High School Student Data Report

2001-2002

Prepared by the Office of Development & Assessment

CRLS Executive Summary

Demographic Data

Notes About Data Collection

The demographic data used in this report was downloaded from the Cambridge Public School Starbase System at the end of January 2002. Only students whose status was **Active** at that time were used in compiling this report. Consequently, figures may differ from those reported by the district to the MASS DOE in October of 2001.

Enrollment Changes

There was a 2% decrease in enrollment numbers from the previous year. In 1999/2000, there were 1945 students enrolled; in 2000/2001, there were 1956 and in 2001/2000, there were 1912 students enrolled.

Racial/Ethnic Enrollments

The racial/ethnic composition of the high school has also changed from that of the 1999/2000 academic year. During the 2001-2002 school year, 63% of the students enrolled in the Cambridge Rindge & Latin were students of color and 37% were white. In 2000/2001, 61% were students of color and in 1999/2000, 60% were students of color. There has been a 11% decrease in the number of Asian students and a 7% decrease in the number of White students while the percentage of Other Black students has risen by 18%. Throughout this report the racial category, Black, is reported as two separate groups. African American students are those whose race is black, were born in the US and in whose homes English is the language most often spoken. Other Black students are those whose race is black and who either were not born in the US and/or in whose homes English is not the language most often spoken.

Free/Reduced Lunch Program and Special Education

The percentage of students enrolled in the free/reduced lunch program within the high school was much higher than in the previous years (22% vs.16% and 19%). The percentage of students enrolled in the Free and Reduced Lunch Program varied by small school; schools 3, 4, and 5 had more students receiving free/reduced fee lunches than schools 1 and 2.

Nineteen percent of Cambridge Rindge & Latin students were enrolled in special education programs in 2001/2002. This is a slight decrease from 2000/2001 when 20% of all students were enrolled in special education programs. The percentage of students with special needs varied by small school; school five had 24 percent of its students in special programs, whereas other schools had between 18% and 20%.

Bilingual Education
The percentage of Bilingual Education students in 2001/2002 was 10%. This is a slight increase from the 2000/2001, when 9% of Cambridge Rindge and Latin high school students were in Bilingual Education classes. However, since the 1999/2000 school year, there has been a 4% decrease in the number of Bilingual Education students at the high school. School 3 has the most bilingual students with 19% of its students; school 4 has 17%; and school 5 has 12%.

Performance and Outcome Data Executive Summary

Notes About Data Collection
Data on absences, failures, dropouts, honors, and AP courses was all downloaded from the Starbase System at the end of the 2000/2001 school year. The data on suspensions and graduation plans came from the Computer Center. The SAT and AP exam scores were entered and analyzed by this office. The Stanford 9 Achievement Test data, distributed by its publisher, was merged with CPS demographic database and analyzed by this office. The MCAS data was distributed by the State DOE.

Attendance
The median number of absences for all high school students decreased by 1 day from 2000/2001 to 2001/2002, returning to the same number as in the 1999/2000 school year. In 2001/2002, the median number of absent days was 9; in other words, the student attendance rate was 95%. Demographically, SPED, Hispanic and African American students were more likely to be absent than other groups. Schools 3 and 4 students had fewer absences than students in schools 1, 2, and 5.

Suspensions
The number of Out -of -School suspensions increased very slightly from 12.1% to 12.6% in 2001/2002 while the number of In-School suspensions decreased substantially from 5.5% to 2.9% in 2001/2002. While overall there are fewer suspensions, there has been an increase in out-of-school suspensions and a decrease in in-school suspensions over the past three years. African American and Hispanic students were more likely to be suspended than other racial/ethnic groups.

Failures
In 2001/2002, 29% of all CRLS students failed one or more courses. 9% of all CRLS students failed three or more courses. These failed courses could have been either a semester or a yearlong course, and included all Attendance

Violation Failures. Three percent (62) of all CRLS students received one or more attendance violation failures. African American, Hispanic, and Other Black students were more likely to fail courses. Special Education students were also more likely to fail courses. The percentage of students failing one more courses decreased in 2001/2002, as did the percentage of students failing three or more courses, and the percentage of students receiving attendance violation failures. This was a continued trend from 1999/2000.

Dropouts
The dropout rate (1.4%) at CRLS dropped significantly from 2000/2001 (2.8%) and 1999/2000 (2.5%). In 2001/2002, Hispanic students were once again more likely to drop out of school.

Honors
59% of all CRLS students received some honors (1^{st}, 2^{nd}, or regular) for at least one marking period during the academic year. 28% received some honors (1^{st}, 2^{nd}, or regular) for all four marking periods. 15% of CRLS students received 1^{st} honors for at least one marking period during the year. Five percent received 1^{st} honors for all four marking periods. Asian and White students were more likely to receive some form of honors than other racial/ethnic groups. Both the percentage of students receiving some honors (1^{st}, 2^{nd}, or regular) for at least one marking period and for all four marking periods increased over 2000/2001 and 1999/2000. The percentage of students receiving first honors for at least one marking period and for all for four marking periods also increased.

Advanced Placement Courses and Exams
In 2001/2002, 18% of all CRLS students were enrolled in Advanced Placement Courses; 97% of these courses were passed. The number of student enrolled in Advanced Placement Courses increased by 2.7% from1999/2000. White and Asian students continue to take more AP Courses than other racial/ethnic groups. 45% of those students who took Advanced Placement courses in 2001/2002 passed an AP Exam with a score of three or higher (possibly qualifying for college credit). White students were much more likely to pass these exams with a score of 3 or higher than other racial groups. Because this office did not receive AP Exam data for 2000/2001, no trend analysis could be undertaken.

Graduation Plans
In 2001/2002, 76% of all graduating seniors reported that they planned to go on to college. This was a significant increase in the percentage planning on attending college from the previous year (69% in 2000/2001 and 74% in 1999/2000). Hispanic students continue to lag behind other racial/ethnic groups in college plans.

SAT
65% of all12th grade students took the SAT in 2001/2002. This is a slightly lower than in previous years (70% in 2000/2001 and 69% in 1999/2000). The average Verbal SAT score was 479 and the average Math SAT score was 481. In 2000/2001, the average Verbal score was 487 and Math was 493; in 1999/2000, the average Verbal score was 487 and Math was 497. White students continue to have higher average scores than other racial/ethnic groups, scoring on average more than 100 points higher than African American, Hispanic, and Other Black students.

Stanford 9
The percentage of students scoring Basic or above on the Total Reading test of the 2001 Stanford 9 increased in the 9th grade and decreased in the 10th grade. 85% of all students in grade 9 and 76% of all students in grade 10 received a score of Basic or above in 2001. When the grade levels were combined, a higher percentage of White (93%) and Asian (91%) students scored at Basic and above than Hispanic (71%), African American (72%) and Other Black (69%) students did. The racial/ethnic gap widens when the percentage of students receiving scores of Proficient or above are examined. A much higher percentage of White (63%) and Asian (51%) students scored at the Proficient or above level than Other Black (16%), Hispanic (19%), and African American (24%) students did.

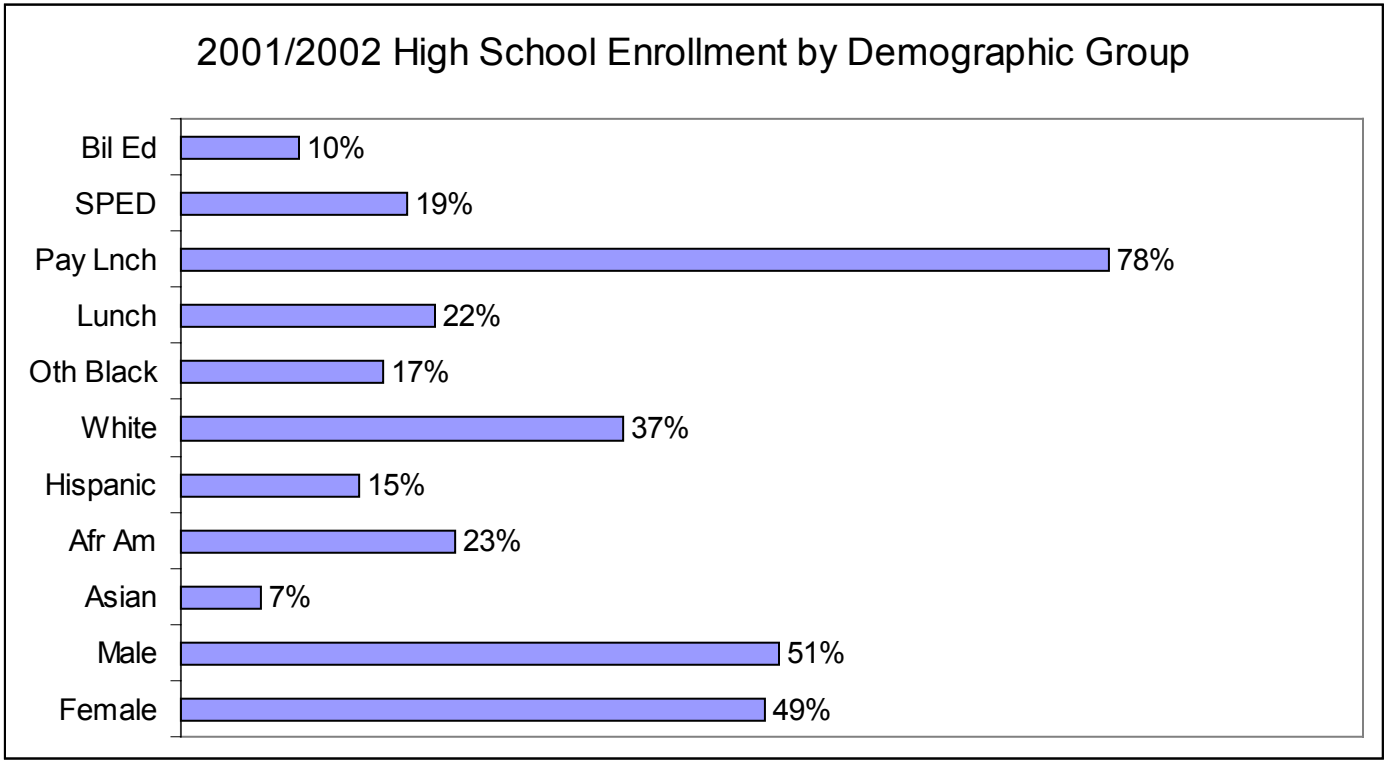
Because the Stanford 9 is a norm referenced assessment, Cambridge can compare local results to national averages at each grade level tested. On average, Cambridge students are performing on grade level compared to the national average. The National Percentile Rank (NPR) for each grade level is within two (2) points of the national norm of 50.

MCAS
All MCAS data in this report is from the Department of Education. It was not merged with the Cambridge Public School database. Consequently, there is no comparison of racial/ethnic groups and other demographic categories, such as lunch status.
The percentage of students scoring ***Needs Improvement (Passing) and above*** on the English Language Arts (ELA) assessment at the tenth grade increased slightly from previous years (70% vs. 69%, 48%, 60%, and 70%). There was a slight decline in the percentage of students scoring ***Needs Improvement (Passing) and above*** on the Math assessment (59% vs. 64%, 37%, 39%, 46%). However, there was a significant increase in the percentage of students scoring ***Proficient and above*** on the English Language Arts (ELA) assessment over the past five years (41% vs. 37%, 15%, 24%, 37%). There was a slight decline in the percentage of students scoring ***Proficient and above*** on the tenth grade Math assessment (30% vs. 37%, 15%, 21%, 22%).

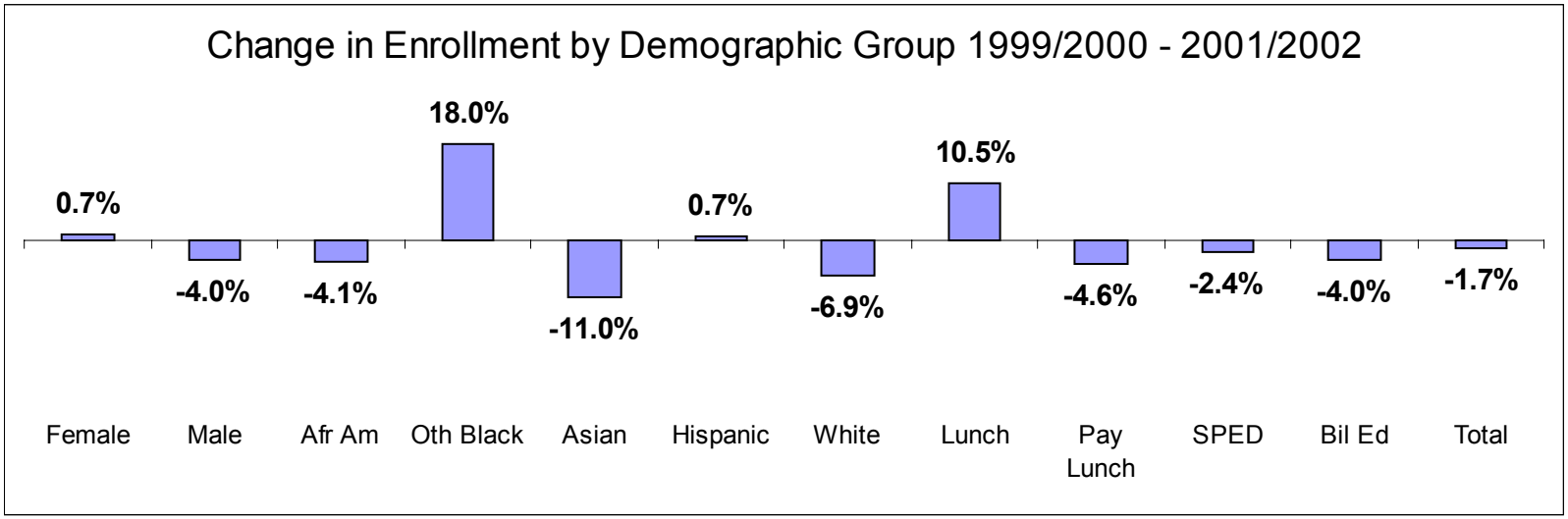
Table of Contents

2001/2002 DEMOGRAPHIC Data 3
Change in Enrollment 4
Demographics by Small Schools 5
CRLS Racial/Ethnic Composition 6
Enrollment in Free and Reduced Lunch Program 7
Enrollment in Special Education Programs 8
Enrollment in Bilingual Education Programs 9
Performance and Outcome Data .....
Absence 10
Suspensions 11
Course Failure 167
Dropouts 245
Honors 27
Advanced Placement Courses 32
Graduation Plans 37
SAT Scores 40
Stanford 9 422
MCAS 48

2001/2002 DEMOGRAPHIC BREAKDOWN



Change in Enrollment



	1999/2000		2000/2001		2001/2002		Change	Change
	Number	Percentage	Number	Percentage	Number	Percentage	99/00-00/01	99/00-01/02
Female	939	48%	957	49%	946	49%	1.9%	0.7%
Male	1006	52%	999	51%	966	51%	-0.7%	-4.0%
Afr Am	463	24%	479	24%	444	23%	3.5%	-4.1%
Oth Black	278	14%	289	15%	328	17%	4.0%	18.0%
Asian	145	8%	133	7%	129	7%	-8.3%	-11.0%
Hispanic	287	15%	289	15%	289	15%	0.7%	0.7%
White	768	40%	759	39%	715	37%	-1.2%	-6.9%
Lunch	373	19%	319	16%	412	22%	-14.5%	10.5%
Pay Lunch	1572	81%	1637	84%	1500	78%	4.0%	-4.6%
SPED	374	19%	391	20%	365	19%	4.5%	-2.4%
Bil Ed	199	10%	167	9%	191	10%	-16.1%	-4.0%
Total	1945		1956		1912		0.6%	-1.7%

