00 | | | | | | | | | |
| SPE116 | READING LAB | SM | 2 | 14 | 14 | 14 | 7 | 7 | 14 | 7 | 7 |
| 05 | TERESA A. MCLUEN | | Max:14 | S2 | 05 | 14 | 7 | 7 | 14 | 7 | 7 |
| Number of Sections: 1 | | Average Students Per Section: 14.00 | | | | | | | | | |
| SPE202 | LANG ARTS 1 | SM | 1 | 14 | 11 | 11 | 4 | 7 | 10 | 4 | 6 |
| 02 | TERESA A. MCLUEN | | Max:14 | S2 | 02 | 11 | 4 | 7 | 10 | 4 | 6 |
| Number of Sections: 1 | | Average Students Per Section: 11.00 | | | | | | | | | |
| SPE206 | LANG ARTS 3 | SM | 1 | 14 | 13 | 13 | 2 | 11 | 13 | 2 | 11 |
| 04 | JAYNE CRIDDLE | | Max:14 | S2 | 04 | 13 | 2 | 11 | 13 | 2 | 11 |
| Number of Sections: 1 | | Average Students Per Section: 13.00 | | | | | | | | | |
| SPE208 | LANG ARTS 4 | SM | 1 | 28 | 21 | 21 | 8 | 13 | 21 | 8 | 13 |
| 01 | JAYNE CRIDDLE | | Max:14 | S2 | 01 | 8 | 4 | 4 | 8 | 4 | 4 |
| 04 | TERESA A. MCLUEN | | Max:14 | S2 | 04 | 13 | 4 | 9 | 13 | 4 | 9 |
| Number of Sections: 2 | | Average Students Per Section: 10.50 | | | | | | | | | |
| SPE210 | LANG ARTS 5 | SM | 1 | 28 | 25 | 25 | 9 | 16 | 25 | 9 | 16 |
| 03 | TERESA A. MCLUEN | | Max:14 | S2 | 03 | 14 | 3 | 11 | 14 | 3 | 11 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|-----------------------|------|-----|-------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 06 | JAYNE CRIDDLE | | | Max:14 | S2 | 06 | 11 | 6 | 5 | 11 | 6 | 5 |
| Number of Sections: 2 | | | | Average Students Per Section: | | | 12.50 | | | | | |
| SPE218 | READ/WR LAN 4 | SM | | 2 | 14 | 11 | 11 | 5 | 6 | 11 | 5 | 6 |
| 02 | JAYNE CRIDDLE | | | Max:14 | S2 | 02 | 11 | 5 | 6 | 11 | 5 | 6 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 11.00 | | | | | |
| SPE220 | READ/WR LAN 5 | SM | | 1 | 28 | 25 | 25 | 8 | 17 | 24 | 8 | 16 |
| 01 | TERESA A. MCLUEN | | | Max:14 | S2 | 01 | 12 | 4 | 8 | 11 | 4 | 7 |
| 03 | JAYNE CRIDDLE | | | Max:14 | S2 | 03 | 13 | 4 | 9 | 13 | 4 | 9 |
| Number of Sections: 2 | | | | Average Students Per Section: | | | 12.50 | | | | | |
| SPE304 | MATH 2 | SM | | 2 | 28 | 19 | 19 | 9 | 10 | 19 | 9 | 10 |
| 02 | BRANDI N. COLE | | | Max:14 | S2 | 02 | 14 | 5 | 9 | 14 | 5 | 9 |
| 06 | ANGELA D. STUBBLEFIEL | | | Max:14 | S2 | 06 | 5 | 4 | 1 | 5 | 4 | 1 |
| Number of Sections: 2 | | | | Average Students Per Section: | | | 9.50 | | | | | |
| SPE306 | MATH 3 | SM | | 3 | 42 | 34 | 34 | 12 | 22 | 34 | 12 | 22 |
| 01 | ANGELA D. STUBBLEFIEL | | | Max:14 | S2 | 01 | 10 | 3 | 7 | 10 | 3 | 7 |
| 05 | BRANDI N. COLE | | | Max:14 | S2 | 05 | 13 | 3 | 10 | 13 | 3 | 10 |
| 06 | BRANDI N. COLE | | | Max:14 | S2 | 06 | 11 | 6 | 5 | 11 | 6 | 5 |
| Number of Sections: 3 | | | | Average Students Per Section: | | | 11.33 | | | | | |
| SPE308 | MATH 4 | SM | | 3 | 56 | 47 | 47 | 16 | 31 | 45 | 16 | 29 |
| 02 | ANGELA D. STUBBLEFIEL | | | Max:14 | S2 | 02 | 11 | 5 | 6 | 11 | 5 | 6 |
| 03 | BRANDI N. COLE | | | Max:14 | S2 | 03 | 14 | 7 | 7 | 13 | 7 | 6 |
| 04 | ANGELA D. STUBBLEFIEL | | | Max:14 | S2 | 04 | 11 | 2 | 9 | 10 | 2 | 8 |
| 05 | ANGELA D. STUBBLEFIEL | | | Max:14 | S2 | 05 | 11 | 2 | 9 | 11 | 2 | 9 |
| Number of Sections: 4 | | | | Average Students Per Section: | | | 11.75 | | | | | |
| SPE321 | PRE ALGEBRA 2 | SM | | 1 | 14 | 14 | 14 | 5 | 9 | 14 | 5 | 9 |
| 01 | BRANDI N. COLE | | | Max:14 | S2 | 01 | 14 | 5 | 9 | 14 | 5 | 9 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | 14.00 | | | | | |
| SPE601 | COMM LAB | SM | | 1 | 122 | 26 | 26 | 10 | 16 | 25 | 10 | 15 |
| 01 | KAREN SHU-MINUTOLI | | | Max:30 | S2 | 01 | 10 | 5 | 5 | 10 | 5 | 5 |
| 04 | KAREN SHU-MINUTOLI | | | Max:30 | S2 | 04 | 11 | 4 | 7 | 10 | 4 | 6 |
| 06 | KAREN SHU-MINUTOLI | | | Max:2 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| 07 | KAREN SHU-MINUTOLI | | | Max:30 | S2 | 07 | 5 | 1 | 4 | 5 | 1 | 4 |
| 08 | KAREN SHU-MINUTOLI | | | Max:30 | S2 | 08 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 5 | | | | Average Students Per Section: | | | 5.20 | | | | | |
| TAP101 | TRANSITNL PRG B | SM | | 7 | 186 | 56 | 56 | 28 | 28 | 53 | 25 | 28 |
| 01 | ELAINE M. HOGG | | | Max:31 | S2 | 01 | 7 | 4 | 3 | 6 | 3 | 3 |
| 02 | ELAINE M. HOGG | | | Max:31 | S2 | 02 | 7 | 4 | 3 | 6 | 3 | 3 |
| 03 | ELAINE M. HOGG | | | Max:31 | S2 | 03 | 17 | 9 | 8 | 16 | 8 | 8 |
| 04 | ELAINE M. HOGG | | | Max:31 | S2 | 04 | 13 | 6 | 7 | 13 | 6 | 7 |
| 05 | ELAINE M. HOGG | | | Max:31 | S2 | 05 | 12 | 5 | 7 | 12 | 5 | 7 |
| 06 | ELAINE M. HOGG | | | Max:31 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 6 | | | | Average Students Per Section: | | | 9.33 | | | | | |

TITLE FOR TOTAL

| TOTALS GROUP | TOTAL | FEMALE | MALE |
|--------------|-------|--------|------|
| GRAND TOTALS | 9103 | 4292 | 4811 |
| Special Ed | 1345 | 485 | 860 |