Demographics by Small Schools

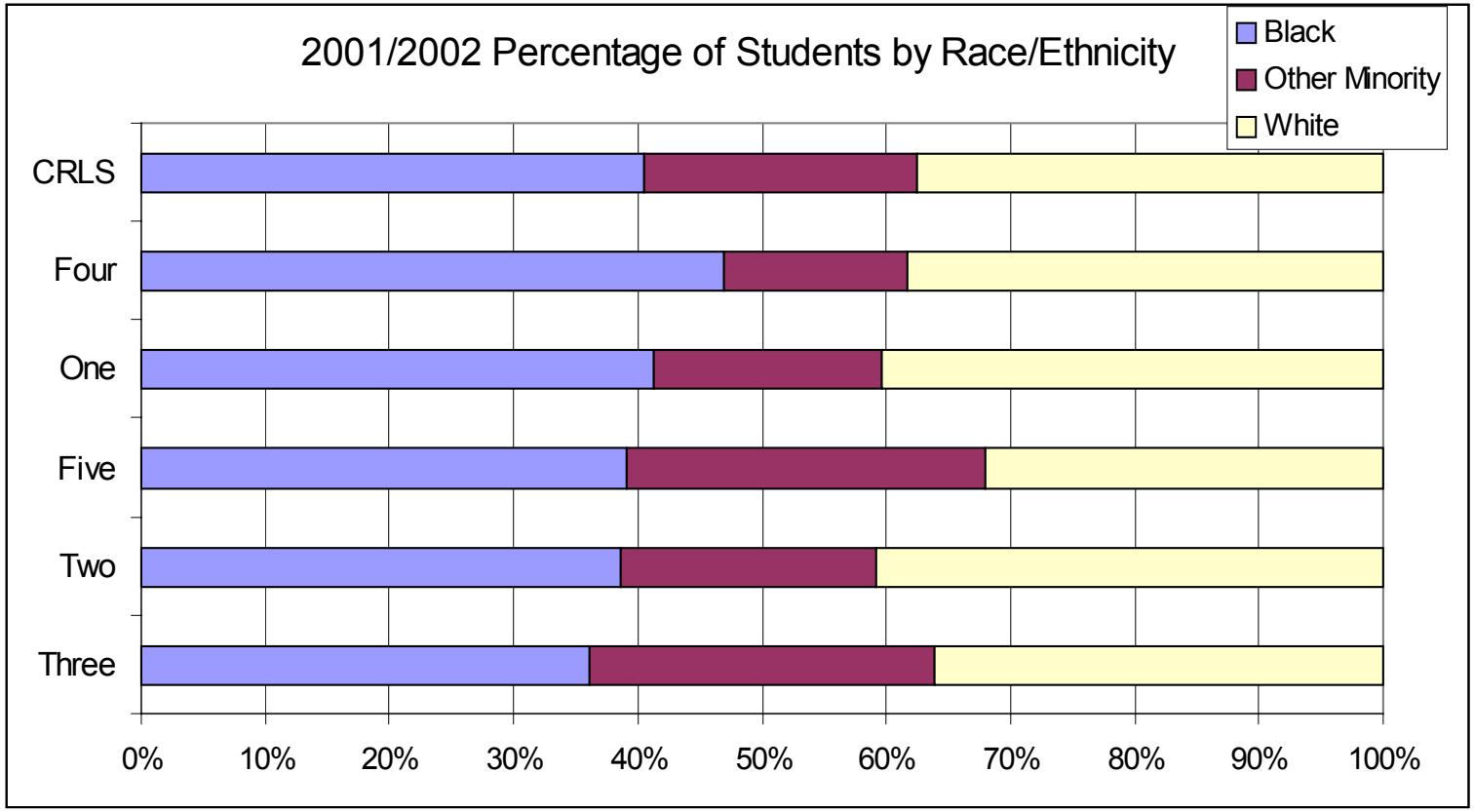
2001/2002 High School Demographics - Number by School

School	Total	Female	Male	Na Am	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	Bil Ed	Hom_Lang
One	364	194	170		20	111	47	147	39	50	314	61	1	87
Two	369	175	194	2	24	103	51	150	39	56	313	74	1	97
Three	388	187	201	1	15	76	92	140	64	105	283	68	74	178
Four	421	217	204	3	20	74	42	160	122	101	320	74	70	173
Five	370	173	197	1	50	80	57	118	64	100	270	88	45	149
Total	1912	946	966	7	129	444	289	715	328	412	1500	365	191	684
% of Total		**49%**	**51%**	**0%**	**7%**	**23%**	**15%**	**37%**	**17%**	**22%**	**78%**	**19%**	**10%**	**36%**

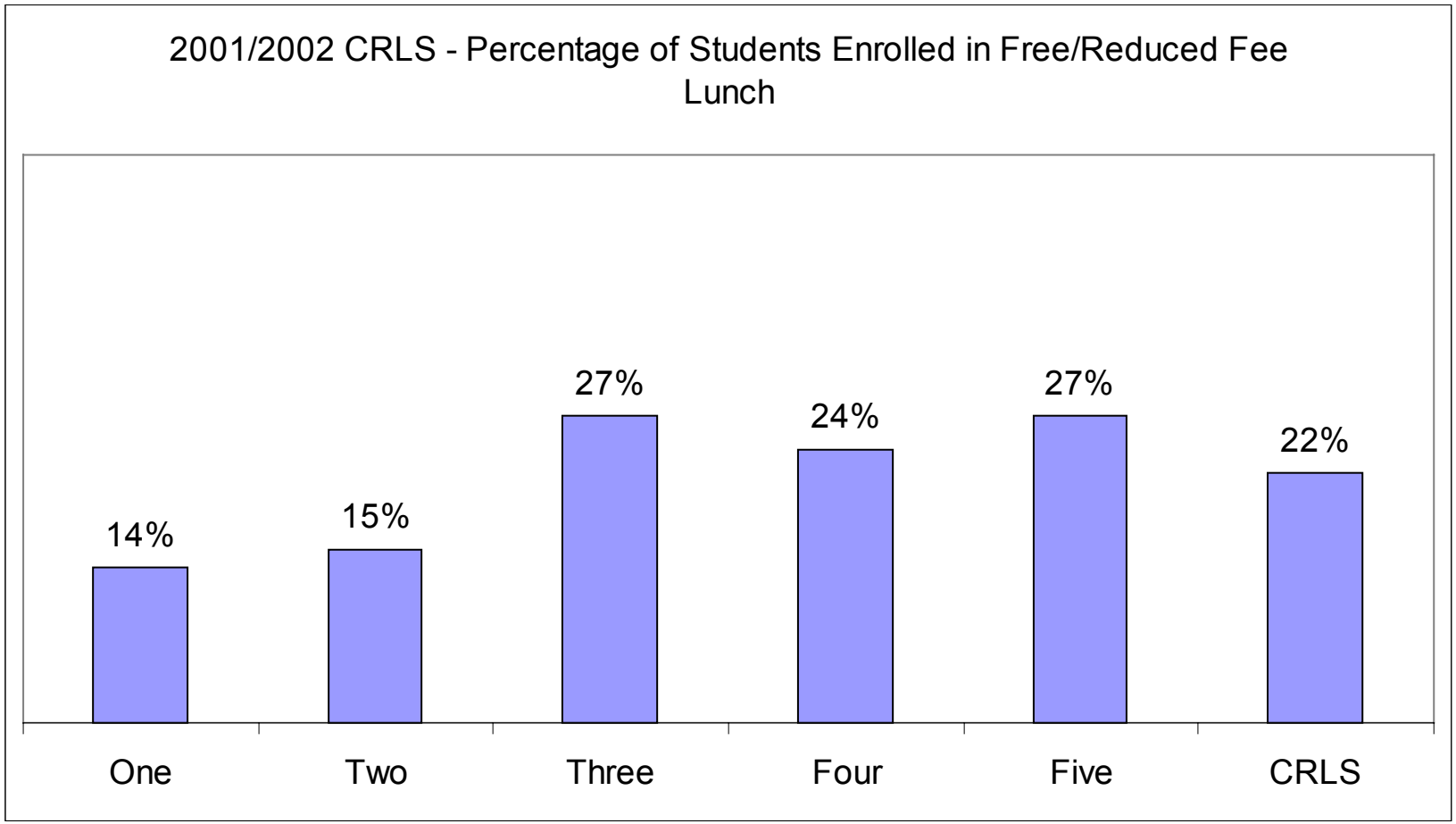
2001/2002 High School Demographics - Percentage by School

School	Total	Female	Male	Na Am	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	Bil Ed	Hom_Lang
One	19%	53%	47%	0%	5%	30%	13%	40%	11%	14%	86%	17%	0%	24%
Two	19%	47%	53%	1%	7%	28%	14%	41%	11%	15%	85%	20%	0%	26%
Three	20%	48%	52%	0%	4%	20%	24%	36%	16%	27%	73%	18%	19%	46%
Four	22%	52%	48%	1%	5%	18%	10%	38%	29%	24%	76%	18%	17%	41%
Five	19%	47%	53%	0%	14%	22%	15%	32%	17%	27%	73%	24%	12%	40%

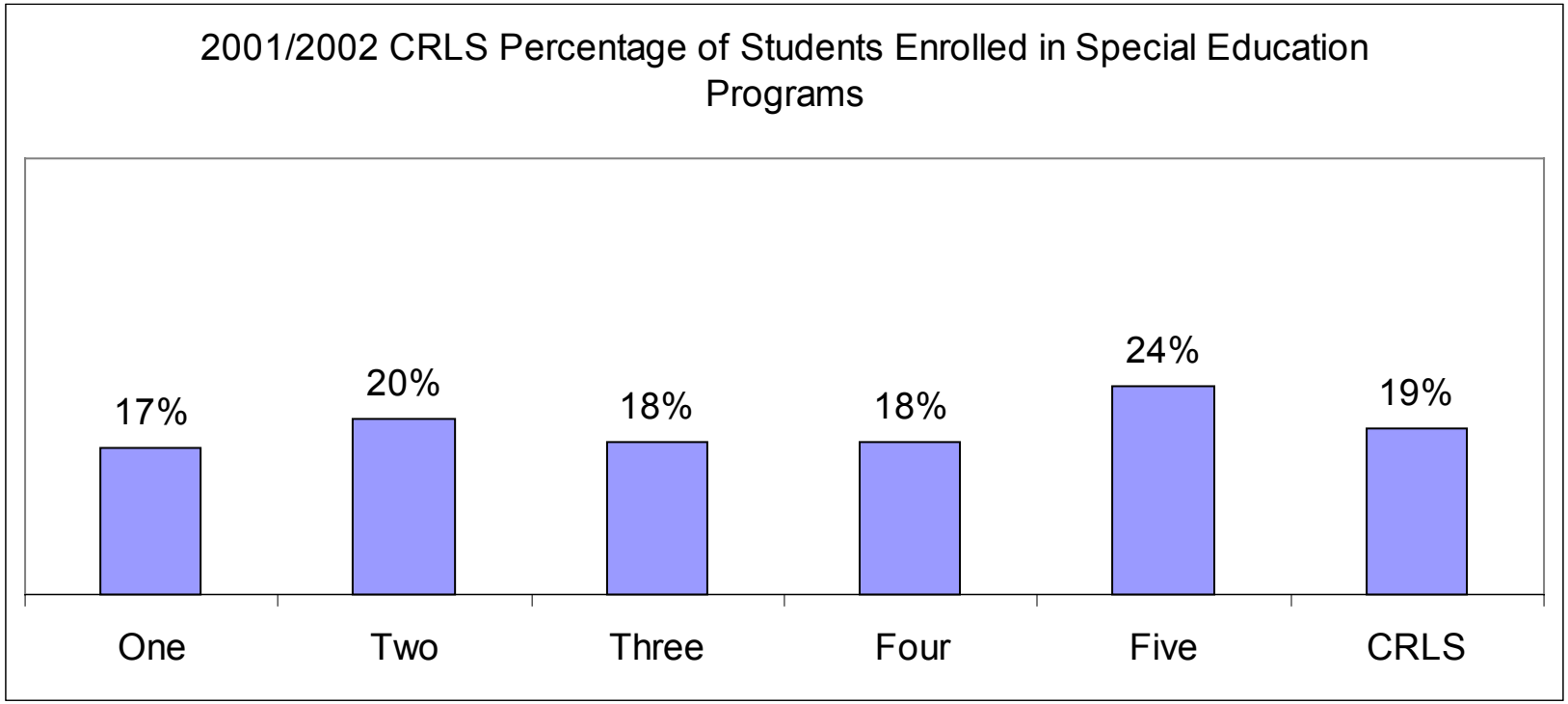
CRLS Racial/Ethnic Composition



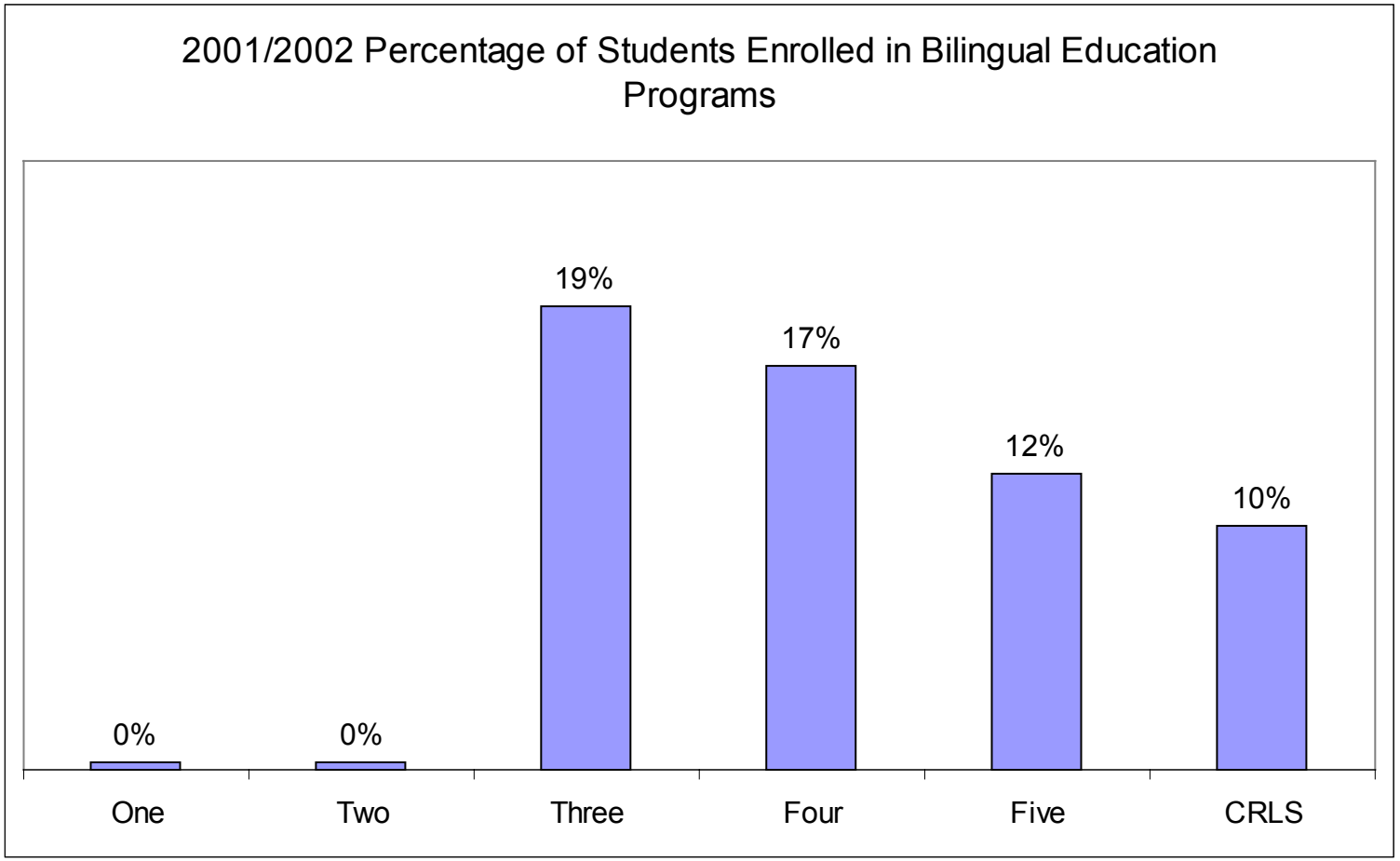
Enrollment in Free and Reduced Lunch Program



Enrollment in Special Education Programs



Enrollment in Bilingual Education Programs

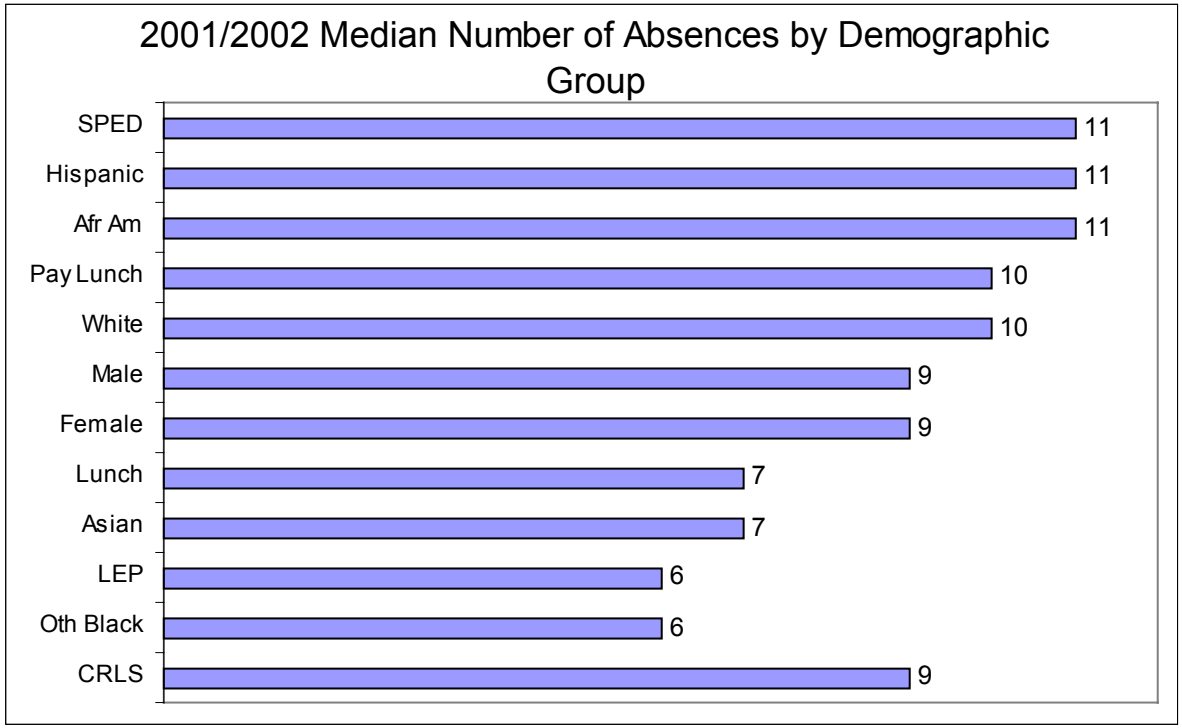


Performance and Outcome Data

Absence

- The median number of absences for all high school students was 9 absences. For a 180-day school year, the median attendance rate was 95%.
- **In 2000/2001**, the median number of absences was 10 days absent. Based on an academic year of 180 school days, the median rate of attendance was 94%. In **1999/2000**, it was 9 days and the attendance rate was 95%.

- ***By Demographics***



Median Number of Absences by Grade & Small School

Grade	Median Absences
Ninth	7
Tenth	8
Eleventh	10
Twelfth	11
Ungraded	5
CRLS	9

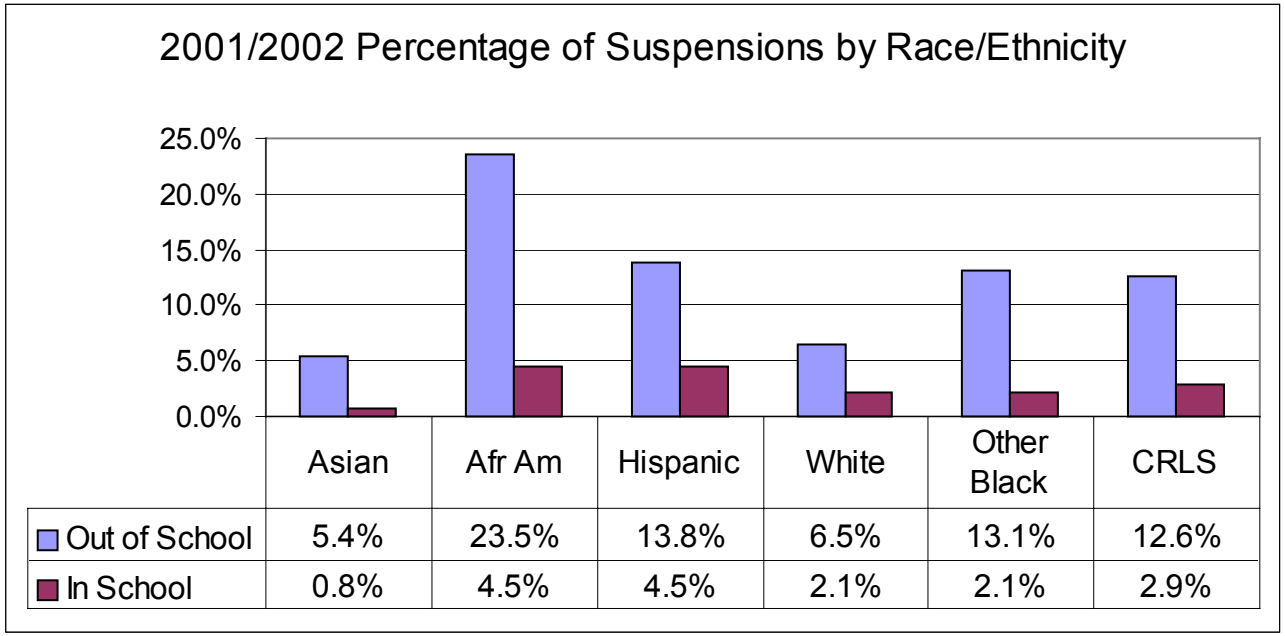
	Median Absences
School 1	10
School 2	10
School 3	8
School 4	8
School 5	10
CRLS	9

Suspensions

- ***Out-of-School Suspensions***
  - 242 students were suspended (12.6%).

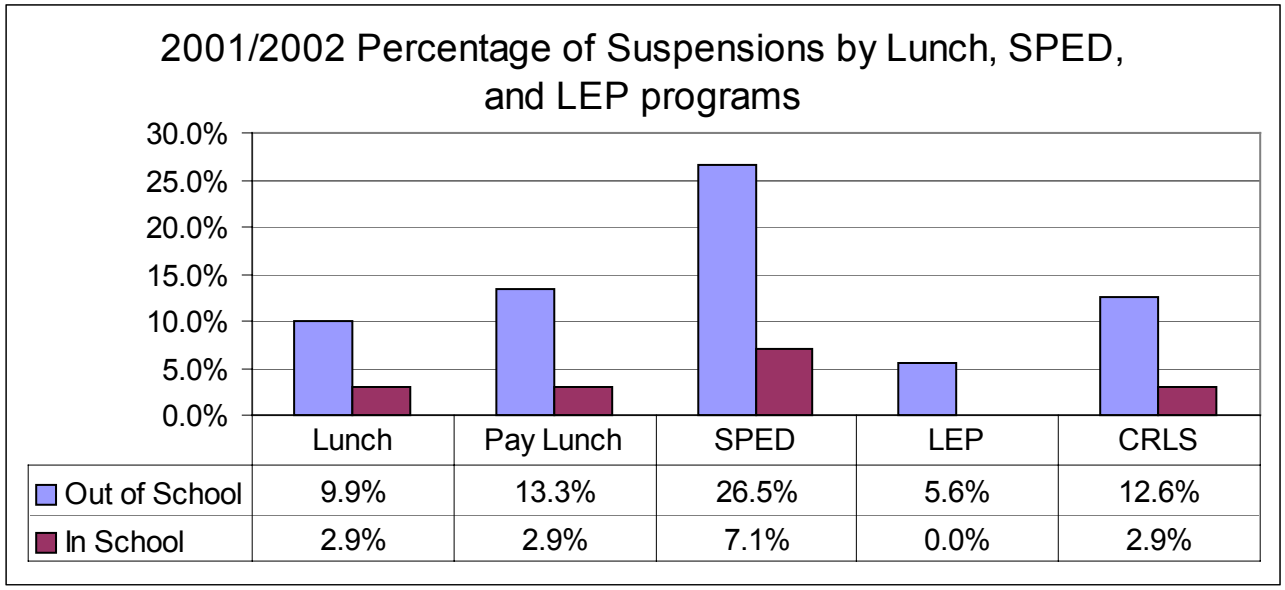
- ***In-School Suspensions***
  - 56 students were suspended (2.9%).

- ***By Race/Ethnicity***



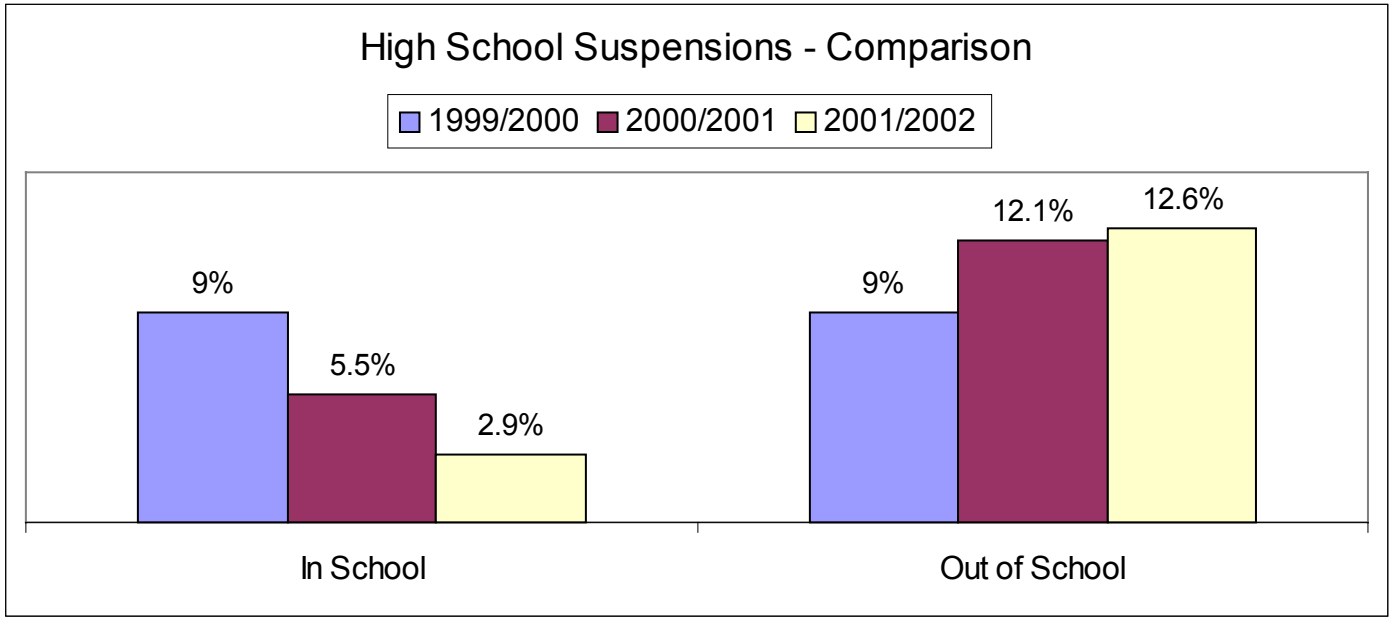
	Asian	Afr Am	Hispanic	White	Other Black	CRLS
Out of School	5.4%	23.5%	13.8%	6.5%	13.1%	12.6%
In School	0.8%	4.5%	4.5%	2.1%	2.1%	2.9%

- ***By Lunch, SPED, LEP***



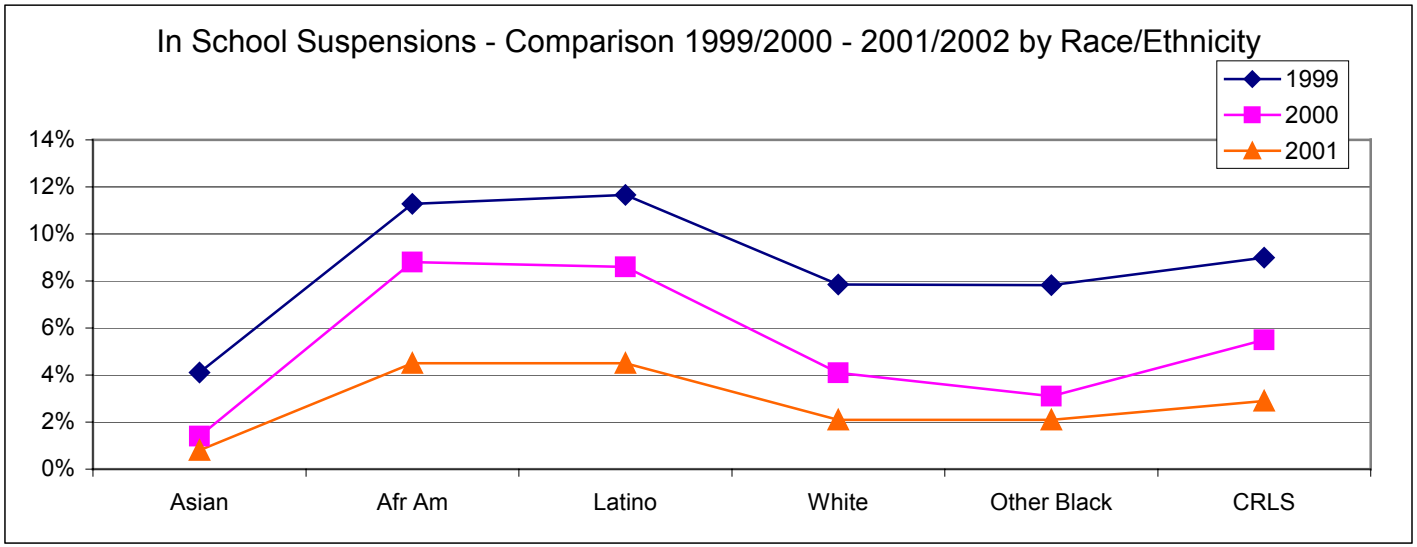
	Lunch	Pay Lunch	SPED	LEP	CRLS
Out of School	9.9%	13.3%	26.5%	5.6%	12.6%
In School	2.9%	2.9%	7.1%	0.0%	2.9%

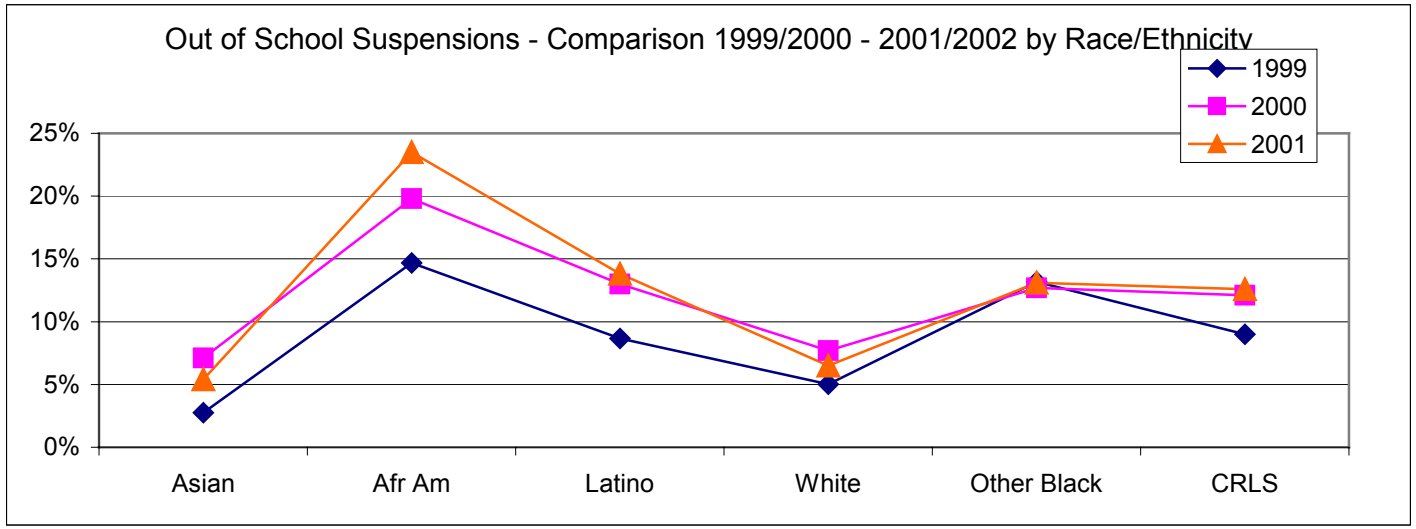
Suspensions - Comparison 1999/2000 - 2001/2002



	1999/2000		2000/2001		2001/2002	
	Number	Percentage	Number	Percentage	Number	Percentage
In School	177	**9%**	109	**5.5%**	56	**2.9%**
Out of School	175	**9%**	238	**12.1%**	242	**12.6%**