***** End of report *****

| COURSE | DESCRIPTION | LGTH | EST | NBR | | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| ART001 | ADAPTIVE ART 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART002 | ADAPTIVE ART 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART091 | ART 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART092 | ART 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART101 | DRAWING 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART102 | DRAWING 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART103 | ADV ART 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART104 | ADV ART 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART105 | ADV ART 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART106 | ADV ART 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART107 | 2-D ART | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART108 | SCULPTURE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART109 | PAINTING | SM | 1 | 30 | 29 | 29 | 20 | 9 |
| ART110 | CERAMICS | SM | 3 | 90 | 105 | 105 | 57 | 48 |
| ART111 | ADV CERAMICS | SM | 1 | 30 | 31 | 31 | 19 | 12 |
| ART112 | FABRIC DESIGN | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART113 | ADV FABRIC DES | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART114 | TECH THEATRE 1 | SM | 2 | 60 | 66 | 66 | 27 | 39 |
| ART115 | TECH THEATRE 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART116 | INTR CHLD THEA1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART117 | INTR CHLD THEA2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART121 | ACTING 1 | SM | 1 | 25 | 30 | 30 | 19 | 11 |
| ART122 | ACTING 2 | SM | 1 | 25 | 27 | 27 | 14 | 13 |
| ART123 | ACTING 3 | SM | 1 | 4 | 4 | 4 | 2 | 2 |
| ART124 | ACTING 4 | SM | 1 | 4 | 5 | 5 | 1 | 4 |
| ART125 | ACTING 5 | SM | 1 | 1 | 1 | 1 | 0 | 1 |
| ART126 | ACTING 6 | SM | 1 | 1 | 1 | 1 | 1 | 0 |
| ART127 | ACTING 7 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART128 | ACTING 8 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART200 | IND ARTS 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART201 | IND ARTS 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART351 | JEWELRY 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART352 | JEWELRY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART380 | AP STUDIO ART 1 | SM | 1 | 30 | 14 | 14 | 12 | 2 |
| ART381 | AP STUDIO ART 2 | SM | 1 | 30 | 11 | 11 | 10 | 1 |
| ART800 | ART IND STUDY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART801 | WSLP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART850 | RECAP ART CR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART900 | ART XFER CREDIT | SM | 1 | 0 | 2 | 2 | 2 | 0 |
| ART901 | ART INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ART910 | ART RUN START | SM | 1 | 30 | 37 | 37 | 25 | 12 |
| ARTONL | ART ONLINE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE001 | HORT SCIENCE 1 | SM | 2 | 55 | 85 | 85 | 46 | 39 |
| CTE002 | HORT SCIENCE 2 | SM | 2 | 60 | 61 | 61 | 32 | 29 |
| CTE003 | ENVIRON HORT 1 | SM | 1 | 45 | 52 | 52 | 23 | 29 |
| CTE004 | ENVIRON HORT 2 | SM | 1 | 60 | 67 | 67 | 27 | 40 |
| CTE005 | ENVIRON HORT 3 | SM | 1 | 9 | 8 | 8 | 5 | 3 |
| CTE006 | ENVIRON HORT 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE007 | FLORAL DES MKT1 | SM | 1 | 0 | 5 | 5 | 3 | 2 |
| CTE008 | FLORAL DES MKT2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE011 | BIOLOGY 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE012 | BIOLOGY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE020 | NATRL RESRCS 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE021 | NATRL RESRCS 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE022 | NATRL RESRCS 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE023 | NATRL RESRCS 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| CTE101 | ACCOUNTING 1 | SM | 1 | 30 | 36 | 36 | 24 | 12 |
| CTE102 | ACCOUNTING 2 | SM | 1 | 30 | 27 | 27 | 16 | 11 |
| CTE103 | ACCOUNTING 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE104 | ACCOUNTING 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE105 | RECORD KEEPING | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE111 | BUS ENGLISH 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE112 | BUS ENGLISH 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE115 | BUS MATH | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE117 | MATH BUS PRFIN1 | SM | 2 | 30 | 35 | 35 | 19 | 16 |
| CTE118 | MATH BUS PRFIN2 | SM | 2 | 30 | 25 | 25 | 13 | 12 |
| CTE120 | BUS PERS FIN | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE125 | CAREER CHOICES | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE130 | LAW AND SOCIETY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE135 | DIGITTOOLS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE136 | ADV COMP APPS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE141 | MOS 1 | SM | 5 | 90 | 104 | 104 | 55 | 49 |
| CTE142 | MOS 2 | SM | 1 | 120 | 112 | 112 | 57 | 55 |
| CTE143 | MOS 3 | SM | 1 | 3 | 3 | 3 | 2 | 1 |
| CTE144 | MOS 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE150 | GAMNG INTMEDIA1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE151 | GAMNG INTMEDIA2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE152 | GAMNG INTMEDIA3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE153 | GAMNG INTMEDIA4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE170 | MARKETG/DECA 1 | SM | 3 | 43 | 53 | 53 | 22 | 31 |
| CTE171 | MARKETG/DECA 2 | SM | 3 | 73 | 79 | 79 | 38 | 41 |
| CTE175 | MKT PMGMT DECA3 | SM | 1 | 30 | 35 | 35 | 17 | 18 |
| CTE176 | MKT PMGMT DECA4 | SM | 1 | 30 | 31 | 31 | 14 | 17 |
| CTE177 | SPTS & ENT MKTG | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE178 | SPTS & ENT MGMT | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE180 | MKT BUS ADMIN 1 | SM | 1 | 17 | 13 | 13 | 6 | 7 |
| CTE181 | MKT BUS ADMIN 2 | SM | 1 | 17 | 11 | 11 | 3 | 8 |
| CTE182 | STORE RETL OP 1 | SM | 1 | 25 | 28 | 28 | 14 | 14 |
| CTE183 | STORE RETL OP 2 | SM | 1 | 31 | 32 | 32 | 14 | 18 |
| CTE184 | STOR OP SM BSN1 | SM | 1 | 8 | 10 | 10 | 6 | 4 |
| CTE185 | STOR OP SM BSN2 | SM | 1 | 8 | 11 | 11 | 7 | 4 |
| CTE186 | MARKTNG ENTRE 1 | SM | 1 | 0 | 14 | 14 | 6 | 8 |
| CTE187 | MARKTNG ENTRE 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE188 | BSN MKT FN DECA | SM | 1 | 85 | 92 | 92 | 46 | 46 |
| CTE190 | AP MICROECONOMI | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE191 | AP MACROECONOMI | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE201 | TEACHING ACAD 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE202 | TEACHING ACAD 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE211 | CAREER W/CHILD1 | SM | 2 | 60 | 68 | 68 | 59 | 9 |
| CTE212 | CAREER W/CHILD2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE213 | CAREER W/CHILD3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE214 | CAREER W/CHILD4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE220 | CREATIVE FOODS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE225 | FSHN APP DESGN1 | SM | 1 | 30 | 29 | 29 | 26 | 3 |
| CTE226 | FSHN APP DESGN2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE227 | FABRIC DESIGN | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE228 | ADV FABRIC DES | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE231 | FOOD NUTR&SCI 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE232 | FOOD NUTR&SCI 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE240 | INDEP LIVING | SM | 1 | 60 | 65 | 65 | 35 | 30 |
| CTE245 | INTERIOR DESIGN | SM | 1 | 30 | 27 | 27 | 22 | 5 |
| CTE250 | NUTRTN WELLNESS | SM | 2 | 60 | 70 | 70 | 48 | 22 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | | ----TOTALS---- | | |
|--------|------------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| CTE260 | PERSONL CHOICES | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE265 | COSMETOLOGY 1 | SM | 1 | 5 | 1 | 1 | 1 | 0 |
| CTE266 | COSMETOLOGY 2 | SM | 1 | 5 | 1 | 1 | 1 | 0 |
| CTE281 | AM SIGN LANG 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE282 | AM SIGN LANG 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE283 | AM SIGN LANG 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE284 | AM SIGN LANG 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE285 | AM SIGN LANG 5 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE286 | AM SIGN LANG 6 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE300 | TEEN PARENTNG 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE301 | TEEN PARENTNG 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE303 | HEALTH CTE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE304 | PREVENTIVE MED | SM | 4 | 90 | 97 | 97 | 59 | 38 |
| CTE305 | ANATOMY/PHYS 1 | SM | 3 | 60 | 63 | 63 | 47 | 16 |
| CTE306 | ANATOMY/PHYS 2 | SM | 2 | 60 | 59 | 59 | 44 | 15 |
| CTE307 | SPORTS MED 1 | SM | 1 | 22 | 25 | 25 | 22 | 3 |
| CTE308 | SPORTS MED 2 | SM | 1 | 23 | 23 | 23 | 20 | 3 |
| CTE311 | ADVSports MED 1 | SM | 2 | 8 | 11 | 11 | 9 | 2 |
| CTE312 | ADVSports MED 2 | SM | 2 | 7 | 11 | 11 | 9 | 2 |
| CTE331 | CULINARY ARTS | SM | 14 | 284 | 312 | 312 | 134 | 178 |
| CTE332 | CULINARY ARTS | SM | 3 | 45 | 51 | 51 | 23 | 28 |
| CTE333 | ADV CULNY ART 1 | SM | 3 | 10 | 12 | 12 | 6 | 6 |
| CTE334 | ADV CULNY ART 2 | SM | 3 | 11 | 12 | 12 | 3 | 9 |
| CTE335 | CULNY ARTS CS 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE336 | CULNY ARTS CS 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE351 | JEWL METLSCULP1 | SM | 7 | 187 | 215 | 215 | 104 | 111 |
| CTE352 | JEWL METLSCULP2 | SM | 4 | 83 | 69 | 69 | 26 | 43 |
| CTE353 | JEWL METLSCULP3 | SM | 2 | 7 | 7 | 7 | 1 | 6 |
| CTE354 | JEWL METLSCULP4 | SM | 1 | 2 | 1 | 1 | 0 | 1 |
| CTE355 | JEWL METLSCULCS | SM | 1 | 1 | 1 | 1 | 1 | 0 |
| CTE361 | VIS COM 1 | SM | 5 | 120 | 132 | 132 | 56 | 76 |
| CTE362 | VIS COM 2 | SM | 2 | 30 | 18 | 18 | 5 | 13 |
| CTE365 | VIS COM CS 1 | SM | 1 | 1 | 1 | 1 | 0 | 1 |
| CTE366 | VIS COM CS 2 | SM | 1 | 1 | 1 | 1 | 0 | 1 |
| CTE368 | DIGITAL PHOTO 1 | SM | 2 | 90 | 102 | 102 | 59 | 43 |
| CTE369 | DIGITAL PHOTO 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE371 | DRAWING 1 | SM | 5 | 119 | 133 | 133 | 80 | 53 |
| CTE372 | DRAWING 2 | SM | 2 | 59 | 57 | 57 | 41 | 16 |
| CTE373 | AP STUDIO ART 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE374 | AP STUDIO ART 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE375 | GRAPHIC DES 1 | SM | 1 | 27 | 28 | 28 | 13 | 15 |
| CTE376 | GRAPHIC DES 2 | SM | 1 | 27 | 17 | 17 | 10 | 7 |
| CTE377 | GRAPHIC DES CS 1 | SM | 1 | 4 | 4 | 4 | 3 | 1 |
| CTE378 | GRAPHIC DES CS 2 | SM | 1 | 4 | 3 | 3 | 2 | 1 |
| CTE381 | ELECTRONICS 1 | SM | 2 | 45 | 51 | 51 | 3 | 48 |
| CTE382 | ELECTRONICS 2 | SM | 2 | 43 | 44 | 44 | 2 | 42 |
| CTE383 | ELECTRONICS 3 | SM | 1 | 3 | 3 | 3 | 0 | 3 |
| CTE384 | ELECTRONICS 4 | SM | 1 | 4 | 3 | 3 | 0 | 3 |
| CTE385 | PRIN OF TECH 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE386 | PRIN OF TECH 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE387 | ELECTRONIC 1 CS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE388 | ELECTRONIC 2 CS | SM | 1 | 2 | 2 | 2 | 0 | 2 |
| CTE389 | ROBOTICS TECH 1 | SM | 2 | 24 | 26 | 26 | 4 | 22 |
| CTE390 | ROBOTICS TECH 2 | SM | 2 | 24 | 19 | 19 | 1 | 18 |
| CTE391 | WEB PUBLISH 1 | SM | 3 | 24 | 24 | 24 | 6 | 18 |
| CTE392 | WEB PUBLISH 2 | SM | 1 | 24 | 24 | 24 | 9 | 15 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| CTE393 | WEB PUBLISH 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE394 | WEB PUBLISH 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE395 | AEROSPACE ASM 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE396 | AEROSPACE ASM 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE401 | ENGN DES ARCH 1 | SM | 2 | 40 | 48 | 48 | 4 | 44 |
| CTE402 | ENGN DES ARCH 2 | SM | 2 | 42 | 42 | 42 | 6 | 36 |
| CTE405 | ENGN DES ARCH 3 | SM | 1 | 8 | 8 | 8 | 0 | 8 |
| CTE406 | ENGN DES ARCH 4 | SM | 1 | 6 | 6 | 6 | 0 | 6 |
| CTE407 | DRFT ENG TECH 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE408 | DRFT ENG TECH 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE409 | ENGN DESARC CS1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE410 | ENGN DESARC CS2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE411 | COMP SYS ENG 1 | SM | 2 | 46 | 41 | 41 | 3 | 38 |
| CTE412 | COMP SYS ENG 2 | SM | 2 | 45 | 33 | 33 | 4 | 29 |
| CTE413 | COMP SYS ENG 3 | SM | 1 | 2 | 4 | 4 | 0 | 4 |
| CTE414 | COMP SYS ENG 4 | SM | 1 | 2 | 2 | 2 | 0 | 2 |
| CTE415 | COMP NETWORK 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE416 | COMP NETWORK 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE417 | COMP NETWORK 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE418 | COMP NETWORK 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE419 | COMP TECH CS 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE420 | COMP TECH CS 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE421 | SMALL GAS ENG 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE422 | SMALL GAS ENG 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE425 | AUTO TECH 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE426 | AUTO TECH 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE427 | ADV AUTO TECH 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE428 | ADV AUTO TECH 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE429 | ADV AUTO TECH 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE430 | ADV AUTO TECH 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE443 | WELDING 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE444 | WELDING 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE445 | MACHNST TRNG 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE446 | MACHNST TRNG 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE450 | POWER/ENERGY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE451 | ADV POWR/ENERGY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE455 | WOODWRK DESGN 1 | SM | 2 | 49 | 57 | 57 | 9 | 48 |
| CTE456 | WOODWRK DESGN 2 | SM | 2 | 48 | 44 | 44 | 8 | 36 |
| CTE457 | WOODWRK DESGN 3 | SM | 1 | 5 | 8 | 8 | 0 | 8 |
| CTE458 | WOODWRK DESGN 4 | SM | 1 | 6 | 6 | 6 | 1 | 5 |
| CTE461 | WOODWRK DESGN 5 | SM | 1 | 2 | 3 | 3 | 0 | 3 |
| CTE462 | WOODWRK DESGN 6 | SM | 1 | 2 | 2 | 2 | 0 | 2 |
| CTE465 | YEARBOOK 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE466 | YEARBOOK 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE470 | WBL GENERIC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE471 | WBL AMER SIGN | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE472 | WBL AUTOMOTIVE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE473 | WBL BUS ED | SM | 1 | 60 | 9 | 9 | 5 | 4 |
| CTE474 | WBL CAREERS ED | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE475 | WBL COMP TECH | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE476 | WBL CONSTR MANU | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE477 | WBL CULNY ARTS | SM | 1 | 60 | 12 | 12 | 11 | 1 |
| CTE478 | WBL DRAFT ENGIN | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE479 | WBL ELECTRONICS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE480 | WBL FAM CONS SC | SM | 1 | 60 | 13 | 13 | 10 | 3 |
| CTE481 | WBL GPH DES PRO | SM | 1 | 60 | 2 | 2 | 2 | 0 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | NBR | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| CTE482 | WBL HORTICULTUR | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| CTE483 | WBL JEWELRY MFG | SM | 1 | 60 | 8 | 8 | 4 | 4 |
| CTE484 | WBL MARKETING | SM | 1 | 60 | 6 | 6 | 2 | 4 |
| CTE485 | WBL METALS MFG | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| CTE486 | WBL JROTC | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| CTE487 | WBL SPORTS MED | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| CTE488 | WBL VIS COM | SM | 1 | 60 | 2 | 2 | 0 | 2 |
| CTE489 | WBL WEB PUBLISH | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| CTE490 | WBL CAR CHOICES | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| CTE514 | NEWSPAPER 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE515 | NEWSPAPER 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE521 | JROTC 1 | SM | 9 | 300 | 277 | 277 | 59 | 218 |
| CTE522 | JROTC 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE523 | JROTC 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE524 | JROTC 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE850 | RECAP CTE CR | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| CTE900 | CTE XFER | SM | 1 | 150 | 37 | 37 | 11 | 26 |
| CTE901 | CTE INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| CTE910 | CTE RUN START | SM | 1 | 60 | 86 | 86 | 53 | 33 |
| ELL101 | ELL LAN ART 1A | SM | 1 | 15 | 14 | 14 | 4 | 10 |
| ELL102 | ELL LAN ART 1B | SM | 1 | 15 | 14 | 14 | 2 | 12 |
| ELL120 | ELL STDY SKILL1 | SM | 1 | 30 | 17 | 17 | 8 | 9 |
| ELL121 | ELL STDY SKILL2 | SM | 1 | 30 | 21 | 21 | 6 | 15 |
| ELL201 | ELL LAN ART 2A | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ELL202 | ELL LAN ART 2B | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ELL205 | ELL US HIST 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ELL206 | ELL US HIST 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ELL301 | ELL LAN ART 3A | SM | 1 | 30 | 14 | 14 | 6 | 8 |
| ELL302 | ELL LAN ART 3B | SM | 1 | 30 | 20 | 20 | 8 | 12 |
| ELL700 | ELL LAB | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ELL810 | ELL SUPPORT | YR | 1 | 60 | 36 | 36 | 17 | 19 |
| ELL850 | RECAP ELL CR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ELL900 | ELL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ELL901 | ELL INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| ELL910 | ELL RUN START | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR201 | FRENCH 1 | SM | 4 | 60 | 62 | 62 | 42 | 20 |
| FOR202 | FRENCH 2 | SM | 4 | 60 | 61 | 61 | 41 | 20 |
| FOR203 | FRENCH 3 | SM | 2 | 90 | 72 | 72 | 37 | 35 |
| FOR204 | FRENCH 4 | SM | 2 | 90 | 59 | 59 | 31 | 28 |
| FOR205 | FRENCH 5 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR206 | FRENCH 6 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR207 | FRENCH 7 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR208 | FRENCH 8 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR209 | AP FRENCH 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR210 | AP FRENCH 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR211 | FRENCH 9 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR212 | UW FRENCH 1 | SM | 1 | 30 | 22 | 22 | 11 | 11 |
| FOR213 | UW FRENCH 2 | SM | 1 | 30 | 19 | 19 | 9 | 10 |
| FOR301 | GERMAN 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR302 | GERMAN 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR303 | GERMAN 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR304 | GERMAN 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR305 | GERMAN 5 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR306 | GERMAN 6 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR307 | GERMAN 7 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR308 | GERMAN 8 | SM | 1 | 0 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | | ----TOTALS---- | | |
|--------|-----------------|------|-----|------|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| FOR309 | AP GERMAN 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR310 | AP GERMAN 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR401 | JAPANESE 1 | SM | 2 | 60 | 60 | 60 | 31 | 29 |
| FOR402 | JAPANESE 2 | SM | 2 | 60 | 51 | 51 | 27 | 24 |
| FOR403 | JAPANESE 3 | SM | 1 | 60 | 36 | 36 | 13 | 23 |
| FOR404 | JAPANESE 4 | SM | 1 | 60 | 35 | 35 | 12 | 23 |
| FOR405 | JAPANESE 5 | SM | 1 | 28 | 14 | 14 | 9 | 5 |
| FOR406 | JAPANESE 6 | SM | 1 | 28 | 12 | 12 | 8 | 4 |
| FOR407 | JAPANESE 7 | SM | 1 | 2 | 2 | 2 | 0 | 2 |
| FOR408 | JAPANESE 8 | SM | 1 | 2 | 2 | 2 | 0 | 2 |
| FOR409 | AP JAPANESE 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR410 | AP JAPANESE 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR420 | UW JAPANESE 1 | SM | 1 | 0 | 16 | 16 | 10 | 6 |
| FOR421 | UW JAPANESE 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR501 | LATIN 1 | SM | 1 | 30 | 28 | 28 | 18 | 10 |
| FOR502 | LATIN 2 | SM | 1 | 30 | 21 | 21 | 13 | 8 |
| FOR503 | LATIN 3 | SM | 1 | 13 | 10 | 10 | 5 | 5 |
| FOR504 | LATIN 4 | SM | 1 | 13 | 10 | 10 | 5 | 5 |
| FOR505 | LATIN 5 | SM | 1 | 17 | 17 | 17 | 5 | 12 |
| FOR506 | LATIN 6 | SM | 1 | 17 | 15 | 15 | 4 | 11 |
| FOR507 | LATIN 7 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR508 | LATIN 8 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR601 | SPANISH 1 | SM | 8 | 180 | 183 | 183 | 87 | 96 |
| FOR602 | SPANISH 2 | SM | 8 | 180 | 160 | 160 | 74 | 86 |
| FOR603 | SPANISH 3 | SM | 5 | 150 | 138 | 138 | 66 | 72 |
| FOR604 | SPANISH 4 | SM | 5 | 150 | 128 | 128 | 62 | 66 |
| FOR605 | SPANISH 5 | SM | 2 | 60 | 48 | 48 | 27 | 21 |
| FOR606 | SPANISH 6 | SM | 2 | 60 | 36 | 36 | 20 | 16 |
| FOR607 | SPANISH 7 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR608 | SPANISH 8 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR609 | AP SPANISH 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR610 | AP SPANISH 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR615 | NAT SPEAK SPAN1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR616 | NAT SPEAK SPAN2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR620 | UW SPANSH103A | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR621 | UW SPANSH103B | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR622 | UW SPANSH201A | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR623 | UW SPANSH201B | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR800 | FOR LNG INDSTDY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR850 | RECAP FOR CR | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| FOR900 | FOR LANG XFER | SM | 1 | 0 | 4 | 4 | 3 | 1 |
| FOR901 | FORLAN INTL XFR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| FOR910 | FOR RUN START | SM | 1 | 0 | 33 | 33 | 18 | 15 |
| FORCMP | FORGN LANG COMP | SM | 1 | 210 | 25 | 25 | 15 | 10 |
| FORONL | FOR LANG ONLINE | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| GEN101 | ORIENTATION | SM | 12 | 290 | 292 | 292 | 145 | 147 |
| GEN200 | ADVISORY 9-12 | YR | 85 | 2520 | 419 | 419 | 195 | 224 |
| GEN214 | ADVISORY 2014 | YR | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN215 | ADVISORY 2015 | YR | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN216 | ADVISORY 2016 | YR | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN217 | ADVISORY 2017 | YR | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN298 | 9TH ACDMY 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN299 | 9TH ACDMY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN300 | STUDY SKILLS | SM | 1 | 241 | 166 | 166 | 82 | 84 |
| GEN301 | STUDY SKILLS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN350 | WHY TRY 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | | ----TOTALS---- | | |
|--------|-----------------|------|-----|------|------|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| GEN351 | WHY TRY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN400 | AMHS CORE | SM | 1 | 2791 | 625 | 625 | 255 | 370 |
| GEN410 | AMHS CHOICE | SM | 1 | 1650 | 0 | 0 | 0 | 0 |
| GEN500 | ADM OFF AIDE | SM | 2 | 10 | 8 | 8 | 4 | 4 |
| GEN501 | ADM OFF AIDE | SM | 3 | 11 | 11 | 11 | 5 | 6 |
| GEN503 | ASB AIDE | SM | 2 | 10 | 7 | 7 | 4 | 3 |
| GEN504 | ASB AIDE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN507 | ATTEND AIDE | SM | 6 | 19 | 20 | 20 | 13 | 7 |
| GEN508 | ATTEND AIDE | SM | 5 | 17 | 17 | 17 | 11 | 6 |
| GEN509 | CAREER AIDE | SM | 1 | 4 | 4 | 4 | 3 | 1 |
| GEN510 | CAREER AIDE | SM | 1 | 3 | 3 | 3 | 2 | 1 |
| GEN511 | GUID OFF AIDE | SM | 10 | 23 | 23 | 23 | 17 | 6 |
| GEN512 | GUID OFF AIDE | SM | 7 | 16 | 21 | 21 | 11 | 10 |
| GEN513 | LIBRARY AIDE | SM | 1 | 7 | 9 | 9 | 3 | 6 |
| GEN514 | LIBRARY AIDE | SM | 1 | 6 | 7 | 7 | 5 | 2 |
| GEN515 | NURSE AIDE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN516 | NURSE AIDE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN517 | REG OFFC AIDE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN518 | REG OFFC AIDE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN600 | TEACHER AIDE | SM | 3 | 60 | 42 | 42 | 20 | 22 |
| GEN601 | TEACHER AIDE | SM | 2 | 57 | 50 | 50 | 31 | 19 |
| GEN602 | TA SCI DEPT | SM | 1 | 32 | 2 | 2 | 0 | 2 |
| GEN603 | TA SCI DEPT | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN604 | ELEM/MS AIDE | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| GEN605 | ELEM/MS AIDE | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| GEN606 | PEER TUTOR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN607 | PEER TUTOR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN608 | STUDENT ASST | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN609 | STUDENT ASST | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN700 | RELEASE TIME | SM | 5 | 720 | 693 | 693 | 225 | 468 |
| GEN701 | REL-SEMINARY | YR | 2 | 120 | 27 | 27 | 12 | 15 |
| GEN705 | COACH MONITOR | YR | 1 | 500 | 284 | 284 | 80 | 204 |
| GEN706 | C L MONITORING | YR | 1 | 160 | 0 | 0 | 0 | 0 |
| GEN708 | APEX | SM | 1 | 85 | 38 | 38 | 13 | 25 |
| GEN710 | RUNNING START | SM | 24 | 1600 | 1467 | 1467 | 882 | 585 |
| GEN711 | ENGLISH-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN712 | SOC STDY-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN713 | MATH-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN714 | LAB SCI-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN715 | NONLAB SCI-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN716 | GLOBAL ISS-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN717 | US HISTORY-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN718 | CIVICS-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN719 | OCCUPATIONAL-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN720 | PE/HEALTH-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN721 | ELECTIVE-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN722 | FOREIGN LANG-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN723 | FINE ARTS-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN724 | GENERAL CR-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN725 | WA HISTORY-RS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN740 | RS-PART TIME | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN741 | RS-FULL TIME | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN742 | RS-GR RIVER CC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN743 | RS-HIGHLINE CC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN744 | RS-BELLEVUE CC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN745 | RS-TACOMA CC | SM | 1 | 0 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | NBR | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| GEN746 | RS-PIERCE COLL | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN747 | RS-BATES COLL | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN748 | RS-RENTON TECH | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN749 | RS-NW IND COLLG | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN750 | RS-SEA CEN CC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN751 | RS-CLOVER PK TC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN755 | PS SKILLS CNTR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN800 | INDEP STUDY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN801 | WSLP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN802 | NATV AM RESOURC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN803 | WSLP-AWG | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN804 | PERSONAL GROWTH | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN805 | LEADERSHIP | SM | 2 | 60 | 72 | 72 | 39 | 33 |
| GEN806 | ADV LEADERSHIP | SM | 1 | 60 | 38 | 38 | 18 | 20 |
| GEN808 | SERV LEARN | SM | 1 | 30 | 33 | 33 | 21 | 12 |
| GEN809 | SERV LEARN | SM | 1 | 30 | 33 | 33 | 25 | 8 |
| GEN810 | HOMEROOM | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN811 | MS STUDENT | YR | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN812 | SUMMER SCH | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN813 | in AMHS course | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN814 | AHS AUTO TECH | YR | 1 | 40 | 13 | 13 | 2 | 11 |
| GEN815 | AHS ADV AUTOTEC | YR | 1 | 30 | 0 | 0 | 0 | 0 |
| GEN816 | AHS WELDING | YR | 2 | 8 | 2 | 2 | 0 | 2 |
| GEN817 | AHS MACH TRNG | YR | 1 | 30 | 0 | 0 | 0 | 0 |
| GEN818 | AHS WOODWRK DES | YR | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN819 | AHS ACCOUNTING | YR | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN820 | AHS STUDENT | YR | 1 | 60 | 14 | 14 | 4 | 10 |
| GEN821 | AMHS STUDENT | YR | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN822 | ARHS STUDENT | YR | 1 | 60 | 18 | 18 | 3 | 15 |
| GEN823 | WAHS STUDENT | YR | 1 | 10 | 4 | 4 | 0 | 4 |
| GEN824 | TUTORING | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN825 | HOME SCHOOL | YR | 1 | 180 | 49 | 49 | 20 | 29 |
| GEN826 | OUT OF DIST STU | SM | 1 | 8 | 2 | 2 | 2 | 0 |
| GEN827 | AHS SM GAS ENG | SM | 1 | 2 | 0 | 0 | 0 | 0 |
| GEN829 | SR GRADREQ WIP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN830 | EARLY GRAD | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN831 | NON-RETURNING | SM | 1 | 30 | 7 | 7 | 3 | 4 |
| GEN832 | AHS SWIMMING | SM | 1 | 17 | 10 | 10 | 3 | 7 |
| GEN834 | AFTR SCHL PRG 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN835 | AFTR SCHL PRG 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN838 | WAVA STUDENT | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN840 | AMHS JROTC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN842 | AHS SWIM | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN843 | WAHS INT GAMING | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN850 | RECAP GEN CR | SM | 1 | 60 | 0 | 0 | 0 | 0 |
| GEN888 | SEAT COUNT | YR | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN900 | GEN XFER | SM | 1 | 30 | 2 | 2 | 0 | 2 |
| GEN901 | GEN INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GEN910 | GEN RUN START | SM | 1 | 30 | 6 | 6 | 1 | 5 |
| GEN999 | SEE COUNSELOR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| GENONL | GENERAL ONLINE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| HLT100 | HEALTH | SM | 12 | 330 | 354 | 354 | 190 | 164 |
| HLT111 | HEALTH | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| HLT500 | HEALTH BP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| HLT501 | PREVEN MEDICINE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| HLT502 | HUMAN SURVIVAL | SM | 2 | 0 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| HLT902 | HEALTH XFER | SM | 1 | 0 | 2 | 2 | 0 | 2 |
| HLT903 | HEALTH INTL XFR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| HLT911 | HEALTH RUNSTART | SM | 1 | 90 | 20 | 20 | 16 | 4 |
| HLTONL | HEALTH ONLINE | SM | 1 | 60 | 20 | 20 | 8 | 12 |
| LAN101 | LA 9 INTERVEN 1 | SM | 1 | 16 | 20 | 20 | 10 | 10 |
| LAN102 | LA 9 INTERVEN 2 | SM | 1 | 18 | 17 | 17 | 8 | 9 |
| LAN110 | LA 9 BASIC 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN111 | LA 9 BASIC 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN118 | THEATRE HIST | SM | 1 | 30 | 31 | 31 | 7 | 24 |
| LAN120 | LA 9 1 | SM | 8 | 330 | 287 | 287 | 130 | 157 |
| LAN121 | LA 9 2 | SM | 8 | 230 | 233 | 233 | 108 | 125 |
| LAN130 | LA 9 HONORS 1 | SM | 5 | 150 | 139 | 139 | 95 | 44 |
| LAN131 | LA 9 HONORS 2 | SM | 5 | 150 | 137 | 137 | 92 | 45 |
| LAN210 | LA 10 BASIC 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN211 | LA 10 BASIC 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN220 | LA 10 1 | SM | 9 | 210 | 220 | 220 | 89 | 131 |
| LAN221 | LA 10 2 | SM | 9 | 210 | 195 | 195 | 79 | 116 |
| LAN230 | LA 10 HONORS 1 | SM | 5 | 150 | 159 | 159 | 102 | 57 |
| LAN231 | LA 10 HONORS 2 | SM | 5 | 150 | 149 | 149 | 93 | 56 |
| LAN301 | LA INTERVEN 1 | SM | 1 | 20 | 18 | 18 | 5 | 13 |
| LAN302 | LA INTERVEN 2 | SM | 1 | 20 | 6 | 6 | 1 | 5 |
| LAN310 | AM LIT BASIC 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN311 | AM LIT BASIC 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN320 | AMER LIT 1 | SM | 9 | 213 | 225 | 225 | 91 | 134 |
| LAN321 | AMER LIT 2 | SM | 9 | 213 | 206 | 206 | 79 | 127 |
| LAN330 | AP LAN/COMP 1 | SM | 6 | 90 | 81 | 81 | 48 | 33 |
| LAN331 | AP LAN/COMP 2 | SM | 5 | 90 | 72 | 72 | 43 | 29 |
| LAN410 | COMMUN ARTS | SM | 2 | 60 | 65 | 65 | 27 | 38 |
| LAN411 | SHAKESPEARE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN412 | SOC OF FUTURE | SM | 1 | 120 | 116 | 116 | 43 | 73 |
| LAN413 | INDIV LIT 1 | SM | 2 | 31 | 17 | 17 | 9 | 8 |
| LAN414 | INDIV LIT 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN415 | SPORTS LIT | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN416 | CREATIVE WRIT | SM | 2 | 50 | 51 | 51 | 27 | 24 |
| LAN417 | COLLEGE WRITING | SM | 2 | 75 | 72 | 72 | 29 | 43 |
| LAN418 | POETRY | SM | 4 | 60 | 59 | 59 | 25 | 34 |
| LAN420 | SUCCESS SPEAK | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN421 | HUMANITIES 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN422 | HUMANITIES 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN423 | READING LAB 1 | SM | 1 | 60 | 52 | 52 | 25 | 27 |
| LAN424 | READING LAB 2 | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| LAN430 | AP LIT/COMP 1 | SM | 4 | 120 | 106 | 106 | 59 | 47 |
| LAN431 | AP LIT/COMP 2 | SM | 4 | 120 | 96 | 96 | 51 | 45 |
| LAN508 | CHILD THEATRE 1 | SM | 1 | 30 | 23 | 23 | 10 | 13 |
| LAN509 | CHILD THEATRE 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN511 | YEARBOOK 1 | SM | 1 | 30 | 33 | 33 | 20 | 13 |
| LAN512 | YEARBOOK 2 | SM | 1 | 30 | 26 | 26 | 17 | 9 |
| LAN513 | JOURNALISTIC WR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN514 | NEWSPAPER 1 | SM | 1 | 30 | 22 | 22 | 14 | 8 |
| LAN515 | NEWSPAPER 2 | SM | 1 | 30 | 31 | 31 | 18 | 13 |
| LAN517 | DEBATE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN518 | DEBATE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN520 | COMPETV SPEAK | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN522 | JOURNALISM 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN523 | JOURNALISM 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN528 | CALLIGRAPHY | SM | 1 | 0 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | NBR | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| LAN532 | WRITING LAB | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN800 | LAN IND STDY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN801 | WSLP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN850 | RECAP LAN CR | SM | 1 | 60 | 15 | 15 | 6 | 9 |
| LAN900 | LAN XFER | SM | 1 | 0 | 11 | 11 | 7 | 4 |
| LAN901 | LAN INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LAN910 | LAN RUN START | SM | 1 | 60 | 152 | 152 | 95 | 57 |
| LANALT | RD WR DAPE PORT | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| LANONL | LAN ONLINE | SM | 1 | 0 | 5 | 5 | 5 | 0 |
| LANREA | READ HSPE/B COE | SM | 1 | 30 | 2 | 2 | 0 | 2 |
| LANWRT | WRIT HSPE/B COE | SM | 1 | 30 | 1 | 1 | 0 | 1 |
| MAT100 | MATH INTERVTN 1 | SM | 2 | 53 | 55 | 55 | 26 | 29 |
| MAT101 | MATH INTERVTN 2 | SM | 2 | 54 | 50 | 50 | 23 | 27 |
| MAT105 | SEG WASL MATH 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT106 | SEG WASL MATH 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT108 | COE MATH INTERV | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT110 | FOUND ALG/GEO 1 | SM | 2 | 96 | 134 | 134 | 57 | 77 |
| MAT111 | FOUND ALG/GEO 2 | SM | 2 | 91 | 87 | 87 | 38 | 49 |
| MAT112 | FOUND ALG/GEO 3 | SM | 1 | 20 | 22 | 22 | 13 | 9 |
| MAT113 | FOUND ALG/GEO 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT116 | APPLIED MATH 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT117 | APPLIED MATH 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT120 | ALGEBRA 1 | SM | 8 | 215 | 244 | 244 | 122 | 122 |
| MAT121 | ALGEBRA 2 | SM | 9 | 242 | 241 | 241 | 118 | 123 |
| MAT122 | ADV HS MATH 1 | SM | 1 | 60 | 49 | 49 | 21 | 28 |
| MAT123 | ADV HS MATH 2 | SM | 1 | 60 | 34 | 34 | 16 | 18 |
| MAT210 | GEOMETRY 1 | SM | 13 | 360 | 393 | 393 | 190 | 203 |
| MAT211 | GEOMETRY 2 | SM | 15 | 357 | 335 | 335 | 163 | 172 |
| MAT222 | COE GEOMETRY 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT223 | COE GEOMETRY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT310 | ADV ALG/TRIG 1 | SM | 12 | 270 | 299 | 299 | 156 | 143 |
| MAT311 | ADV ALG/TRIG 2 | SM | 12 | 270 | 287 | 287 | 151 | 136 |
| MAT410 | BYND ADV ALG 1 | SM | 2 | 60 | 55 | 55 | 23 | 32 |
| MAT411 | BYND ADV ALG 2 | SM | 2 | 30 | 28 | 28 | 10 | 18 |
| MAT412 | PRE CALCULUS 1 | SM | 8 | 150 | 157 | 157 | 85 | 72 |
| MAT413 | PRE CALCULUS 2 | SM | 8 | 150 | 135 | 135 | 70 | 65 |
| MAT414 | AP CALC AB 1 | SM | 3 | 60 | 45 | 45 | 20 | 25 |
| MAT415 | AP CALC AB 2 | SM | 3 | 60 | 36 | 36 | 15 | 21 |
| MAT416 | AP STATS 1 | SM | 1 | 60 | 61 | 61 | 33 | 28 |
| MAT417 | AP STATS 2 | SM | 1 | 60 | 52 | 52 | 27 | 25 |
| MAT418 | AP CALC BC 1 | SM | 1 | 30 | 26 | 26 | 8 | 18 |
| MAT419 | AP CALC BC 2 | SM | 1 | 30 | 26 | 26 | 8 | 18 |
| MAT420 | AP COMPTR SCI 1 | SM | 1 | 24 | 31 | 31 | 12 | 19 |
| MAT421 | AP COMPTR SCI 2 | SM | 1 | 24 | 24 | 24 | 11 | 13 |
| MAT430 | COMPUTER SCI 1 | SM | 1 | 66 | 53 | 53 | 17 | 36 |
| MAT431 | COMPUTER SCI 2 | SM | 1 | 9 | 9 | 9 | 1 | 8 |
| MAT800 | MATH IND STDY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT801 | WSLP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT850 | RECAP MAT CR | SM | 1 | 60 | 16 | 16 | 4 | 12 |
| MAT900 | MATH XFER | SM | 1 | 60 | 10 | 10 | 5 | 5 |
| MAT901 | MATH INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MAT910 | MAT RUN START | SM | 1 | 60 | 72 | 72 | 32 | 40 |
| MATALG | ALGEBRA EOC COE | SM | 1 | 30 | 1 | 1 | 0 | 1 |
| MATALT | MATH DAPE PORT | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| MATGEO | GEOMTRY EOC COE | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| MATONL | MATH ONLINE | SM | 1 | 120 | 1 | 1 | 1 | 0 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | NBR | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| MUS100 | BAND | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS101 | BAND | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS105 | CONCERT BAND | SM | 1 | 30 | 25 | 25 | 8 | 17 |
| MUS106 | CONCERT BAND | SM | 1 | 30 | 24 | 24 | 7 | 17 |
| MUS110 | STAGE BAND | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS111 | STAGE BAND | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS115 | WIND ENSEMBLE | SM | 1 | 40 | 36 | 36 | 17 | 19 |
| MUS116 | WIND ENSEMBLE | SM | 1 | 40 | 32 | 32 | 15 | 17 |
| MUS120 | PERCUSSION | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS121 | PERCUSSION | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS122 | ADV PERCUSSION | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS123 | ADV PERCUSSION | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS125 | SYMPHONC BAND | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS126 | SYMPHONC BAND | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS130 | JAZZ ENSEMBLE | SM | 1 | 40 | 21 | 21 | 7 | 14 |
| MUS131 | JAZZ ENSEMBLE | SM | 1 | 40 | 19 | 19 | 6 | 13 |
| MUS140 | MARCHING BAND | SM | 1 | 40 | 31 | 31 | 17 | 14 |
| MUS141 | BAND FLAG LINE | SM | 1 | 10 | 5 | 5 | 4 | 1 |
| MUS200 | CHOIR ENSMBLE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS201 | CHOIR ENSMBLE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS205 | CHORUS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS206 | CHORUS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS210 | CHOIR-CONCERT | SM | 1 | 40 | 11 | 11 | 10 | 1 |
| MUS211 | CHOIR-CONCERT | SM | 1 | 40 | 17 | 17 | 14 | 3 |
| MUS215 | CHOIR-SHOW | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS216 | CHOIR-SHOW | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS220 | CHOIR-CHAMBER | SM | 1 | 40 | 29 | 29 | 23 | 6 |
| MUS221 | CHOIR-CHAMBER | SM | 1 | 40 | 36 | 36 | 22 | 14 |
| MUS225 | ADV CHORUS | SM | 1 | 40 | 35 | 35 | 24 | 11 |
| MUS226 | ADV CHORUS | SM | 1 | 40 | 31 | 31 | 20 | 11 |
| MUS230 | CHOIR-JAZZ EN | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS231 | CHOIR-JAZZ EN | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS300 | ORCHESTRA | SM | 1 | 40 | 19 | 19 | 15 | 4 |
| MUS301 | ORCHESTRA | SM | 1 | 40 | 15 | 15 | 11 | 4 |
| MUS302 | ORCHEST-CHMBR | SM | 1 | 40 | 21 | 21 | 13 | 8 |
| MUS303 | ORCHEST-CHMBR | SM | 1 | 40 | 19 | 19 | 12 | 7 |
| MUS400 | MUSIC THEORY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS401 | GUITAR | SM | 3 | 109 | 124 | 124 | 47 | 77 |
| MUS402 | ADV GUITAR | SM | 1 | 35 | 36 | 36 | 11 | 25 |
| MUS501 | AP MUSIC THRY 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS502 | AP MUSIC THRY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS800 | MUSIC IND STUDY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS801 | WSLP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS850 | RECAP MUS CR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS900 | MUSIC XFER | SM | 1 | 30 | 3 | 3 | 2 | 1 |
| MUS901 | MUSIC INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| MUS910 | MUS RUN START | SM | 1 | 90 | 37 | 37 | 17 | 20 |
| MUSONL | MUSIC ONLINE | SM | 1 | 0 | 4 | 4 | 2 | 2 |
| PHY001 | ADAPTIVE PE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY002 | ADAPTIVE PE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY101 | INTRO PE | SM | 5 | 216 | 232 | 232 | 117 | 115 |
| PHY200 | COED PE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY201 | COED PE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY203 | AEROBIC/WALK | SM | 1 | 108 | 124 | 124 | 94 | 30 |
| PHY204 | AEROBIC/WALK | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY205 | AEROBICS | SM | 1 | 0 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | NBR | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| PHY206 | AEROBICS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY207 | BASKETBALL | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY208 | BASKETBALL | SM | 2 | 144 | 139 | 139 | 22 | 117 |
| PHY211 | CONDITIONING | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY212 | CONDITIONING | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY213 | FIELD SPORTS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY214 | FIELD SPORTS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY215 | GOLF | SM | 1 | 36 | 44 | 44 | 18 | 26 |
| PHY216 | GOLF | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY217 | HOCKEY/SOC | SM | 1 | 36 | 43 | 43 | 4 | 39 |
| PHY218 | HOCKEY/SOC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY219 | RACQT SPORTS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY220 | RACQT SPORTS | SM | 3 | 144 | 160 | 160 | 99 | 61 |
| PHY221 | VLYBALL/TENNIS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY222 | VLYBALL/TENNIS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY223 | VOLLEYBALL | SM | 3 | 108 | 127 | 127 | 69 | 58 |
| PHY224 | VOLLEYBALL | SM | 2 | 72 | 78 | 78 | 45 | 33 |
| PHY227 | WATER SPORTS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY228 | WATER SPORTS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY229 | BEG WT TRNG | SM | 3 | 144 | 170 | 170 | 53 | 117 |
| PHY230 | BEG WT TRNG | SM | 4 | 144 | 158 | 158 | 40 | 118 |
| PHY240 | OUTDOOR REC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY245 | SWIM CONDITION | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY246 | SWIM CONDITION | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY300 | ADV LIFESAVING | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY301 | ADV BSKETBALL | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY302 | ADV BSKETBALL | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY303 | ADV VLYBALL | SM | 1 | 36 | 39 | 39 | 15 | 24 |
| PHY304 | ADV VLYBALL | SM | 2 | 72 | 84 | 84 | 29 | 55 |
| PHY305 | ADV WT TRNG | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY306 | ADV WT TRNG | SM | 4 | 144 | 155 | 155 | 25 | 130 |
| PHY510 | SPORTS OFFCTG | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY511 | SPORTS OFFCTG | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY800 | PE IND STUDY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY801 | WSLP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY850 | RECAP PHY CR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY900 | PE XFER | SM | 1 | 0 | 37 | 37 | 19 | 18 |
| PHY901 | PE INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| PHY910 | PHY RUN START | SM | 1 | 90 | 85 | 85 | 57 | 28 |
| PHY998 | PE WAIVER .5 | SM | 1 | 0 | 15 | 15 | 9 | 6 |
| PHY999 | PE WAIVER 1.0 | SM | 1 | 30 | 11 | 11 | 6 | 5 |
| PHYONL | PHY ED ONLINE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI100 | SCI LINK BASIC | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI101 | SCIENCE LINKS | SM | 7 | 203 | 268 | 268 | 134 | 134 |
| SCI102 | SCIENCE LINKS 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI198 | COE BIOLOGY 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI199 | COE BIOLOGY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI200 | BIOLOGY BASIC 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI201 | BIOLOGY BASIC 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI202 | BIOLOGY 1 | SM | 13 | 360 | 405 | 405 | 204 | 201 |
| SCI203 | BIOLOGY 2 | SM | 13 | 360 | 345 | 345 | 173 | 172 |
| SCI204 | AP BIOLOGY 1 | SM | 1 | 1 | 1 | 1 | 1 | 0 |
| SCI205 | AP BIOLOGY 2 | SM | 1 | 1 | 1 | 1 | 1 | 0 |
| SCI206 | UW BIOLOGY 1 | SM | 2 | 0 | 0 | 0 | 0 | 0 |
| SCI207 | UW BIOLOGY 2 | SM | 2 | 0 | 0 | 0 | 0 | 0 |
| SCI208 | AP ENVIRN SCI 1 | SM | 2 | 31 | 20 | 20 | 9 | 11 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | NBR | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| SCI209 | AP ENVIRN SCI 2 | SM | 2 | 31 | 13 | 13 | 3 | 10 |
| SCI300 | CHEMISTRY 1 | SM | 8 | 240 | 263 | 263 | 136 | 127 |
| SCI301 | CHEMISTRY 2 | SM | 8 | 240 | 238 | 238 | 120 | 118 |
| SCI302 | ADV CHEM 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI303 | ADV CHEM 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI304 | AP CHEMISTRY 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI305 | AP CHEMISTRY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI306 | UW CHEMISTRY 1 | SM | 3 | 30 | 10 | 10 | 2 | 8 |
| SCI307 | UW CHEMISTRY 2 | SM | 3 | 30 | 0 | 0 | 0 | 0 |
| SCI400 | PHYSICS 1 | SM | 3 | 60 | 49 | 49 | 21 | 28 |
| SCI401 | PHYSICS 2 | SM | 3 | 60 | 43 | 43 | 19 | 24 |
| SCI502 | MARINE BIOLOGY | SM | 2 | 30 | 17 | 17 | 13 | 4 |
| SCI503 | ENVIRON BIOLOGY | SM | 5 | 60 | 66 | 66 | 30 | 36 |
| SCI504 | GEOLOGY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI505 | ASTRONOMY | SM | 2 | 30 | 34 | 34 | 14 | 20 |
| SCI506 | COMPUTER SCI 1 | SM | 2 | 0 | 0 | 0 | 0 | 0 |
| SCI507 | COMPUTER SCI 2 | SM | 2 | 0 | 0 | 0 | 0 | 0 |
| SCI508 | AP COMP SCI 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI509 | AP COMP SCI 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI510 | HORTICULTURE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI511 | ANATOMY/PHYS 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI512 | ANATOMY/PHYS 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI513 | UW ASTRONOMY 1 | SM | 1 | 30 | 15 | 15 | 6 | 9 |
| SCI514 | UW ASTRONOMY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI515 | EARTH SCIENCE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI520 | AP PHYSICS 1 1 | SM | 1 | 30 | 31 | 31 | 8 | 23 |
| SCI521 | AP PHYSICS 1 2 | SM | 1 | 30 | 25 | 25 | 8 | 17 |
| SCI800 | SCI IND STUDY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI801 | WSLP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI850 | RECAP SCI850 CR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI900 | SCIENCE-LAB XFR | SM | 1 | 30 | 8 | 8 | 6 | 2 |
| SCI901 | SCI-LAB INTLXFR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI902 | SCI NON-LAB XFR | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI903 | SCI NONLAB INTL | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCI910 | SCI RUN START | SM | 1 | 30 | 69 | 69 | 34 | 35 |
| SCI911 | SCI-LAB RUN ST | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCIALT | SCI DAPE PORT | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SCIBIO | BIOLOGY INTRVTN | SM | 1 | 102 | 61 | 61 | 40 | 21 |
| SCIONL | SCIENCE ONLINE | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC100 | WORLD STU BASIC | SM | 1 | 56 | 60 | 60 | 28 | 32 |
| SOC101 | WORLD STUDIES | SM | 10 | 240 | 243 | 243 | 131 | 112 |
| SOC102 | HON WRLD STU 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC103 | HON WRLD STU 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC150 | WORLD GEOGRAPHY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC190 | AP HUMN GEOGR 1 | SM | 4 | 90 | 100 | 100 | 61 | 39 |
| SOC191 | AP HUMN GEOGR 2 | SM | 4 | 90 | 90 | 90 | 58 | 32 |
| SOC200 | US HIST BASIC 1 | SM | 1 | 24 | 29 | 29 | 7 | 22 |
| SOC201 | US HIST BASIC 2 | SM | 1 | 24 | 24 | 24 | 7 | 17 |
| SOC202 | US HISTORY 1 | SM | 12 | 30 | 34 | 34 | 14 | 20 |
| SOC203 | US HISTORY 2 | SM | 11 | 30 | 32 | 32 | 11 | 21 |
| SOC204 | AP EUROPEAN 1 | SM | 3 | 90 | 95 | 95 | 48 | 47 |
| SOC205 | AP EUROPEAN 2 | SM | 3 | 90 | 91 | 91 | 47 | 44 |
| SOC300 | CIVICS | SM | 10 | 99 | 92 | 92 | 42 | 50 |
| SOC301 | AP US HISTORY 1 | SM | 3 | 60 | 36 | 36 | 22 | 14 |
| SOC302 | AP US HISTORY 2 | SM | 3 | 60 | 33 | 33 | 20 | 13 |
| SOC400 | GLOBAL ISSUES | SM | 6 | 797 | 800 | 800 | 350 | 450 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | NBR | ----TOTALS---- | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|
| | | | SEC | AVL | REQ | TOT | FEM | MAL |
| SOC401 | AP US POL&GOV 1 | SM | 2 | 120 | 113 | 113 | 63 | 50 |
| SOC402 | AP US POL&GOV 2 | SM | 2 | 120 | 107 | 107 | 57 | 50 |
| SOC500 | PSYCHOLOGY 1 | SM | 1 | 60 | 59 | 59 | 26 | 33 |
| SOC501 | PSYCHOLOGY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC502 | AP PSYCH 1 | SM | 2 | 30 | 20 | 20 | 13 | 7 |
| SOC503 | AP PSYCH 2 | SM | 2 | 30 | 20 | 20 | 13 | 7 |
| SOC504 | SOCIOLOGY 1 | SM | 2 | 60 | 55 | 55 | 31 | 24 |
| SOC505 | SOCIOLOGY 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC506 | ECONOMICS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC507 | INTER RELATIONS | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC508 | WASH STATE HIST | SM | 1 | 60 | 64 | 64 | 28 | 36 |
| SOC510 | AP MICROECONOMI | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC511 | AP MACROECONOMI | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC800 | SOC IND STDY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC801 | WSLP | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC820 | WSH REQ MET | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC850 | RECAP SOC CR | SM | 1 | 60 | 11 | 11 | 4 | 7 |
| SOC900 | SOC XFER | SM | 1 | 0 | 12 | 12 | 7 | 5 |
| SOC901 | SOC INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SOC910 | SOC RUN START | SM | 1 | 90 | 129 | 129 | 86 | 43 |
| SOC911 | US HIST RUN STA | SM | 1 | 30 | 20 | 20 | 15 | 5 |
| SOC912 | CIV&GOV RUN STA | SM | 1 | 30 | 25 | 25 | 15 | 10 |
| SOC913 | GLOISS&EURO RS | SM | 1 | 30 | 30 | 30 | 14 | 16 |
| SOCONL | SOC STU ONLINE | SM | 1 | 0 | 4 | 4 | 2 | 2 |
| SPE100 | STRUCTRD LEARN | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE101 | STRUCTRD LEARN | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE115 | READING LAB | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| SPE116 | READING LAB | SM | 1 | 30 | 0 | 0 | 0 | 0 |
| SPE200 | ADVISORY | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE201 | LANG ARTS 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE202 | LANG ARTS 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE203 | LANG ARTS 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE204 | LANG ARTS 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE205 | LANG ARTS 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE206 | LANG ARTS 3 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE207 | LANG ARTS 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE208 | LANG ARTS 4 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE209 | LANG ARTS 5 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE210 | LANG ARTS 5 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE211 | READ/WR LAN 1 | SM | 2 | 28 | 23 | 23 | 10 | 13 |
| SPE212 | READ/WR LAN 1 | SM | 2 | 28 | 21 | 21 | 10 | 11 |
| SPE213 | READ/WR LAN 2 | SM | 2 | 32 | 28 | 28 | 9 | 19 |
| SPE214 | READ/WR LAN 2 | SM | 1 | 32 | 22 | 22 | 9 | 13 |
| SPE215 | READ/WR LAN 3 | SM | 2 | 42 | 28 | 28 | 5 | 23 |
| SPE216 | READ/WR LAN 3 | SM | 2 | 42 | 21 | 21 | 3 | 18 |
| SPE217 | READ/WR LAN 4 | SM | 1 | 14 | 16 | 16 | 8 | 8 |
| SPE218 | READ/WR LAN 4 | SM | 1 | 14 | 13 | 13 | 5 | 8 |
| SPE219 | READ/WR LAN 5 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE220 | READ/WR LAN 5 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE250 | MATH INTERVN 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE251 | MATH INTERVN 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 |
| SPE301 | MATH 1 | SM | 1 | 14 | 14 | 14 | 4 | 10 |
| SPE302 | MATH 1 | SM | 1 | 14 | 14 | 14 | 3 | 11 |
| SPE303 | MATH 2 | SM | 2 | 28 | 22 | 22 | 12 | 10 |
| SPE304 | MATH 2 | SM | 2 | 28 | 12 | 12 | 7 | 5 |
| SPE305 | MATH 3 | SM | 1 | 28 | 25 | 25 | 6 | 19 |

| COURSE | DESCRIPTION | LGTH | EST | NBR | NBR | ----TOTALS---- | | | |
|--------|-----------------|------|-----|-----|-----|----------------|-----|-----|--|
| | | | SEC | AVL | REQ | TOT | FEM | MAL | |
| SPE306 | MATH 3 | SM | 1 | 28 | 25 | 25 | 7 | 18 | |
| SPE307 | MATH 4 | SM | 1 | 28 | 21 | 21 | 11 | 10 | |
| SPE308 | MATH 4 | SM | 1 | 28 | 18 | 18 | 7 | 11 | |
| SPE320 | PRE ALGEBRA 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 | |
| SPE321 | PRE ALGEBRA 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 | |
| SPE400 | SOCIAL SKILLS 1 | SM | 1 | 56 | 27 | 27 | 2 | 25 | |
| SPE401 | SOCIAL SKILLS 2 | SM | 1 | 56 | 18 | 18 | 3 | 15 | |
| SPE600 | COMM LAB | SM | 1 | 10 | 2 | 2 | 0 | 2 | |
| SPE601 | COMM LAB | SM | 2 | 10 | 2 | 2 | 0 | 2 | |
| SPE800 | IND STUDY SE | SM | 1 | 0 | 0 | 0 | 0 | 0 | |
| SPE850 | RECAP SPE CR | SM | 1 | 0 | 0 | 0 | 0 | 0 | |
| SPE900 | SP ED XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 | |
| SPE901 | SP ED INTL XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 | |
| SPE910 | SPE RUN START | SM | 1 | 0 | 0 | 0 | 0 | 0 | |