- ***Comparison by Race/Ethnicity***





Out of School Suspensions – Number by School

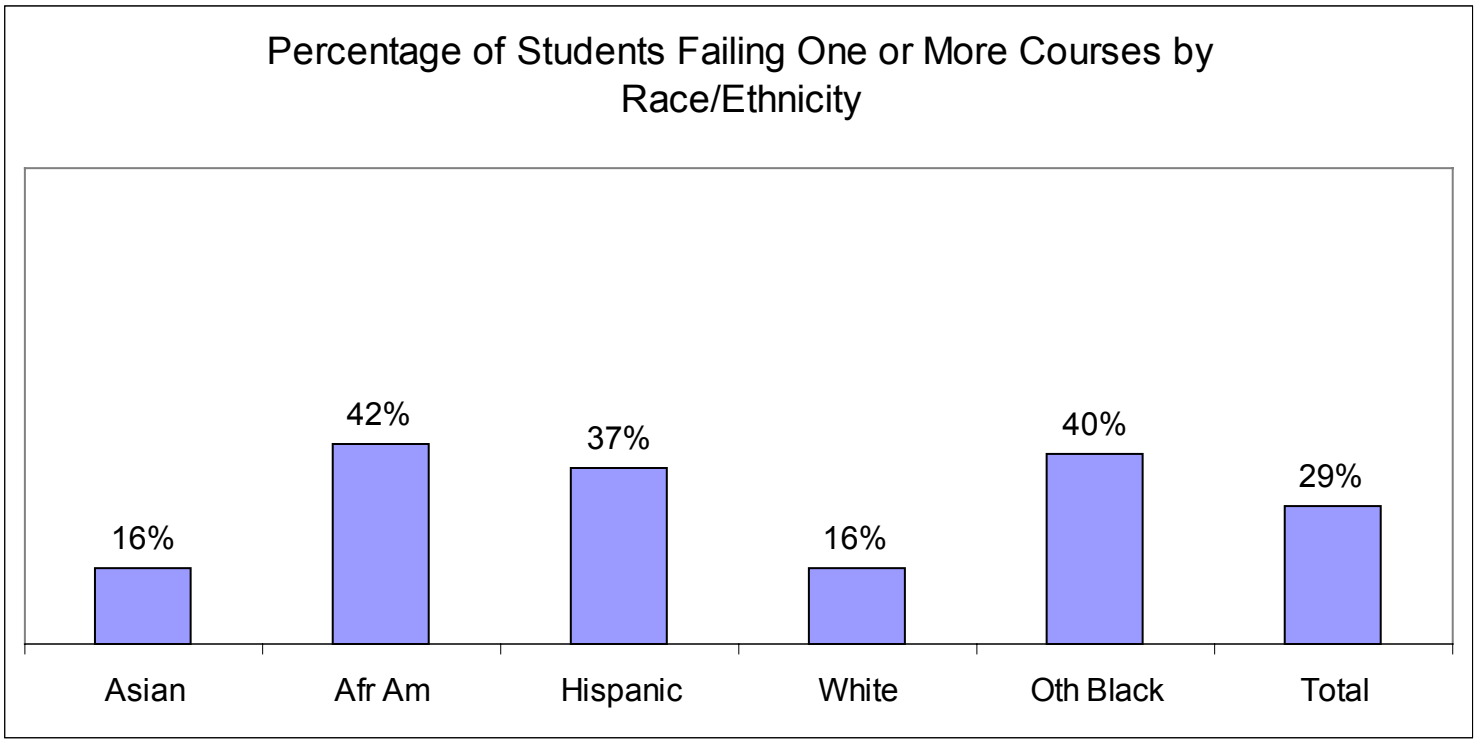
	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lunch	SPED	LEP
School 1	46	19	27	1	26	2	9	8	7	39	16	1
School 2	45	21	24	2	25	3	11	4	6	39	15	0
School 3	66	25	41	1	28	18	10	9	15	51	25	7
School 4	24	9	15	1	7	5	4	7	3	21	9	3
School 5	61	15	46	2	19	12	13	15	10	51	32	1
Total	242	89	153	7	105	40	47	43	41	201	97	12
% of Distri	**12.6%**	**9.4%**	**15.7%**	**5.4%**	**23.5%**	**13.8%**	**6.5%**	**13.1%**	**9.9%**	**13.3%**	**26.5%**	**5.6%**

In-School Suspensions – Number by School

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lunch	SPED	LEP
School 1	3	0	3	0	1	1	0	1	1	2	1	0
School 2	7	3	4	0	4	1	0	2	2	5	0	0
School 3	34	9	25	0	11	10	12	1	4	30	18	0
School 4	0	0	0	0	0	0	0	0	0	0	0	0
School 5	12	0	12	1	4	1	3	3	5	7	7	0
Total	56	12	44	1	20	13	15	7	12	44	26	0
% of Distri	**2.9%**	**1.3%**	**4.5%**	**0.8%**	**4.5%**	**4.5%**	**2.1%**	**2.1%**	**2.9%**	**2.9%**	**7.1%**	**0.0%**

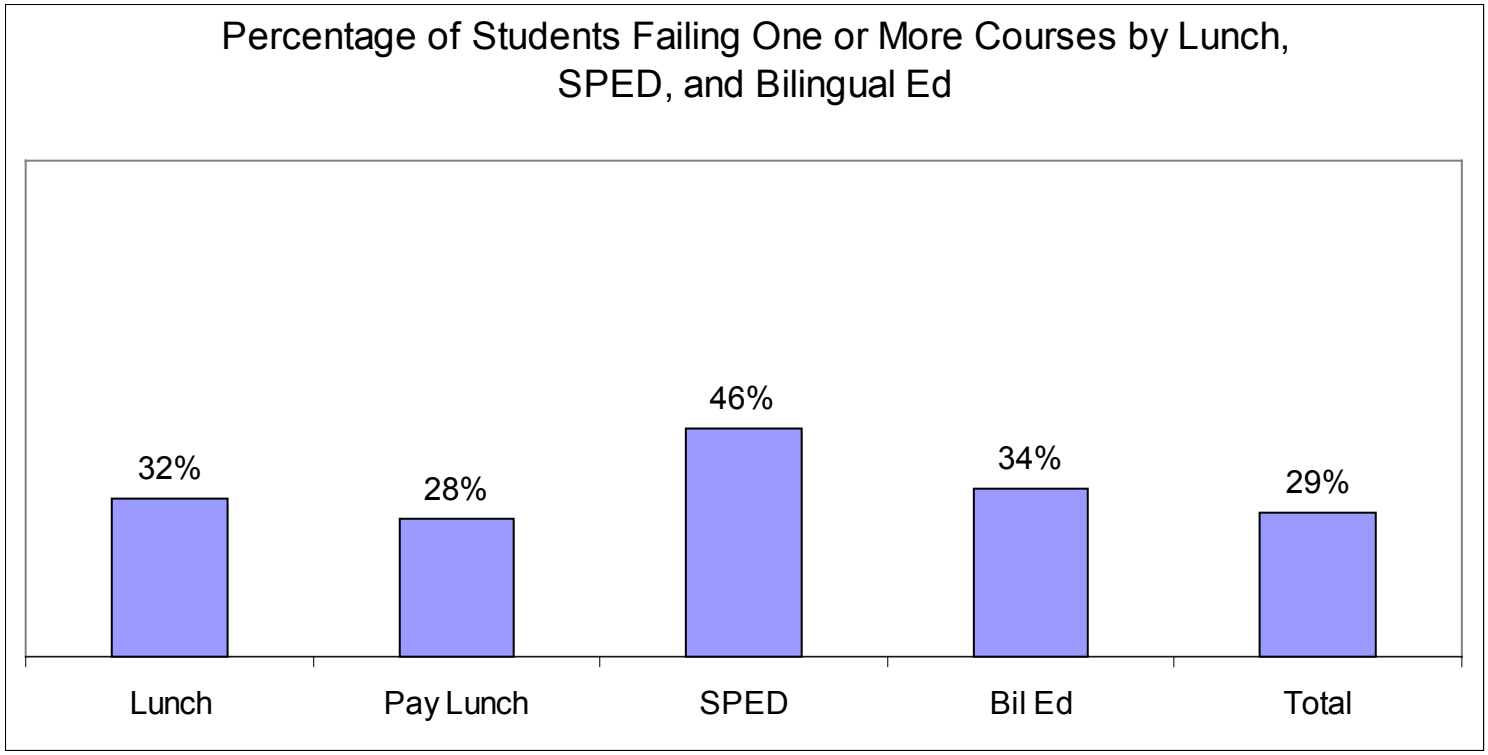
Course Failure

- 562 students (29% of all CRLS students) failed one or more courses. The failed course could have been either a semester or a yearlong course, and includes Attendance Violation Failures.
- 165 students (9% of all CRLS students) failed three or more courses. The failed course could have been either a semester or a yearlong course, and includes Attendance Violation Failures.
- ***One or more course failures by Race/Ethnicity***



Page revised & corrected 11/12/02

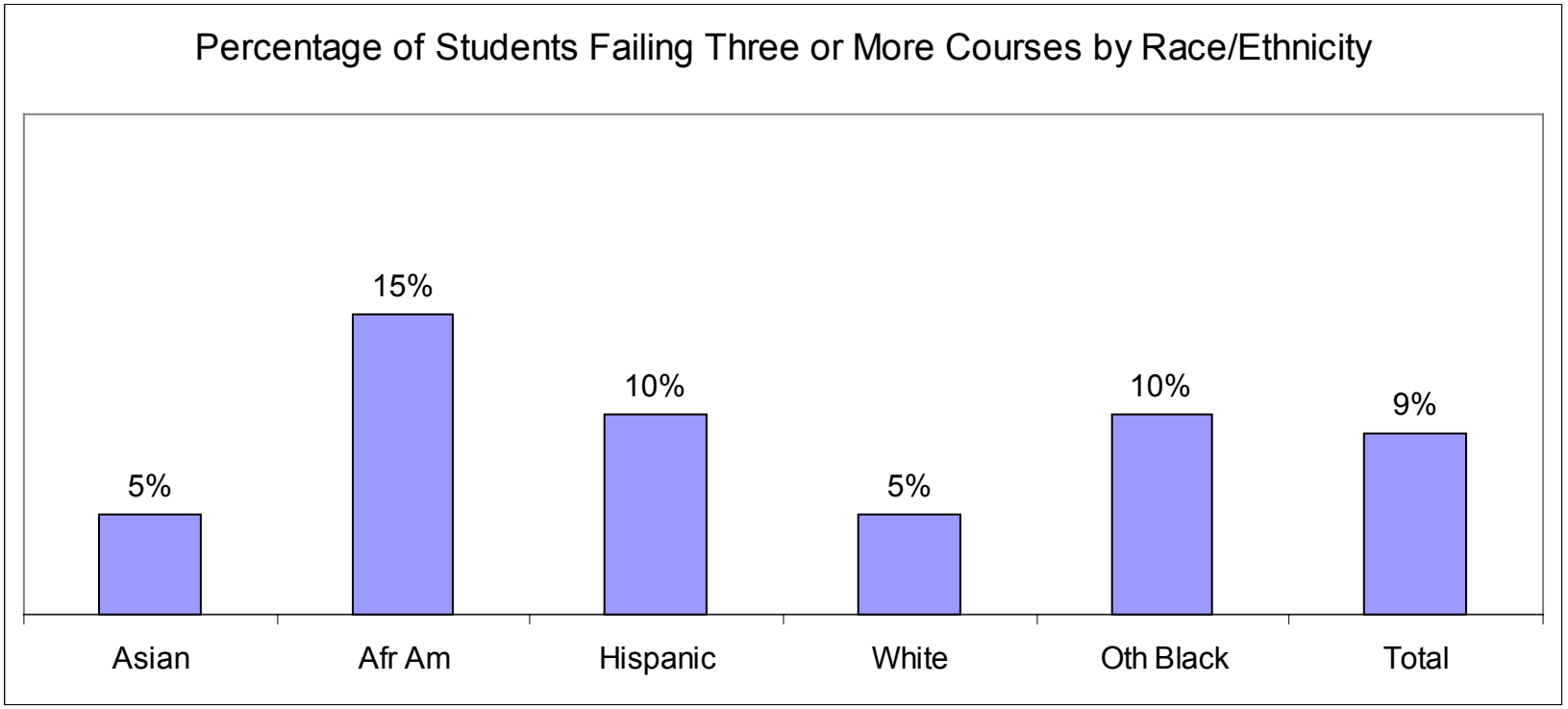
One or more course failures by Lunch, SPED, and Bilingual Education



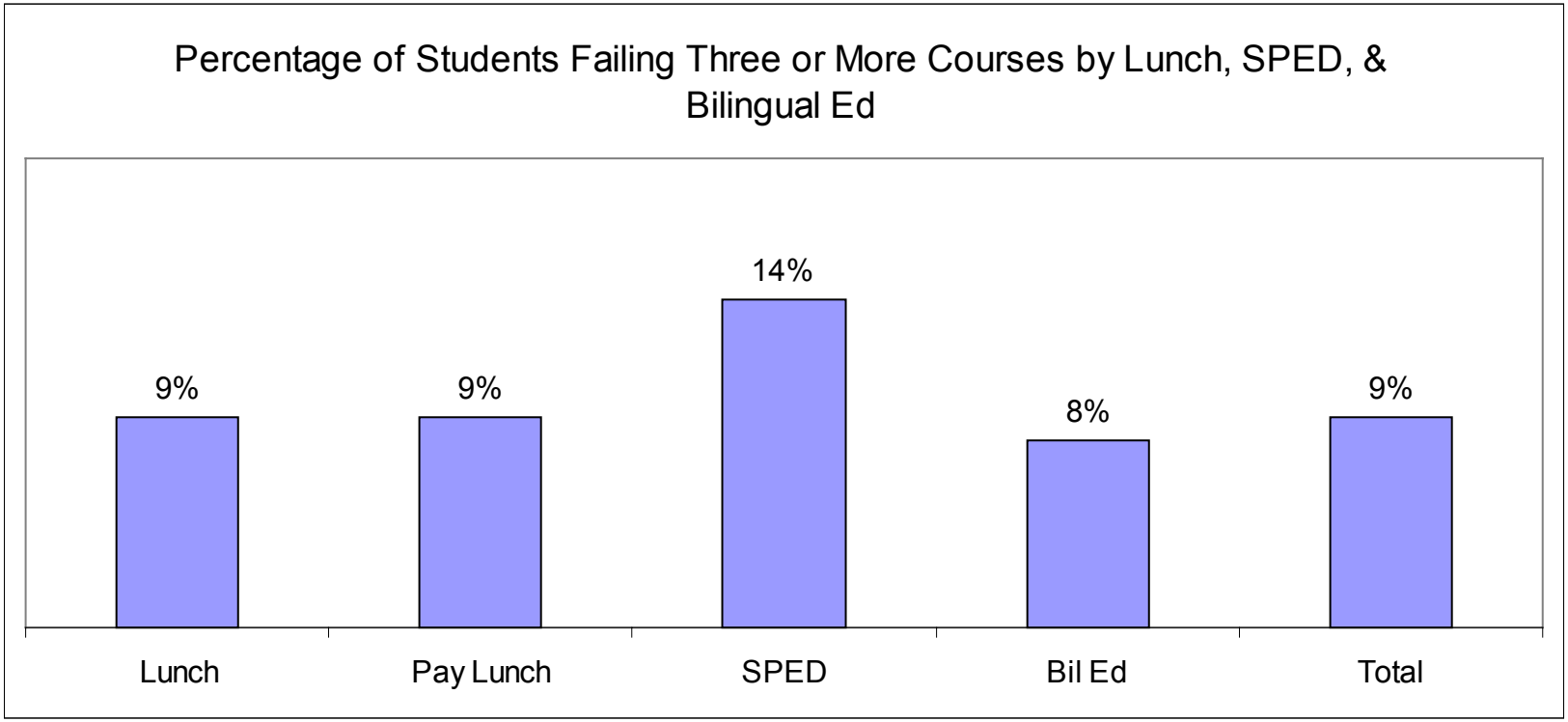
One or More Course Failures – Number & Percentage

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	Bil Ed
1 or more courses failed	562	254	308	20	185	108	117	130	134	428	168	74
Percentage of CRLS	**29%**	**27%**	**32%**	**16%**	**42%**	**37%**	**16%**	**40%**	**32%**	**28%**	**46%**	**34%**