TITLE FOR TOTAL

| TOTALS GROUP | TOTAL | FEMALE | MALE |
|--------------|-------|--------|-------|
| GRAND TOTALS | 23850 | 11448 | 12402 |

***** End of report *****

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|----------------------|------|------------------|-----|-----|--------------------|-----|-----|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| ART104 | ADV ART 2 | SM | 1 | 13 | 12 | 12 | 11 | 1 | 3 | 3 | 0 |
| 16 | CHRISTIAN M. MILLER | | Max:13 | S2 | 01 | 12 | 11 | 1 | 3 | 3 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 12.00 | | | | | |
| ART107 | 2-D ART | SM | 2 | 30 | 30 | 30 | 16 | 14 | 2 | 1 | 1 |
| 16 | PAUL M. LEWIS | | Max:30 | S2 | 01 | 30 | 16 | 14 | 2 | 1 | 1 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 30.00 | | | | | |
| ART110 | CERAMICS | SM | 4 | 150 | 86 | 86 | 43 | 43 | 9 | 2 | 7 |
| 36 | PAUL M. LEWIS | | Max:20 | S2 | 03 | 18 | 6 | 12 | 2 | 1 | 1 |
| 46 | PAUL M. LEWIS | | Max:23 | S2 | 04 | 23 | 13 | 10 | 2 | 0 | 2 |
| 56 | PAUL M. LEWIS | | Max:22 | S2 | 05 | 22 | 9 | 13 | 3 | 1 | 2 |
| 66 | PAUL M. LEWIS | | Max:25 | S2 | 06 | 23 | 15 | 8 | 2 | 0 | 2 |
| Number of Sections: 4 | | | Average Students | | | Per Section: 21.50 | | | | | |
| ART111 | ADV CERAMICS | SM | 7 | 29 | 23 | 23 | 18 | 5 | 0 | 0 | 0 |
| 36 | PAUL M. LEWIS | | Max:9 | S2 | 03 | 8 | 5 | 3 | 0 | 0 | 0 |
| 46 | PAUL M. LEWIS | | Max:7 | S2 | 04 | 6 | 5 | 1 | 0 | 0 | 0 |
| 56 | PAUL M. LEWIS | | Max:8 | S2 | 05 | 4 | 3 | 1 | 0 | 0 | 0 |
| 66 | PAUL M. LEWIS | | Max:5 | S2 | 06 | 5 | 5 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students | | | Per Section: 5.75 | | | | | |
| ART122 | ACTING 2 | SM | 1 | 32 | 19 | 19 | 12 | 7 | 2 | 0 | 2 |
| 36 | KATHRYN A. NUTTMAN | | Max:32 | S2 | 03 | 19 | 12 | 7 | 2 | 0 | 2 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 19.00 | | | | | |
| ART124 | ACTING 4 | SM | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36 | KATHRYN A. NUTTMAN | | Max:2 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 0.00 | | | | | |
| CTE118 | MATH BUS PRFIN2 | SM | 1 | 30 | 29 | 29 | 18 | 11 | 3 | 1 | 2 |
| 66 | ANGELA K. MCCAUSLAND | | Max:30 | S2 | 06 | 29 | 18 | 11 | 3 | 1 | 2 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 29.00 | | | | | |
| CTE171 | MARKETG/DECA 2 | SM | 1 | 30 | 12 | 12 | 8 | 4 | 0 | 0 | 0 |
| 36 | DOUGLAS J. AUBERT | | Max:30 | S2 | 03 | 12 | 8 | 4 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 12.00 | | | | | |
| CTE176 | MKT PMGMT DECA4 | SM | 2 | 21 | 5 | 5 | 5 | 0 | 0 | 0 | 0 |
| 26 | DOUGLAS J. AUBERT | | Max:1 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 |
| 36 | DOUGLAS J. AUBERT | | Max:20 | S2 | 03 | 4 | 4 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students | | | Per Section: 2.50 | | | | | |
| CTE178 | SPTS & ENT MGMT | SM | 1 | 4 | 3 | 3 | 0 | 3 | 0 | 0 | 0 |
| 36 | DOUGLAS J. AUBERT | | Max:4 | S2 | 03 | 3 | 0 | 3 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 3.00 | | | | | |
| CTE181 | MKT BUS ADMIN 2 | SM | 1 | 7 | 4 | 4 | 2 | 2 | 0 | 0 | 0 |
| 36 | DOUGLAS J. AUBERT | | Max:2 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 |
| 46 | DOUGLAS J. AUBERT | | Max:5 | S2 | 04 | 3 | 2 | 1 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students | | | Per Section: 2.00 | | | | | |
| CTE183 | STORE RETL OP 2 | SM | 1 | 21 | 13 | 13 | 7 | 6 | 0 | 0 | 0 |
| 46 | DOUGLAS J. AUBERT | | Max:21 | S2 | 04 | 13 | 7 | 6 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 13.00 | | | | | |
| CTE185 | STOR OP SM BSN2 | SM | 2 | 10 | 5 | 5 | 2 | 3 | 0 | 0 | 0 |
| 46 | DOUGLAS J. AUBERT | | Max:10 | S2 | 04 | 5 | 2 | 3 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 5.00 | | | | | |
| CTE187 | MARKTNG ENTRE 2 | SM | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36 | DOUGLAS J. AUBERT | | Max:6 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 0.00 | | | | | |
| CTE188 | BSN MKT FN DECA | SM | 1 | 60 | 19 | 19 | 10 | 9 | 1 | 0 | 1 |
| 26 | DOUGLAS J. AUBERT | | Max:30 | S2 | 02 | 19 | 10 | 9 | 1 | 0 | 1 |
| Number of Sections: 1 | | | Average Students | | | Per Section: 19.00 | | | | | |
| CTE211 | CAREER W/CHILD1 | SM | 2 | 34 | 4 | 4 | 3 | 1 | 1 | 1 | 0 |
| 26 | KELLY A. JENSEN | | Max:4 | S2 | 02 | 4 | 3 | 1 | 1 | 1 | 0 |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|-----------------------|------|-------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 1 | | | Average Students Per Section: | | | 4.00 | | | | | |
| CTE212 | CAREER W/CHILD2 | SM | 7 | 25 | 16 | 16 | 16 | 0 | 1 | 1 | 0 |
| 26 | KELLY A. JENSEN | | Max:25 | S2 | 02 | 16 | 16 | 0 | 1 | 1 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 16.00 | | | | | |
| CTE214 | CAREER W/CHILD4 | SM | 1 | 6 | 3 | 3 | 2 | 1 | 1 | 0 | 1 |
| 26 | KELLY A. JENSEN | | Max:6 | S2 | 02 | 3 | 2 | 1 | 1 | 0 | 1 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 3.00 | | | | | |
| CTE240 | INDEP LIVING | SM | 2 | 60 | 28 | 28 | 15 | 13 | 7 | 3 | 4 |
| 46 | KELLY A. JENSEN | | Max:30 | S2 | 04 | 28 | 15 | 13 | 7 | 3 | 4 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 28.00 | | | | | |
| CTE245 | INTERIOR DESIGN | SM | 1 | 30 | 24 | 24 | 19 | 5 | 1 | 1 | 0 |
| 36 | KELLY A. JENSEN | | Max:30 | S2 | 03 | 24 | 19 | 5 | 1 | 1 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 24.00 | | | | | |
| CTE250 | NUTRTN WELLNESS | SM | 3 | 72 | 22 | 22 | 12 | 10 | 2 | 0 | 2 |
| 66 | KELLY A. JENSEN | | Max:24 | S2 | 06 | 22 | 12 | 10 | 2 | 0 | 2 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 22.00 | | | | | |
| CTE266 | COSMETOLOGY 2 | SM | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36 | JAMES C. WICKENS | | Max:2 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | |
| CTE282 | AM SIGN LANG 2 | SM | 3 | 60 | 55 | 55 | 40 | 15 | 4 | 2 | 2 |
| 56 | CINDY L. ANDERSON | | Max:30 | S2 | 05 | 28 | 20 | 8 | 3 | 1 | 2 |
| 66 | CINDY L. ANDERSON | | Max:30 | S2 | 06 | 27 | 20 | 7 | 1 | 1 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 27.50 | | | | | |
| CTE284 | AM SIGN LANG 4 | SM | 2 | 60 | 43 | 42 | 34 | 8 | 2 | 1 | 1 |
| 16 | CINDY L. ANDERSON | | Max:30 | S2 | 01 | 25 | 19 | 6 | 1 | 0 | 1 |
| 26 | CINDY L. ANDERSON | | Max:30 | S2 | 02 | 17 | 15 | 2 | 1 | 1 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 21.00 | | | | | |
| CTE286 | AM SIGN LANG 6 | SM | 1 | 30 | 24 | 24 | 18 | 6 | 0 | 0 | 0 |
| 46 | CINDY L. ANDERSON | | Max:30 | S2 | 04 | 24 | 18 | 6 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 24.00 | | | | | |
| CTE304 | PREVENTIVE MED | SM | 2 | 90 | 59 | 59 | 34 | 25 | 2 | 1 | 1 |
| 16 | CHRISTOPHER T. TUCKER | | Max:30 | S2 | 01 | 29 | 16 | 13 | 1 | 0 | 1 |
| 56 | CHRISTOPHER T. TUCKER | | Max:30 | S2 | 05 | 30 | 18 | 12 | 1 | 1 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 29.50 | | | | | |
| CTE306 | ANATOMY/PHYS 2 | SM | 3 | 60 | 51 | 51 | 40 | 11 | 0 | 0 | 0 |
| 36 | CHRISTOPHER T. TUCKER | | Max:30 | S2 | 03 | 22 | 17 | 5 | 0 | 0 | 0 |
| 46 | CHRISTOPHER T. TUCKER | | Max:30 | S2 | 04 | 29 | 23 | 6 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 25.50 | | | | | |
| CTE308 | SPORTS MED 2 | SM | 1 | 28 | 26 | 26 | 20 | 6 | 0 | 0 | 0 |
| 66 | CHRISTOPHER T. TUCKER | | Max:28 | S2 | 06 | 26 | 20 | 6 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 26.00 | | | | | |
| CTE312 | ADVSPORTS MED 2 | SM | 1 | 8 | 8 | 8 | 6 | 2 | 0 | 0 | 0 |
| 66 | CHRISTOPHER T. TUCKER | | Max:8 | S2 | 06 | 8 | 6 | 2 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 8.00 | | | | | |
| CTE331 | CULINARY ARTS | SM | 9 | 113 | 8 | 8 | 3 | 5 | 6 | 1 | 5 |
| 56 | WAYNE M. SHELTON | | Max:8 | S2 | 05 | 8 | 3 | 5 | 6 | 1 | 5 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 8.00 | | | | | |
| CTE332 | CULINARY ARTS | SM | 3 | 99 | 100 | 100 | 53 | 47 | 18 | 9 | 9 |
| 16 | WAYNE M. SHELTON | | Max:24 | S2 | 01 | 24 | 11 | 13 | 5 | 2 | 3 |
| 26 | WAYNE M. SHELTON | | Max:24 | S2 | 02 | 26 | 15 | 11 | 4 | 2 | 2 |
| 36 | WAYNE M. SHELTON | | Max:24 | S2 | 03 | 22 | 13 | 9 | 6 | 4 | 2 |
| 46 | WAYNE M. SHELTON | | Max:26 | S2 | 04 | 25 | 11 | 14 | 3 | 1 | 2 |
| 96 | WAYNE M. SHELTON | | Max:1 | S2 | 09 | 3 | 3 | 0 | 0 | 0 | 0 |
| Number of Sections: 5 | | | Average Students Per Section: | | | 20.00 | | | | | |
| CTE334 | ADV CULNY ART 2 | SM | 3 | 10 | 6 | 6 | 3 | 3 | 0 | 0 | 0 |
| 16 | WAYNE M. SHELTON | | Max:5 | S2 | 01 | 3 | 1 | 2 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|---------------------|-------------------------------|-----|-------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 36 | WAYNE M. SHELTON | Max:5 | S2 | 03 | | | 3 | 2 | 1 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: | | 3.00 | | | | | | | | |
| CTE336 | CULNY ARTS CS 2 SM | 5 | 4 | 4 | | | 4 | 2 | 2 | 0 | 0 | 0 |
| 16 | WAYNE M. SHELTON | Max:1 | S2 | 01 | | | 1 | 1 | 0 | 0 | 0 | 0 |
| 26 | WAYNE M. SHELTON | Max:1 | S2 | 02 | | | 1 | 1 | 0 | 0 | 0 | 0 |
| 36 | WAYNE M. SHELTON | Max:1 | S2 | 03 | | | 1 | 0 | 1 | 0 | 0 | 0 |
| 46 | WAYNE M. SHELTON | Max:1 | S2 | 04 | | | 1 | 0 | 1 | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: | | 1.00 | | | | | | | | |
| CTE351 | JEWEL METLSCULP1 SM | 7 | 140 | 53 | | | 52 | 29 | 23 | 6 | 4 | 2 |
| 56 | WENDY S. WOLDENBERG | Max:28 | S2 | 05 | | | 27 | 12 | 15 | 5 | 4 | 1 |
| 66 | WENDY S. WOLDENBERG | Max:28 | S2 | 06 | | | 25 | 17 | 8 | 1 | 0 | 1 |
| Number of Sections: 2 | | Average Students Per Section: | | 26.00 | | | | | | | | |
| CTE352 | JEWEL METLSCULP2 SM | 6 | 103 | 61 | | | 60 | 28 | 32 | 2 | 1 | 1 |
| 26 | WENDY S. WOLDENBERG | Max:20 | S2 | 02 | | | 18 | 9 | 9 | 2 | 1 | 1 |
| 36 | WENDY S. WOLDENBERG | Max:22 | S2 | 03 | | | 20 | 8 | 12 | 0 | 0 | 0 |
| 46 | WENDY S. WOLDENBERG | Max:23 | S2 | 04 | | | 22 | 11 | 11 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: | | 20.00 | | | | | | | | |
| CTE353 | JEWEL METLSCULP3 SM | 3 | 31 | 16 | | | 16 | 12 | 4 | 0 | 0 | 0 |
| 26 | WENDY S. WOLDENBERG | Max:5 | S2 | 02 | | | 4 | 3 | 1 | 0 | 0 | 0 |
| 36 | WENDY S. WOLDENBERG | Max:6 | S2 | 03 | | | 6 | 4 | 2 | 0 | 0 | 0 |
| 46 | WENDY S. WOLDENBERG | Max:5 | S2 | 04 | | | 5 | 4 | 1 | 0 | 0 | 0 |
| 56 | WENDY S. WOLDENBERG | Max:1 | S2 | 05 | | | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: | | 4.00 | | | | | | | | |
| CTE354 | JEWEL METLSCULP4 SM | 4 | 6 | 8 | | | 8 | 5 | 3 | 1 | 1 | 0 |
| 26 | WENDY S. WOLDENBERG | Max:3 | S2 | 02 | | | 5 | 2 | 3 | 1 | 1 | 0 |
| 36 | WENDY S. WOLDENBERG | Max:2 | S2 | 03 | | | 2 | 2 | 0 | 0 | 0 | 0 |
| 46 | WENDY S. WOLDENBERG | Max:1 | S2 | 04 | | | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: | | 2.67 | | | | | | | | |
| CTE355 | JEWEL METLSCULCS SM | 2 | 4 | 1 | | | 1 | 1 | 0 | 1 | 1 | 0 |
| 26 | WENDY S. WOLDENBERG | Max:2 | S2 | 02 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| 66 | WENDY S. WOLDENBERG | Max:1 | S2 | 06 | | | 1 | 1 | 0 | 1 | 1 | 0 |
| Number of Sections: 2 | | Average Students Per Section: | | 0.50 | | | | | | | | |
| CTE361 | VIS COM 1 SM | 3 | 63 | 17 | | | 17 | 10 | 7 | 1 | 0 | 1 |
| 26 | GINA M. SANDLAND | Max:15 | S2 | 02 | | | 17 | 10 | 7 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: | | 17.00 | | | | | | | | |
| CTE362 | VIS COM 2 SM | 2 | 36 | 18 | | | 18 | 8 | 10 | 2 | 0 | 2 |
| 16 | GINA M. SANDLAND | Max:24 | S2 | 01 | | | 11 | 3 | 8 | 2 | 0 | 2 |
| 26 | GINA M. SANDLAND | Max:12 | S2 | 02 | | | 7 | 5 | 2 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: | | 9.00 | | | | | | | | |
| CTE366 | VIS COM CS 2 SM | 1 | 4 | 3 | | | 3 | 2 | 1 | 0 | 0 | 0 |
| 16 | GINA M. SANDLAND | Max:0 | S2 | 01 | | | 2 | 1 | 1 | 0 | 0 | 0 |
| 36 | GINA M. SANDLAND | Max:1 | S2 | 03 | | | 1 | 1 | 0 | 0 | 0 | 0 |
| 46 | GINA M. SANDLAND | Max:3 | S2 | 04 | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: | | 1.00 | | | | | | | | |
| CTE368 | DIGITAL PHOTO 1 SM | 4 | 94 | 37 | | | 37 | 22 | 15 | 4 | 3 | 1 |
| 56 | GINA M. SANDLAND | Max:24 | S2 | 05 | | | 19 | 10 | 9 | 2 | 1 | 1 |
| 66 | GINA M. SANDLAND | Max:22 | S2 | 06 | | | 18 | 12 | 6 | 2 | 2 | 0 |
| Number of Sections: 2 | | Average Students Per Section: | | 18.50 | | | | | | | | |
| CTE369 | DIGITAL PHOTO 2 SM | 1 | 3 | 3 | | | 3 | 3 | 0 | 0 | 0 | 0 |
| 00 | GINA M. SANDLAND | Max:2 | S2 | 06 | | | 2 | 2 | 0 | 0 | 0 | 0 |
| 56 | GINA M. SANDLAND | Max:1 | S2 | 05 | | | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: | | 1.50 | | | | | | | | |
| CTE371 | DRAWING 1 SM | 4 | 129 | 48 | | | 47 | 25 | 22 | 5 | 3 | 2 |
| 16 | CHRISTIAN M. MILLER | Max:17 | S2 | 01 | | | 18 | 12 | 6 | 1 | 1 | 0 |
| 56 | CHRISTIAN M. MILLER | Max:28 | S2 | 05 | | | 29 | 13 | 16 | 4 | 2 | 2 |

| | | EST | | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|---------------------|------------------|-----|-----|-----|----------------|-----|-------|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 23.50 | | | |
| CTE372 | DRAWING 2 | SM | 3 | 66 | 55 | 55 | 23 | 32 | 11 | 1 | 10 |
| 26 | CHRISTIAN M. MILLER | Max:28 | S2 | 02 | | 28 | 11 | 17 | 5 | 1 | 4 |
| 46 | CHRISTIAN M. MILLER | Max:28 | S2 | 04 | | 27 | 12 | 15 | 6 | 0 | 6 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 27.50 | | | |
| CTE374 | AP STUDIO ART 2 | SM | 1 | 30 | 19 | 19 | 14 | 5 | 0 | 0 | 0 |
| 66 | CHRISTIAN M. MILLER | Max:30 | S2 | 06 | | 19 | 14 | 5 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 19.00 | | | |
| CTE376 | GRAPHIC DES 2 | SM | 1 | 15 | 4 | 4 | 1 | 3 | 0 | 0 | 0 |
| 46 | GINA M. SANDLAND | Max:15 | S2 | 04 | | 4 | 1 | 3 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 4.00 | | | |
| CTE378 | GRAPHIC DES CS 2 | SM | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 46 | GINA M. SANDLAND | Max:5 | S2 | 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 0.00 | | | |
| CTE381 | ELECTRONICS 1 | SM | 4 | 73 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| 26A | FRANK MEDINA | Max:1 | S2 | 02 | | 1 | 0 | 1 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 1.00 | | | |
| CTE382 | ELECTRONICS 2 | SM | 4 | 72 | 62 | 62 | 6 | 56 | 11 | 1 | 10 |
| 26 | FRANK MEDINA | Max:24 | S2 | 02 | | 20 | 2 | 18 | 2 | 0 | 2 |
| 36 | FRANK MEDINA | Max:24 | S2 | 03 | | 22 | 4 | 18 | 6 | 1 | 5 |
| 46 | FRANK MEDINA | Max:24 | S2 | 04 | | 20 | 0 | 20 | 3 | 0 | 3 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | 20.67 | | | |
| CTE384 | ELECTRONICS 4 | SM | 12 | 24 | 15 | 15 | 0 | 15 | 6 | 0 | 6 |
| 16 | FRANK MEDINA | Max:24 | S2 | 01 | | 15 | 0 | 15 | 6 | 0 | 6 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 15.00 | | | |
| CTE390 | ROBOTICS TECH 2 | SM | 1 | 24 | 17 | 17 | 1 | 16 | 2 | 0 | 2 |
| 16 | GEORGE W. SUMNER | Max:24 | S2 | 01 | | 17 | 1 | 16 | 2 | 0 | 2 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 17.00 | | | |
| CTE401 | ENGN DES ARCH 1 | SM | 4 | 50 | 12 | 12 | 7 | 5 | 0 | 0 | 0 |
| 26 | GEORGE W. SUMNER | Max:1 | S2 | 02 | | 12 | 7 | 5 | 0 | 0 | 0 |
| 36 | GEORGE W. SUMNER | Max:1 | S2 | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 6.00 | | | |
| CTE402 | ENGN DES ARCH 2 | SM | 3 | 44 | 32 | 32 | 11 | 21 | 2 | 0 | 2 |
| 26 | GEORGE W. SUMNER | Max:23 | S2 | 02 | | 11 | 5 | 6 | 1 | 0 | 1 |
| 36 | GEORGE W. SUMNER | Max:21 | S2 | 03 | | 21 | 6 | 15 | 1 | 0 | 1 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 16.00 | | | |
| CTE406 | ENGN DES ARCH 4 | SM | 2 | 16 | 13 | 13 | 1 | 12 | 1 | 0 | 1 |
| 46 | GEORGE W. SUMNER | Max:16 | S2 | 04 | | 13 | 1 | 12 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 13.00 | | | |
| CTE408 | DRFT ENG TECH 4 | SM | 3 | 7 | 5 | 5 | 0 | 5 | 0 | 0 | 0 |
| 46 | GEORGE W. SUMNER | Max:7 | S2 | 04 | | 5 | 0 | 5 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 5.00 | | | |
| CTE410 | ENGN DESARC CS2 | SM | 2 | 4 | 4 | 4 | 1 | 3 | 1 | 0 | 1 |
| 36 | GEORGE W. SUMNER | Max:2 | S2 | 03 | | 2 | 1 | 1 | 1 | 0 | 1 |
| 46 | GEORGE W. SUMNER | Max:2 | S2 | 04 | | 2 | 0 | 2 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 2.00 | | | |
| CTE412 | COMP SYS ENG 2 | SM | 2 | 20 | 18 | 18 | 1 | 17 | 3 | 0 | 3 |
| 66 | FRANK MEDINA | Max:20 | S2 | 06 | | 18 | 1 | 17 | 3 | 0 | 3 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 18.00 | | | |
| CTE414 | COMP SYS ENG 4 | SM | 2 | 4 | 4 | 4 | 0 | 4 | 0 | 0 | 0 |
| 66 | FRANK MEDINA | Max:4 | S2 | 06 | | 4 | 0 | 4 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 4.00 | | | |
| CTE451 | ADV POWR/ENERGY | SM | 2 | 24 | 13 | 13 | 0 | 13 | 5 | 0 | 5 |
| 56 | GEORGE W. SUMNER | Max:24 | S2 | 05 | | 13 | 0 | 13 | 5 | 0 | 5 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 13.00 | | | |
| CTE455 | WOODWRK DESGN 1 | SM | 6 | 101 | 29 | 29 | 6 | 23 | 1 | 0 | 1 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|--------------------|-------------------------------------|-----|-----|-----|-----|-----|----------------|-----|-----|----------------|---|--|
| | | | | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 36 | JAMES C. WICKENS | Max:14 | S2 | 03 | | 15 | 5 | 10 | | 0 | 0 | 0 | |
| 46 | JAMES C. WICKENS | Max:14 | S2 | 04 | | 14 | 1 | 13 | | 1 | 0 | 1 | |
| Number of Sections: 2 | | Average Students Per Section: 14.50 | | | | | | | | | | | |
| CTE456 | WOODWRK DESGN 2 SM | 4 | 60 | 40 | | 40 | 6 | 34 | | 3 | 0 | 3 | |
| 26 | JAMES C. WICKENS | Max:15 | S2 | 02 | | 16 | 3 | 13 | | 1 | 0 | 1 | |
| 36 | JAMES C. WICKENS | Max:13 | S2 | 03 | | 10 | 2 | 8 | | 2 | 0 | 2 | |
| 46 | JAMES C. WICKENS | Max:13 | S2 | 04 | | 14 | 1 | 13 | | 0 | 0 | 0 | |
| Number of Sections: 3 | | Average Students Per Section: 13.33 | | | | | | | | | | | |
| CTE457 | WOODWRK DESGN 3 SM | 2 | 40 | 15 | | 15 | 0 | 15 | | 6 | 0 | 6 | |
| 16 | JAMES C. WICKENS | Max:3 | S2 | 01 | | 2 | 0 | 2 | | 1 | 0 | 1 | |
| 26 | JAMES C. WICKENS | Max:12 | S2 | 02 | | 11 | 0 | 11 | | 5 | 0 | 5 | |
| 46 | JAMES C. WICKENS | Max:2 | S2 | 04 | | 2 | 0 | 2 | | 0 | 0 | 0 | |
| Number of Sections: 3 | | Average Students Per Section: 5.00 | | | | | | | | | | | |
| CTE458 | WOODWRK DESGN 4 SM | 2 | 24 | 22 | | 22 | 1 | 21 | | 6 | 0 | 6 | |
| 16 | JAMES C. WICKENS | Max:21 | S2 | 01 | | 19 | 1 | 18 | | 5 | 0 | 5 | |
| 36 | JAMES C. WICKENS | Max:3 | S2 | 03 | | 3 | 0 | 3 | | 1 | 0 | 1 | |
| Number of Sections: 2 | | Average Students Per Section: 11.00 | | | | | | | | | | | |
| CTE462 | WOODWRK DESGN 6 SM | 1 | 9 | 5 | | 5 | 0 | 5 | | 2 | 0 | 2 | |
| 16 | JAMES C. WICKENS | Max:9 | S2 | 01 | | 5 | 0 | 5 | | 2 | 0 | 2 | |
| Number of Sections: 1 | | Average Students Per Section: 5.00 | | | | | | | | | | | |
| CTE466 | YEARBOOK 2 SM | 1 | 30 | 19 | | 19 | 16 | 3 | | 0 | 0 | 0 | |
| 46 | GINA M. SANDLAND | Max:30 | S2 | 04 | | 19 | 16 | 3 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 19.00 | | | | | | | | | | | |
| CTE470 | WBL GENERIC SM | 1 | 126 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 66 | JAMES C. WICKENS | Max:30 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | Max:10 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | | | |
| CTE471 | WBL AMER SIGN SM | 1 | 62 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 66 | JAMES C. WICKENS | Max:1 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | Max:30 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | | | |
| CTE473 | WBL BUS ED SM | 1 | 60 | 3 | | 3 | 2 | 1 | | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | Max:30 | S2 | 07 | | 3 | 2 | 1 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 3.00 | | | | | | | | | | | |
| CTE475 | WBL COMP TECH SM | 1 | 60 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | Max:30 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 0.00 | | | | | | | | | | | |
| CTE476 | WBL CONSTR MANU SM | 1 | 60 | 4 | | 4 | 0 | 4 | | 1 | 0 | 1 | |
| 76 | JAMES C. WICKENS | Max:30 | S2 | 07 | | 4 | 0 | 4 | | 1 | 0 | 1 | |
| Number of Sections: 1 | | Average Students Per Section: 4.00 | | | | | | | | | | | |
| CTE477 | WBL CULNY ARTS SM | 1 | 60 | 7 | | 7 | 3 | 4 | | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | Max:30 | S2 | 07 | | 7 | 3 | 4 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 7.00 | | | | | | | | | | | |
| CTE478 | WBL DRAFT ENGIN SM | 1 | 120 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 66 | JAMES C. WICKENS | Max:30 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | Max:30 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | | | |
| CTE479 | WBL ELECTRONICS SM | 1 | 60 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | Max:30 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 0.00 | | | | | | | | | | | |
| CTE480 | WBL FAM CONS SC SM | 1 | 60 | 8 | | 8 | 7 | 1 | | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | Max:30 | S2 | 07 | | 8 | 7 | 1 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | Average Students Per Section: 8.00 | | | | | | | | | | | |
| CTE481 | WBL GPH DES PRO SM | 1 | 60 | 1 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | Max:30 | S2 | 07 | | 1 | 1 | 0 | | 0 | 0 | 0 | |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|----------------------|------|------------------|-------|-----|----------------|-----|-----|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 1 | | | Average Students | | | Per Section: | | | 1.00 | | |
| CTE483 | WBL JEWELRY MFG | SM | 1 | 62 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| 66 | JAMES C. WICKENS | | Max:1 | S2 06 | | 0 | 0 | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | | Max:30 | S2 07 | | 1 | 0 | 1 | 0 | 0 | |
| Number of Sections: 2 | | | Average Students | | | Per Section: | | | 0.50 | | |
| CTE484 | WBL MARKETING | SM | 1 | 60 | 5 | 5 | 2 | 3 | 0 | 0 | 0 |
| 76 | JAMES C. WICKENS | | Max:30 | S2 07 | | 5 | 2 | 3 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: | | | 5.00 | | |
| CTE487 | WBL SPORTS MED | SM | 2 | 14 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| 66 | JAMES C. WICKENS | | Max:1 | S2 06 | | 0 | 0 | 0 | 0 | 0 | |
| 76 | JAMES C. WICKENS | | Max:10 | S2 07 | | 1 | 0 | 1 | 0 | 0 | |
| Number of Sections: 2 | | | Average Students | | | Per Section: | | | 0.50 | | |
| CTE488 | WBL VIS COM | SM | 1 | 60 | 6 | 6 | 4 | 2 | 0 | 0 | 0 |
| 76 | JAMES C. WICKENS | | Max:30 | S2 07 | | 6 | 4 | 2 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: | | | 6.00 | | |
| CTE515 | NEWSPAPER 2 | SM | 1 | 20 | 12 | 12 | 9 | 3 | 1 | 0 | 1 |
| 46 | PATRICK J. SWENSON | | Max:20 | S2 04 | | 11 | 8 | 3 | 1 | 0 | 1 |
| 96 | PATRICK J. SWENSON | | Max:0 | S2 09 | | 1 | 1 | 0 | 0 | 0 | |
| Number of Sections: 2 | | | Average Students | | | Per Section: | | | 6.00 | | |
| ELL102 | ELL LAN ART 1B | SM | 3 | 10 | 8 | 8 | 0 | 8 | 0 | 0 | 0 |
| 36 | CLEROBONG C. CHEAN | | Max:10 | S2 03 | | 8 | 0 | 8 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students | | | Per Section: | | | 8.00 | | |
| ELL121 | ELL STDY SKILL2 | SM | 1 | 30 | 23 | 23 | 8 | 15 | 1 | 0 | 1 |
| 56 | CLEROBONG C. CHEAN | | Max:20 | S2 05 | | 12 | 5 | 7 | 0 | 0 | |
| 66 | CLEROBONG C. CHEAN | | Max:10 | S2 06 | | 11 | 3 | 8 | 1 | 0 | 1 |
| Number of Sections: 2 | | | Average Students | | | Per Section: | | | 11.50 | | |
| ELL202 | ELL LAN ART 2B | SM | 1 | 12 | 13 | 13 | 6 | 7 | 0 | 0 | 0 |
| 16 | CLEROBONG C. CHEAN | | Max:12 | S2 01 | | 13 | 6 | 7 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: | | | 13.00 | | |
| ELL302 | ELL LAN ART 3B | SM | 1 | 15 | 10 | 10 | 6 | 4 | 0 | 0 | 0 |
| 46 | CLEROBONG C. CHEAN | | Max:15 | S2 04 | | 10 | 6 | 4 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students | | | Per Section: | | | 10.00 | | |
| ELL810 | ELL SUPPORT | YR | 1 | 37 | 25 | 25 | 8 | 17 | 4 | 0 | 4 |
| 71 | CLEROBONG C. CHEAN | | Max:37 | YR 07 | | 25 | 8 | 17 | 4 | 0 | 4 |
| Number of Sections: 1 | | | Average Students | | | Per Section: | | | 25.00 | | |
| FOR202 | FRENCH 2 | SM | 3 | 90 | 68 | 68 | 41 | 27 | 0 | 0 | 0 |
| 16 | KIMBERLEE I. POLLEY | | Max:30 | S2 01 | | 25 | 14 | 11 | 0 | 0 | 0 |
| 26 | KIMBERLEE I. POLLEY | | Max:30 | S2 02 | | 22 | 11 | 11 | 0 | 0 | 0 |
| 36 | KIMBERLEE I. POLLEY | | Max:30 | S2 03 | | 21 | 16 | 5 | 0 | 0 | 0 |
| Number of Sections: 3 | | | Average Students | | | Per Section: | | | 22.67 | | |
| FOR204 | FRENCH 4 | SM | 3 | 60 | 44 | 44 | 28 | 16 | 0 | 0 | 0 |
| 16 | KAISA SWENDDAL-WHITE | | Max:30 | S2 01 | | 23 | 13 | 10 | 0 | 0 | 0 |
| 26 | KAISA SWENDDAL-WHITE | | Max:30 | S2 02 | | 21 | 15 | 6 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students | | | Per Section: | | | 22.00 | | |
| FOR206 | FRENCH 6 | SM | 1 | 36 | 30 | 30 | 26 | 4 | 0 | 0 | 0 |
| 46 | KIMBERLEE I. POLLEY | | Max:18 | S2 04 | | 15 | 12 | 3 | 0 | 0 | 0 |
| 56 | KIMBERLEE I. POLLEY | | Max:18 | S2 05 | | 15 | 14 | 1 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students | | | Per Section: | | | 15.00 | | |
| FOR208 | FRENCH 8 | SM | 1 | 10 | 8 | 8 | 7 | 1 | 0 | 0 | 0 |
| 46 | KIMBERLEE I. POLLEY | | Max:5 | S2 04 | | 5 | 5 | 0 | 0 | 0 | 0 |
| 56 | KIMBERLEE I. POLLEY | | Max:5 | S2 05 | | 3 | 2 | 1 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students | | | Per Section: | | | 4.00 | | |
| FOR302 | GERMAN 2 | SM | 2 | 60 | 49 | 49 | 16 | 33 | 1 | 0 | 1 |
| 56 | STACY A. BARDSLEY | | Max:30 | S2 05 | | 22 | 7 | 15 | 1 | 0 | 1 |
| 66 | STACY A. BARDSLEY | | Max:30 | S2 06 | | 27 | 9 | 18 | 0 | 0 | 0 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|----------------------|------------------|-----|-----|----------------|--------------|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 24.50 | | | |
| FOR304 | GERMAN 4 | SM | 2 | 30 | 20 | 20 | 4 | 16 | 0 | 0 | 0 |
| 16 | STACY A. BARDSLEY | Max:30 | S2 | 01 | | 20 | 4 | 16 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 20.00 | | | |
| FOR306 | GERMAN 6 | SM | 1 | 36 | 28 | 28 | 9 | 19 | 1 | 0 | 1 |
| 36 | STACY A. BARDSLEY | Max:18 | S2 | 03 | | 10 | 2 | 8 | 0 | 0 | 0 |
| 46 | STACY A. BARDSLEY | Max:18 | S2 | 04 | | 18 | 7 | 11 | 1 | 0 | 1 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | 14.00 | | | |
| FOR310 | AP GERMAN 2 | SM | 1 | 5 | 3 | 3 | 0 | 3 | 0 | 0 | 0 |
| 46 | STACY A. BARDSLEY | Max:5 | S2 | 04 | | 3 | 0 | 3 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 3.00 | | | |
| FOR402 | JAPANESE 2 | SM | 2 | 30 | 26 | 26 | 14 | 12 | 1 | 0 | 1 |
| 16 | AKIKO N. NEWCOMB | Max:30 | S2 | 01 | | 26 | 14 | 12 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 26.00 | | | |
| FOR404 | JAPANESE 4 | SM | 1 | 30 | 24 | 24 | 7 | 17 | 1 | 0 | 1 |
| 26 | AKIKO N. NEWCOMB | Max:30 | S2 | 02 | | 24 | 7 | 17 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 24.00 | | | |
| FOR406 | JAPANESE 6 | SM | 1 | 22 | 11 | 11 | 0 | 11 | 1 | 0 | 1 |
| 36 | AKIKO N. NEWCOMB | Max:22 | S2 | 03 | | 11 | 0 | 11 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 11.00 | | | |
| FOR408 | JAPANESE 8 | SM | 2 | 8 | 4 | 4 | 3 | 1 | 0 | 0 | 0 |
| 36 | AKIKO N. NEWCOMB | Max:8 | S2 | 03 | | 4 | 3 | 1 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 4.00 | | | |
| FOR602 | SPANISH 2 | SM | 6 | 210 | 179 | 179 | 82 | 97 | 6 | 3 | 3 |
| 17 | CAROL A. BARNETT | Max:30 | S2 | 01 | | 28 | 13 | 15 | 1 | 1 | 0 |
| 26 | CAROL A. BARNETT | Max:30 | S2 | 02 | | 30 | 14 | 16 | 2 | 0 | 2 |
| 36 | BRYCE J. STRAND | Max:30 | S2 | 03 | | 11 | 5 | 6 | 0 | 0 | 0 |
| 37 | JUAN F. NUNEZ | Max:30 | S2 | 03 | | 29 | 18 | 11 | 1 | 1 | 0 |
| 46 | BRYCE J. STRAND | Max:30 | S2 | 04 | | 25 | 8 | 17 | 0 | 0 | 0 |
| 56 | JUAN F. NUNEZ | Max:30 | S2 | 05 | | 27 | 13 | 14 | 1 | 1 | 0 |
| 67 | JUAN F. NUNEZ | Max:30 | S2 | 06 | | 29 | 11 | 18 | 1 | 0 | 1 |
| Number of Sections: 7 | | Average Students | | | | Per Section: | | 25.57 | | | |
| FOR604 | SPANISH 4 | SM | 7 | 150 | 126 | 126 | 62 | 64 | 2 | 2 | 0 |
| 16 | BRYCE J. STRAND | Max:30 | S2 | 01 | | 21 | 13 | 8 | 1 | 1 | 0 |
| 36 | CAROL A. BARNETT | Max:30 | S2 | 03 | | 30 | 19 | 11 | 0 | 0 | 0 |
| 37 | KAISA SWENDDAL-WHITE | Max:30 | S2 | 03 | | 22 | 7 | 15 | 0 | 0 | 0 |
| 56 | KAISA SWENDDAL-WHITE | Max:30 | S2 | 05 | | 28 | 14 | 14 | 1 | 1 | 0 |
| 66 | BRYCE J. STRAND | Max:30 | S2 | 06 | | 25 | 9 | 16 | 0 | 0 | 0 |
| Number of Sections: 5 | | Average Students | | | | Per Section: | | 25.20 | | | |
| FOR606 | SPANISH 6 | SM | 3 | 90 | 78 | 78 | 41 | 37 | 0 | 0 | 0 |
| 26 | JUAN F. NUNEZ | Max:30 | S2 | 02 | | 29 | 13 | 16 | 0 | 0 | 0 |
| 56 | CAROL A. BARNETT | Max:30 | S2 | 05 | | 26 | 14 | 12 | 0 | 0 | 0 |
| 66 | CAROL A. BARNETT | Max:30 | S2 | 06 | | 23 | 14 | 9 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | 26.00 | | | |
| FOR610 | AP SPANISH 2 | SM | 1 | 30 | 14 | 14 | 7 | 7 | 3 | 0 | 3 |
| 46 | JUAN F. NUNEZ | Max:30 | S2 | 04 | | 14 | 7 | 7 | 3 | 0 | 3 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 14.00 | | | |
| FOR621 | UW SPANSH 103B | SM | 1 | 30 | 21 | 21 | 17 | 4 | 0 | 0 | 0 |
| 46 | KAISA SWENDDAL-WHITE | Max:30 | S2 | 04 | | 21 | 17 | 4 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | 21.00 | | | |
| GEN101 | ORIENTATION | SM | 10 | 270 | 66 | 66 | 44 | 22 | 3 | 1 | 2 |
| 26 | DAVID R. GOETHALS | Max:30 | S2 | 02 | | 18 | 10 | 8 | 3 | 1 | 2 |
| 27 | PAUL M. LEWIS | Max:30 | S2 | 02 | | 21 | 15 | 6 | 0 | 0 | 0 |
| 36 | DAVID R. GOETHALS | Max:30 | S2 | 03 | | 27 | 19 | 8 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | 22.00 | | | |
| GEN126 | STUDY SKILLS | SM | 1 | 55 | 52 | 52 | 16 | 36 | 2 | 0 | 2 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|------------------------|-----------------------|------|-----|-------------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 96 | SCOTT A. HUSAR | | | Max:55 | S2 | 09 | 52 | 16 | 36 | 2 | 0 | 2 |
| Number of Sections: 1 | | | | Average Students Per Section: 52.00 | | | | | | | | |
| GEN200 | ADVISORY 9-12 | YR | 1 | 840 | 372 | | 372 | 214 | 158 | 24 | 7 | 17 |
| 001 | STACY A. BARDSLEY | | | Max:30 | YR | 10 | 12 | 3 | 9 | 1 | 0 | 1 |
| 002 | CLEROBONG C. CHEAN | | | Max:30 | YR | 10 | 5 | 2 | 3 | 0 | 0 | 0 |
| 004 | CRYSTAL L. CONANT | | | Max:30 | YR | 10 | 14 | 9 | 5 | 0 | 0 | 0 |
| 005 | LISA M. GALLINATTI | | | Max:30 | YR | 10 | 38 | 28 | 10 | 0 | 0 | 0 |
| 006 | MARK S. DAVIS | | | Max:30 | YR | 10 | 13 | 9 | 4 | 0 | 0 | 0 |
| 008 | BRUCE D. DIEHL | | | Max:30 | YR | 10 | 12 | 7 | 5 | 1 | 1 | 0 |
| 010 | THOMAS S. EARL | | | Max:30 | YR | 10 | 11 | 7 | 4 | 0 | 0 | 0 |
| 011 | MEGAN ELLIS SUMNER | | | Max:30 | YR | 10 | 12 | 9 | 3 | 1 | 0 | 1 |
| 013 | JENNIFER W. GARCIA | | | Max:30 | YR | 10 | 13 | 5 | 8 | 2 | 0 | 2 |
| 014 | ELAINE M. HETTERLY | | | Max:30 | YR | 10 | 9 | 2 | 7 | 8 | 2 | 6 |
| 015 | SCOTT A. HUSAR | | | Max:30 | YR | 10 | 13 | 11 | 2 | 0 | 0 | 0 |
| 016 | CRYSTAL L. JILBERT | | | Max:30 | YR | 10 | 14 | 10 | 4 | 0 | 0 | 0 |
| 018 | PATRICK M. MCKEEHAN I | | | Max:30 | YR | 10 | 14 | 9 | 5 | 0 | 0 | 0 |
| 020 | ANGELA K. MCCAUSLAND | | | Max:30 | YR | 10 | 13 | 4 | 9 | 3 | 0 | 3 |
| 023 | ROBERT L. MORGAN | | | Max:30 | YR | 10 | 12 | 6 | 6 | 3 | 1 | 2 |
| 025 | PHILIP J. MYKA | | | Max:30 | YR | 10 | 13 | 10 | 3 | 0 | 0 | 0 |
| 029 | KARYN L. WILLIAMSON | | | Max:30 | YR | 10 | 14 | 9 | 5 | 1 | 0 | 1 |
| 031 | GERI A. ROHLFF | | | Max:30 | YR | 10 | 15 | 7 | 8 | 0 | 0 | 0 |
| 032 | ROBYN N. SAARENAS | | | Max:30 | YR | 10 | 13 | 1 | 12 | 0 | 0 | 0 |
| 033 | GINA M. SANDLAND | | | Max:30 | YR | 10 | 13 | 7 | 6 | 0 | 0 | 0 |
| 035 | JUDITH J. SHAW | | | Max:30 | YR | 10 | 13 | 10 | 3 | 1 | 1 | 0 |
| 037 | BRYCE J. STRAND | | | Max:30 | YR | 10 | 11 | 10 | 1 | 1 | 1 | 0 |
| 038 | GEORGE W. SUMNER | | | Max:30 | YR | 10 | 12 | 5 | 7 | 0 | 0 | 0 |
| 042 | CHRISTOPHER T. TUCKER | | | Max:30 | YR | 10 | 13 | 11 | 2 | 1 | 0 | 1 |
| 043 | MICHAEL VAN EATON | | | Max:30 | YR | 10 | 12 | 3 | 9 | 0 | 0 | 0 |
| 044 | MEGHAN E. WAGNER | | | Max:30 | YR | 10 | 12 | 8 | 4 | 0 | 0 | 0 |
| 045 | JAMES C. WICKENS | | | Max:30 | YR | 10 | 13 | 5 | 8 | 1 | 1 | 0 |
| 049 | ERNEST E. ZEIGER | | | Max:30 | YR | 10 | 13 | 7 | 6 | 0 | 0 | 0 |
| Number of Sections: 28 | | | | Average Students Per Section: 13.29 | | | | | | | | |
| GEN300 | STUDY SKILLS | SM | 13 | 116 | 95 | | 95 | 42 | 53 | 17 | 5 | 12 |
| 16 | RALPH L. CUBIT | | | Max:5 | S2 | 01 | 4 | 1 | 3 | 2 | 0 | 2 |
| 19 | SHAWN P. KILGALLON | | | Max:0 | S2 | 01 | 35 | 15 | 20 | 2 | 1 | 1 |
| 26 | SHAWN A. MARTINSON | | | Max:24 | S2 | 02 | 23 | 10 | 13 | 2 | 0 | 2 |
| 26B | GERI A. ROHLFF | | | Max:1 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 |
| 27 | RALPH L. CUBIT | | | Max:5 | S2 | 02 | 3 | 2 | 1 | 2 | 1 | 1 |
| 36 | RALPH L. CUBIT | | | Max:5 | S2 | 03 | 5 | 1 | 4 | 1 | 0 | 1 |
| 37 | STACY A. BARDSLEY | | | Max:10 | S2 | 03 | 10 | 6 | 4 | 3 | 0 | 3 |
| 46 | RALPH L. CUBIT | | | Max:5 | S2 | 04 | 5 | 2 | 3 | 1 | 1 | 0 |
| 47 | STACY A. BARDSLEY | | | Max:4 | S2 | 04 | 7 | 3 | 4 | 2 | 1 | 1 |
| 56B | ELAINE M. HETTERLY | | | Max:2 | S2 | 05 | 2 | 1 | 1 | 2 | 1 | 1 |
| Number of Sections: 10 | | | | Average Students Per Section: 9.50 | | | | | | | | |
| GEN301 | STUDY SKILLS | SM | 3 | 25 | 25 | | 25 | 11 | 14 | 4 | 1 | 3 |
| 36D | GERI A. ROHLFF | | | Max:1 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 |
| 66 | GERI A. ROHLFF | | | Max:24 | S2 | 06 | 24 | 10 | 14 | 4 | 1 | 3 |
| Number of Sections: 2 | | | | Average Students Per Section: 12.50 | | | | | | | | |
| GEN500 | ADM OFF AIDE | SM | 1 | 15 | 3 | | 3 | 0 | 3 | 1 | 0 | 1 |
| 16 | NOLA R. WILSON | | | Max:1 | S2 | 01 | 1 | 0 | 1 | 0 | 0 | 0 |
| 26 | NOLA R. WILSON | | | Max:1 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36 | NOLA R. WILSON | | | Max:1 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 46 | NOLA R. WILSON | | | Max:1 | S2 | 04 | 1 | 0 | 1 | 1 | 0 | 1 |
| 56 | NOLA R. WILSON | | | Max:1 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 66 | NOLA R. WILSON | | | Max:1 | S2 | 06 | 1 | 0 | 1 | 0 | 0 | 0 |
| 96 | NOLA R. WILSON | | | Max:0 | S2 | 09 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | EST | | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|--------------------|-------------------------------|--------|-----|-----|----------------|------|-----|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 7 | | Average Students Per Section: | | | | | 0.43 | | | | |
| GEN501 | ADM OFF AIDE | SM | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | NOLA R. WILSON | | Max:2 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 76 | NOLA R. WILSON | | Max:0 | S2 | 07 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: | | | | | 0.00 | | | | |
| GEN504 | ASB AIDE | SM | 1 | 9 | 3 | 3 | 3 | 0 | 0 | 0 | 0 |
| 16 | MERI M. BENEDICT | | Max:2 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 |
| 26 | MERI M. BENEDICT | | Max:2 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 |
| 36 | MERI M. BENEDICT | | Max:1 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 46 | MERI M. BENEDICT | | Max:1 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 56 | MERI M. BENEDICT | | Max:1 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 66 | MERI M. BENEDICT | | Max:2 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: 6 | | Average Students Per Section: | | | | | 0.50 | | | | |
| GEN507 | ATTEND AIDE | SM | 6 | 33 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| 96 | JON D. AARSTAD | | Max:0 | S2 | 09 | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 1.00 | | | | |
| GEN508 | ATTEND AIDE | SM | 2 | 24 | 23 | 23 | 21 | 2 | 4 | 3 | 1 |
| 16 | JON D. AARSTAD | | Max:4 | S2 | 01 | 4 | 4 | 0 | 1 | 1 | 0 |
| 26 | JON D. AARSTAD | | Max:4 | S2 | 02 | 4 | 3 | 1 | 1 | 0 | 1 |
| 36 | JON D. AARSTAD | | Max:4 | S2 | 03 | 3 | 2 | 1 | 0 | 0 | 0 |
| 46 | JON D. AARSTAD | | Max:4 | S2 | 04 | 4 | 4 | 0 | 1 | 1 | 0 |
| 56 | JON D. AARSTAD | | Max:4 | S2 | 05 | 4 | 4 | 0 | 1 | 1 | 0 |
| 66 | JON D. AARSTAD | | Max:4 | S2 | 06 | 4 | 4 | 0 | 0 | 0 | 0 |
| 76 | JON D. AARSTAD | | Max:0 | S2 | 07 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 7 | | Average Students Per Section: | | | | | 3.29 | | | | |
| GEN510 | CAREER AIDE | SM | 3 | 5 | 11 | 11 | 4 | 7 | 1 | 1 | 0 |
| 16 | STEVEN H. MEAD | | Max:1 | S2 | 01 | 2 | 1 | 1 | 0 | 0 | 0 |
| 26 | STEVEN H. MEAD | | Max:1 | S2 | 02 | 2 | 0 | 2 | 0 | 0 | 0 |
| 36 | STEVEN H. MEAD | | Max:1 | S2 | 03 | 1 | 0 | 1 | 0 | 0 | 0 |
| 46 | STEVEN H. MEAD | | Max:0 | S2 | 04 | 1 | 1 | 0 | 0 | 0 | 0 |
| 56 | STEVEN H. MEAD | | Max:1 | S2 | 05 | 4 | 1 | 3 | 0 | 0 | 0 |
| 66 | STEVEN H. MEAD | | Max:1 | S2 | 06 | 1 | 1 | 0 | 1 | 1 | 0 |
| Number of Sections: 6 | | Average Students Per Section: | | | | | 1.83 | | | | |
| GEN512 | GUID OFF AIDE | SM | 1 | 18 | 19 | 19 | 13 | 6 | 1 | 0 | 1 |
| 16 | DANIEL J. POLLEY | | Max:2 | S2 | 01 | 3 | 3 | 0 | 0 | 0 | 0 |
| 26 | DANIEL J. POLLEY | | Max:3 | S2 | 02 | 3 | 2 | 1 | 0 | 0 | 0 |
| 36 | DANIEL J. POLLEY | | Max:2 | S2 | 03 | 3 | 2 | 1 | 0 | 0 | 0 |
| 46 | DANIEL J. POLLEY | | Max:3 | S2 | 04 | 3 | 2 | 1 | 0 | 0 | 0 |
| 56 | DANIEL J. POLLEY | | Max:4 | S2 | 05 | 3 | 2 | 1 | 0 | 0 | 0 |
| 66 | DANIEL J. POLLEY | | Max:4 | S2 | 06 | 3 | 2 | 1 | 0 | 0 | 0 |
| 76 | DANIEL J. POLLEY | | Max:0 | S2 | 07 | 0 | 0 | 0 | 0 | 0 | 0 |
| 96 | DANIEL J. POLLEY | | Max:0 | S2 | 09 | 1 | 0 | 1 | 1 | 0 | 1 |
| Number of Sections: 8 | | Average Students Per Section: | | | | | 2.38 | | | | |
| GEN514 | LIBRARY AIDE | SM | 2 | 15 | 13 | 13 | 5 | 8 | 4 | 1 | 3 |
| 16 | LISA M. GALLINATTI | | Max:2 | S2 | 01 | 2 | 0 | 2 | 1 | 0 | 1 |
| 26 | LISA M. GALLINATTI | | Max:2 | S2 | 02 | 2 | 1 | 1 | 2 | 1 | 1 |
| 36 | LISA M. GALLINATTI | | Max:2 | S2 | 03 | 2 | 0 | 2 | 0 | 0 | 0 |
| 46 | LISA M. GALLINATTI | | Max:2 | S2 | 04 | 2 | 2 | 0 | 0 | 0 | 0 |
| 56 | LISA M. GALLINATTI | | Max:2 | S2 | 05 | 2 | 0 | 2 | 0 | 0 | 0 |
| 66 | LISA M. GALLINATTI | | Max:2 | S2 | 06 | 3 | 2 | 1 | 1 | 0 | 1 |
| 76 | LISA M. GALLINATTI | | Max:1 | S2 | 07 | 0 | 0 | 0 | 0 | 0 | 0 |
| 96 | LISA M. GALLINATTI | | Max:2 | S2 | 09 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 8 | | Average Students Per Section: | | | | | 1.63 | | | | |
| GEN600 | TEACHER AIDE | SM | 2 | 501 | 28 | 28 | 18 | 10 | 1 | 1 | 0 |
| 11G | FRANK MEDINA | | Max:1 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | SHAWNA R. LEONARD | | Max:35 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|--------|-----------------------|--------|-----|-----|-----|----------------|-----|-----|----------------|-----|-----|---|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| 16B | JULIE A. MOBERG | Max:1 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 16C | CRYSTAL L. CONANT | Max:1 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 16G | CINDY L. ANDERSON | Max:1 | S2 | 01 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 16H | ROBYN N. SAARENAS | Max:1 | S2 | 01 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 26 | SHAWNA R. LEONARD | Max:35 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 26A | GEORGE W. SUMNER | Max:1 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 26B | CINDY L. ANDERSON | Max:1 | S2 | 02 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 26C | ROBYN N. SAARENAS | Max:1 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 26D | CHRISTOPHER T. TUCKER | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 26E | ROBERT L. MORGAN | Max:1 | S2 | 02 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 26F | CHRISTIAN M. MILLER | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 26G | FRANK MEDINA | Max:1 | S2 | 02 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 26H | SCOTT A. HUSAR | Max:1 | S2 | 02 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 26I | SHAWN A. MARTINSON | Max:1 | S2 | 02 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 36 | SHAWNA R. LEONARD | Max:35 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 36A | STACY A. BARDSLEY | Max:1 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 36B | SCOTT J. ROWE | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 36C | ANGELA K. MCCAUSLAND | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 1 | 1 | 0 |
| 36D | CRYSTAL L. JILBERT | Max:1 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 36G | WENDY S. WOLDENBERG | Max:1 | S2 | 03 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 36L | GINA M. SANDLAND | Max:1 | S2 | 03 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 36N | CHRISTINE S. AREND | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 46 | SHAWNA R. LEONARD | Max:35 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 46A | CHRISTOPHER T. TUCKER | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 46B | KELLY A. JENSEN | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 46C | SHAWN A. MARTINSON | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 46G | CRYSTAL L. CONANT | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 46H | ANGELA K. MCCAUSLAND | Max:1 | S2 | 04 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 56 | SHAWNA R. LEONARD | Max:35 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 56G | GEORGE W. SUMNER | Max:1 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 61G | ELAINE M. HETTERLY | Max:1 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 61J | BRUCE D. DIEHL | Max:1 | S2 | 06 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 61L | ROBYN N. SAARENAS | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 61P | THOMAS S. EARL | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 66 | SHAWNA R. LEONARD | Max:35 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 66A | STACY A. BARDSLEY | Max:1 | S2 | 06 | | 1 | 0 | 1 | | 0 | 0 | 0 |
| 66B | CRYSTAL L. JILBERT | Max:1 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 66C | CHRISTIAN M. MILLER | Max:1 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 66D | KYLE B. JONES | Max:1 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 66E | CINDY L. ANDERSON | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 66M | ARTHUR BENARD III | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 |
| 66N | SHAWN P. KILGALLON | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 |