- ***Three or more course failures by Race/Ethnicity***



- ***Three or more course failures by Lunch, SPED, and Bilingual Education***



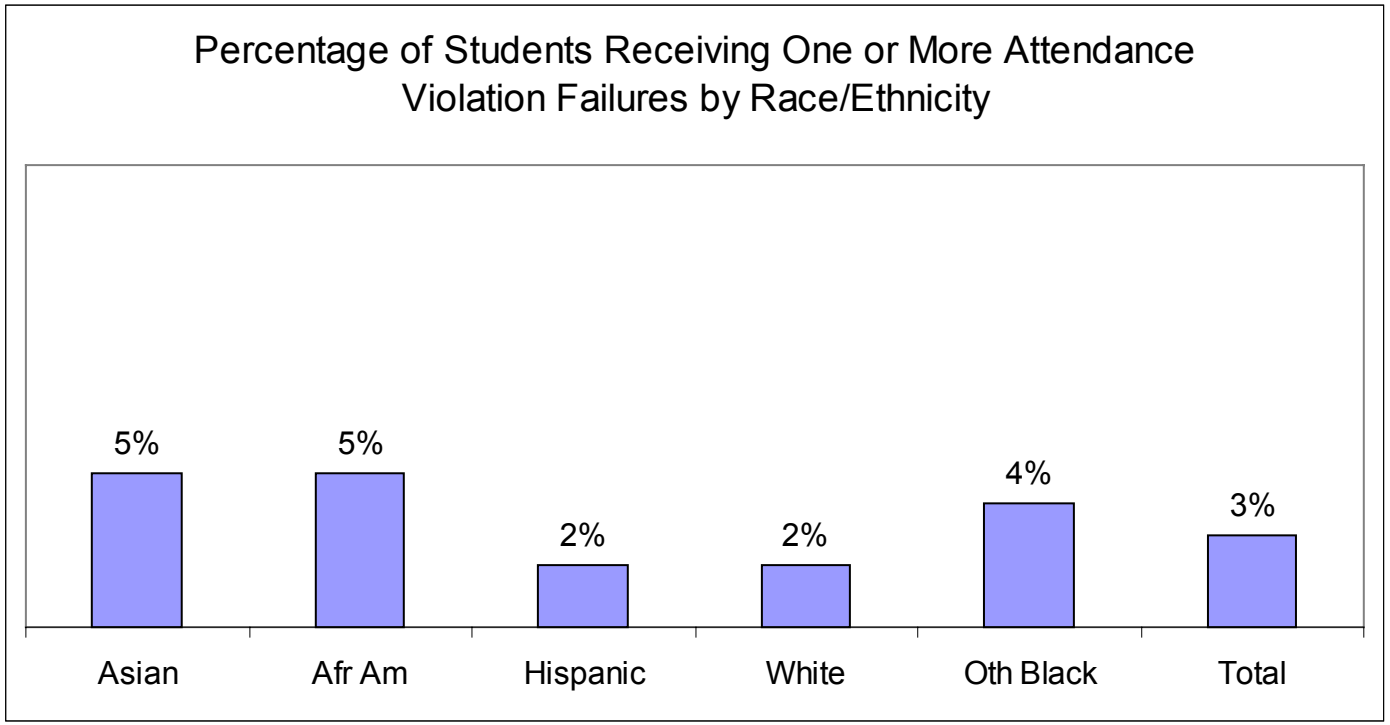
Three or More Course Failures – Number & Percentage

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	Bil Ed
3 or more courses failed	165	68	97	6	65	28	33	33	35	130	51	18
Percentage of CRLS	**9%**	**7%**	**10%**	**5%**	**15%**	**10%**	**5%**	**10%**	**9%**	**9%**	**14%**	**8%**

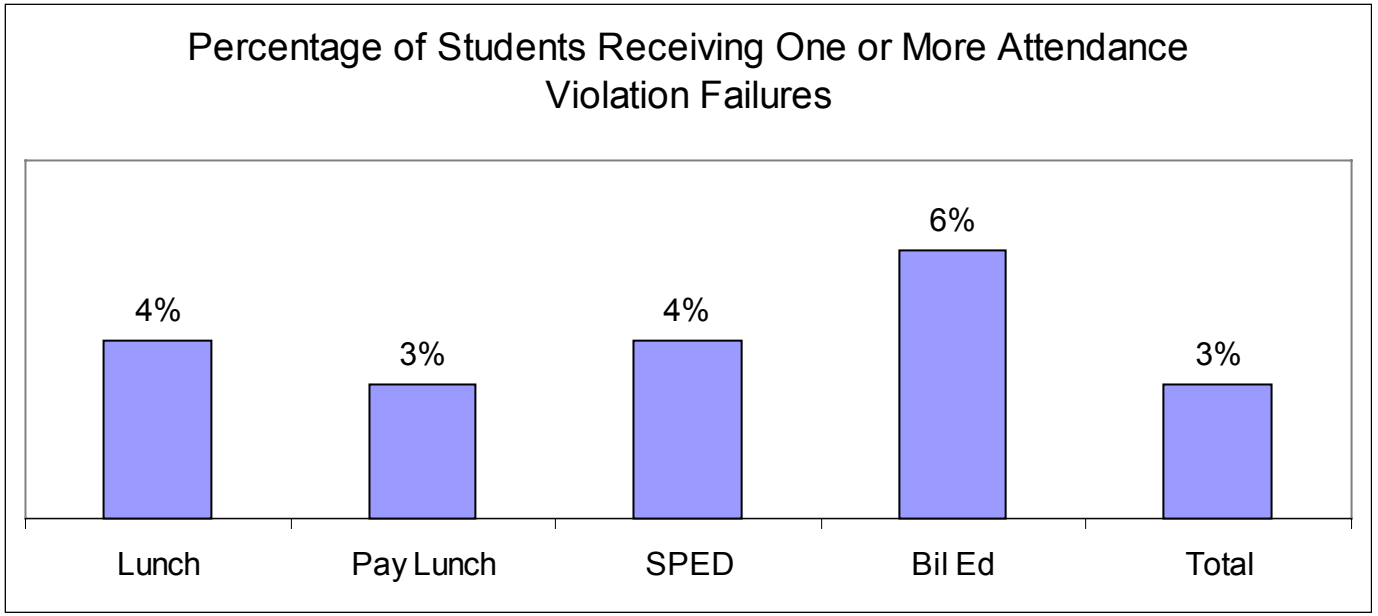
Attendance Violation Failures

- 62 students (3% of all CRLS students) received one or more attendance violation failures.

- ***One or more Attendance Violations by Race/Ethnicity***



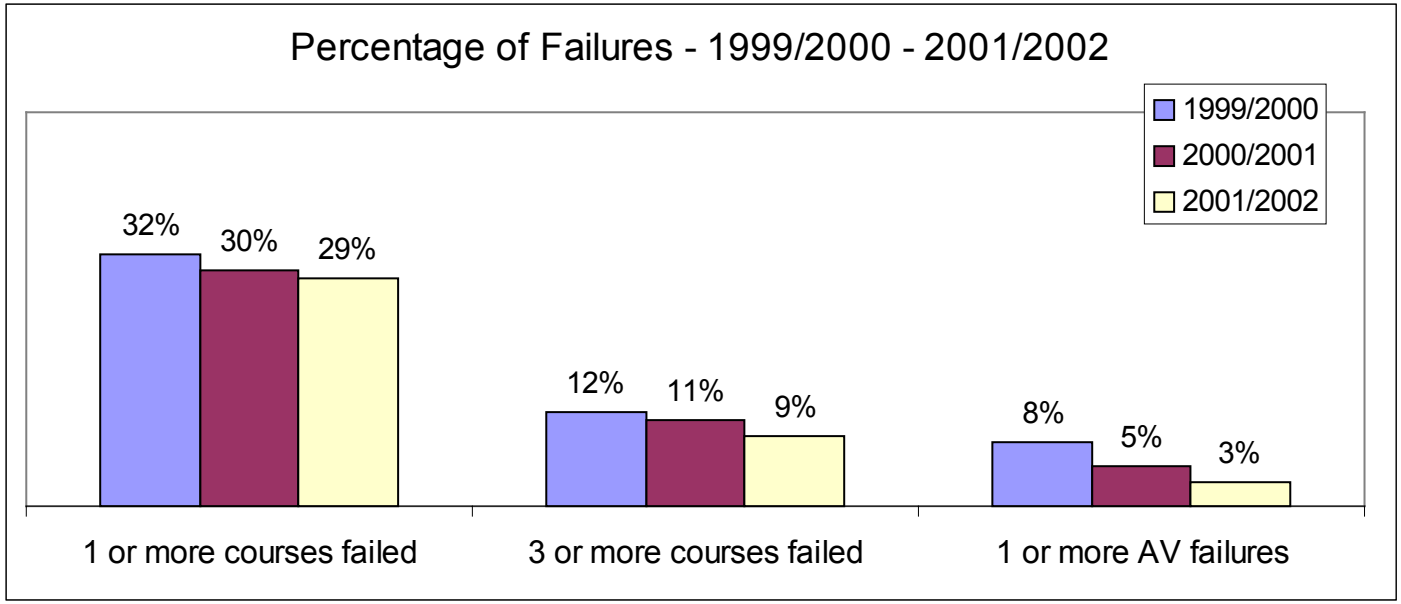
- ***One or more Attendance Violations by Lunch, SPED, and Bilingual Education***



One or More Attendance Violation Failures – Number & Percentage

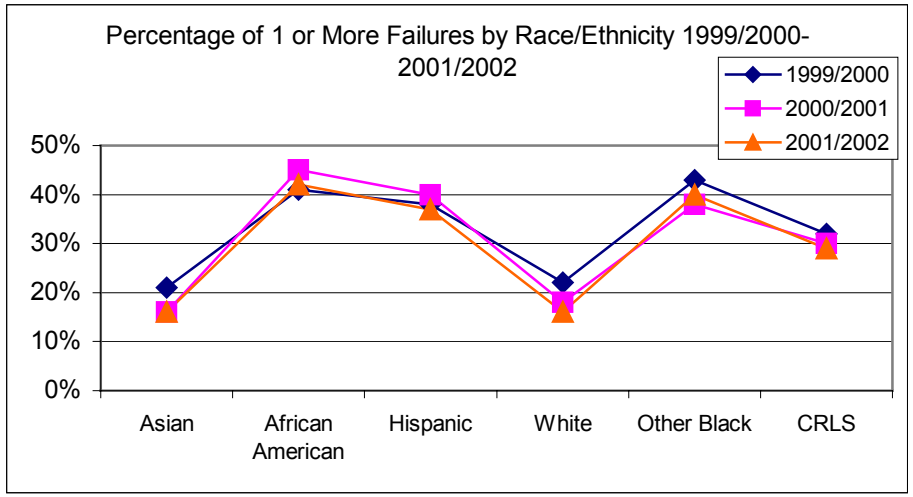
	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lnch	SPED	Bil Ed
1 or more AV failures	62	31	31	6	21	7	15	13	17	45	13	13
Percentage of CRLS	**3%**	**3%**	**3%**	**5%**	**5%**	**2%**	**2%**	**4%**	**4%**	**3%**	**4%**	**6%**

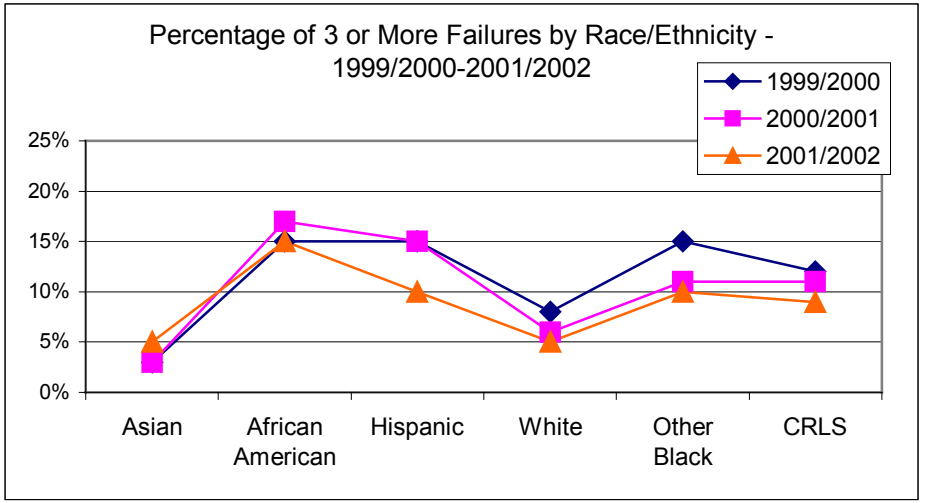
Comparison of Failure Rates 1999/2000 - 2001/2002

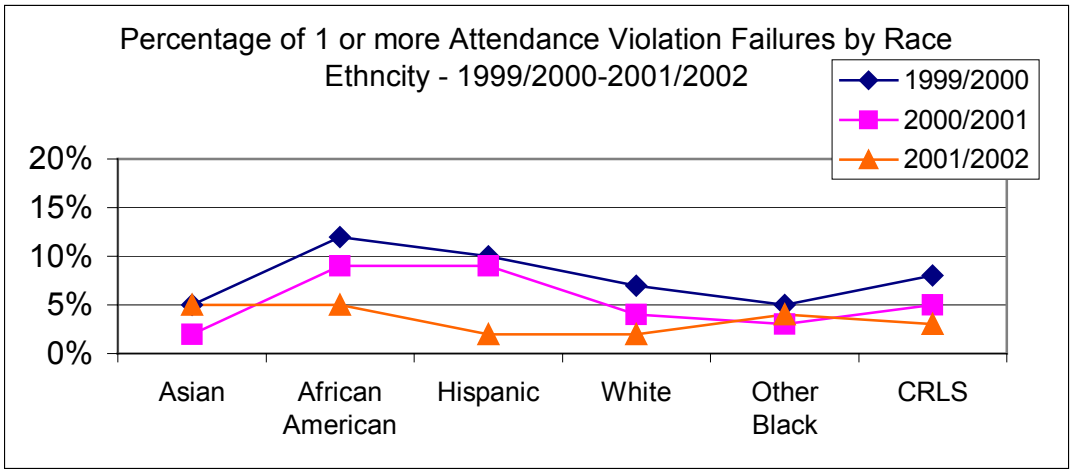


	Number			Percentage		
	1999/2000	2000/2001	2001/2002	1999/2000	2000/2001	2001/2002
1 or more courses failed	625	555	562	32%	30%	29%
3 or more courses failed	225	192	165	12%	11%	9%
1 or more AV failures	164	98	62	8%	5%	3%

- ***By Race/Ethnicity***

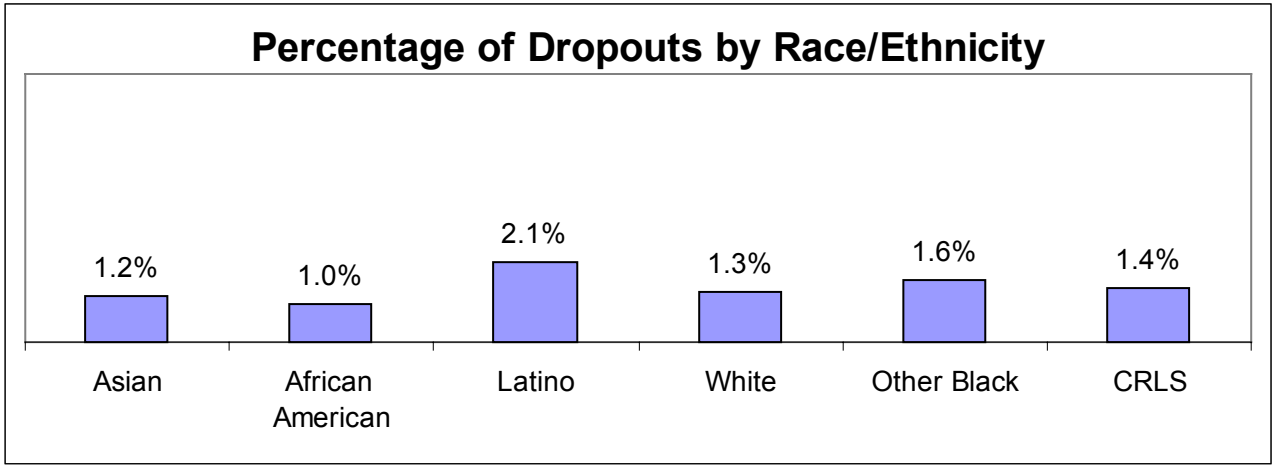






Dropouts

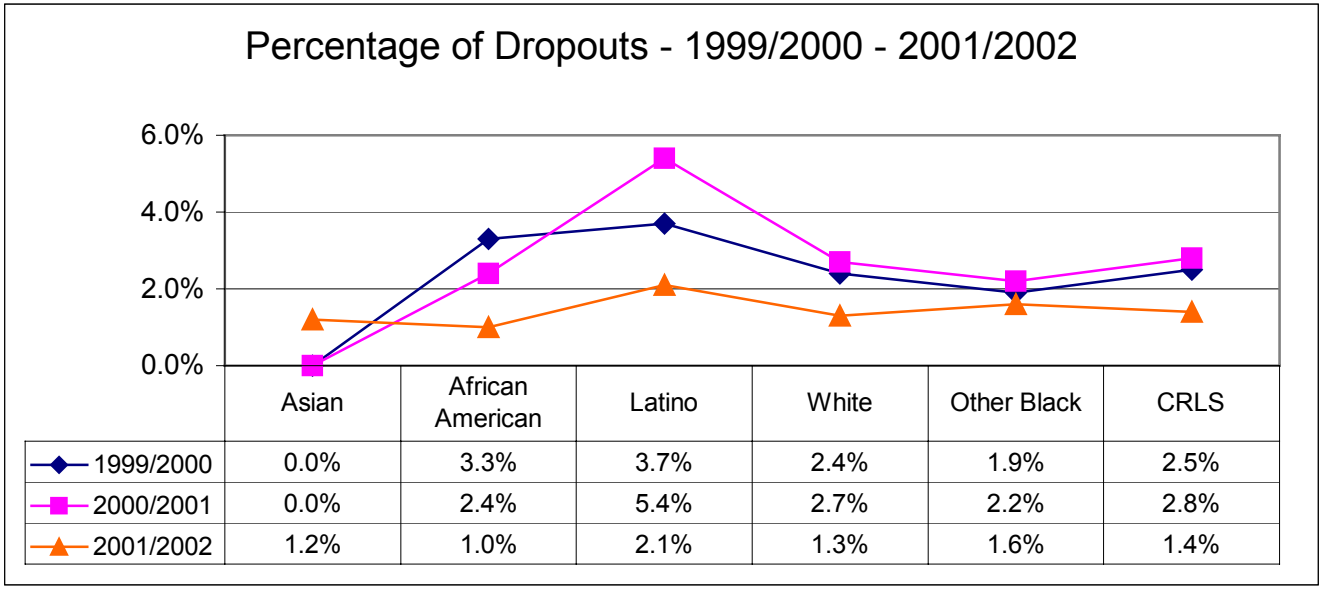
- 31 students (1.4%) dropped out of CRLS in 2001/2002.
- **In 2000/2001,** 63 students (2.8%) dropped out of CTLS; i**n 1999/2000,** 52 students (2.5%) dropped out.
- ***By Race/Ethnicity***