Number of Sections: 44

Average Students Per Section: 0.64

| GEN601 | TEACHER AIDE | SM | 1 | 239 | 27 | 27 | 18 | 9 | 2 | 1 | 1 |
|--------|----------------------|--------|----|-----|----|----|----|---|---|---|---|
| 15 | ANGELA K. MCCAUSLAND | Max:1 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 16 | SHAWNA R. LEONARD | Max:35 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16A | MICHAEL T. HUYLAR | Max:1 | S2 | 01 | 1 | 1 | 0 | 1 | 1 | 0 | 0 |
| 16B | KAISA SWENDDAL-WHITE | Max:1 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 16E | GINA M. SANDLAND | Max:1 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 26 | SHAWNA R. LEONARD | Max:35 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26A | EDWARD K. ROSIN | Max:1 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 26D | FRANK MEDINA | Max:1 | S2 | 02 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 26w | JULIE A. MOBERG | Max:1 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 35 | CRYSTAL L. CONANT | Max:1 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 36 | SHAWNA R. LEONARD | Max:35 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36A | KATHRYN A. NUTTMAN | Max:1 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |

| | | | EST | NBR | NBR | ---TOTALS--- | | | --Special Ed-- | | | | |
|------------------------|-----------------------|--------|------------------|-----|-----|--------------------|-----|-----|----------------|-----|-----|----|----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 36B | SCOTT A. HUSAR | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 36C | ERNEST E. ZEIGER | Max:1 | S2 | 03 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 36D | ROBYN N. SAARENAS | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 36H | GEORGE W. SUMNER | Max:1 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 36I | CHRISTOPHER T. TUCKER | Max:1 | S2 | 03 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 45 | WENDY S. WOLDENBERG | Max:1 | S2 | 04 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 46 | SHAWNA R. LEONARD | Max:35 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 46A | DAMIAH C. SALOY | Max:1 | S2 | 04 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 46B | BRYCE J. STRAND | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 46C | CHRISTINE S. AREND | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 46D | JENNIFER W. GARCIA | Max:1 | S2 | 04 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 46P | KATHRYN A. NUTTMAN | Max:1 | S2 | 04 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 46W | CHRISTINE S. AREND | Max:1 | S2 | 04 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 56 | SHAWNA R. LEONARD | Max:35 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 56A | STACY A. BARDSLEY | Max:1 | S2 | 05 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| 56B | ARTHUR BENARD III | Max:1 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 56D | KELLY A. JENSEN | Max:1 | S2 | 05 | | 1 | 0 | 1 | | 1 | 0 | 1 | |
| 66 | SHAWNA R. LEONARD | Max:35 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 | |
| 66A | JULIE A. MOBERG | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 66B | CHRISTIAN M. MILLER | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 66N | PHILIP J. MYKA | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 66X | JANALYN R. MCKEEHAN | Max:1 | S2 | 06 | | 1 | 1 | 0 | | 0 | 0 | 0 | |
| 69 | NOE M. YZAGUIRRE | Max:1 | S2 | 06 | | 1 | 0 | 1 | | 0 | 0 | 0 | |
| Number of Sections: 35 | | | Average Students | | | Per Section: 0.77 | | | | | | | |
| GEN700 | RELEASE TIME | SM | 2 | 292 | 112 | | 112 | 63 | 49 | | 13 | 3 | 10 |
| 16 | DAVID L. HALFORD JR | Max:30 | S2 | 01 | | 28 | 19 | 9 | | 3 | 1 | 2 | |
| 26 | DAVID L. HALFORD JR | Max:10 | S2 | 02 | | 15 | 8 | 7 | | 1 | 0 | 1 | |
| 36 | DAVID L. HALFORD JR | Max:39 | S2 | 03 | | 12 | 6 | 6 | | 1 | 0 | 1 | |
| 46 | DAVID L. HALFORD JR | Max:10 | S2 | 04 | | 13 | 6 | 7 | | 2 | 0 | 2 | |
| 56 | DAVID L. HALFORD JR | Max:30 | S2 | 05 | | 17 | 9 | 8 | | 3 | 1 | 2 | |
| 66 | DAVID L. HALFORD JR | Max:30 | S2 | 06 | | 27 | 15 | 12 | | 3 | 1 | 2 | |
| Number of Sections: 6 | | | Average Students | | | Per Section: 18.67 | | | | | | | |
| GEN701 | REL-SEMINARY | YR | 1 | 20 | 11 | | 11 | 4 | 7 | | 0 | 0 | 0 |
| 11 | SHAWNA R. LEONARD | Max:10 | YR | 01 | | 6 | 2 | 4 | | 0 | 0 | 0 | |
| 61 | SHAWNA R. LEONARD | Max:10 | YR | 06 | | 5 | 2 | 3 | | 0 | 0 | 0 | |
| Number of Sections: 2 | | | Average Students | | | Per Section: 5.50 | | | | | | | |
| GEN706 | C L MONITORING | YR | 1 | 147 | 106 | | 106 | 31 | 75 | | 103 | 30 | 73 |
| 71 | RALPH L. CUBIT | Max:34 | YR | 07 | | 5 | 2 | 3 | | 5 | 2 | 3 | |
| 72 | ELAINE M. HETTERLY | Max:34 | YR | 07 | | 30 | 15 | 15 | | 30 | 15 | 15 | |
| 73 | ANGELA K. MCCAUSLAND | Max:25 | YR | 07 | | 26 | 6 | 20 | | 25 | 6 | 19 | |
| 74 | PATRICIA A. BACHELDER | Max:20 | YR | 07 | | 15 | 4 | 11 | | 14 | 4 | 10 | |
| 75 | KYLE B. JONES | Max:34 | YR | 07 | | 30 | 4 | 26 | | 29 | 3 | 26 | |
| Number of Sections: 5 | | | Average Students | | | Per Section: 21.20 | | | | | | | |
| GEN710 | RUNNING START | SM | 10 | 957 | 514 | | 514 | 389 | 125 | | 0 | 0 | 0 |
| 16 | DANIEL J. POLLEY | Max:75 | S2 | 01 | | 83 | 61 | 22 | | 0 | 0 | 0 | |
| 26 | DANIEL J. POLLEY | Max:80 | S2 | 02 | | 89 | 67 | 22 | | 0 | 0 | 0 | |
| 36 | DANIEL J. POLLEY | Max:79 | S2 | 03 | | 88 | 69 | 19 | | 0 | 0 | 0 | |
| 46 | DANIEL J. POLLEY | Max:85 | S2 | 04 | | 88 | 66 | 22 | | 0 | 0 | 0 | |
| 56 | DANIEL J. POLLEY | Max:80 | S2 | 05 | | 79 | 60 | 19 | | 0 | 0 | 0 | |
| 66 | DANIEL J. POLLEY | Max:77 | S2 | 06 | | 87 | 66 | 21 | | 0 | 0 | 0 | |
| Number of Sections: 6 | | | Average Students | | | Per Section: 85.67 | | | | | | | |
| GEN740 | RS-PART TIME | SM | 1 | 80 | 35 | | 35 | 27 | 8 | | 0 | 0 | 0 |
| 96 | DANIEL J. POLLEY | Max:80 | S2 | 09 | | 35 | 27 | 8 | | 0 | 0 | 0 | |
| Number of Sections: 1 | | | Average Students | | | Per Section: 35.00 | | | | | | | |
| GEN741 | RS-FULL TIME | SM | 1 | 80 | 49 | | 49 | 36 | 13 | | 0 | 0 | 0 |
| 96 | DANIEL J. POLLEY | Max:80 | S2 | 09 | | 49 | 36 | 13 | | 0 | 0 | 0 | |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|-----------------------|-------------------------------|--------|-----|----------------|-----|-------|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 49.00 | | | | |
| GEN805 | LEADERSHIP | SM | 2 | 30 | 21 | 21 | 10 | 11 | 3 | 0 | 3 |
| 26 | MERI M. BENEDICT | | Max:30 | S2 | 02 | 21 | 10 | 11 | 3 | 0 | 3 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 21.00 | | | | |
| GEN806 | ADV LEADERSHIP | SM | 1 | 60 | 33 | 33 | 26 | 7 | 0 | 0 | 0 |
| 96 | MERI M. BENEDICT | | Max:30 | S2 | 09 | 33 | 26 | 7 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 33.00 | | | | |
| GEN814 | AHS AUTO TECH | YR | 1 | 18 | 8 | 8 | 0 | 8 | 0 | 0 | 0 |
| 11 | SHAWNA R. LEONARD | | Max:10 | YR | 01 | 3 | 0 | 3 | 0 | 0 | 0 |
| 51 | SHAWNA R. LEONARD | | Max:8 | YR | 05 | 5 | 0 | 5 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: | | | | | 4.00 | | | | |
| GEN815 | AHS ADV AUTOTEC | YR | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 41 | SHAWNA R. LEONARD | | Max:1 | YR | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 0.00 | | | | |
| GEN816 | AHS WELDING | YR | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | SHAWNA R. LEONARD | | Max:1 | YR | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 0.00 | | | | |
| GEN817 | AHS MACH TRNG | YR | 1 | 15 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| 11 | SHAWNA R. LEONARD | | Max:15 | YR | 01 | 1 | 0 | 1 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 1.00 | | | | |
| GEN823 | WAHS STUDENT | YR | 1 | 60 | 2 | 2 | 2 | 0 | 2 | 2 | 0 |
| 31 | SHAWNA R. LEONARD | | Max:30 | YR | 03 | 1 | 1 | 0 | 1 | 1 | 0 |
| 41 | SHAWNA R. LEONARD | | Max:30 | YR | 04 | 1 | 1 | 0 | 1 | 1 | 0 |
| Number of Sections: 2 | | Average Students Per Section: | | | | | 1.00 | | | | |
| GEN825 | HOME SCHOOL | YR | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GEN830 | EARLY GRAD | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GEN834 | AFTR SCHL PRG 1 | SM | 1 | 93 | 26 | 26 | 9 | 17 | 2 | 0 | 2 |
| 73 | GERI A. ROHLFF | | Max:30 | S2 | 07 | 26 | 9 | 17 | 2 | 0 | 2 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 26.00 | | | | |
| GEN840 | AMHS JROTC | SM | 1 | 50 | 11 | 10 | 1 | 9 | 1 | 0 | 1 |
| 16 | SHAWNA R. LEONARD | | Max:20 | S2 | 01 | 10 | 1 | 9 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 10.00 | | | | |
| GEN843 | WAHS INT GAMING | SM | 1 | 62 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| 16A | DANIEL J. POLLEY | | Max:1 | S2 | 01 | 1 | 0 | 1 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 1.00 | | | | |
| HLT100 | HEALTH | SM | 12 | 414 | 198 | 198 | 100 | 98 | 11 | 2 | 9 |
| 16 | MERI M. BENEDICT | | Max:30 | S2 | 01 | 31 | 17 | 14 | 0 | 0 | 0 |
| 17 | MARCUS A. EVANS | | Max:30 | S2 | 01 | 27 | 13 | 14 | 2 | 1 | 1 |
| 36 | MARCUS A. EVANS | | Max:30 | S2 | 03 | 30 | 14 | 16 | 2 | 1 | 1 |
| 46 | MARCUS A. EVANS | | Max:30 | S2 | 04 | 30 | 20 | 10 | 2 | 0 | 2 |
| 56 | MARCUS A. EVANS | | Max:30 | S2 | 05 | 28 | 8 | 20 | 2 | 0 | 2 |
| 57 | KELLY A. JENSEN | | Max:24 | S2 | 05 | 24 | 17 | 7 | 1 | 0 | 1 |
| 66 | MARCUS A. EVANS | | Max:30 | S2 | 06 | 28 | 11 | 17 | 2 | 0 | 2 |
| Number of Sections: 7 | | Average Students Per Section: | | | | | 28.29 | | | | |
| LAN121 | LA 9 2 | SM | 9 | 240 | 291 | 291 | 140 | 151 | 5 | 1 | 4 |
| 16 | JENNIFER W. GARCIA | | Max:30 | S2 | 01 | 31 | 17 | 14 | 1 | 1 | 0 |
| 19 | NOE M. YZAGUIRRE | | Max:0 | S2 | 01 | 52 | 16 | 36 | 2 | 0 | 2 |
| 36 | JENNIFER M. CZARNOWSK | | Max:30 | S2 | 03 | 27 | 10 | 17 | 0 | 0 | 0 |
| 46 | JENNIFER M. CZARNOWSK | | Max:30 | S2 | 04 | 30 | 16 | 14 | 1 | 0 | 1 |
| 47 | KATHRYN A. NUTTMAN | | Max:30 | S2 | 04 | 30 | 15 | 15 | 0 | 0 | 0 |
| 56 | NOE M. YZAGUIRRE | | Max:30 | S2 | 05 | 31 | 20 | 11 | 0 | 0 | 0 |
| 57 | JENNIFER W. GARCIA | | Max:30 | S2 | 05 | 30 | 12 | 18 | 0 | 0 | 0 |
| 66 | NOE M. YZAGUIRRE | | Max:30 | S2 | 06 | 30 | 14 | 16 | 1 | 0 | 1 |
| 67 | JENNIFER W. GARCIA | | Max:30 | S2 | 06 | 30 | 20 | 10 | 0 | 0 | 0 |
| Number of Sections: 9 | | Average Students Per Section: | | | | | 32.33 | | | | |
| LAN131 | LA 9 HONORS 2 | SM | 4 | 150 | 136 | 136 | 87 | 49 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|------------------------------|-----------------------|--|-----|-----|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 16 | KARYN L. WILLIAMSON | Max:30 | S2 | 01 | | 27 | 19 | 8 | | 0 | 0 | 0 |
| 26 | KARYN L. WILLIAMSON | Max:30 | S2 | 02 | | 29 | 16 | 13 | | 0 | 0 | 0 |
| 36 | KARYN L. WILLIAMSON | Max:30 | S2 | 03 | | 23 | 14 | 9 | | 0 | 0 | 0 |
| 56 | JENNIFER M. CZARNOWSK | Max:30 | S2 | 05 | | 27 | 18 | 9 | | 0 | 0 | 0 |
| 66 | JENNIFER M. CZARNOWSK | Max:30 | S2 | 06 | | 30 | 20 | 10 | | 0 | 0 | 0 |
| Number of Sections: 5 | | Average Students Per Section: 27.20 | | | | | | | | | | |
| LAN211 | LA 10 BASIC 2 | SM | 1 | 20 | 14 | | 14 | 7 | 7 | | 3 | 2 |
| 26 | SHAWN P. KILGALLON | Max:20 | S2 | 02 | | 14 | 7 | 7 | | 3 | 2 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 14.00 | | | | | | | | | | |
| LAN221 | LA 10 2 | SM | 10 | 243 | 210 | | 209 | 100 | 109 | | 7 | 2 |
| 16 | KATHRYN A. NUTTMAN | Max:27 | S2 | 01 | | 25 | 12 | 13 | | 0 | 0 | 0 |
| 26 | KATHRYN A. NUTTMAN | Max:27 | S2 | 02 | | 26 | 15 | 11 | | 0 | 0 | 0 |
| 36 | ANGELA O. RIGLEY BERG | Max:27 | S2 | 03 | | 19 | 8 | 11 | | 1 | 0 | 1 |
| 37 | GLENN M. DICKSON | Max:27 | S2 | 03 | | 22 | 11 | 11 | | 2 | 1 | 1 |
| 46 | KARYN L. WILLIAMSON | Max:27 | S2 | 04 | | 25 | 9 | 16 | | 1 | 0 | 1 |
| 47 | GLENN M. DICKSON | Max:27 | S2 | 04 | | 25 | 10 | 15 | | 1 | 0 | 1 |
| 56 | ANGELA O. RIGLEY BERG | Max:27 | S2 | 05 | | 21 | 10 | 11 | | 0 | 0 | 0 |
| 57 | GLENN M. DICKSON | Max:27 | S2 | 05 | | 21 | 13 | 8 | | 1 | 1 | 0 |
| 66 | KATHRYN A. NUTTMAN | Max:27 | S2 | 06 | | 25 | 12 | 13 | | 1 | 0 | 1 |
| Number of Sections: 9 | | Average Students Per Section: 23.22 | | | | | | | | | | |
| LAN231 | LA 10 HONORS 2 | SM | 5 | 120 | 110 | | 110 | 80 | 30 | | 0 | 0 |
| 26 | ANGELA O. RIGLEY BERG | Max:30 | S2 | 02 | | 30 | 20 | 10 | | 0 | 0 | 0 |
| 36 | SHAWN P. KILGALLON | Max:30 | S2 | 03 | | 24 | 17 | 7 | | 0 | 0 | 0 |
| 46 | SHAWN P. KILGALLON | Max:30 | S2 | 04 | | 31 | 25 | 6 | | 0 | 0 | 0 |
| 66 | ANGELA O. RIGLEY BERG | Max:30 | S2 | 06 | | 25 | 18 | 7 | | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 27.50 | | | | | | | | | | |
| LAN302 | LA INTERVEN 2 | SM | 1 | 30 | 11 | | 11 | 4 | 7 | | 0 | 0 |
| 36 | CRYSTAL L. CONANT | Max:30 | S2 | 03 | | 11 | 4 | 7 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 11.00 | | | | | | | | | | |
| LAN311 | AM LIT BASIC 2 | SM | 1 | 20 | 20 | | 20 | 4 | 16 | | 3 | 1 |
| 36 | TIMOTHY A. WRIGHT | Max:20 | S2 | 03 | | 20 | 4 | 16 | | 3 | 1 | 2 |
| Number of Sections: 1 | | Average Students Per Section: 20.00 | | | | | | | | | | |
| LAN321 | AMER LIT 2 | SM | 9 | 270 | 215 | | 215 | 73 | 142 | | 12 | 8 |
| 16 | SUSAN L. NEU | Max:30 | S2 | 01 | | 28 | 12 | 16 | | 1 | 1 | 0 |
| 17 | GLENN M. DICKSON | Max:30 | S2 | 01 | | 30 | 8 | 22 | | 1 | 1 | 0 |
| 26 | SUSAN L. NEU | Max:30 | S2 | 02 | | 25 | 12 | 13 | | 1 | 1 | 0 |
| 27 | CRYSTAL L. CONANT | Max:30 | S2 | 02 | | 25 | 9 | 16 | | 1 | 0 | 1 |
| 46 | CRYSTAL L. CONANT | Max:30 | S2 | 04 | | 30 | 6 | 24 | | 2 | 1 | 1 |
| 56 | CRYSTAL L. CONANT | Max:30 | S2 | 05 | | 20 | 7 | 13 | | 2 | 1 | 1 |
| 57 | SHAWN P. KILGALLON | Max:30 | S2 | 05 | | 16 | 5 | 11 | | 2 | 1 | 1 |
| 66 | SHAWN P. KILGALLON | Max:30 | S2 | 06 | | 23 | 9 | 14 | | 1 | 1 | 0 |
| 67 | GLENN M. DICKSON | Max:30 | S2 | 06 | | 18 | 5 | 13 | | 1 | 1 | 0 |
| Number of Sections: 9 | | Average Students Per Section: 23.89 | | | | | | | | | | |
| LAN331 | AP LAN/COMP 2 | SM | 5 | 120 | 85 | | 85 | 58 | 27 | | 0 | 0 |
| 16 | TIMOTHY A. WRIGHT | Max:30 | S2 | 01 | | 23 | 15 | 8 | | 0 | 0 | 0 |
| 26 | TIMOTHY A. WRIGHT | Max:30 | S2 | 02 | | 22 | 16 | 6 | | 0 | 0 | 0 |
| 36 | SUSAN L. NEU | Max:30 | S2 | 03 | | 17 | 11 | 6 | | 0 | 0 | 0 |
| 46 | SUSAN L. NEU | Max:30 | S2 | 04 | | 23 | 16 | 7 | | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 21.25 | | | | | | | | | | |
| LAN410 | COMMUN ARTS | SM | 2 | 60 | 30 | | 30 | 19 | 11 | | 0 | 0 |
| 16 | ANGELA O. RIGLEY BERG | Max:30 | S2 | 01 | | 30 | 19 | 11 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 30.00 | | | | | | | | | | |
| LAN412 | SOC OF FUTURE | SM | 3 | 90 | 28 | | 28 | 11 | 17 | | 0 | 0 |
| 36 | PATRICK J. SWENSON | Max:30 | S2 | 03 | | 28 | 11 | 17 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 28.00 | | | | | | | | | | |
| LAN413 | INDIV LIT 1 | SM | 6 | 73 | 38 | | 37 | 16 | 21 | | 2 | 0 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|------------------------|--------------------|-------------------------------------|--------|-----|----------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 26 | GERI A. ROHLFF | | Max:14 | S2 | 02 | 12 | 4 | 8 | 2 | 0 | 2 |
| 36 | GERI A. ROHLFF | | Max:14 | S2 | 03 | 11 | 4 | 7 | 0 | 0 | 0 |
| 46 | GERI A. ROHLFF | | Max:14 | S2 | 04 | 14 | 8 | 6 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 12.33 | | | | | | | | | |
| LAN414 | INDIV LIT 2 | SM | 3 | 48 | 35 | 34 | 18 | 16 | 3 | 1 | 2 |
| 26 | GERI A. ROHLFF | | Max:16 | S2 | 02 | 9 | 4 | 5 | 1 | 0 | 1 |
| 36 | GERI A. ROHLFF | | Max:16 | S2 | 03 | 9 | 5 | 4 | 2 | 1 | 1 |
| 46 | GERI A. ROHLFF | | Max:16 | S2 | 04 | 16 | 9 | 7 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 11.33 | | | | | | | | | |
| LAN415 | SPORTS LIT | SM | 3 | 60 | 27 | 27 | 11 | 16 | 0 | 0 | 0 |
| 16 | CRYSTAL L. CONANT | | Max:30 | S2 | 01 | 27 | 11 | 16 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 27.00 | | | | | | | | | |
| LAN416 | CREATIVE WRIT | SM | 4 | 115 | 61 | 61 | 40 | 21 | 2 | 0 | 2 |
| 26 | JENNIFER W. GARCIA | | Max:25 | S2 | 02 | 15 | 8 | 7 | 2 | 0 | 2 |
| 46 | JENNIFER W. GARCIA | | Max:25 | S2 | 04 | 15 | 8 | 7 | 0 | 0 | 0 |
| 47 | PATRICK J. SWENSON | | Max:15 | S2 | 04 | 9 | 8 | 1 | 0 | 0 | 0 |
| 57 | PATRICK J. SWENSON | | Max:25 | S2 | 05 | 22 | 16 | 6 | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 15.25 | | | | | | | | | |
| LAN417 | COLLEGE WRITING | SM | 9 | 200 | 40 | 40 | 23 | 17 | 0 | 0 | 0 |
| 16 | GERI A. ROHLFF | | Max:25 | S2 | 01 | 16 | 11 | 5 | 0 | 0 | 0 |
| 56 | TIMOTHY A. WRIGHT | | Max:25 | S2 | 05 | 11 | 8 | 3 | 0 | 0 | 0 |
| 66 | TIMOTHY A. WRIGHT | | Max:25 | S2 | 06 | 13 | 4 | 9 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 13.33 | | | | | | | | | |
| LAN431 | AP LIT/COMP 2 | SM | 2 | 60 | 38 | 38 | 27 | 11 | 0 | 0 | 0 |
| 16 | PATRICK J. SWENSON | | Max:30 | S2 | 01 | 16 | 15 | 1 | 0 | 0 | 0 |
| 26 | PATRICK J. SWENSON | | Max:30 | S2 | 02 | 22 | 12 | 10 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 19.00 | | | | | | | | | |
| LAN515 | NEWSPAPER 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MAT101 | MATH INTERVTN 2 | SM | 1 | 0 | 23 | 23 | 15 | 8 | 1 | 1 | 0 |
| 36 | JERRY N. JAZBEC | | Max:0 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 |
| 46 | MICHAEL T. HUYLAR | | Max:0 | S2 | 04 | 22 | 14 | 8 | 1 | 1 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 11.50 | | | | | | | | | |
| MAT120 | ALGEBRA 1 | SM | 11 | 316 | 51 | 50 | 20 | 30 | 4 | 0 | 4 |
| 56 | JERRY N. JAZBEC | | Max:15 | S2 | 05 | 16 | 6 | 10 | 1 | 0 | 1 |
| 57 | SCOTT J. ROWE | | Max:18 | S2 | 05 | 11 | 7 | 4 | 1 | 0 | 1 |
| 66 | JERRY N. JAZBEC | | Max:30 | S2 | 06 | 23 | 7 | 16 | 2 | 0 | 2 |
| Number of Sections: 3 | | Average Students Per Section: 16.67 | | | | | | | | | |
| MAT121 | ALGEBRA 2 | SM | 13 | 265 | 302 | 301 | 164 | 137 | 19 | 6 | 13 |
| 16 | ROBERT L. MORGAN | | Max:27 | S2 | 01 | 29 | 16 | 13 | 2 | 0 | 2 |
| 17 | KEVIN L. OLSON | | Max:27 | S2 | 01 | 29 | 21 | 8 | 1 | 1 | 0 |
| 26 | ROBERT L. MORGAN | | Max:27 | S2 | 02 | 29 | 20 | 9 | 2 | 1 | 1 |
| 29 | SCOTT A. HUSAR | | Max:0 | S2 | 02 | 52 | 16 | 36 | 2 | 0 | 2 |
| 36 | KEVIN L. OLSON | | Max:27 | S2 | 03 | 28 | 15 | 13 | 2 | 1 | 1 |
| 39 | MICHAEL T. HUYLAR | | Max:0 | S2 | 03 | 22 | 14 | 8 | 1 | 1 | 0 |
| 46 | ROBERT L. MORGAN | | Max:27 | S2 | 04 | 28 | 14 | 14 | 1 | 0 | 1 |
| 47 | KEVIN L. OLSON | | Max:27 | S2 | 04 | 28 | 16 | 12 | 2 | 0 | 2 |
| 48 | SCOTT J. ROWE | | Max:27 | S2 | 04 | 29 | 14 | 15 | 2 | 1 | 1 |
| 66 | MICHAEL T. HUYLAR | | Max:27 | S2 | 06 | 27 | 18 | 9 | 4 | 1 | 3 |
| Number of Sections: 10 | | Average Students Per Section: 30.10 | | | | | | | | | |
| MAT122 | ADV HS MATH 1 | SM | 1 | 50 | 13 | 13 | 9 | 4 | 0 | 0 | 0 |
| 56 | MICHAEL T. HUYLAR | | Max:25 | S2 | 05 | 13 | 9 | 4 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 13.00 | | | | | | | | | |
| MAT210 | GEOMETRY 1 | SM | 14 | 475 | 73 | 72 | 26 | 46 | 9 | 2 | 7 |
| 26 | THOMAS S. EARL | | Max:30 | S2 | 02 | 20 | 7 | 13 | 2 | 0 | 2 |
| 36 | ROBERT L. MORGAN | | Max:30 | S2 | 03 | 23 | 10 | 13 | 4 | 1 | 3 |
| 37 | JERRY N. JAZBEC | | Max:25 | S2 | 03 | 7 | 3 | 4 | 1 | 0 | 1 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|------------------------|---------------------|------------------|-----|-----|----------------|-----|-------|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 66 | THOMAS S. EARL | Max:30 | S2 | 06 | | 22 | 6 | 16 | 2 | 1 | 1 |
| Number of Sections: 4 | | Average Students | | | Per Section: | | 18.00 | | | | |
| MAT211 | GEOMETRY 2 | SM | 14 | 360 | 278 | 277 | 153 | 124 | 8 | 1 | 7 |
| 16 | THOMAS S. EARL | Max:30 | S2 | 01 | | 27 | 17 | 10 | 1 | 0 | 1 |
| 17 | MICHELLE R. EDWARDS | Max:30 | S2 | 01 | | 28 | 19 | 9 | 0 | 0 | 0 |
| 26 | THOMAS S. EARL | Max:0 | S2 | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 27 | MICHELLE R. EDWARDS | Max:30 | S2 | 02 | | 31 | 20 | 11 | 1 | 0 | 1 |
| 37 | MICHELLE R. EDWARDS | Max:30 | S2 | 03 | | 30 | 14 | 16 | 1 | 0 | 1 |
| 47 | EDWARD K. ROSIN | Max:30 | S2 | 04 | | 29 | 14 | 15 | 1 | 0 | 1 |
| 48 | ROBYN N. SAARENAS | Max:30 | S2 | 04 | | 30 | 15 | 15 | 1 | 1 | 0 |
| 56 | ROBYN N. SAARENAS | Max:30 | S2 | 05 | | 28 | 10 | 18 | 0 | 0 | 0 |
| 57 | EDWARD K. ROSIN | Max:30 | S2 | 05 | | 29 | 19 | 10 | 1 | 0 | 1 |
| 67 | EDWARD K. ROSIN | Max:30 | S2 | 06 | | 24 | 12 | 12 | 2 | 0 | 2 |
| 68 | ROBYN N. SAARENAS | Max:30 | S2 | 06 | | 21 | 13 | 8 | 0 | 0 | 0 |
| Number of Sections: 11 | | Average Students | | | Per Section: | | 25.18 | | | | |
| MAT311 | ADV ALG/TRIG 2 | SM | 11 | 330 | 265 | 265 | 133 | 132 | 3 | 0 | 3 |
| 17 | MICHAEL T. HUYLAR | Max:30 | S2 | 01 | | 26 | 17 | 9 | 0 | 0 | 0 |
| 26 | EDWARD K. ROSIN | Max:30 | S2 | 02 | | 28 | 13 | 15 | 0 | 0 | 0 |
| 27 | MICHAEL T. HUYLAR | Max:30 | S2 | 02 | | 28 | 17 | 11 | 0 | 0 | 0 |
| 36 | ERNEST E. ZEIGER | Max:30 | S2 | 03 | | 25 | 14 | 11 | 0 | 0 | 0 |
| 37 | EDWARD K. ROSIN | Max:30 | S2 | 03 | | 24 | 13 | 11 | 0 | 0 | 0 |
| 56 | KEVIN L. OLSON | Max:30 | S2 | 05 | | 19 | 6 | 13 | 1 | 0 | 1 |
| 57 | ROBERT L. MORGAN | Max:30 | S2 | 05 | | 21 | 13 | 8 | 0 | 0 | 0 |
| 58 | MICHELLE R. EDWARDS | Max:30 | S2 | 05 | | 23 | 10 | 13 | 1 | 0 | 1 |
| 66 | KEVIN L. OLSON | Max:30 | S2 | 06 | | 25 | 12 | 13 | 0 | 0 | 0 |
| 67 | ROBERT L. MORGAN | Max:30 | S2 | 06 | | 22 | 6 | 16 | 1 | 0 | 1 |
| 68 | MICHELLE R. EDWARDS | Max:30 | S2 | 06 | | 24 | 12 | 12 | 0 | 0 | 0 |
| Number of Sections: 11 | | Average Students | | | Per Section: | | 24.09 | | | | |
| MAT411 | BYND ADV ALG 2 | SM | 2 | 60 | 52 | 52 | 36 | 16 | 0 | 0 | 0 |
| 26 | SCOTT J. ROWE | Max:30 | S2 | 02 | | 30 | 19 | 11 | 0 | 0 | 0 |
| 36 | SCOTT J. ROWE | Max:30 | S2 | 03 | | 22 | 17 | 5 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | Per Section: | | 26.00 | | | | |
| MAT413 | PRE CALCULUS 2 | SM | 8 | 180 | 150 | 150 | 75 | 75 | 0 | 0 | 0 |
| 16 | SCOTT J. ROWE | Max:30 | S2 | 01 | | 26 | 15 | 11 | 0 | 0 | 0 |
| 17 | JERRY N. JAZBEC | Max:30 | S2 | 01 | | 21 | 12 | 9 | 0 | 0 | 0 |
| 26 | JERRY N. JAZBEC | Max:30 | S2 | 02 | | 27 | 11 | 16 | 0 | 0 | 0 |
| 46 | THOMAS S. EARL | Max:30 | S2 | 04 | | 26 | 11 | 15 | 0 | 0 | 0 |
| 56 | THOMAS S. EARL | Max:30 | S2 | 05 | | 23 | 10 | 13 | 0 | 0 | 0 |
| 66 | SCOTT J. ROWE | Max:30 | S2 | 06 | | 27 | 16 | 11 | 0 | 0 | 0 |
| Number of Sections: 6 | | Average Students | | | Per Section: | | 25.00 | | | | |
| MAT415 | AP CALC AB 2 | SM | 4 | 90 | 61 | 61 | 33 | 28 | 0 | 0 | 0 |
| 16 | ERNEST E. ZEIGER | Max:30 | S2 | 01 | | 19 | 14 | 5 | 0 | 0 | 0 |
| 26 | ERNEST E. ZEIGER | Max:30 | S2 | 02 | | 24 | 10 | 14 | 0 | 0 | 0 |
| 36 | ROBYN N. SAARENAS | Max:30 | S2 | 03 | | 18 | 9 | 9 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students | | | Per Section: | | 20.33 | | | | |
| MAT417 | AP STATS 2 | SM | 2 | 44 | 36 | 36 | 23 | 13 | 0 | 0 | 0 |
| 56 | SCOTT A. HUSAR | Max:22 | S2 | 05 | | 14 | 9 | 5 | 0 | 0 | 0 |
| 66 | SCOTT A. HUSAR | Max:22 | S2 | 06 | | 22 | 14 | 8 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | Per Section: | | 18.00 | | | | |
| MAT421 | AP COMPTR SCI 2 | SM | 1 | 30 | 19 | 19 | 4 | 15 | 1 | 0 | 1 |
| 16 | ROBYN N. SAARENAS | Max:30 | S2 | 01 | | 19 | 4 | 15 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 19.00 | | | | |
| MAT431 | COMPUTER SCI 2 | SM | 1 | 30 | 8 | 8 | 0 | 8 | 0 | 0 | 0 |
| 26 | ROBYN N. SAARENAS | Max:30 | S2 | 02 | | 8 | 0 | 8 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 8.00 | | | | |
| MUS106 | CONCERT BAND | SM | 1 | 34 | 25 | 24 | 8 | 16 | 1 | 0 | 1 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|---------------------|-------------------------------------|-----|--------|----------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 46 | MEGHAN E. WAGNER | | | Max:34 | S2 04 | 24 | 8 | 16 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 24.00 | | | | | | | | | |
| MUS116 | WIND ENSEMBLE | SM | | 2 | 40 38 | 38 | 21 | 17 | 0 | 0 | 0 |
| 56 | MEGHAN E. WAGNER | | | Max:40 | S2 05 | 38 | 21 | 17 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 38.00 | | | | | | | | | |
| MUS121 | PERCUSSION | SM | | 1 | 25 20 | 20 | 6 | 14 | 1 | 0 | 1 |
| 26 | MEGHAN E. WAGNER | | | Max:25 | S2 02 | 20 | 6 | 14 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 20.00 | | | | | | | | | |
| MUS126 | SYMPHONC BAND | SM | | 1 | 40 38 | 38 | 21 | 17 | 0 | 0 | 0 |
| 36 | MEGHAN E. WAGNER | | | Max:40 | S2 03 | 38 | 21 | 17 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 38.00 | | | | | | | | | |
| MUS131 | JAZZ ENSEMBLE | SM | | 1 | 40 33 | 32 | 10 | 22 | 0 | 0 | 0 |
| 96 | MEGHAN E. WAGNER | | | Max:40 | S2 09 | 32 | 10 | 22 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 32.00 | | | | | | | | | |
| MUS206 | CHORUS | SM | | 1 | 45 43 | 43 | 34 | 9 | 3 | 3 | 0 |
| 26 | JONATHAN M. STENSON | | | Max:45 | S2 02 | 43 | 34 | 9 | 3 | 3 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 43.00 | | | | | | | | | |
| MUS211 | CHOIR-CONCERT | SM | | 2 | 50 40 | 40 | 23 | 17 | 1 | 0 | 1 |
| 36 | JONATHAN M. STENSON | | | Max:50 | S2 03 | 40 | 23 | 17 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 40.00 | | | | | | | | | |
| MUS226 | ADV CHORUS | SM | | 1 | 40 27 | 27 | 27 | 0 | 0 | 0 | 0 |
| 16 | JONATHAN M. STENSON | | | Max:40 | S2 01 | 27 | 27 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 27.00 | | | | | | | | | |
| MUS231 | CHOIR-JAZZ EN | SM | | 1 | 40 17 | 17 | 8 | 9 | 0 | 0 | 0 |
| 96 | JONATHAN M. STENSON | | | Max:40 | S2 09 | 17 | 8 | 9 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 17.00 | | | | | | | | | |
| MUS301 | ORCHESTRA | SM | | 1 | 40 24 | 24 | 15 | 9 | 1 | 0 | 1 |
| 66 | ELSA T. FAGER | | | Max:40 | S2 06 | 24 | 15 | 9 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 24.00 | | | | | | | | | |
| MUS303 | ORCHEST-CHMBR | SM | | 1 | 40 40 | 40 | 21 | 19 | 0 | 0 | 0 |
| 56 | ELSA T. FAGER | | | Max:40 | S2 05 | 40 | 21 | 19 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 40.00 | | | | | | | | | |
| PHY200 | COED PE | SM | | 2 | 252 121 | 121 | 54 | 67 | 5 | 2 | 3 |
| 16 | JULIE A. MOBERG | | | Max:36 | S2 01 | 32 | 15 | 17 | 2 | 1 | 1 |
| 26 | CHRISTINE S. AREND | | | Max:36 | S2 02 | 30 | 18 | 12 | 2 | 1 | 1 |
| 36 | CHRISTINE S. AREND | | | Max:36 | S2 03 | 26 | 11 | 15 | 0 | 0 | 0 |
| 66 | CHRISTINE S. AREND | | | Max:36 | S2 06 | 33 | 10 | 23 | 1 | 0 | 1 |
| Number of Sections: 4 | | Average Students Per Section: 30.25 | | | | | | | | | |
| PHY203 | AEROBIC/WALK | SM | | 3 | 108 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PHY204 | AEROBIC/WALK | SM | | 1 | 144 140 | 140 | 106 | 34 | 17 | 7 | 10 |
| 36 | JULIE A. MOBERG | | | Max:36 | S2 03 | 33 | 26 | 7 | 4 | 1 | 3 |
| 46 | ARTHUR BENARD III | | | Max:36 | S2 04 | 36 | 27 | 9 | 4 | 2 | 2 |
| 56 | JULIE A. MOBERG | | | Max:36 | S2 05 | 35 | 26 | 9 | 4 | 2 | 2 |
| 66 | JULIE A. MOBERG | | | Max:36 | S2 06 | 36 | 27 | 9 | 5 | 2 | 3 |
| Number of Sections: 4 | | Average Students Per Section: 35.00 | | | | | | | | | |
| PHY208 | BASKETBALL | SM | | 4 | 36 17 | 17 | 1 | 16 | 3 | 0 | 3 |
| 16 | ARTHUR BENARD III | | | Max:36 | S2 01 | 17 | 1 | 16 | 3 | 0 | 3 |
| Number of Sections: 1 | | Average Students Per Section: 17.00 | | | | | | | | | |
| PHY211 | CONDITIONING | SM | | 2 | 72 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PHY212 | CONDITIONING | SM | | 1 | 36 33 | 33 | 20 | 13 | 2 | 1 | 1 |
| 26 | JULIE A. MOBERG | | | Max:36 | S2 02 | 33 | 20 | 13 | 2 | 1 | 1 |
| Number of Sections: 1 | | Average Students Per Section: 33.00 | | | | | | | | | |
| PHY213 | FIELD SPORTS | SM | | 2 | 36 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PHY214 | FIELD SPORTS | SM | | 1 | 72 64 | 64 | 5 | 59 | 6 | 1 | 5 |
| 26 | ARTHUR BENARD III | | | Max:36 | S2 02 | 30 | 3 | 27 | 4 | 1 | 3 |
| 36 | ARTHUR BENARD III | | | Max:36 | S2 03 | 34 | 2 | 32 | 2 | 0 | 2 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|------------------------|----------------------|------------------|--------|-----|----------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 2 | | Average Students | | | Per Section: | | | 32.00 | | | |
| PHY219 | RACQT SPORTS | SM | 2 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PHY220 | RACQT SPORTS | SM | 1 | 36 | 32 | 32 | 8 | 24 | 3 | 1 | 2 |
| 56 | ARTHUR BENARD III | | Max:36 | S2 | 05 | 32 | 8 | 24 | 3 | 1 | 2 |
| Number of Sections: 1 | | Average Students | | | Per Section: | | | 32.00 | | | |
| PHY224 | VOLLEYBALL | SM | 1 | 36 | 35 | 35 | 24 | 11 | 3 | 2 | 1 |
| 46 | CHRISTINE S. AREND | | Max:36 | S2 | 04 | 35 | 24 | 11 | 3 | 2 | 1 |
| Number of Sections: 1 | | Average Students | | | Per Section: | | | 35.00 | | | |
| PHY229 | BEG WT TRNG | SM | 9 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PHY230 | BEG WT TRNG | SM | 4 | 76 | 73 | 73 | 15 | 58 | 7 | 1 | 6 |
| 46 | DAVID R. GOETHALS | | Max:24 | S2 | 04 | 24 | 7 | 17 | 2 | 1 | 1 |
| 56 | DAVID R. GOETHALS | | Max:25 | S2 | 05 | 24 | 6 | 18 | 2 | 0 | 2 |
| 66 | DAVID R. GOETHALS | | Max:27 | S2 | 06 | 25 | 2 | 23 | 3 | 0 | 3 |
| Number of Sections: 3 | | Average Students | | | Per Section: | | | 24.33 | | | |
| PHY301 | ADV BSKETBALL | SM | 1 | 36 | 35 | 35 | 3 | 32 | 1 | 0 | 1 |
| 66 | ARTHUR BENARD III | | Max:36 | S2 | 06 | 35 | 3 | 32 | 1 | 0 | 1 |
| Number of Sections: 1 | | Average Students | | | Per Section: | | | 35.00 | | | |
| PHY303 | ADV VLYBALL | SM | 1 | 36 | 35 | 35 | 22 | 13 | 0 | 0 | 0 |
| 56 | CHRISTINE S. AREND | | Max:36 | S2 | 05 | 35 | 22 | 13 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | Per Section: | | | 35.00 | | | |
| PHY306 | ADV WT TRNG | SM | 4 | 24 | 53 | 53 | 6 | 47 | 5 | 0 | 5 |
| 19 | DAVID R. GOETHALS | | Max:0 | S2 | 01 | 23 | 0 | 23 | 3 | 0 | 3 |
| 46 | DAVID R. GOETHALS | | Max:8 | S2 | 04 | 11 | 2 | 9 | 0 | 0 | 0 |
| 56 | DAVID R. GOETHALS | | Max:8 | S2 | 05 | 10 | 2 | 8 | 1 | 0 | 1 |
| 66 | DAVID R. GOETHALS | | Max:8 | S2 | 06 | 9 | 2 | 7 | 1 | 0 | 1 |
| Number of Sections: 4 | | Average Students | | | Per Section: | | | 13.25 | | | |
| SCI101 | SCIENCE LINKS | SM | 9 | 240 | 144 | 144 | 70 | 74 | 11 | 3 | 8 |
| 26 | MICHAEL VAN EATON | | Max:30 | S2 | 02 | 32 | 12 | 20 | 2 | 0 | 2 |
| 36 | EDMUND M. VALENTIN | | Max:30 | S2 | 03 | 31 | 17 | 14 | 2 | 0 | 2 |
| 46 | DAWN K. CARLO | | Max:30 | S2 | 04 | 29 | 16 | 13 | 1 | 0 | 1 |
| 56 | EDMUND M. VALENTIN | | Max:30 | S2 | 05 | 30 | 10 | 20 | 1 | 0 | 1 |
| 66 | EDMUND M. VALENTIN | | Max:30 | S2 | 06 | 22 | 15 | 7 | 5 | 3 | 2 |
| Number of Sections: 5 | | Average Students | | | Per Section: | | | 28.80 | | | |
| SCI203 | BIOLOGY 2 | SM | 17 | 510 | 454 | 454 | 238 | 216 | 33 | 10 | 23 |
| 16 | PHILIP J. MYKA | | Max:30 | S2 | 01 | 30 | 17 | 13 | 2 | 0 | 2 |
| 17 | CORIN G. MALONE | | Max:30 | S2 | 01 | 30 | 18 | 12 | 1 | 1 | 0 |
| 26 | CORIN G. MALONE | | Max:30 | S2 | 02 | 30 | 18 | 12 | 2 | 0 | 2 |
| 28 | ANGELA M. DESJARDINS | | Max:30 | S2 | 02 | 28 | 15 | 13 | 1 | 0 | 1 |
| 36 | ANGELA M. DESJARDINS | | Max:30 | S2 | 03 | 24 | 15 | 9 | 4 | 2 | 2 |
| 38 | JUDITH J. SHAW | | Max:30 | S2 | 03 | 20 | 10 | 10 | 1 | 1 | 0 |
| 46 | PHILIP J. MYKA | | Max:30 | S2 | 04 | 30 | 17 | 13 | 1 | 1 | 0 |
| 47 | ANGELA M. DESJARDINS | | Max:30 | S2 | 04 | 30 | 17 | 13 | 1 | 0 | 1 |
| 48 | JUDITH J. SHAW | | Max:30 | S2 | 04 | 27 | 12 | 15 | 0 | 0 | 0 |
| 56 | CORIN G. MALONE | | Max:30 | S2 | 05 | 28 | 10 | 18 | 4 | 0 | 4 |
| 57 | JUDITH J. SHAW | | Max:30 | S2 | 05 | 27 | 15 | 12 | 1 | 1 | 0 |
| 58 | DAWN K. CARLO | | Max:30 | S2 | 05 | 19 | 10 | 9 | 3 | 1 | 2 |
| 59 | PHILIP J. MYKA | | Max:30 | S2 | 05 | 30 | 16 | 14 | 2 | 0 | 2 |
| 66 | ANGELA M. DESJARDINS | | Max:30 | S2 | 06 | 27 | 8 | 19 | 2 | 1 | 1 |
| 67 | JUDITH J. SHAW | | Max:30 | S2 | 06 | 22 | 12 | 10 | 0 | 0 | 0 |
| 68 | DAWN K. CARLO | | Max:30 | S2 | 06 | 25 | 13 | 12 | 5 | 1 | 4 |
| 69 | CORIN G. MALONE | | Max:30 | S2 | 06 | 27 | 15 | 12 | 3 | 1 | 2 |
| Number of Sections: 17 | | Average Students | | | Per Section: | | | 26.71 | | | |
| SCI205 | AP BIOLOGY 2 | SM | 1 | 30 | 8 | 8 | 6 | 2 | 0 | 0 | 0 |
| 16 | JUDITH J. SHAW | | Max:30 | S2 | 01 | 8 | 6 | 2 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | Per Section: | | | 8.00 | | | |
| SCI301 | CHEMISTRY 2 | SM | 8 | 240 | 225 | 225 | 123 | 102 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|-----------------------|--------|-----|-------------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 16 | EDMUND M. VALENTIN | Max:30 | S2 | 01 | | 30 | 16 | 14 | | 0 | 0 | 0 |
| 26 | EDMUND M. VALENTIN | Max:30 | S2 | 02 | | 30 | 17 | 13 | | 0 | 0 | 0 |
| 36 | MICHAEL VAN EATON | Max:30 | S2 | 03 | | 27 | 9 | 18 | | 0 | 0 | 0 |
| 38 | MARK S. DAVIS | Max:30 | S2 | 03 | | 30 | 16 | 14 | | 0 | 0 | 0 |
| 46 | MARK S. DAVIS | Max:30 | S2 | 04 | | 27 | 16 | 11 | | 0 | 0 | 0 |
| 47 | MICHAEL VAN EATON | Max:30 | S2 | 04 | | 28 | 15 | 13 | | 0 | 0 | 0 |
| 56 | MICHAEL VAN EATON | Max:30 | S2 | 05 | | 26 | 14 | 12 | | 0 | 0 | 0 |
| 66 | MICHAEL VAN EATON | Max:30 | S2 | 06 | | 27 | 20 | 7 | | 0 | 0 | 0 |
| Number of Sections: 8 | | | | Average Students Per Section: 28.13 | | | | | | | | |
| SCI305 | AP CHEMISTRY 2 | SM | 2 | 60 | 36 | | 36 | 15 | 21 | | 0 | 0 |
| 16 | MARK S. DAVIS | Max:30 | S2 | 01 | | 21 | 8 | 13 | | 0 | 0 | 0 |
| 26 | MARK S. DAVIS | Max:30 | S2 | 02 | | 15 | 7 | 8 | | 0 | 0 | 0 |
| Number of Sections: 2 | | | | Average Students Per Section: 18.00 | | | | | | | | |
| SCI401 | PHYSICS 2 | SM | 2 | 60 | 34 | | 34 | 10 | 24 | | 0 | 0 |
| 56 | ERNEST E. ZEIGER | Max:30 | S2 | 05 | | 10 | 4 | 6 | | 0 | 0 | 0 |
| 66 | ERNEST E. ZEIGER | Max:30 | S2 | 06 | | 24 | 6 | 18 | | 0 | 0 | 0 |
| Number of Sections: 2 | | | | Average Students Per Section: 17.00 | | | | | | | | |
| SCI502 | MARINE BIOLOGY | SM | 3 | 90 | 43 | | 43 | 21 | 22 | | 2 | 0 |
| 26 | PHILIP J. MYKA | Max:30 | S2 | 02 | | 21 | 12 | 9 | | 1 | 0 | 1 |
| 36 | PHILIP J. MYKA | Max:30 | S2 | 03 | | 22 | 9 | 13 | | 1 | 0 | 1 |
| Number of Sections: 2 | | | | Average Students Per Section: 21.50 | | | | | | | | |
| SCI503 | ENVIRON BIOLOGY | SM | 1 | 30 | 19 | | 19 | 6 | 13 | | 4 | 1 |
| 46 | CORIN G. MALONE | Max:30 | S2 | 04 | | 19 | 6 | 13 | | 4 | 1 | 3 |
| Number of Sections: 1 | | | | Average Students Per Section: 19.00 | | | | | | | | |
| SCI505 | ASTRONOMY | SM | 2 | 90 | 54 | | 53 | 23 | 30 | | 5 | 1 |
| 56 | MARK S. DAVIS | Max:30 | S2 | 05 | | 26 | 10 | 16 | | 2 | 0 | 2 |
| 66 | MARK S. DAVIS | Max:30 | S2 | 06 | | 27 | 13 | 14 | | 3 | 1 | 2 |
| Number of Sections: 2 | | | | Average Students Per Section: 26.50 | | | | | | | | |
| SCI521 | AP PHYSICS B 2 | SM | 1 | 34 | 23 | | 23 | 6 | 17 | | 0 | 0 |
| 16 | MICHAEL VAN EATON | Max:34 | S2 | 01 | | 23 | 6 | 17 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: 23.00 | | | | | | | | |
| SOC101 | WORLD STUDIES | SM | 10 | 300 | 223 | | 223 | 111 | 112 | | 13 | 0 |
| 16 | SHAWN A. MARTINSON | Max:30 | S2 | 01 | | 30 | 20 | 10 | | 0 | 0 | 0 |
| 36 | SHAWN A. MARTINSON | Max:30 | S2 | 03 | | 30 | 15 | 15 | | 3 | 0 | 3 |
| 38 | BRYANT D. THOMAS | Max:0 | S2 | 03 | | 52 | 16 | 36 | | 2 | 0 | 2 |
| 56 | SHAWN A. MARTINSON | Max:30 | S2 | 05 | | 29 | 17 | 12 | | 2 | 0 | 2 |
| 57 | BRYANT D. THOMAS | Max:30 | S2 | 05 | | 30 | 15 | 15 | | 5 | 0 | 5 |
| 66 | SHAWN A. MARTINSON | Max:30 | S2 | 06 | | 24 | 14 | 10 | | 0 | 0 | 0 |
| 67 | BRYANT D. THOMAS | Max:30 | S2 | 06 | | 28 | 14 | 14 | | 1 | 0 | 1 |
| Number of Sections: 7 | | | | Average Students Per Section: 31.86 | | | | | | | | |
| SOC191 | AP HUMN GEOGR 2 | SM | 4 | 150 | 130 | | 130 | 70 | 60 | | 0 | 0 |
| 26 | JANALYN R. MCKEEHAN | Max:30 | S2 | 02 | | 29 | 14 | 15 | | 0 | 0 | 0 |
| 36 | JANALYN R. MCKEEHAN | Max:30 | S2 | 03 | | 22 | 11 | 11 | | 0 | 0 | 0 |
| 46 | JANALYN R. MCKEEHAN | Max:30 | S2 | 04 | | 30 | 17 | 13 | | 0 | 0 | 0 |
| 56 | JANALYN R. MCKEEHAN | Max:30 | S2 | 05 | | 23 | 15 | 8 | | 0 | 0 | 0 |
| 66 | JANALYN R. MCKEEHAN | Max:30 | S2 | 06 | | 26 | 13 | 13 | | 0 | 0 | 0 |
| Number of Sections: 5 | | | | Average Students Per Section: 26.00 | | | | | | | | |
| SOC201 | US HIST BASIC 2 | SM | 1 | 20 | 14 | | 14 | 5 | 9 | | 7 | 2 |
| 16 | ANDREW D. MONSEN | Max:20 | S2 | 01 | | 14 | 5 | 9 | | 7 | 2 | 5 |
| Number of Sections: 1 | | | | Average Students Per Section: 14.00 | | | | | | | | |
| SOC203 | US HISTORY 2 | SM | 12 | 360 | 309 | | 307 | 143 | 164 | | 27 | 8 |
| 16 | BRUCE D. DIEHL | Max:30 | S2 | 01 | | 26 | 10 | 16 | | 2 | 1 | 1 |
| 17 | MEGAN ELLIS SUMNER | Max:30 | S2 | 01 | | 27 | 16 | 11 | | 0 | 0 | 0 |
| 18 | CHAD M. GUISSINGER | Max:30 | S2 | 01 | | 29 | 16 | 13 | | 2 | 1 | 1 |
| 26 | BRUCE D. DIEHL | Max:30 | S2 | 02 | | 29 | 13 | 16 | | 1 | 0 | 1 |
| 27 | PATRICK M. MCKEEHAN I | Max:30 | S2 | 02 | | 29 | 15 | 14 | | 1 | 1 | 0 |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | | |
|---------------------|-----------------------|------|------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|---|----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | | |
| 28 | CHAD M. GUISENGER | | Max:30 | S2 | 02 | | 28 | 9 | 19 | | 4 | 0 | 4 |
| 36 | PATRICK M. MCKEEHAN I | | Max:30 | S2 | 03 | | 29 | 14 | 15 | | 5 | 0 | 5 |
| 37 | BRUCE D. DIEHL | | Max:30 | S2 | 03 | | 24 | 11 | 13 | | 3 | 3 | 0 |
| 46 | PATRICK M. MCKEEHAN I | | Max:30 | S2 | 04 | | 30 | 14 | 16 | | 3 | 1 | 2 |
| 56 | BRYCE J. STRAND | | Max:30 | S2 | 05 | | 27 | 10 | 17 | | 2 | 0 | 2 |
| 66 | CHAD M. GUISENGER | | Max:30 | S2 | 06 | | 29 | 15 | 14 | | 4 | 1 | 3 |
| Number of Sections: | | 11 | Average Students | | | Per Section: | | | 27.91 | | | | |
| SOC205 | AP EUROPEAN 2 | SM | 4 | 120 | 96 | | 96 | 66 | 30 | | 0 | 0 | 0 |
| 36 | MEGAN ELLIS SUMNER | | Max:30 | S2 | 03 | | 15 | 13 | 2 | | 0 | 0 | 0 |
| 46 | MEGAN ELLIS SUMNER | | Max:30 | S2 | 04 | | 30 | 16 | 14 | | 0 | 0 | 0 |
| 56 | MEGAN ELLIS SUMNER | | Max:30 | S2 | 05 | | 22 | 18 | 4 | | 0 | 0 | 0 |
| 66 | MEGAN ELLIS SUMNER | | Max:30 | S2 | 06 | | 29 | 19 | 10 | | 0 | 0 | 0 |
| Number of Sections: | | 4 | Average Students | | | Per Section: | | | 24.00 | | | | |
| SOC300 | CIVICS | SM | 9 | 330 | 134 | | 134 | 62 | 72 | | 21 | 6 | 15 |
| 26 | CHERYL C. MOYD | | Max:30 | S2 | 02 | | 26 | 13 | 13 | | 4 | 3 | 1 |
| 36 | CHERYL C. MOYD | | Max:30 | S2 | 03 | | 22 | 14 | 8 | | 2 | 1 | 1 |
| 46 | CHAD M. GUISENGER | | Max:30 | S2 | 04 | | 30 | 12 | 18 | | 4 | 1 | 3 |
| 56 | CHAD M. GUISENGER | | Max:30 | S2 | 05 | | 26 | 11 | 15 | | 6 | 1 | 5 |
| 66 | ANDREW D. MONSEN | | Max:30 | S2 | 06 | | 30 | 12 | 18 | | 5 | 0 | 5 |
| Number of Sections: | | 5 | Average Students | | | Per Section: | | | 26.80 | | | | |
| SOC302 | AP US HISTORY 2 | SM | 3 | 120 | 43 | | 43 | 26 | 17 | | 0 | 0 | 0 |
| 16 | CHERYL C. MOYD | | Max:30 | S2 | 01 | | 18 | 13 | 5 | | 0 | 0 | 0 |
| 46 | BRUCE D. DIEHL | | Max:30 | S2 | 04 | | 8 | 4 | 4 | | 0 | 0 | 0 |
| 56 | BRUCE D. DIEHL | | Max:30 | S2 | 05 | | 17 | 9 | 8 | | 0 | 0 | 0 |
| Number of Sections: | | 3 | Average Students | | | Per Section: | | | 14.33 | | | | |
| SOC400 | GLOBAL ISSUES | SM | 8 | 210 | 94 | | 92 | 40 | 52 | | 7 | 1 | 6 |
| 46 | CRYSTAL L. JILBERT | | Max:30 | S2 | 04 | | 32 | 12 | 20 | | 0 | 0 | 0 |
| 56 | CRYSTAL L. JILBERT | | Max:30 | S2 | 05 | | 31 | 12 | 19 | | 5 | 1 | 4 |
| 66 | CRYSTAL L. JILBERT | | Max:30 | S2 | 06 | | 29 | 16 | 13 | | 2 | 0 | 2 |
| Number of Sections: | | 3 | Average Students | | | Per Section: | | | 30.67 | | | | |
| SOC402 | AP US POL&GOV 2 | SM | 5 | 120 | 89 | | 89 | 52 | 37 | | 0 | 0 | 0 |
| 16 | PATRICK M. MCKEEHAN I | | Max:30 | S2 | 01 | | 18 | 12 | 6 | | 0 | 0 | 0 |
| 26 | ANDREW D. MONSEN | | Max:30 | S2 | 02 | | 21 | 15 | 6 | | 0 | 0 | 0 |
| 36 | ANDREW D. MONSEN | | Max:30 | S2 | 03 | | 27 | 18 | 9 | | 0 | 0 | 0 |
| 46 | ANDREW D. MONSEN | | Max:30 | S2 | 04 | | 23 | 7 | 16 | | 0 | 0 | 0 |
| Number of Sections: | | 4 | Average Students | | | Per Section: | | | 22.25 | | | | |
| SOC411 | AP CMP GOV&POL2 | SM | 1 | 32 | 24 | | 24 | 11 | 13 | | 0 | 0 | 0 |
| 56 | PATRICK M. MCKEEHAN I | | Max:32 | S2 | 05 | | 24 | 11 | 13 | | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 24.00 | | | | |
| SOC501 | PSYCHOLOGY 2 | SM | 3 | 60 | 45 | | 45 | 29 | 16 | | 2 | 1 | 1 |
| 56 | CHERYL C. MOYD | | Max:30 | S2 | 05 | | 18 | 13 | 5 | | 1 | 1 | 0 |
| 66 | CHERYL C. MOYD | | Max:30 | S2 | 06 | | 27 | 16 | 11 | | 1 | 0 | 1 |
| Number of Sections: | | 2 | Average Students | | | Per Section: | | | 22.50 | | | | |
| SOC503 | AP PSYCH 2 | SM | 11 | 30 | 17 | | 17 | 15 | 2 | | 0 | 0 | 0 |
| 36 | CRYSTAL L. JILBERT | | Max:30 | S2 | 03 | | 17 | 15 | 2 | | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 17.00 | | | | |
| SOC504 | SOCIOLOGY 1 | SM | 2 | 30 | 31 | | 31 | 20 | 11 | | 0 | 0 | 0 |
| 56 | ANDREW D. MONSEN | | Max:30 | S2 | 05 | | 31 | 20 | 11 | | 0 | 0 | 0 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 31.00 | | | | |
| SOC508 | WASH STATE HIST | SM | 1 | 90 | 12 | | 11 | 3 | 8 | | 3 | 1 | 2 |
| 46 | SHAWN A. MARTINSON | | Max:30 | S2 | 04 | | 11 | 3 | 8 | | 3 | 1 | 2 |
| Number of Sections: | | 1 | Average Students | | | Per Section: | | | 11.00 | | | | |
| SPE116 | READING LAB | SM | 1 | 11 | 6 | | 6 | 0 | 6 | | 6 | 0 | 6 |
| 26 | ANGELA K. MCCAUSLAND | | Max:1 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 36 | ELAINE M. HETTERLY | | Max:10 | S2 | 03 | | 6 | 0 | 6 | | 6 | 0 | 6 |