Dropouts by Demographic Group - Number & Percentage

	CRLS	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lunch	SPED	Bil Ed
Number	31	14	17	2	5	7	11	7	2	29	2	4
Percentage	1.4%	1.3%	1.5%	1.2%	1.0%	2.1%	1.3%	1.6%	0.2%	1.6%	0.5%	1.7%

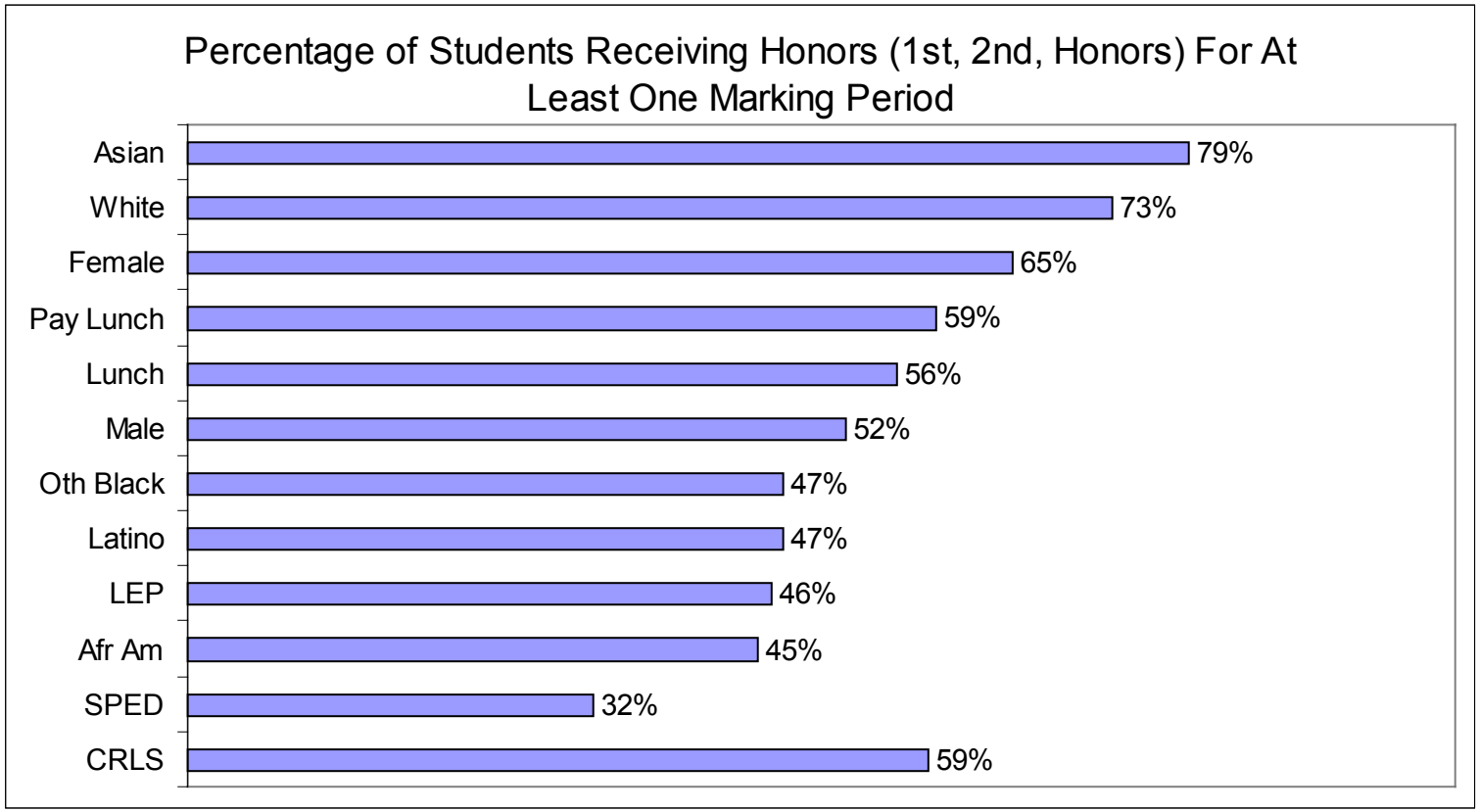
Dropouts - Comparison - 1999/2000 - 2001/2002



	Asian	African American	Latino	White	Other Black	CRLS
1999/2000	0.0%	3.3%	3.7%	2.4%	1.9%	2.5%
2000/2001	0.0%	2.4%	5.4%	2.7%	2.2%	2.8%
2001/2002	1.2%	1.0%	2.1%	1.3%	1.6%	1.4%

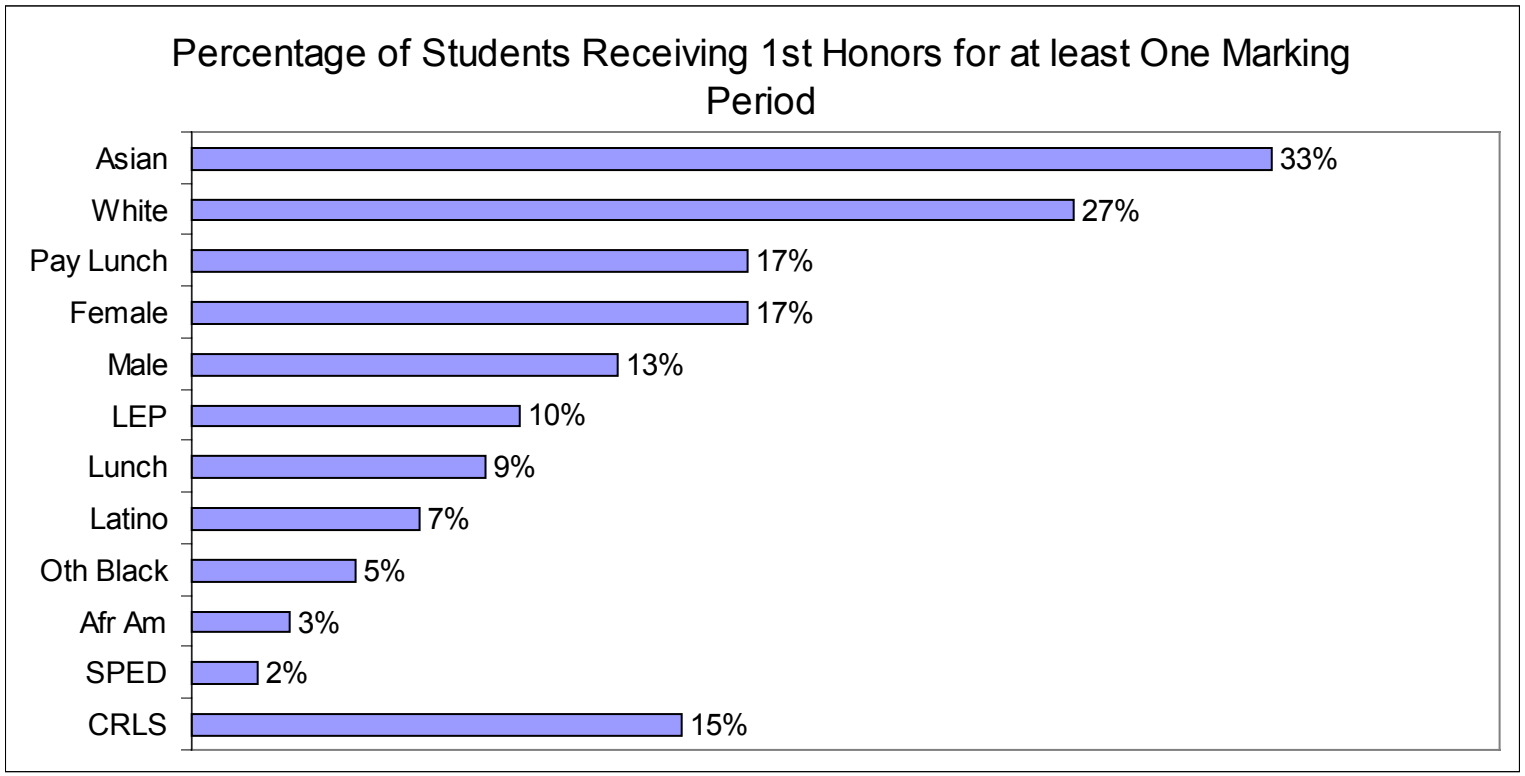
Honors

- 1120 students (59%) received honors (1st, 2nd, or regular) for at least one marking period during the academic year.
- 534 students (28%) received some honors (1st, 2nd, or regular) for all four marking periods.
- ***By Demographic Group***



1st Honors

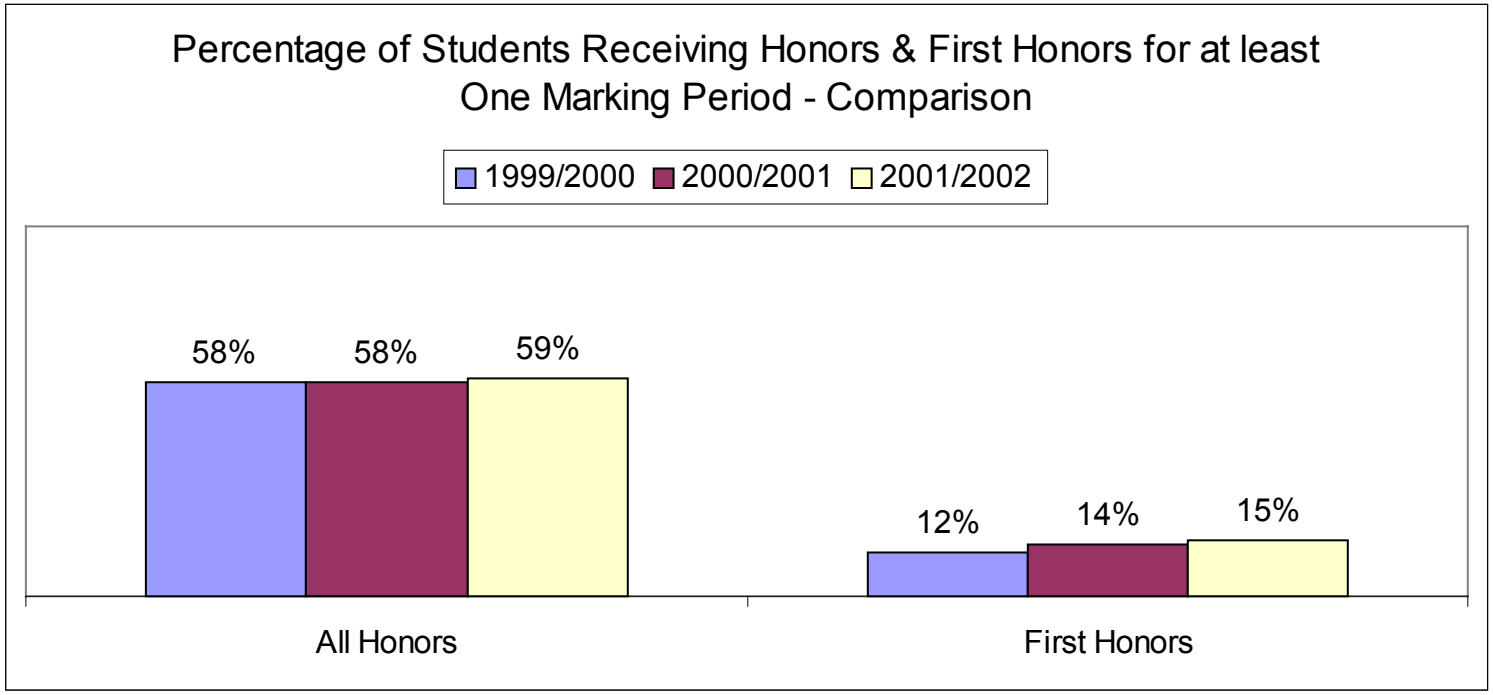
- 286 students (15%) received 1st honors for at least one marking period during the year
- 91 students (5%) received 1st honors during every marking period.
- ***By Demographic Group***



Honors - Comparison - 1999/2000 - 2001/2002

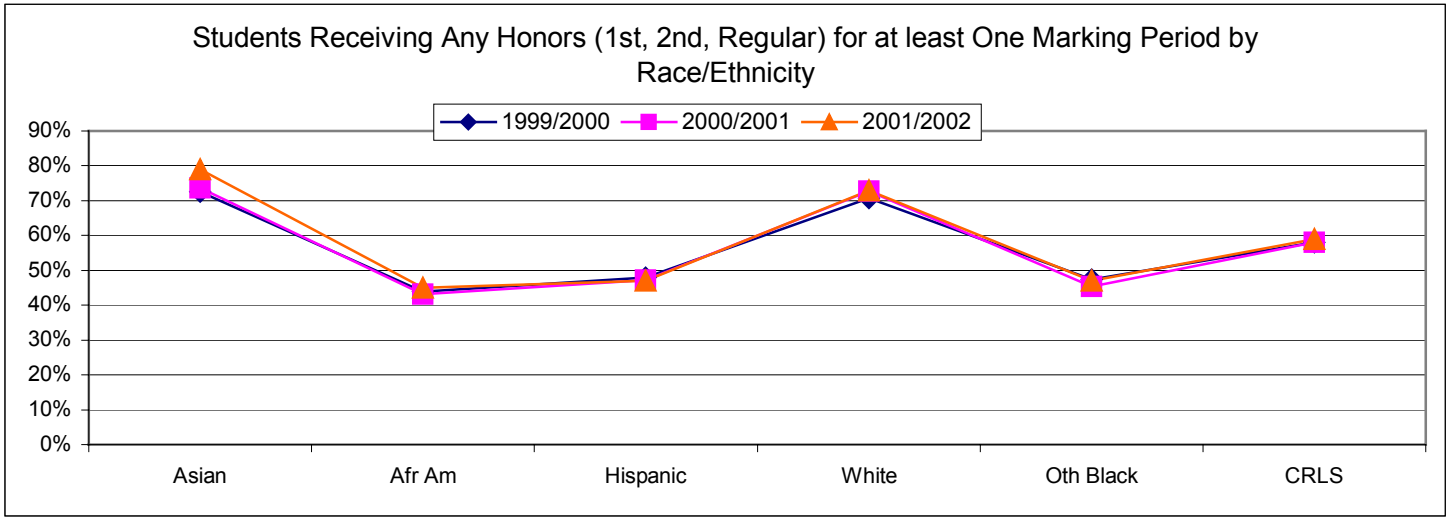
- **In 1999/2000**, 1146 students (58%) received honors (1st, 2nd, or regular) for at least one marking period during the academic year; **in 2000/2001**,1136 students (58%) received some form of honors; **in 2000/2001**, 1120 (59%) received some form of honors.