TITLE FOR TOTAL

| TOTALS GROUP | TOTAL | FEMALE | MALE |
|--------------|-------|--------|------|
| GRAND TOTALS | 10280 | 5325 | 4955 |
| Special Ed | 806 | 229 | 577 |

***** End of report *****

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|--------------------|------|-----|-------------------------------|-------|-----|----------------|-------|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| ART102 | DRAWING 2 | SM | 1 | 25 | 16 | | 16 | 8 | 8 | 3 | 0 | 3 |
| 05 | KENNETH G. WATSON | | | Max:25 | S2 05 | | 16 | 8 | 8 | 3 | 0 | 3 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 16.00 | | | | |
| ART104 | ADV ART 2 | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| ART110 | CERAMICS | SM | 1 | 80 | 17 | | 17 | 8 | 9 | 4 | 2 | 2 |
| 26 | KENNETH G. WATSON | | | Max:25 | S2 06 | | 17 | 8 | 9 | 4 | 2 | 2 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 17.00 | | | | |
| ART201 | IND ARTS 2 | SM | 1 | 20 | 12 | | 12 | 1 | 11 | 0 | 0 | 0 |
| 22 | DON A. WILSON | | | Max:20 | S2 01 | | 12 | 1 | 11 | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 12.00 | | | | |
| ART352 | JEWELRY 2 | SM | 1 | 20 | 17 | | 17 | 8 | 9 | 2 | 1 | 1 |
| 26 | DON A. WILSON | | | Max:20 | S2 06 | | 17 | 8 | 9 | 2 | 1 | 1 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | | Average Students Per Section: | | | | 8.50 | | | | |
| ART800 | ART IND STUDY | SM | 1 | 180 | 8 | | 8 | 6 | 2 | 1 | 1 | 0 |
| 11 | CATHERINE M. PETER | | | Max:15 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | CATHERINE M. PETER | | | Max:15 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 33 | WENDY L. OKADA | | | Max:15 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 44 | WENDY L. OKADA | | | Max:15 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | | | Max:25 | S2 06 | | 8 | 6 | 2 | 1 | 1 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 6 | | | | Average Students Per Section: | | | | 1.33 | | | | |
| ART900 | ART XFER CREDIT | SM | 2 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 0.00 | | | | |
| CTE101 | ACCOUNTING 1 | SM | 1 | 70 | 11 | | 11 | 8 | 3 | 1 | 1 | 0 |
| 21 | STEVEN J. PAYNE | | | Max:15 | S2 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | STEVEN J. PAYNE | | | Max:15 | S2 02 | | 11 | 8 | 3 | 1 | 1 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | | | Average Students Per Section: | | | | 3.67 | | | | |
| CTE102 | ACCOUNTING 2 | SM | 1 | 75 | 3 | | 3 | 1 | 2 | 0 | 0 | 0 |
| 02 | STEVEN J. PAYNE | | | Max:25 | S2 02 | | 3 | 1 | 2 | 0 | 0 | 0 |
| 21 | STEVEN J. PAYNE | | | Max:20 | S2 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | | | Average Students Per Section: | | | | 1.00 | | | | |
| CTE103 | ACCOUNTING 3 | SM | 1 | 65 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | STEVEN J. PAYNE | | | Max:20 | S2 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 23 | STEVEN J. PAYNE | | | Max:25 | S2 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | | | Average Students Per Section: | | | | 0.00 | | | | |
| CTE104 | ACCOUNTING 4 | SM | 1 | 50 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 23 | STEVEN J. PAYNE | | | Max:25 | S2 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | STEVEN J. PAYNE | | | Max:5 | S2 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | | Average Students Per Section: | | | | 0.00 | | | | |
| CTE112 | BUS ENGLISH 2 | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE115 | BUS MATH | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE117 | MATH BUS PRFIN1 | SM | 1 | 95 | 3 | | 3 | 3 | 0 | 0 | 0 | 0 |
| 07 | STEVEN J. PAYNE | | | Max:25 | S2 01 | | 3 | 3 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | | Average Students Per Section: | | | | 3.00 | | | | |
| CTE118 | MATH BUS PRFIN2 | SM | 1 | 70 | 23 | | 23 | 11 | 12 | 1 | 0 | 1 |
| 22 | STEVEN J. PAYNE | | | Max:20 | S2 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | STEVEN J. PAYNE | | | Max:25 | S2 05 | | 11 | 7 | 4 | 1 | 0 | 1 |
| 27 | STEVEN J. PAYNE | | | Max:25 | S2 01 | | 12 | 4 | 8 | 0 | 0 | 0 |
| Number of Sections: 3 | | | | Average Students Per Section: | | | | 7.67 | | | | |
| CTE120 | BUS PERS FIN | SM | 1 | 50 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | STEVEN J. PAYNE | | | Max:25 | S2 02 | | 0 | 0 | 0 | 0 | 0 | 0 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|-----------------|------------------|-----|-----|----------------|-----|-------|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | Per Section: | | 0.00 | | | | |
| CTE125 | CAREER CHOICES | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE135 | DIGITTOOLS | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE141 | MOS 1 | SM | 1 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE142 | MOS 2 | SM | 1 | 25 | 9 | 9 | 5 | 4 | 2 | 1 | 1 |
| 06 | STEVEN J. PAYNE | Max:25 | S2 | 06 | | 9 | 5 | 4 | 2 | 1 | 1 |
| Number of Sections: 1 | | Average Students | | | Per Section: | | 9.00 | | | | |
| CTE150 | GAMNG INTMEDIAL | SM | 1 | 300 | 28 | 28 | 4 | 24 | 1 | 0 | 1 |
| 21 | MARK A. BOWMAN | Max:25 | S2 | 01 | | 9 | 0 | 9 | 1 | 0 | 1 |
| 22 | MARK A. BOWMAN | Max:25 | S2 | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | MARK A. BOWMAN | Max:25 | S2 | 04 | | 8 | 3 | 5 | 0 | 0 | 0 |
| 25 | MARK A. BOWMAN | Max:25 | S2 | 05 | | 2 | 0 | 2 | 0 | 0 | 0 |
| 26 | MARK A. BOWMAN | Max:25 | S2 | 06 | | 9 | 1 | 8 | 0 | 0 | 0 |
| Number of Sections: 5 | | Average Students | | | Per Section: | | 5.60 | | | | |
| CTE151 | GAMNG INTMEDIA2 | SM | 1 | 275 | 9 | 9 | 3 | 6 | 1 | 0 | 1 |
| 21 | MARK A. BOWMAN | Max:25 | S2 | 01 | | 3 | 1 | 2 | 0 | 0 | 0 |
| 22 | MARK A. BOWMAN | Max:25 | S2 | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | MARK A. BOWMAN | Max:25 | S2 | 04 | | 1 | 0 | 1 | 1 | 0 | 1 |
| 25 | MARK A. BOWMAN | Max:25 | S2 | 05 | | 3 | 1 | 2 | 0 | 0 | 0 |
| 26 | MARK A. BOWMAN | Max:25 | S2 | 06 | | 2 | 1 | 1 | 0 | 0 | 0 |
| Number of Sections: 5 | | Average Students | | | Per Section: | | 1.80 | | | | |
| CTE232 | FOOD NUTR&SCI 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE250 | NUTRTN WELLNESS | SM | 1 | 50 | 20 | 20 | 16 | 4 | 4 | 2 | 2 |
| 26 | NOREEN A. KEBBA | Max:25 | S2 | 06 | | 20 | 16 | 4 | 4 | 2 | 2 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | Per Section: | | 10.00 | | | | |
| CTE303 | HEALTH CTE | SM | 1 | 225 | 41 | 41 | 22 | 19 | 4 | 2 | 2 |
| 21 | NOREEN A. KEBBA | Max:25 | S2 | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | NOREEN A. KEBBA | Max:25 | S2 | 02 | | 14 | 5 | 9 | 2 | 1 | 1 |
| 24 | NOREEN A. KEBBA | Max:25 | S2 | 04 | | 19 | 12 | 7 | 1 | 0 | 1 |
| 25 | NOREEN A. KEBBA | Max:25 | S2 | 05 | | 8 | 5 | 3 | 1 | 1 | 0 |
| 26 | NOREEN A. KEBBA | Max:25 | S2 | 06 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 6 | | Average Students | | | Per Section: | | 6.83 | | | | |
| CTE304 | PREVENTIVE MED | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE465 | YEARBOOK 1 | SM | 1 | 55 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | STEVEN J. PAYNE | Max:30 | S2 | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | Per Section: | | 0.00 | | | | |
| CTE466 | YEARBOOK 2 | SM | 1 | 40 | 9 | 9 | 9 | 0 | 1 | 1 | 0 |
| 26 | STEVEN J. PAYNE | Max:20 | S2 | 01 | | 9 | 9 | 0 | 1 | 1 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | Per Section: | | 4.50 | | | | |
| CTE470 | WBL GENERIC | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE473 | WBL BUS ED | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE477 | WBL CULNY ARTS | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE480 | WBL FAM CONS SC | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE484 | WBL MARKETING | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE490 | WBL CAR CHOICES | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CTE515 | NEWSPAPER 2 | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FOR201 | FRENCH 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FOR401 | JAPANESE 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| FOR900 | FOR LANG XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|---------------------|----------------------|--------|-----|-------------------------------|-----|----------------|-----|-----|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: | | | 1 | Average Students Per Section: | | | | | 0.00 | | |
| GEN200 | ADVISORY 9-12 | YR | 1 | 571 | 224 | 224 | 117 | 107 | 12 | 6 | 6 |
| 01 | WILLIAM E. BONNELL | Max:20 | YR | 10 | 11 | 3 | 8 | 0 | 0 | 0 | |
| 02 | NOREEN A. KEBBA | Max:20 | YR | 10 | 11 | 6 | 5 | 2 | 1 | 1 | |
| 03 | LARRY D. LAUSH JR | Max:17 | YR | 10 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 04 | THOMAS J. PARSONS | Max:20 | YR | 10 | 11 | 3 | 8 | 3 | 0 | 3 | |
| 05 | STEVEN J. PAYNE | Max:20 | YR | 10 | 11 | 6 | 5 | 1 | 1 | 0 | |
| 06 | MARK A. BOWMAN | Max:25 | YR | 10 | 10 | 3 | 7 | 0 | 0 | 0 | |
| 07 | LAUREN B. CRATER | Max:25 | YR | 10 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 08 | DORNFORD W. STOLIKER | Max:20 | YR | 10 | 11 | 8 | 3 | 1 | 1 | 0 | |
| 09 | SANDRA L. VANNICE | Max:20 | YR | 10 | 10 | 5 | 5 | 0 | 0 | 0 | |
| 10 | KENNETH G. WATSON | Max:20 | YR | 10 | 8 | 5 | 3 | 0 | 0 | 0 | |
| 11 | DON A. WILSON | Max:20 | YR | 10 | 11 | 1 | 10 | 0 | 0 | 0 | |
| 12 | DEREK S. LUDWIGSON | Max:25 | YR | 10 | 12 | 4 | 8 | 1 | 0 | 1 | |
| 13 | FRANCINE A. SULLIVAN | Max:17 | YR | 10 | 1 | 1 | 0 | 0 | 0 | 0 | |
| 14 | LEONARD E. HOLLOMAN | Max:17 | YR | 10 | 8 | 3 | 5 | 0 | 0 | 0 | |
| 15 | ANNA A. JOHNSON | Max:25 | YR | 10 | 12 | 8 | 4 | 1 | 1 | 0 | |
| 16 | EDNA GONZALEZ-HUFF | Max:75 | YR | 10 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 50 | WENDY L. OKADA | Max:20 | YR | 10 | 13 | 10 | 3 | 0 | 0 | 0 | |
| 51 | WENDY L. OKADA | Max:20 | YR | 10 | 14 | 8 | 6 | 1 | 1 | 0 | |
| 54 | CATHERINE M. PETER | Max:50 | YR | 10 | 14 | 8 | 6 | 0 | 0 | 0 | |
| 55 | CATHERINE M. PETER | Max:20 | YR | 10 | 12 | 7 | 5 | 1 | 0 | 1 | |
| 70 | BROOKE BROUSSARD | Max:25 | YR | 10 | 8 | 6 | 2 | 1 | 1 | 0 | |
| 84 | MICHAEL H. BOSCH | Max:50 | YR | 10 | 36 | 22 | 14 | 0 | 0 | 0 | |
| Number of Sections: | | | 22 | Average Students Per Section: | | | | | 10.18 | | |
| GEN301 | STUDY SKILLS | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GEN500 | ADM OFF AIDE | SM | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GEN501 | ADM OFF AIDE | SM | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GEN513 | LIBRARY AIDE | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GEN600 | TEACHER AIDE | SM | 1 | 45 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| 21 | NOREEN A. KEBBA | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | STEVEN J. PAYNE | Max:5 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | | 2 | Average Students Per Section: | | | | | 0.50 | | |
| GEN710 | RUNNING START | SM | 1 | 160 | 8 | 8 | 8 | 0 | 0 | 0 | 0 |
| 21 | FRANCINE A. SULLIVAN | Max:10 | S2 | 01 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 22 | FRANCINE A. SULLIVAN | Max:10 | S2 | 02 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 23 | FRANCINE A. SULLIVAN | Max:10 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 24 | FRANCINE A. SULLIVAN | Max:10 | S2 | 04 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 25 | FRANCINE A. SULLIVAN | Max:10 | S2 | 05 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 26 | FRANCINE A. SULLIVAN | Max:10 | S2 | 06 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 27 | FRANCINE A. SULLIVAN | Max:10 | S2 | 07 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 28 | FRANCINE A. SULLIVAN | Max:10 | S2 | 08 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | | 8 | Average Students Per Section: | | | | | 1.00 | | |
| GEN800 | INDEP STUDY | SM | 1 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | Max:25 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: | | | 2 | Average Students Per Section: | | | | | 0.00 | | |
| GEN801 | WSLP | SM | 1 | 2035 | 265 | 265 | 162 | 103 | 3 | 1 | 2 |
| 23 | MICHAEL H. BOSCH | Max:25 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | MICHAEL H. BOSCH | Max:25 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | THOMAS J. PARSONS | Max:30 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | MICHAEL H. BOSCH | Max:25 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 37 | DORNFORD W. STOLIKER | Max:30 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | Max:25 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 60 | WENDY L. OKADA | Max:20 | S2 | 08 | 13 | 10 | 3 | 0 | 0 | 0 | 0 |
| 61 | WENDY L. OKADA | Max:20 | S2 | 09 | 14 | 8 | 6 | 1 | 1 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | EST SEC | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|------------------------|----------------------|--------|-------------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 64 | CATHERINE M. PETER | Max:20 | S2 | 02 | | 14 | 8 | 6 | 0 | 0 | 0 |
| 65 | CATHERINE M. PETER | Max:20 | S2 | 05 | | 12 | 7 | 5 | 1 | 0 | 1 |
| 66 | CATHERINE M. PETER | Max:20 | S2 | 03 | | 14 | 8 | 6 | 0 | 0 | 0 |
| 67 | CATHERINE M. PETER | Max:20 | S2 | 06 | | 12 | 7 | 5 | 1 | 0 | 1 |
| 75 | MICHAEL H. BOSCH | Max:30 | S2 | 03 | | 5 | 3 | 2 | 0 | 0 | 0 |
| 76 | MICHAEL H. BOSCH | Max:30 | S2 | 03 | | 10 | 6 | 4 | 0 | 0 | 0 |
| 77 | MICHAEL H. BOSCH | Max:30 | S2 | 03 | | 8 | 5 | 3 | 0 | 0 | 0 |
| 78 | MICHAEL H. BOSCH | Max:30 | S2 | 03 | | 8 | 5 | 3 | 0 | 0 | 0 |
| 79 | MICHAEL H. BOSCH | Max:30 | S2 | 03 | | 8 | 5 | 3 | 0 | 0 | 0 |
| 80 | MICHAEL H. BOSCH | Max:30 | S2 | 04 | | 8 | 4 | 4 | 0 | 0 | 0 |
| 81 | MICHAEL H. BOSCH | Max:30 | S2 | 04 | | 14 | 8 | 6 | 0 | 0 | 0 |
| 82 | MICHAEL H. BOSCH | Max:30 | S2 | 04 | | 12 | 7 | 5 | 0 | 0 | 0 |
| 83 | MICHAEL H. BOSCH | Max:30 | S2 | 04 | | 14 | 8 | 6 | 0 | 0 | 0 |
| 84 | MICHAEL H. BOSCH | Max:30 | S2 | 04 | | 11 | 7 | 4 | 0 | 0 | 0 |
| 85 | MICHAEL H. BOSCH | Max:30 | S2 | 06 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 86 | MICHAEL H. BOSCH | Max:30 | S2 | 06 | | 7 | 6 | 1 | 0 | 0 | 0 |
| 87 | MICHAEL H. BOSCH | Max:30 | S2 | 06 | | 3 | 1 | 2 | 0 | 0 | 0 |
| 88 | MICHAEL H. BOSCH | Max:30 | S2 | 06 | | 8 | 5 | 3 | 0 | 0 | 0 |
| 89 | MICHAEL H. BOSCH | Max:30 | S2 | 06 | | 4 | 3 | 1 | 0 | 0 | 0 |
| 90 | THOMAS J. PARSONS | Max:30 | S2 | 05 | | 5 | 3 | 2 | 0 | 0 | 0 |
| 91 | THOMAS J. PARSONS | Max:30 | S2 | 05 | | 12 | 7 | 5 | 0 | 0 | 0 |
| 92 | THOMAS J. PARSONS | Max:30 | S2 | 05 | | 7 | 4 | 3 | 0 | 0 | 0 |
| 93 | THOMAS J. PARSONS | Max:30 | S2 | 05 | | 12 | 7 | 5 | 0 | 0 | 0 |
| 94 | THOMAS J. PARSONS | Max:30 | S2 | 05 | | 9 | 6 | 3 | 0 | 0 | 0 |
| 95 | DORNFORD W. STOLIKER | Max:30 | S2 | 06 | | 3 | 2 | 1 | 0 | 0 | 0 |
| 96 | DORNFORD W. STOLIKER | Max:30 | S2 | 06 | | 7 | 4 | 3 | 0 | 0 | 0 |
| 97 | DORNFORD W. STOLIKER | Max:30 | S2 | 06 | | 2 | 2 | 0 | 0 | 0 | 0 |
| 98 | DORNFORD W. STOLIKER | Max:30 | S2 | 06 | | 7 | 4 | 3 | 0 | 0 | 0 |
| 99 | DORNFORD W. STOLIKER | Max:30 | S2 | 06 | | 2 | 2 | 0 | 0 | 0 | 0 |
| Number of Sections: 37 | | | Average Students Per Section: 7.16 | | | | | | | | |
| GEN803 | WSP-AWG | SM | 1 | 75 | 43 | 43 | 25 | 18 | 5 | 2 | 3 |
| 01 | EDNA GONZALEZ-HUFF | Max:50 | S2 | 01 | | 43 | 25 | 18 | 5 | 2 | 3 |
| Number of Sections: 1 | | | Average Students Per Section: 43.00 | | | | | | | | |
| GEN804 | PERSONAL GROWTH | SM | 1 | 685 | 100 | 100 | 42 | 58 | 14 | 6 | 8 |
| 31 | KENNETH G. WATSON | Max:25 | S2 | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 32 | NOREEN A. KEBBA | Max:25 | S2 | 03 | | 9 | 5 | 4 | 0 | 0 | 0 |
| 33 | LARRY D. LAUSH JR | Max:25 | S2 | 03 | | 12 | 6 | 6 | 1 | 1 | 0 |
| 34 | THOMAS J. PARSONS | Max:25 | S2 | 03 | | 11 | 4 | 7 | 1 | 0 | 1 |
| 35 | STEVEN J. PAYNE | Max:25 | S2 | 03 | | 8 | 5 | 3 | 0 | 0 | 0 |
| 36 | MARK A. BOWMAN | Max:25 | S2 | 03 | | 8 | 1 | 7 | 4 | 0 | 4 |
| 37 | LAUREN B. CRATER | Max:25 | S2 | 03 | | 1 | 0 | 1 | 1 | 0 | 1 |
| 38 | DORNFORD W. STOLIKER | Max:25 | S2 | 03 | | 13 | 7 | 6 | 2 | 1 | 1 |
| 39 | SANDRA L. VANNICE | Max:25 | S2 | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 40 | KENNETH G. WATSON | Max:25 | S2 | 03 | | 12 | 4 | 8 | 0 | 0 | 0 |
| 41 | DON A. WILSON | Max:25 | S2 | 03 | | 12 | 7 | 5 | 2 | 2 | 0 |
| 42 | WILLIAM E. BONNELL | Max:30 | S2 | 03 | | 14 | 3 | 11 | 3 | 2 | 1 |
| 94 | MICHAEL H. BOSCH | Max:25 | S2 | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 14 | | | Average Students Per Section: 7.14 | | | | | | | | |
| GEN805 | LEADERSHIP | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| V2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: 0.00 | | | | | | | | |
| GEN813 | in AMHS course | SM | 1 | 120 | 5 | 5 | 0 | 5 | 0 | 0 | 0 |
| 24 | <None> | Max:30 | S2 | 06 | | 3 | 0 | 3 | 0 | 0 | 0 |
| 25 | <None> | Max:30 | S2 | 05 | | 2 | 0 | 2 | 0 | 0 | 0 |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|---------------------|--------|------------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 2 | | | Average Students Per Section: 2.50 | | | | | | | | |
| GEN814 | AHS AUTO TECH | YR | 1 | 30 | 2 | 2 | 2 | 0 | 0 | 0 | 0 |
| 01 | LEONARD E. HOLLOMAN | Max:5 | YR | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 02 | LEONARD E. HOLLOMAN | Max:5 | YR | 02 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 03 | LEONARD E. HOLLOMAN | Max:5 | YR | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 04 | LEONARD E. HOLLOMAN | Max:5 | YR | 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 05 | LEONARD E. HOLLOMAN | Max:5 | YR | 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 | LEONARD E. HOLLOMAN | Max:5 | YR | 06 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 6 | | | Average Students Per Section: 0.33 | | | | | | | | |
| GEN816 | AHS WELDING | YR | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 01 | <None> | Max:1 | YR | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 0.00 | | | | | | | | |
| GEN817 | AHS MACH TRNG | YR | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 01 | <None> | Max:1 | YR | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 02 | <None> | Max:1 | YR | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: 0.00 | | | | | | | | |
| GEN820 | AHS STUDENT | YR | 1 | 30 | 6 | 6 | 2 | 4 | 2 | 0 | 2 |
| 01 | <None> | Max:5 | YR | 01 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 02 | <None> | Max:5 | YR | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 03 | <None> | Max:5 | YR | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 04 | <None> | Max:5 | YR | 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 05 | <None> | Max:5 | YR | 05 | | 3 | 1 | 2 | 1 | 0 | 1 |
| 06 | <None> | Max:5 | YR | 06 | | 2 | 0 | 2 | 1 | 0 | 1 |
| Number of Sections: 6 | | | Average Students Per Section: 1.00 | | | | | | | | |
| GEN821 | AMHS STUDENT | YR | 1 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 01 | LEONARD E. HOLLOMAN | Max:5 | YR | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 02 | LEONARD E. HOLLOMAN | Max:5 | YR | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 03 | LEONARD E. HOLLOMAN | Max:5 | YR | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 04 | LEONARD E. HOLLOMAN | Max:5 | YR | 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 05 | LEONARD E. HOLLOMAN | Max:5 | YR | 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 | LEONARD E. HOLLOMAN | Max:5 | YR | 06 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 09 | <None> | Max:5 | YR | 09 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 7 | | | Average Students Per Section: 0.00 | | | | | | | | |
| GEN822 | ARHS STUDENT | YR | 1 | 30 | 7 | 7 | 0 | 7 | 0 | 0 | 0 |
| 01 | <None> | Max:5 | YR | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 02 | <None> | Max:5 | YR | 02 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 03 | <None> | Max:5 | YR | 03 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 04 | <None> | Max:5 | YR | 04 | | 1 | 0 | 1 | 0 | 0 | 0 |
| 05 | <None> | Max:5 | YR | 05 | | 2 | 0 | 2 | 0 | 0 | 0 |
| 06 | <None> | Max:5 | YR | 06 | | 2 | 0 | 2 | 0 | 0 | 0 |
| Number of Sections: 6 | | | Average Students Per Section: 1.17 | | | | | | | | |
| GEN823 | WAHS STUDENT | YR | 1 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 00 | <None> | Max:5 | YR | 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 01 | <None> | Max:5 | YR | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 02 | <None> | Max:5 | YR | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 03 | <None> | Max:5 | YR | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 04 | <None> | Max:5 | YR | 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 05 | <None> | Max:5 | YR | 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 | <None> | Max:5 | YR | 06 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 7 | | | Average Students Per Section: 0.00 | | | | | | | | |
| GEN830 | EARLY GRAD | SM | 1 | 300 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LEONARD E. HOLLOMAN | Max:50 | S2 | 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | LEONARD E. HOLLOMAN | Max:50 | S2 | 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 23 | LEONARD E. HOLLOMAN | Max:50 | S2 | 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LEONARD E. HOLLOMAN | Max:50 | S2 | 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LEONARD E. HOLLOMAN | Max:50 | S2 | 05 | | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|---------------------|--------|-------------------------------|-----|-----|----------------|-----|-----|----------------|-----|-----|---|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| 26 | LEONARD E. HOLLOMAN | Max:50 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 6 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| GEN840 | AMHS JROTC | SM | 1 | 100 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| 21 | LEONARD E. HOLLOMAN | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 25 | LEONARD E. HOLLOMAN | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| GEN888 | SEAT COUNT | YR | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| GEN900 | GEN XFER | SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| V2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| X2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 3 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| HLT100 | HEALTH | SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| HLT902 | HEALTH XFER | SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| HLT911 | HEALTH RUNSTART | SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| LAN101 | LA 9 INTERVEN 1 | SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| LAN102 | LA 9 INTERVEN 2 | SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| LAN120 | LA 9 1 | SM | 1 | 50 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| LAN121 | LA 9 2 | SM | 1 | 75 | 24 | | 24 | 12 | 12 | | 2 | 1 |
| 21 | MICHAEL H. BOSCH | Max:25 | S2 | 01 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 23 | ANNA A. JOHNSON | Max:25 | S2 | 03 | | 12 | 8 | 4 | | 1 | 1 | 0 |
| 24 | ANNA A. JOHNSON | Max:25 | S2 | 04 | | 12 | 4 | 8 | | 1 | 0 | 1 |
| Number of Sections: 3 | | | Average Students Per Section: | | | 8.00 | | | | | | |
| LAN210 | LA 10 BASIC 1 | SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| LAN220 | LA 10 1 | SM | 1 | 105 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| LAN221 | LA 10 2 | SM | 1 | 125 | 14 | | 14 | 7 | 7 | | 1 | 0 |
| 22 | WILLIAM E. BONNELL | Max:25 | S2 | 02 | | 14 | 7 | 7 | | 1 | 0 | 1 |
| 25 | ANNA A. JOHNSON | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 26 | ANNA A. JOHNSON | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 3.50 | | | | | | |
| LAN301 | LA INTERVEN 1 | SM | 1 | 25 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| LAN302 | LA INTERVEN 2 | SM | 1 | 70 | 12 | | 12 | 4 | 8 | | 0 | 0 |
| 02 | MICHAEL H. BOSCH | Max:15 | S2 | 07 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 25 | MICHAEL H. BOSCH | Max:15 | S2 | 05 | | 4 | 1 | 3 | | 0 | 0 | 0 |
| 27 | MICHAEL H. BOSCH | Max:15 | S2 | 07 | | 8 | 3 | 5 | | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 3.00 | | | | | | |
| LAN320 | AMER LIT 1 | SM | 1 | 75 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| LAN321 | AMER LIT 2 | SM | 1 | 75 | 13 | | 13 | 4 | 9 | | 1 | 0 |
| 04 | ANNA A. JOHNSON | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 21 | WILLIAM E. BONNELL | Max:25 | S2 | 01 | | 13 | 4 | 9 | | 1 | 0 | 1 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |