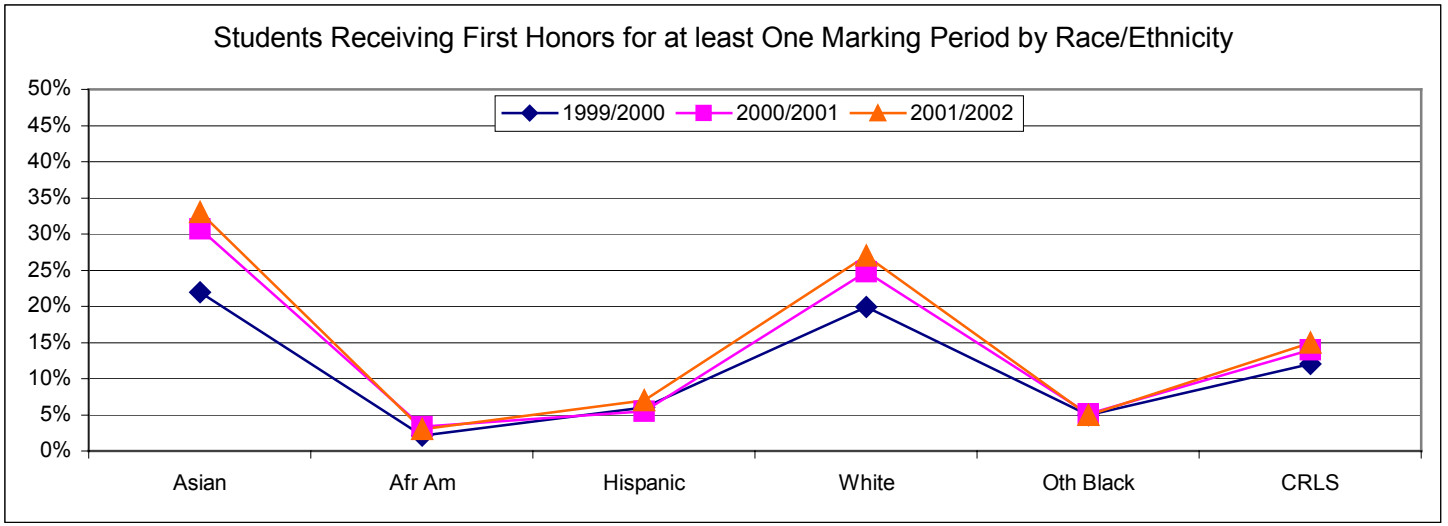
- **In 1999/2000**, 232 students (12%) received 1st honors for at least one marking period during the year; **in 2000/2001**, 279 students (14%) received 1st honors; **in 2000/2001**, 286 (15%) received 1st honors.



Honors - Comparison - 1999/2000 - 2001/2002

- ***By Race/Ethnicity***





Honors (1st,2nd, Regular) During At Least One Marking Period – Number & Percentage

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lunch	SPED	LEP
School 1	215	122	93	19	49	25	103	19	28	187	20	4
School 2	215	112	103	20	44	26	107	17	33	182	23	4
School 3	226	120	106	13	36	44	103	30	57	169	19	35
School 4	253	142	111	14	36	19	122	59	59	194	29	32
School 5	211	119	92	36	35	21	87	31	53	158	25	24
Total	1120	615	505	102	200	135	522	156	230	890	116	99
% of Distr	**59%**	**65%**	**52%**	**79%**	**45%**	**47%**	**73%**	**47%**	**56%**	**59%**	**32%**	**46%**

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lunch	SPED	LEP
School 1	59%	63%	55%	95%	44%	53%	70%	49%	56%	60%	33%	100%
School 2	58%	64%	53%	83%	43%	51%	71%	44%	59%	58%	31%	100%
School 3	58%	64%	53%	87%	47%	48%	74%	47%	54%	60%	28%	47%
School 4	60%	65%	54%	70%	49%	45%	76%	48%	58%	61%	39%	46%
School 5	57%	69%	47%	72%	44%	37%	74%	48%	53%	59%	28%	53%

1st Honors – During At Least One Marking Period - Number & Percentage

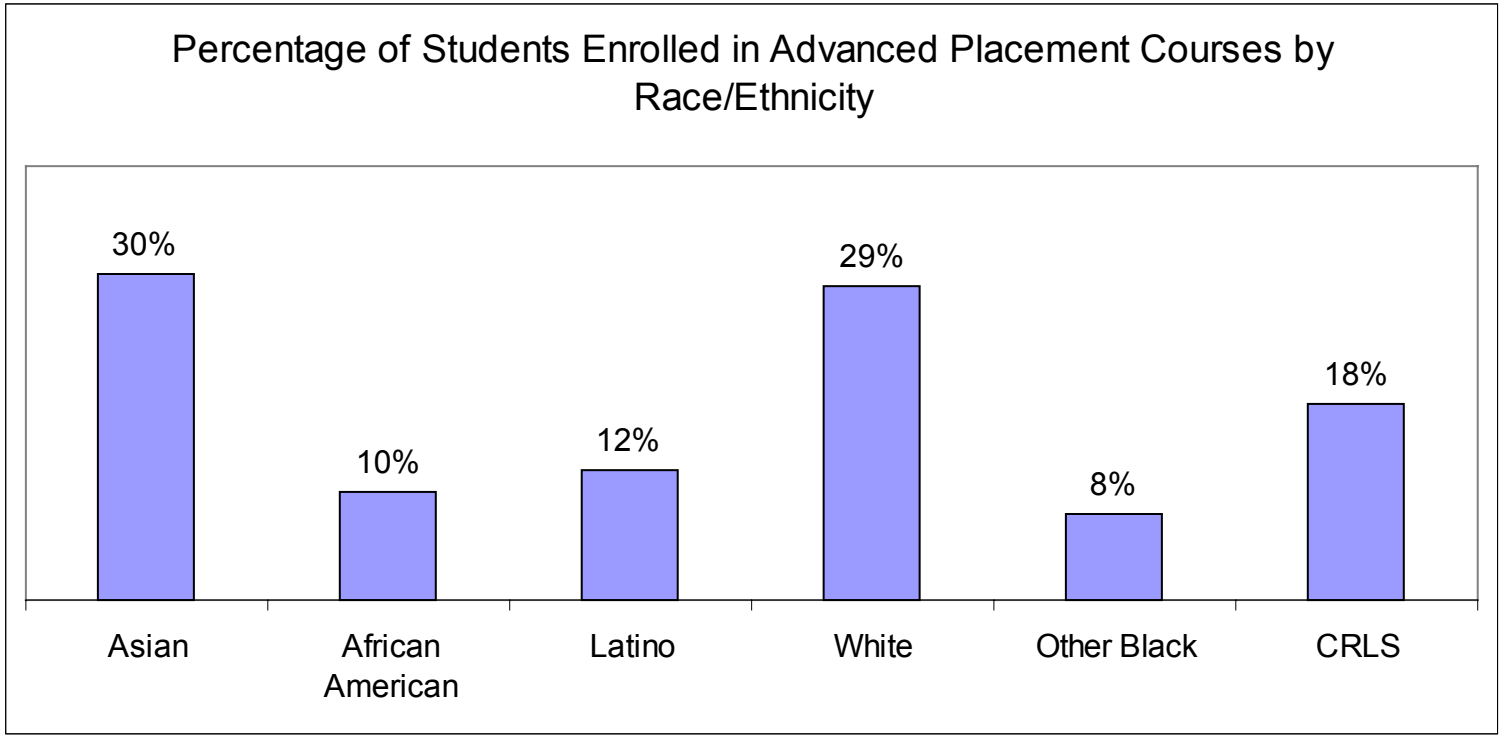
	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lunch	SPED	LEP
School 1	56	32	24	8	3	3	38	4	4	52	1	2
School 2	52	24	28	5	4	5	37	1	4	48	0	1
School 3	59	29	30	8	3	5	42	1	6	53	2	7
School 4	68	42	26	8	4	5	42	8	14	54	2	6
School 5	51	31	20	14	1	1	32	3	10	41	2	6
Total	286	158	128	43	15	19	191	17	38	248	7	22
% of Distr	**15%**	**17%**	**13%**	**33%**	**3%**	**7%**	**27%**	**5%**	**9%**	**17%**	**2%**	**10%**

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Lunch	Pay Lunch	SPED	LEP
School 1	15%	16%	14%	40%	3%	6%	26%	10%	8%	17%	2%	50%
School 2	14%	14%	14%	21%	4%	10%	25%	3%	7%	15%	0%	25%
School 3	15%	16%	15%	53%	4%	5%	30%	2%	6%	19%	3%	9%
School 4	16%	19%	13%	40%	5%	12%	26%	7%	14%	17%	3%	9%
School 5	14%	18%	10%	28%	1%	2%	27%	5%	10%	15%	2%	13%

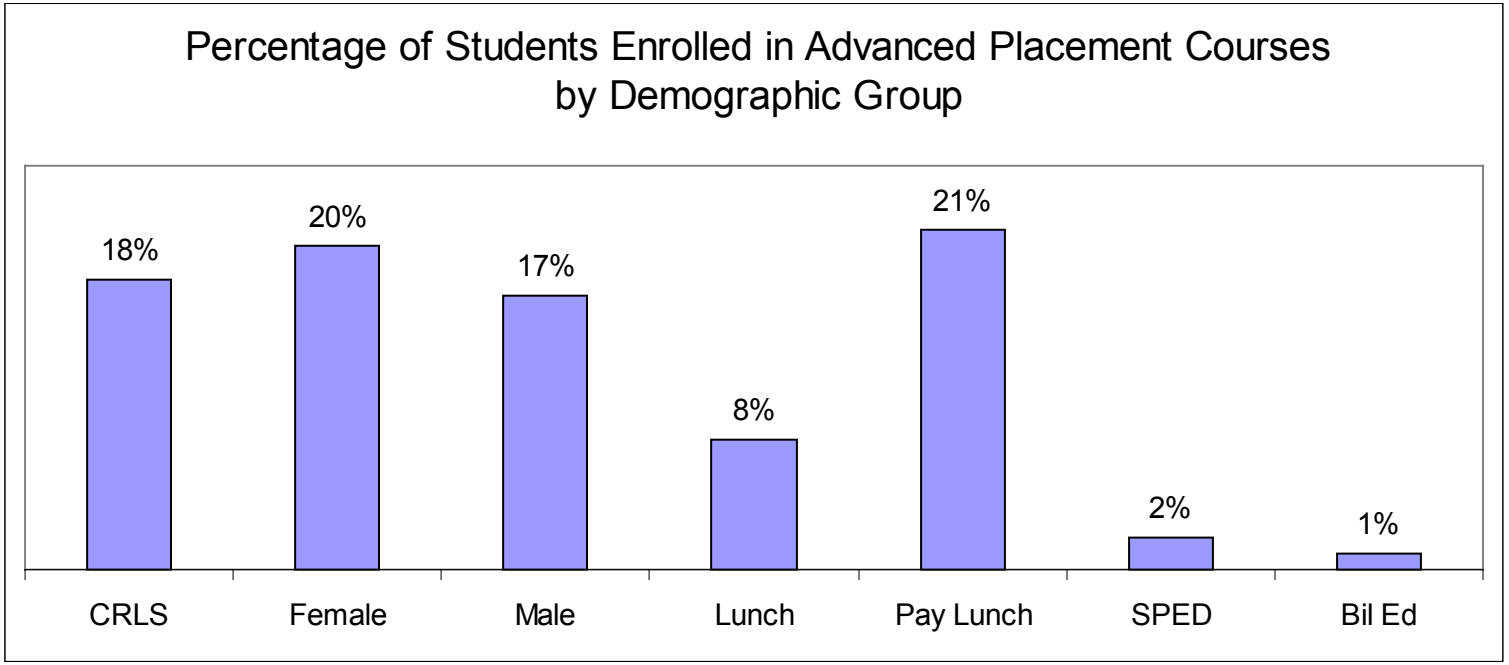
Advanced Placement Courses

- 352 students (18% of CRLS students) were enrolled in 668 Advanced Placement Courses.
- 97% (651) of those courses were passed.

- ***Advanced Placement Courses by Race/Ethnicity***



- ***Advanced Placement Courses by Demographic Group***



AP Courses – Number & Percentage of Students who took 1 or more AP Courses by School

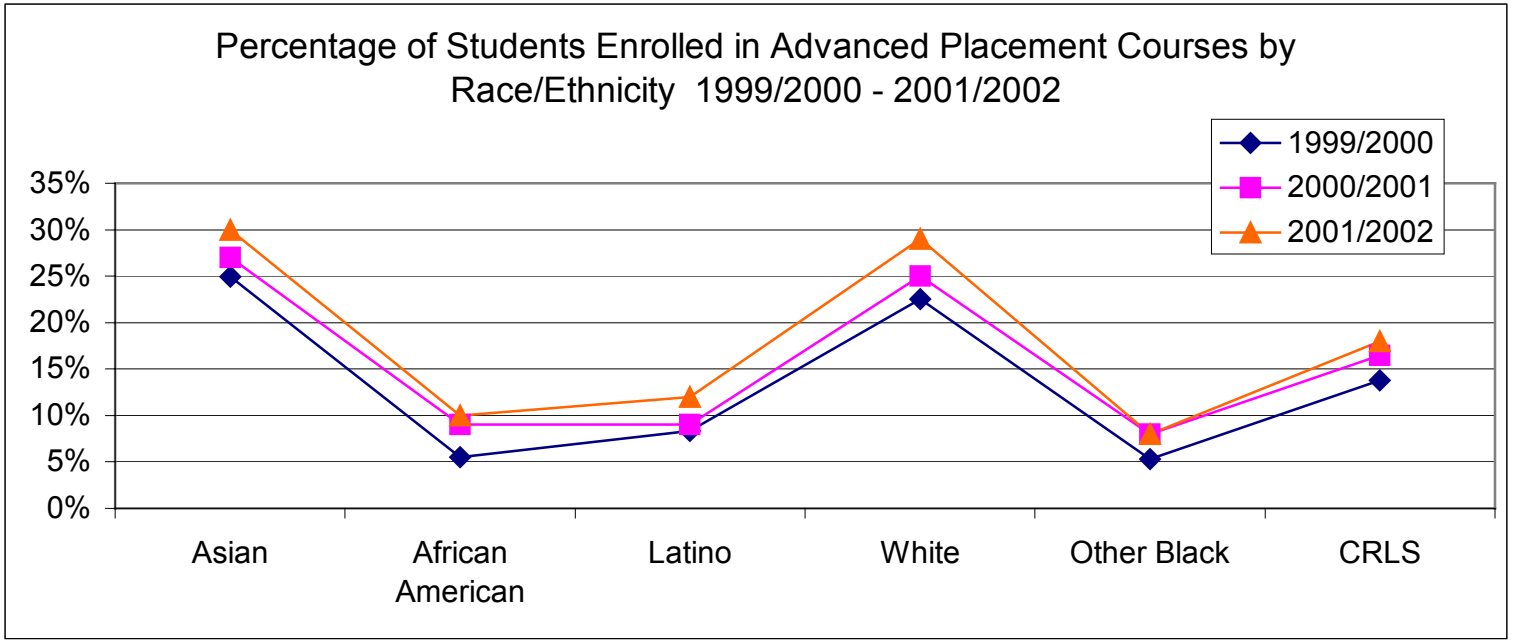
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	Pay Lnch	SPED	Bil Ed
One	93	51	42	10	10	13	55	5	9	84	1	0
Two	73	37	36	9	9	7	41	7	8	65	0	0
Three	48	26	22	3	7	5	27	6	8	40	2	2
Four	88	47	41	5	9	7	61	5	4	84	2	1
Five	51	28	23	11	9	2	25	4	6	45	1	0

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	Pay Lnch	SPED	Bil Ed
One	26%	26%	25%	50%	9%	28%	37%	13%	18%	27%	2%	0%
Two	20%	21%	19%	38%	9%	14%	27%	18%	14%	21%	0%	0%
Three	12%	14%	11%	20%	9%	5%	19%	9%	8%	14%	3%	3%
Four	21%	22%	20%	25%	12%	17%	38%	4%	4%	26%	3%	1%
Five	14%	16%	12%	22%	11%	4%	21%	6%	6%	17%	1%	0%

Advanced Placement Courses - Comparison 1999/2000 - 2000/2001

- **In 1999/2000,** 278 (14%) students enrolled in 509 Advanced Placement Courses; 96% of these courses were passed; **in 2000/2001**, 301 students were enrolled in 528 AP courses; 96% of these courses were passed.