| | | EST | | NBR | | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|--------------------|------------------|--------|-------|-----|----------------|-----|-----|----------------|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | | 4.33 | | |
| LAN413 | INDIV LIT 1 | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN416 | CREATIVE WRIT | SM | 1 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | MICHAEL H. BOSCH | | Max:0 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN417 | COLLEGE WRITING | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN418 | POETRY | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN421 | HUMANITIES 1 | SM | 1 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN422 | HUMANITIES 2 | SM | 1 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 02 | MICHAEL H. BOSCH | | Max:25 | S2 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN423 | READING LAB 1 | SM | 2 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN424 | READING LAB 2 | SM | 1 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | MICHAEL H. BOSCH | | Max:15 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN513 | JOURNALISTIC WR | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LAN532 | WRITING LAB | SM | 1 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | MICHAEL H. BOSCH | | Max:15 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| V2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN800 | LAN IND STDY | SM | 1 | 236 | 8 | 8 | 6 | 2 | 1 | 1 | 0 |
| 03 | ANNA A. JOHNSON | | Max:25 | S2 01 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 04 | ANNA A. JOHNSON | | Max:25 | S2 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 05 | KENNETH G. WATSON | | Max:3 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | MICHAEL H. BOSCH | | Max:20 | S2 06 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | | Max:25 | S2 03 | | 8 | 6 | 2 | 1 | 1 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| V2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 7 | | Average Students | | | | Per Section: | | | 1.14 | | |
| LAN801 | WSLP | SM | 1 | 123 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 64 | CATHERINE M. PETER | | Max:20 | S2 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 65 | CATHERINE M. PETER | | Max:20 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 94 | MICHAEL H. BOSCH | | Max:18 | S2 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LAN900 | LAN XFER | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| V2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| X2 | <None> | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students | | | | Per Section: | | | 0.00 | | |
| LANONL | LAN ONLINE | SM | 1 | 490 | 38 | 38 | 14 | 24 | 1 | 1 | 0 |
| 25 | WILLIAM E. BONNELL | | Max:25 | S2 05 | | 20 | 8 | 12 | 0 | 0 | 0 |
| 26 | WILLIAM E. BONNELL | | Max:25 | S2 06 | | 18 | 6 | 12 | 1 | 1 | 0 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|------------------------|----------------------|-------------------------------|-----|-----|----------------|-----|------|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| 33 | MICHAEL H. BOSCH | Max:15 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 |
| 44 | MICHAEL H. BOSCH | Max:15 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: | | | | | 9.50 | | | | |
| MAT105 | SEG WASL MATH 1 SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| MAT106 | SEG WASL MATH 2 SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| MAT110 | FOUND ALG/GEO 1 SM | 1 | 429 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| 21 | LARRY D. LAUSH JR | Max:25 | S2 | 01 | | 0 | 0 | 0 | | 0 | 0 |
| 24 | LARRY D. LAUSH JR | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 |
| 42 | DORNFORD W. STOLIKER | Max:25 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 |
| 64 | CATHERINE M. PETER | Max:13 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 |
| 65 | CATHERINE M. PETER | Max:13 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 |
| 66 | KATHLEEN L. LEE | Max:13 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 |
| 67 | CATHERINE M. PETER | Max:13 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 |
| 71 | BROOKE BROUSSARD | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 |
| Number of Sections: 11 | | Average Students Per Section: | | | | | 0.00 | | | | |
| MAT111 | FOUND ALG/GEO 2 SM | 1 | 379 | 21 | | 21 | 9 | 12 | | 2 | 1 |
| 01 | LARRY D. LAUSH JR | Max:25 | S2 | 01 | | 0 | 0 | 0 | | 0 | 0 |
| 21 | DEREK S. LUDWIGSON | Max:25 | S2 | 01 | | 12 | 4 | 8 | | 1 | 0 |
| 22 | DEREK S. LUDWIGSON | Max:25 | S2 | 02 | | 9 | 5 | 4 | | 1 | 0 |
| 42 | DORNFORD W. STOLIKER | Max:25 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 |
| 64 | CATHERINE M. PETER | Max:13 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 |
| 65 | CATHERINE M. PETER | Max:13 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 |
| 66 | CATHERINE M. PETER | Max:13 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 |
| 67 | CATHERINE M. PETER | Max:13 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 |
| 71 | BROOKE BROUSSARD | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 |
| Number of Sections: 12 | | Average Students Per Section: | | | | | 1.75 | | | | |
| MAT112 | FOUND ALG/GEO 3 SM | 1 | 404 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| 21 | LARRY D. LAUSH JR | Max:25 | S2 | 01 | | 0 | 0 | 0 | | 0 | 0 |
| 24 | LARRY D. LAUSH JR | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 |
| 42 | DORNFORD W. STOLIKER | Max:25 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 |
| 64 | CATHERINE M. PETER | Max:13 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 |
| 65 | CATHERINE M. PETER | Max:13 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 |
| 66 | CATHERINE M. PETER | Max:13 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 |
| 67 | CATHERINE M. PETER | Max:13 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 |
| 71 | BROOKE BROUSSARD | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 |
| Number of Sections: 11 | | Average Students Per Section: | | | | | 0.00 | | | | |
| MAT113 | FOUND ALG/GEO 4 SM | 1 | 454 | 0 | | 0 | 0 | 0 | | 0 | 0 |
| 21 | LARRY D. LAUSH JR | Max:25 | S2 | 01 | | 0 | 0 | 0 | | 0 | 0 |
| 25 | LARRY D. LAUSH JR | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 |
| 26 | LARRY D. LAUSH JR | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 |
| 42 | DORNFORD W. STOLIKER | Max:25 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 |
| 64 | CATHERINE M. PETER | Max:13 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 |
| 65 | CATHERINE M. PETER | Max:13 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 |
| 66 | CATHERINE M. PETER | Max:13 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 |
| 67 | CATHERINE M. PETER | Max:13 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|------------------------|----------------------|-----------|-------------------------------------|------------|-----------|-----------|----------------|-----------|----------|----------------|----------|----------|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 71 | BROOKE BROUSSARD | | | Max:25 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 12 | | | Average Students Per Section: 0.00 | | | | | | | | | |
| MAT120 | ALGEBRA 1 | SM | 1 | 479 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LARRY D. LAUSH JR | | | Max:25 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LARRY D. LAUSH JR | | | Max:25 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 41 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 42 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| 64 | CATHERINE M. PETER | | | Max:13 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 65 | CATHERINE M. PETER | | | Max:13 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 66 | CATHERINE M. PETER | | | Max:13 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 67 | CATHERINE M. PETER | | | Max:13 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | | | Max:25 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 12 | | | Average Students Per Section: 0.00 | | | | | | | | | |
| MAT121 | ALGEBRA 2 | SM | 1 | 504 | 37 | 37 | 14 | 23 | 5 | 3 | 2 | 1 |
| 21 | LARRY D. LAUSH JR | | | Max:25 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 23 | DEREK S. LUDWIGSON | | | Max:25 | S2 | 03 | 12 | 4 | 8 | 1 | 0 | 1 |
| 24 | DEREK S. LUDWIGSON | | | Max:25 | S2 | 04 | 9 | 5 | 4 | 1 | 1 | 0 |
| 31 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 32 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 02 | 16 | 5 | 11 | 3 | 2 | 1 |
| 41 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 42 | JONATHAN G. MOREHEAD | | | Max:25 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| 64 | CATHERINE M. PETER | | | Max:13 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 65 | CATHERINE M. PETER | | | Max:13 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 66 | CATHERINE M. PETER | | | Max:13 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 67 | CATHERINE M. PETER | | | Max:13 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | | | Max:25 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 15 | | | Average Students Per Section: 2.47 | | | | | | | | | |
| MAT122 | ADV HS MATH 1 | SM | 1 | 110 | 10 | 10 | 6 | 4 | 1 | 1 | 0 | 0 |
| 26 | LARRY D. LAUSH JR | | | Max:25 | S2 | 06 | 10 | 6 | 4 | 1 | 1 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 10.00 | | | | | | | | | |
| MAT123 | ADV HS MATH 2 | SM | 1 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LARRY D. LAUSH JR | | | Max:30 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: 0.00 | | | | | | | | | |
| MAT210 | GEOMETRY 1 | SM | 1 | 454 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LARRY D. LAUSH JR | | | Max:25 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LARRY D. LAUSH JR | | | Max:25 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LARRY D. LAUSH JR | | | Max:25 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 42 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| 64 | CATHERINE M. PETER | | | Max:13 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 65 | CATHERINE M. PETER | | | Max:13 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 66 | CATHERINE M. PETER | | | Max:13 | S2 | 03 | 0 | 0 | 0 | 0 | 0 | 0 |
| 67 | CATHERINE M. PETER | | | Max:13 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | | | Max:25 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 12 | | | Average Students Per Section: 0.00 | | | | | | | | | |
| MAT211 | GEOMETRY 2 | SM | 1 | 454 | 8 | 8 | 4 | 4 | 0 | 0 | 0 | 0 |
| 21 | LARRY D. LAUSH JR | | | Max:25 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|------------------------|----------------------|-------------------------------|-----|-----|-----|----------------|------|-----|----------------|-----|-----|---|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL | |
| 24 | LARRY D. LAUSH JR | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 25 | LARRY D. LAUSH JR | Max:25 | S2 | 05 | | 8 | 4 | 4 | | 0 | 0 | 0 |
| 42 | DORNFORD W. STOLIKER | Max:25 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 64 | CATHERINE M. PETER | Max:13 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 65 | CATHERINE M. PETER | Max:13 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 66 | CATHERINE M. PETER | Max:13 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 67 | CATHERINE M. PETER | Max:13 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 12 | | Average Students Per Section: | | | | | 0.67 | | | | | |
| MAT310 | ADV ALG/TRIG 1 SM | 1 | 404 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 21 | LARRY D. LAUSH JR | Max:25 | S2 | 01 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 24 | LARRY D. LAUSH JR | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 42 | DORNFORD W. STOLIKER | Max:25 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 64 | CATHERINE M. PETER | Max:13 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 65 | CATHERINE M. PETER | Max:13 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 66 | CATHERINE M. PETER | Max:13 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 67 | CATHERINE M. PETER | Max:13 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 11 | | Average Students Per Section: | | | | | 0.00 | | | | | |
| MAT311 | ADV ALG/TRIG 2 SM | 1 | 404 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 21 | LARRY D. LAUSH JR | Max:25 | S2 | 01 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 24 | LARRY D. LAUSH JR | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 42 | DORNFORD W. STOLIKER | Max:25 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 46 | DORNFORD W. STOLIKER | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 64 | CATHERINE M. PETER | Max:13 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 65 | CATHERINE M. PETER | Max:13 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 66 | CATHERINE M. PETER | Max:13 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 67 | CATHERINE M. PETER | Max:13 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 11 | | Average Students Per Section: | | | | | 0.00 | | | | | |
| MAT412 | PRE CALCULUS 1 SM | 1 | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: | | | | | 0.00 | | | | | |
| MAT800 | MATH IND STDY SM | 1 | 245 | 8 | | 8 | 6 | 2 | | 1 | 1 | 0 |
| 21 | LARRY D. LAUSH JR | Max:25 | S2 | 01 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 22 | LARRY D. LAUSH JR | Max:25 | S2 | 02 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 25 | LARRY D. LAUSH JR | Max:25 | S2 | 05 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 26 | LARRY D. LAUSH JR | Max:25 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 71 | BROOKE BROUSSARD | Max:25 | S2 | 04 | | 8 | 6 | 2 | | 1 | 1 | 0 |
| S2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| V2 | <None> | Max:0 | S2 | 00 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 7 | | Average Students Per Section: | | | | | 1.14 | | | | | |
| MAT801 | WSLP SM | 1 | 130 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 64 | CATHERINE M. PETER | Max:20 | S2 | 03 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 65 | CATHERINE M. PETER | Max:20 | S2 | 06 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| 91 | LARRY D. LAUSH JR | Max:25 | S2 | 04 | | 0 | 0 | 0 | | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: | | | | | 0.00 | | | | | |
| MAT900 | MATH XFER SM | 1 | 30 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|----------------------|-------------------------------------|-----|--------|-----|-----|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| V2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | | |
| MATONL | MATH ONLINE | SM | 1 | 600 | 66 | | 66 | 32 | 34 | 3 | 2 | 1 |
| 13 | LARRY D. LAUSH JR | | | Max:10 | S2 | 01 | 1 | 0 | 1 | 0 | 0 | 0 |
| 14 | LARRY D. LAUSH JR | | | Max:30 | S2 | 02 | 1 | 0 | 1 | 0 | 0 | 0 |
| 21 | LARRY D. LAUSH JR | | | Max:30 | S2 | 01 | 16 | 9 | 7 | 1 | 0 | 1 |
| 22 | LARRY D. LAUSH JR | | | Max:25 | S2 | 02 | 20 | 10 | 10 | 0 | 0 | 0 |
| 24 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 04 | 13 | 7 | 6 | 1 | 1 | 0 |
| 25 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 05 | 11 | 5 | 6 | 1 | 1 | 0 |
| 26 | LARRY D. LAUSH JR | | | Max:20 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| 27 | WENDY L. OKADA | | | Max:30 | S2 | 07 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36 | DORNFORD W. STOLIKER | | | Max:25 | S2 | 06 | 4 | 1 | 3 | 0 | 0 | 0 |
| Number of Sections: 9 | | Average Students Per Section: 7.33 | | | | | | | | | | |
| MUS800 | MUSIC IND STUDY | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| MUS900 | MUSIC XFER | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 0.00 | | | | | | | | | | |
| PHY200 | COED PE | SM | 1 | 50 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 0.00 | | | | | | | | | | |
| PHY201 | COED PE | SM | 1 | 50 | 33 | | 33 | 12 | 21 | 4 | 2 | 2 |
| 05 | DON A. WILSON | | | Max:25 | S2 | 05 | 17 | 6 | 11 | 3 | 1 | 2 |
| 24 | DON A. WILSON | | | Max:25 | S2 | 04 | 16 | 6 | 10 | 1 | 1 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 11.00 | | | | | | | | | | |
| PHY206 | AEROBICS | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| PHY207 | BASKETBALL | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| PHY211 | CONDITIONING | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| PHY223 | VOLLEYBALL | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| PHY800 | PE IND STUDY | SM | 1 | 50 | 8 | | 8 | 6 | 2 | 1 | 1 | 0 |
| 71 | BROOKE BROUSSARD | | | Max:25 | S2 | 07 | 8 | 6 | 2 | 1 | 1 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 8.00 | | | | | | | | | | |
| PHY900 | PE XFER | SM | 1 | 30 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| V2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | | |
| SCI101 | SCIENCE LINKS | SM | 1 | 50 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| V2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | | |
| SCI199 | COE BIOLOGY 2 | SM | 1 | 40 | 1 | | 1 | 1 | 0 | 0 | 0 | 0 |
| 23 | SANDRA L. VANNICE | | | Max:15 | S2 | 03 | 1 | 1 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 1.00 | | | | | | | | | | |
| SCI200 | BIOLOGY BASIC 1 | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| SCI201 | BIOLOGY BASIC 2 | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| SCI202 | BIOLOGY 1 | SM | 1 | 75 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 | 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 0.00 | | | | | | | | | | |
| SCI203 | BIOLOGY 2 | SM | 1 | 75 | 16 | | 16 | 8 | 8 | 0 | 0 | 0 |
| 05 | SANDRA L. VANNICE | | | Max:25 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 06 | SANDRA L. VANNICE | | | Max:25 | S2 | 06 | 12 | 5 | 7 | 0 | 0 | 0 |
| 27 | SANDRA L. VANNICE | | | Max:25 | S2 | 07 | 4 | 3 | 1 | 0 | 0 | 0 |
| Number of Sections: 3 | | Average Students Per Section: 5.33 | | | | | | | | | | |
| SCI510 | HORTICULTURE | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|----------------------|------|-------------------------------|--------|-------|-------|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| SCI515 | EARTH SCIENCE | SM | 1 | 75 | 33 | | 33 | 15 | 18 | 7 | 4 | 3 |
| 21 | SANDRA L. VANNICE | | | Max:25 | S2 05 | | 15 | 8 | 7 | 4 | 4 | 0 |
| 24 | SANDRA L. VANNICE | | | Max:25 | S2 04 | | 18 | 7 | 11 | 3 | 0 | 3 |
| 27 | SANDRA L. VANNICE | | | Max:25 | S2 07 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 8.25 | | | | | | |
| SCI800 | SCI IND STUDY | SM | 1 | 35 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 45 | DORNFORD W. STOLIKER | | | Max:10 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SCI801 | WSLP | SM | 1 | 50 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 92 | DORNFORD W. STOLIKER | | | Max:25 | S2 02 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SCI900 | SCIENCE-LAB XFR | SM | 1 | 30 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SCI911 | SCI-LAB RUN ST | SM | 1 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SCIONL | SCIENCE ONLINE | SM | 1 | 300 | 5 | | 5 | 3 | 2 | 2 | 1 | 1 |
| 23 | MICHAEL H. BOSCH | | | Max:15 | S2 03 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | DORNFORD W. STOLIKER | | | Max:30 | S2 06 | | 5 | 3 | 2 | 2 | 1 | 1 |
| 27 | SANDRA L. VANNICE | | | Max:5 | S2 07 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | | Average Students Per Section: | | | 1.67 | | | | | | |
| SOC101 | WORLD STUDIES | SM | 1 | 180 | 7 | | 7 | 2 | 5 | 0 | 0 | 0 |
| 22 | KENNETH G. WATSON | | | Max:25 | S2 02 | | 7 | 2 | 5 | 0 | 0 | 0 |
| 25 | THOMAS J. PARSONS | | | Max:25 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 3 | | | Average Students Per Section: | | | 2.33 | | | | | | |
| SOC150 | WORLD GEOGRAPHY | SM | 1 | 100 | 41 | | 41 | 20 | 21 | 4 | 3 | 1 |
| 11 | ANNA A. JOHNSON | | | Max:25 | S2 01 | | 12 | 8 | 4 | 1 | 1 | 0 |
| 22 | ANNA A. JOHNSON | | | Max:25 | S2 02 | | 12 | 4 | 8 | 1 | 0 | 1 |
| 24 | KENNETH G. WATSON | | | Max:25 | S2 04 | | 17 | 8 | 9 | 2 | 2 | 0 |
| Number of Sections: 3 | | | Average Students Per Section: | | | 13.67 | | | | | | |
| SOC202 | US HISTORY 1 | SM | 1 | 150 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | THOMAS J. PARSONS | | | Max:20 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SOC203 | US HISTORY 2 | SM | 1 | 185 | 27 | | 27 | 11 | 16 | 6 | 3 | 3 |
| 01 | THOMAS J. PARSONS | | | Max:25 | S2 01 | | 13 | 6 | 7 | 3 | 2 | 1 |
| 04 | THOMAS J. PARSONS | | | Max:25 | S2 04 | | 14 | 5 | 9 | 3 | 1 | 2 |
| 25 | THOMAS J. PARSONS | | | Max:25 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 6.75 | | | | | | |
| SOC300 | CIVICS | SM | 1 | 75 | 9 | | 9 | 4 | 5 | 0 | 0 | 0 |
| 22 | THOMAS J. PARSONS | | | Max:25 | S2 02 | | 9 | 4 | 5 | 0 | 0 | 0 |
| 25 | THOMAS J. PARSONS | | | Max:25 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Z2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 2.25 | | | | | | |
| SOC400 | GLOBAL ISSUES | SM | 1 | 155 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | KENNETH G. WATSON | | | Max:25 | S2 04 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | THOMAS J. PARSONS | | | Max:25 | S2 05 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | KENNETH G. WATSON | | | Max:25 | S2 06 | | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |
| V2 | <None> | | | Max:0 | S2 00 | | 0 | 0 | 0 | 0 | 0 | 0 |

| | | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | | |
|-----------------------|-------------------|-------------------------------------|-----|--------|----------------|-----|-----|----------------|-----|-----|-----|
| COURSE | DESCRIPTION | LGTH | SEC | AVL | REQ | TOT | FEM | MAL | TOT | FEM | MAL |
| Z2 | <None> | | | Max:0 | S2 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 6 | | Average Students Per Section: 0.00 | | | | | | | | | |
| SOC500 | PSYCHOLOGY 1 | SM | 1 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 0.00 | | | | | | | | | |
| SOC501 | PSYCHOLOGY 2 | SM | 1 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 07 | MICHAEL H. BOSCH | | | Max:25 | S2 07 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | |
| SOC508 | WASH STATE HIST | SM | 1 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | THOMAS J. PARSONS | | | Max:25 | S2 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | |
| SOC800 | SOC IND STDY | SM | 1 | 50 | 8 | 8 | 6 | 2 | 1 | 1 | 0 |
| 71 | BROOKE BROUSSARD | | | Max:25 | S2 05 | 8 | 6 | 2 | 1 | 1 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 4.00 | | | | | | | | | |
| SOC820 | WSH REQ MET | SM | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 1 | | Average Students Per Section: 0.00 | | | | | | | | | |
| SOC900 | SOC XFER | SM | 1 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| S2 | <None> | | | Max:0 | S2 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| V2 | <None> | | | Max:0 | S2 00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | Average Students Per Section: 0.00 | | | | | | | | | |
| SOCONL | SOC STU ONLINE | SM | 1 | 525 | 10 | 10 | 7 | 3 | 1 | 1 | 0 |
| 02 | THOMAS J. PARSONS | | | Max:30 | S2 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | KENNETH G. WATSON | | | Max:10 | S2 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | THOMAS J. PARSONS | | | Max:30 | S2 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | THOMAS J. PARSONS | | | Max:15 | S2 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | THOMAS J. PARSONS | | | Max:15 | S2 05 | 8 | 5 | 3 | 1 | 1 | 0 |
| 42 | THOMAS J. PARSONS | | | Max:10 | S2 04 | 2 | 2 | 0 | 0 | 0 | 0 |
| Number of Sections: 6 | | Average Students Per Section: 1.67 | | | | | | | | | |
| SPE200 | ADVISORY | YR | 1 | 14 | 10 | 10 | 4 | 6 | 10 | 4 | 6 |
| 01 | LAUREN B. CRATER | | | Max:14 | YR 10 | 10 | 4 | 6 | 10 | 4 | 6 |
| Number of Sections: 1 | | Average Students Per Section: 10.00 | | | | | | | | | |
| SPE201 | LANG ARTS 1 | SM | 1 | 231 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 0.00 | | | | | | | | | |
| SPE202 | LANG ARTS 1 | SM | 1 | 171 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 0.00 | | | | | | | | | |
| SPE203 | LANG ARTS 2 | SM | 1 | 171 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | Average Students Per Section: 0.00 | | | | | | | | | |
| SPE204 | LANG ARTS 2 | SM | 1 | 171 | 2 | 2 | 1 | 1 | 2 | 1 | 1 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 04 | 0 | 0 | 0 | 0 | 0 | 0 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|------------------|------|-------------------------------|--------|-----|------|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 | 05 | 2 | 1 | 1 | 2 | 1 | 1 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 0.50 | | | | | | |
| SPE205 | LANG ARTS 3 | SM | 1 | 171 | 9 | | 9 | 3 | 6 | 9 | 3 | 6 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 | 01 | 9 | 3 | 6 | 9 | 3 | 6 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 2.25 | | | | | | |
| SPE206 | LANG ARTS 3 | SM | 1 | 171 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SPE207 | LANG ARTS 4 | SM | 1 | 171 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SPE208 | LANG ARTS 4 | SM | 1 | 201 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SPE209 | LANG ARTS 5 | SM | 1 | 171 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SPE210 | LANG ARTS 5 | SM | 1 | 171 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 21 | LAUREN B. CRATER | | | Max:30 | S2 | 01 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| 25 | LAUREN B. CRATER | | | Max:14 | S2 | 05 | 0 | 0 | 0 | 0 | 0 | 0 |
| 26 | LAUREN B. CRATER | | | Max:14 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 4 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SPE301 | MATH 1 | SM | 1 | 175 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | LAUREN B. CRATER | | | Max:30 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SPE302 | MATH 1 | SM | 1 | 145 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | LAUREN B. CRATER | | | Max:30 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SPE303 | MATH 2 | SM | 1 | 145 | 13 | | 13 | 5 | 8 | 12 | 5 | 7 |
| 22 | LAUREN B. CRATER | | | Max:30 | S2 | 02 | 10 | 3 | 7 | 9 | 3 | 6 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 3 | 2 | 1 | 3 | 2 | 1 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 6.50 | | | | | | |
| SPE304 | MATH 2 | SM | 1 | 115 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| 22 | LAUREN B. CRATER | | | Max:30 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 |
| 24 | LAUREN B. CRATER | | | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of Sections: 2 | | | Average Students Per Section: | | | 0.00 | | | | | | |
| SPE305 | MATH 3 | SM | 1 | 145 | 1 | | 1 | 0 | 1 | 1 | 0 | 1 |

| COURSE | DESCRIPTION | LGTH | SEC | EST | NBR | NBR | ----TOTALS---- | | | --Special Ed-- | | |
|-----------------------|--------------------|--------|-----|-------------------------------|-----|------|----------------|-----|-----|----------------|-----|-----|
| | | | | | | | TOT | FEM | MAL | TOT | FEM | MAL |
| 22 | LAUREN B. CRATER | Max:30 | S2 | 02 | 1 | 0 | 1 | 1 | 0 | 1 | | |
| 24 | LAUREN B. CRATER | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | | | Average Students Per Section: | | 0.50 | | | | | | |
| SPE306 | MATH 3 | SM | 1 | 115 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 22 | LAUREN B. CRATER | Max:30 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 24 | LAUREN B. CRATER | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | | | Average Students Per Section: | | 0.00 | | | | | | |
| SPE307 | MATH 4 | SM | 1 | 145 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 22 | LAUREN B. CRATER | Max:30 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 24 | LAUREN B. CRATER | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | | | Average Students Per Section: | | 0.00 | | | | | | |
| SPE308 | MATH 4 | SM | 1 | 115 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 22 | LAUREN B. CRATER | Max:30 | S2 | 02 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 24 | LAUREN B. CRATER | Max:30 | S2 | 04 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 2 | | | | Average Students Per Section: | | 0.00 | | | | | | |
| SPE400 | SOCIAL SKILLS 1 | SM | 1 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 62 | LAUREN B. CRATER | Max:15 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 1 | | | | Average Students Per Section: | | 0.00 | | | | | | |
| SPE401 | SOCIAL SKILLS 2 | SM | 1 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 62 | LAUREN B. CRATER | Max:15 | S2 | 06 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Number of Sections: 1 | | | | Average Students Per Section: | | 0.00 | | | | | | |
| SPE601 | COMM LAB | SM | 1 | 30 | 1 | 1 | 0 | 1 | 1 | 0 | | |
| 11 | KAREN SHU-MINUTOLI | Max:30 | S2 | 01 | 1 | 1 | 0 | 1 | 1 | 0 | | |
| Number of Sections: 1 | | | | Average Students Per Section: | | 1.00 | | | | | | |

TITLE FOR TOTAL

| TOTALS GROUP | TOTAL | FEMALE | MALE |
|--------------|-------|--------|------|
| GRAND TOTALS | 1380 | 699 | 681 |
| Special Ed | 140 | 67 | 73 |

***** End of report *****

West Auburn High School

Enrollment Count-- May 1, 2015

| Grade | Zerosed out/running start/release schedule/early grad/home-hospital | Virtual | Learning Center | Sped Other | Sped in VCEC | Sped in Learning Center | Sped (these students are in day program) | VCEC | Day Program | Graduation Alliance | Sub Total | Grand Total |
|-------|---|---------|-----------------|------------|--------------|-------------------------|--|------|-------------|---------------------|-----------|-------------|
| 9 | 0 | 5 | 2 | 1 | 0 | 0 | 2 | 1 | 20 | 4 | 35 | 35 |
| 10 | 0 | 3 | 13 | 0 | 0 | 0 | 2 | 1 | 18 | 8 | 45 | 45 |
| 11 | 0 | 10 | 10 | 1 | 0 | 0 | 6 | 3 | 38 | 9 | 77 | 77 |
| 12 | 8 | 17 | 26 | 3 | 1 | 2 | 9 | 2 | 35 | 17 | 120 | 112 |
| | 8 | 35 | 51 | 5 | 1 | 2 | 19 | 7 | 111 | 38 | 277 | 269 |

WAHS counting students shared with another school

Shared with ARHS - Pele, Pele (1st period); Adams, Royal (5th & 6th)

Shared with AMHS - Serda-Monje, Cristian (5th & 6th - period); Alex Davis (5th & 6th period); Kurpius, Austin (6th)

Shared with AHS - Logan, Jodie (5th & 6th); Gillespie, Donovan (5th & 6th); Geyer, Rachel (5th); Davee, Kyla (1st & 2nd); Morgan Madding (3rd)

Running Start--Full Time

Katherine Saelee

GA - Melissa Alvarez shared with AHS (1st & 2nd) (.60 FTE GA)

GA - Carson Doerpfeld shared with AHS (2 periods) (.60 FTE GA)

GA - Samuel Huniu shared with ARHS (2 periods) (.60 FTE)

GA - Emmanuel Quiroz shared SPED GA/ARHS (1.0 FTE GA)

GA - William Recinos shared SPED with ARHS (.60 FTE GA)

GA - Zuri Zarate shared SPED with ARHS (.60 FTE GA)

Other:

.20 Gonzales, Sara

.80 Guerrero, Jared

.80 Hurley, Kirk

.80 Lewis, Robert

.60 Mott-Wilson, Tyree

.60 Valdes, Erick

Release Schedules:

Harlan, Leah

Jama, Abdullahi

Lee, Majaneik

Mounts, Dillon

Partridge, Gary

Valenzuela, Jose

Zaldivar, Edmundo

5-1-2015

WEST AUBURN HIGH SCHOOL---2014-2015 Master Schedule SEMESTER 2 Tuesday-Friday

| Teacher | 8:00 - 8:55 a.m. | 9:00 - 9:55 a.m. | 10:00 - 10:55 a.m. | 11:00 - 11:55 a.m. | 11:55 - 12:25 p.m. | 12:25 - 1:20 p.m. | 1:25 - 2:20 p.m. | 2:25 - 3:20 p.m. |
|--------------------------------|--|--|--|---|--------------------|--|--|--|
| Advisor Bonnell 11 | American Lit LAN 321 RM 403 13 | Lang Arts 10 LAN 221 RM 403 14 | HR/Intervention L GEN 804 RM 301 14 | PLAN | 301 | LA Lab LANONL RM 307 20 | LA Lab LANONL RM 307 18 | |
| Bosch VIRTUAL | | PLAN | Virtual GEN 801 RM 206 19 | Virtual GEN 801 RM 206 23 | 206 | Lan Standards LAN 301/302 RM 206 4 | Virtual GEN 801 RM 206 10 | Lan Standards LAN 301/302 RM 206 8 |
| Bowman 10 | (1) Interactive Media/ Gaming (3) CTE 150/151 RM 401 12 | PLAN | HR/Intervention M GEN 804 206 8 | (8) Interactive Media/ Gaming (1) CTE 150/151 RM 401 9 | 401 | (2) Interactive Media/ Gaming (3) CTE 150/151 RM 401 5 | (4) Interactive Media/ Gaming (2) CTE 150/151 RM 401 11 | |
| Crater 10 | SPED LA SPE 201-10 RM 202 9 | SPED MATH SPE 301-308 RM 202 11 | HR/Intervention W GEN 804 RM 202 1 | SPED MATH SPE 301-308 RM 202 3 | 202 | SPED LA SPE 201-10 RM 202 2 | PLAN | |
| Johnson Academy 12 | World Geography SOC 150 RM 405 12 | World Geography SOC 150 RM 405 12 | Lang Arts 9 LAN 121 RM 405 12 | Lang Arts 9 LAN 121 RM 405 12 | 405 | PLAN | Academy Support Parent Outreach | |
| Ludwigson Academy 12 | MATH Foundations MAT 111 RM 404 12 | MATH Foundations MAT 111 RM 404 9 | Algebra MAT 121 RM 404 12 | Algebra MAT 121 RM 404 9 | 404 | PLAN | Academy Support Parent Outreach | |
| Kebba 11 | PLAN | Health CTE 303 RM 112 14 | HR/Intervention W GEN 804 RM 112 9 | Health CTE 303 RM 112 19 | 112 | Health CTE 303 RM 112 8 | Nutrition & Wellness CTE 250 RM GYM 20 | |
| Laush NA | Math Lab MATONL RM 307 16 | Math Lab MATONL RM 307 20 | HR/Intervention M GEN 804 RM 307 12 | PLAN | 307 | Geometry MAT 211 RM 404 8 | Math Standards MAT 122 MATONL RM 404 10 | |
| Parsons 11 | (1) SOCONL US History SOC 203 RM 203 14 | (9) Civics SOC 300 RM 203 9 | HR/Intervention L GEN 804 RM 203 11 | (2) SOCONL US History SOC 203 RM 203 16 | 203 | WA State History SOC 508 DV World Hist - CR SOC 101 DV US History - CR SOC 202 (RM 206) (D-8) (V-19) 27 | PLAN | |
| Payne 11 | (1) Bus. & Pers Finance CTE 117/118 (2) Yearbook (4) CTE 465 / 66 Acct. 2 CTE 102 RM 111 22 | (1) Accounting CTE 101/102 RM 111 (3) 14 | HR/Intervention W GEN 804 111 8 | PLAN | 111 | Bus. & Pers Finance CTE 117/118 RM 111 (11) 11 | MOS CTE 141/142 RM 111 (9) 9 | |
| Stoliker 11 | PLAN | Algebra MAT 120/21 RM 201 16 | HR/Intervention M GEN 804 RM 201 13 | Math Lab MATONL RM 201 13 | 201 | Math Lab MATONL RM 201 11 | DV Math/Sci GEN 801 RM 201 (D-9) (V-11) 20 | |
| Vannice 10 | | PLAN | HR/Intervention S SCI 198/199 403 1 | Earth Science SCI 515 RM 403 18 | 403 | Earth Science SCI 515 RM 403 15 | Biology SCI 203 RM 403 12 | Biology SCI 203 RM 403 4 |
| Watson 8 | | World History SOC 101 RM 501 7 | HR/Intervention L GEN 804 RM 501 12 | World Geography SOC 150 RM 307 11 | 501 | Drawing ART 101/02 RM 501 16 | Ceramics ART 110 RM 501 17 | PLAN |
| Wilson 11 | Wood Crafts ART 200 / 01 RM 502 12 | PLAN | HR/Intervention CR GEN 804 401 12 | Physical Education PHY 206 / 01 RM GYM 16 | 502 | Physical Education PHY 200 / 01 RM GYM 17 | Jewelry ART 351 / 52 RM 502 17 | |

CR = Credit retrieval for day-program students (APEX)

Learning Center Monday through Thursday Peter 1006 --- Okada and Lee, 1003

LCD1 54 Peter: 9:00 - 11:00 A.M. 54/64 GEN 801 (2nd), GEN 801 (3rd) 64/66 14
LCD2 55 Peter: 12:30 - 2:30 P.M. 55/65 GEN 801 (5th), GEN 801 (6th) 65/67 12Okada, 3 - 5 P.M. 50/60 GEN 801 (Bin) 13
Okada, 5:30 - 7:30 P.M. 51/61 GEN 801 (8th) 14Virtual Monday through Friday 84 Bosch
13 Running Start Only Sullivan 36

14 Early release/grads only Holoman 8

VCNEC 70 Broussard 70/71 LAN 800 (3rd), MAT 800 (4th), SOC 800 (5th), ART 800 (6th), PHY 800 (7th) 8

Seat Limit Class
25 General and CTE/VOC
20 Jewelry/Woods
15 Tide Reading

Helpful Hints for English classes:

LAN 120 / 121 - 9th grade
LAN 220 / 221 - 10th grade
LAN 320 / 321 - 11th grade

GEN 804 Personal Growth (3rd period Day Program) Elective

Credit.....

☐ = full class ☑ = 5 or fewer seats until class is full

Effective September, 2014

Revised 1/12/15, 12:10 p.m.

| TRANSFERS OUT CODE FROM AUBURN HIGH TO: | | | | | | | | | | | TRANSFERS IN CODE TO AUBURN HIGH FROM: | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|--|
| Category | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Category | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | |
| "T1" Codes: | | | | | | | | | | | Transfer From: | | | | | | | | | | | |
| Out of District | 12 | 6 | 9 | | 14 | 13 | 7 | 6 | 4 | | Out of District | 63 | 18 | 22 | | 6 | 7 | 9 | 6 | 5 | | |
| Out of Country (T8) | 1 | | | | | | | | | | Out of State | 25 | 3 | 5 | | 3 | 3 | 3 | 2 | 1 | | |
| Insight/On-line | 2 | 1 | | | | 4 | | | | | Out of Country | 11 | | 1 | | | 1 | 1 | | 3 | | |
| Job Corps (K-12) | | | | | | | | | | | Muckleshoot Tribal | 6 | | 1 | | 1 | 1 | | | | | |
| Juvenile Detention | | | | | | | | | | | On-Line Schools | 4 | | | | | 2 | | | | | |
| WA Youth Academy | | | | | | | | | | | | | | | | | | | | | | |
| Muckleshoot Tribal | 1 | 1 | 2 | | 1 | 3 | 2 | | | | | | | | | | | | | | | |
| Graduation Alliance | | | 2 | | 1 | 2 | 2 | 1 | 2 | | | | | | | | | | | | | |
| "D" Codes Dropouts: | | | | | | | | | | | Returning Student | 23 | 15 | 4 | | 4 | 6 | 3 | 5 | 2 | | |
| D20-Non-attendance | | | 8 | | 8 | 6 | 7 | 12 | 3 | | | | | | | | | | | | | |
| D1-D7 and U Codes | | 2 | 3 | | 2 | 5 | 2 | 2 | 2 | | Shared: | | | | | | | | | | | |
| U2 - No Show | 25 | 2 | | | | 2 | | | | | | | | | | | | | | | | |
| GED/HS Completion | | | | | 1 | | 1 | | 1 | | AMHS | 14 | 2 | | | | | | | | | |
| Job Corps (non K-12) | | | | | | | | | | | ARHS | 11 | 0 | | | | 1 | | | | | |
| WAHS - Unconfirmed | | | | | | | 1 | | | | WAHS | | 0 | 1 | | | 4 | | 1 | 4 | | |
| "TR" Codes In-District: | | | | | | | | | | | In District Transfer | | | | | | | | | | | |
| West Auburn | 2 | 4 | 3 | | | 5 | 3 | 2 | 9 | | West Auburn | | 3 | | | | 1 | | | | | |
| Auburn Mountainview | 2 | 3 | | | | 4 | | | | | Auburn Mt. View | | 4 | 3 | | | | 3 | | | | |
| Auburn Riverside | 2 | 1 | | | 2 | 5 | | | | | Auburn Riverside | | 1 | 3 | | | 5 | 2 | 1 | | | |
| IEP Online registration | | | | | 1 | | | | | | | | | | | | | | | | | |
| W/D as Shared Student | 11 | 14 | | | | 8 | 4 | | 2 | | Tap Program | | | | | | | | | | | |
| "T2" and "T3" Codes: | | | | | | | | | | | Others: | | | | | | | | | | | |
| Private School | | | | | | 1 | | | | | Private School | 13 | | | | | | 1 | | | | |
| Home School | 1 | 1 | 1 | | 2 | | | 2 | 1 | | Home School | 3 | | 1 | | | | 1 | | | | |
| "G" Codes: | | | | | | 1 | | | 1 | | | | | | | | | | | | | |
| Late Grads | | | | | | | | | | | | | | | | | | | | | | |
| Net Decrease | 59 | 35 | 28 | 0 | 32 | 59 | 29 | 25 | 25 | | Net Increase | 173 | 46 | 41 | 0 | 14 | 31 | 23 | 15 | 15 | | |
| Totals: | | | | | | | | | | | | | | | | | | | | | | |
| Transfer's In = | 173 | 46 | 41 | | 14 | 31 | 23 | 15 | 15 | | | | | | | | | | | | | |
| Transfer's Out = - | -59 | -35 | -28 | | -32 | -59 | -29 | -25 | -25 | | | | | | | | | | | | | |
| Net Enrollment = | 114 | 11 | 13 | | -18 | -28 | -6 | -10 | -10 | | | | | | | | | | | | | |

AUBURN MOUNTAINVIEW HIGH SCHOOL
2014-2015 MOBILITY REPORT

[illegible]

2014-15 MOBILITY REPORT

[illegible]

2014-2015 MOBILITY REPORT

[illegible]