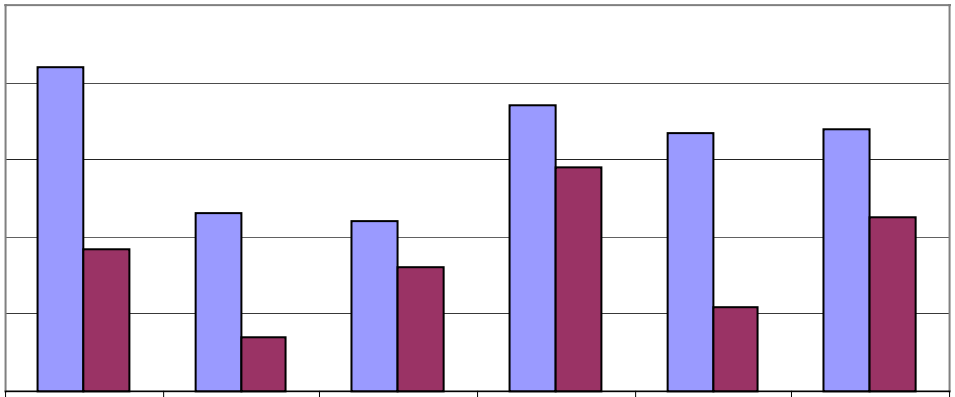
- ***By Race/Ethnicity***



Advanced Placement (AP) Exams

- 239 students (68% of those students who took AP courses) took 448 Advanced Placement Exams.
- 56% (252) of those exams received a score of 3 or above, possibly qualifying the student for college credit.
- 158 students (45% of students taking AP courses) received a score of 3 or above on at least one AP exam.

2001/2002 - % of Students Enrolled in AP Courses Taking AP Exams & % Scoring 3 or Above by Race/Ethnicity



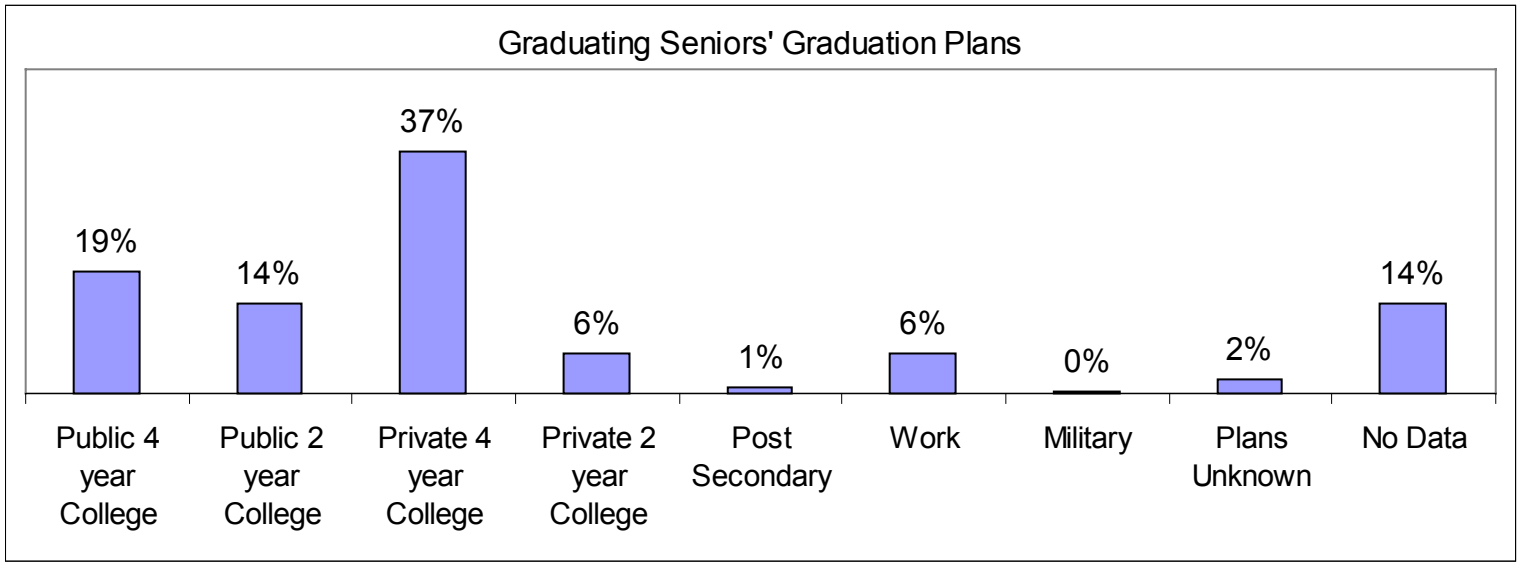
	Asian	Afr Am	Hispanic	White	Oth Black	District
% Taking Exams	84%	46%	44%	74%	67%	68%
% Receiving AP Exam score of 3 or higher	37%	14%	32%	58%	22%	45%

Advanced Placement (AP) Exams

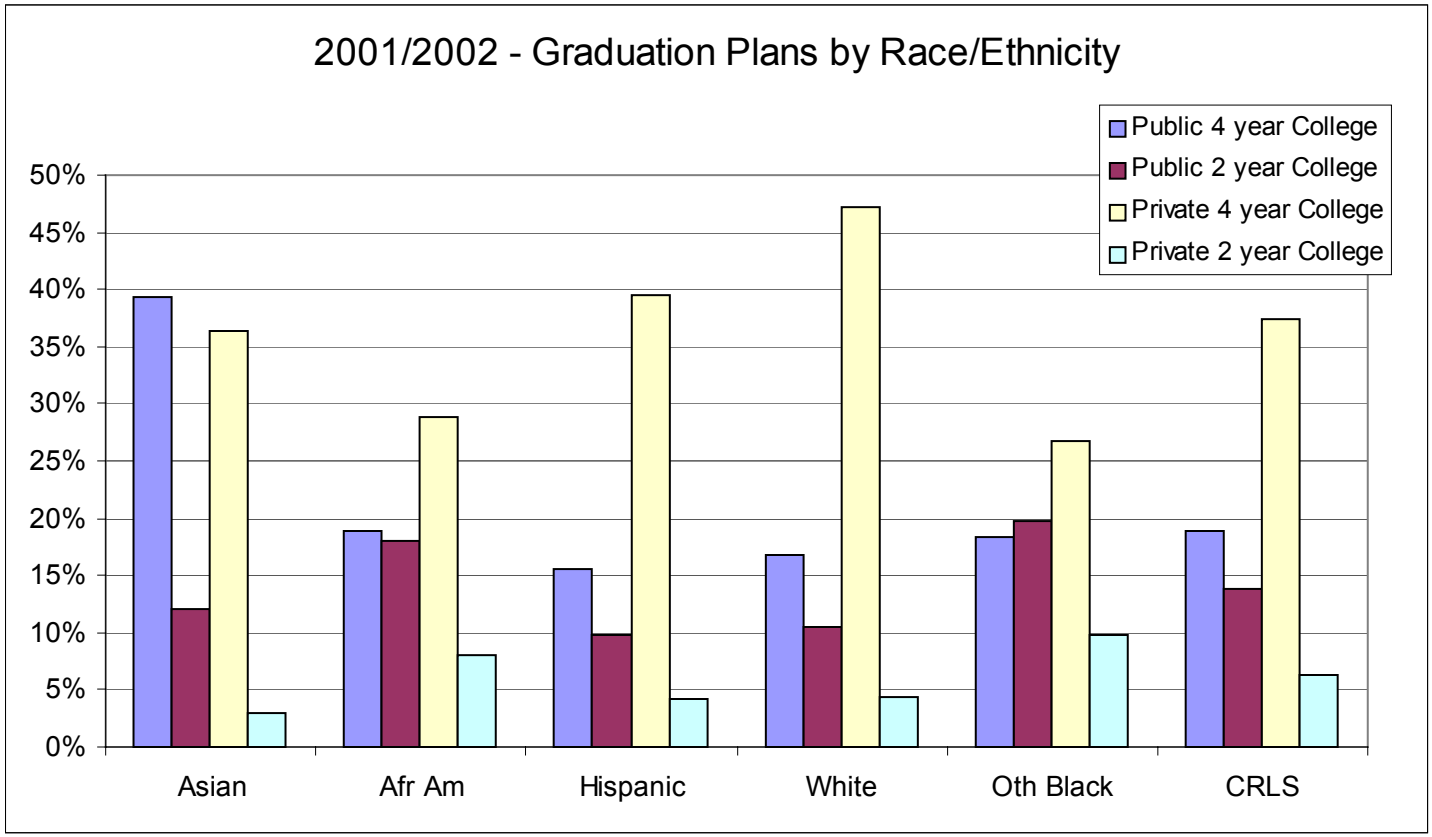
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	Pay Lunch
# Taking Courses	**353**	**189**	**164**	**38**	**44**	**34**	**209**	**27**	**35**	**318**
# Taking Exams	239	121	118	32	20	15	154	18	27	212
% of Ss Enrolled in AP Courses	**68%**	**64%**	**72%**	**84%**	**46%**	**44%**	**74%**	**67%**	**77%**	**67%**
# Receiving Exam Score of 3+	158	80	78	14	6	11	121	6	10	148
% of Ss Enrolled in AP Courses	**45%**	**42%**	**48%**	**37%**	**14%**	**32%**	**58%**	**22%**	**29%**	**47%**

Graduation Plans

- 343 students (76%) reported that they planned to go to college after graduating from high school.
- Most students planned on attending a 4-year private college (37%), followed by a 4-year public college (19%), a 2-year public college (14%) and a 2-year private college (6%).

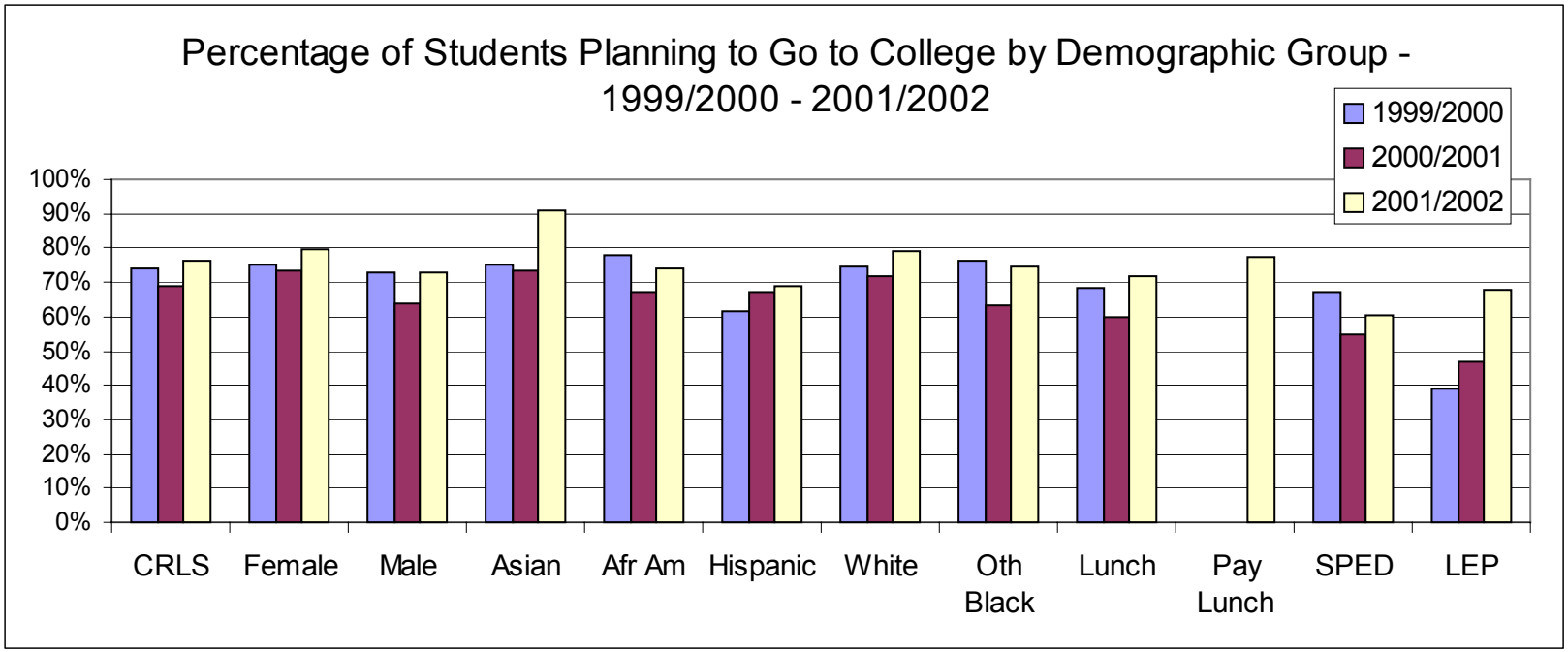


- ***By Race/Ethnicity***



Graduation Plans - Comparison 1999/2000 - 2000/2001

- **In 1999/2000,** 309 students (74%) reported that they planned to go to college after graduating from high school;
- **In 2000/2001,** 301 students (69%) reported that they planned to go to college after graduating from high school;
- **In 2000/2001,** 343 students (76%) reported that they planned to go to college after graduating from high school.

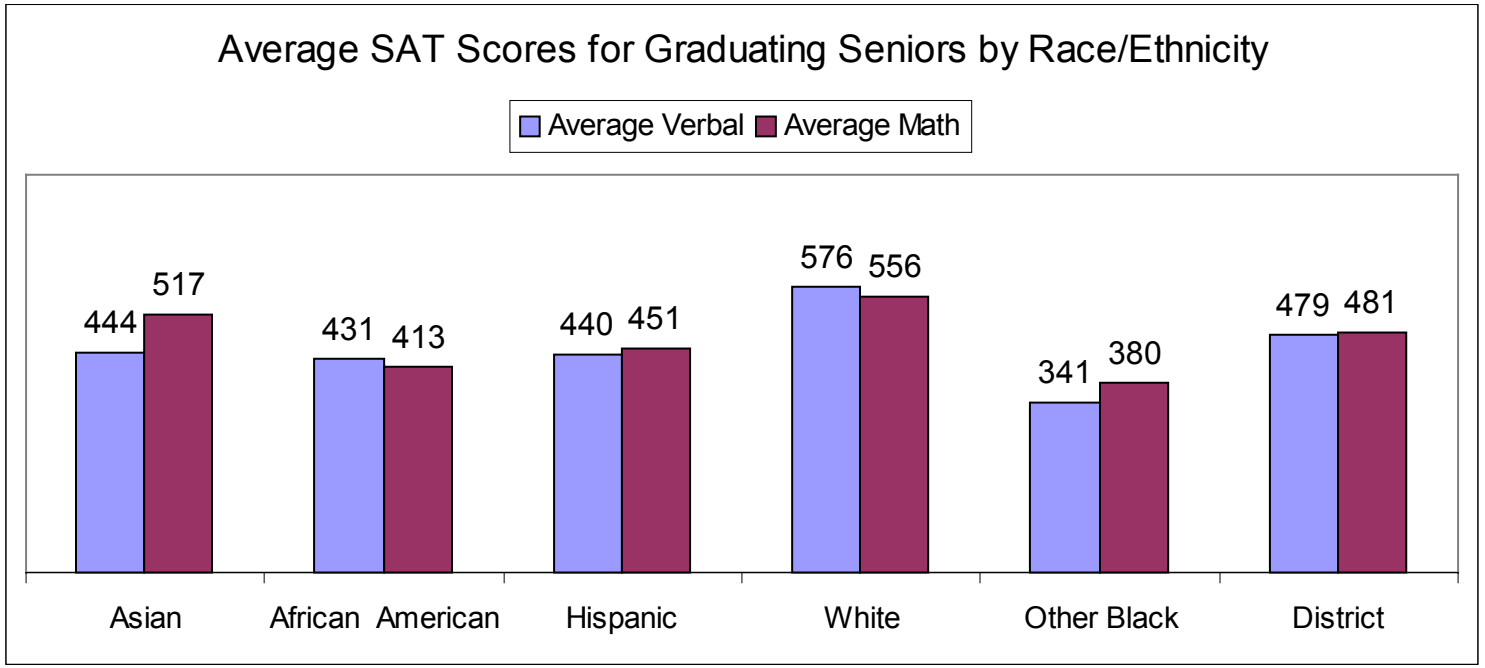


SAT Scores

- 300 12th grade students (65%) took the SAT in 2001/2002. In **2000/2001,** 313 seniors (70%) took the SAT; in **1999/2000**, 312 seniors (69%).

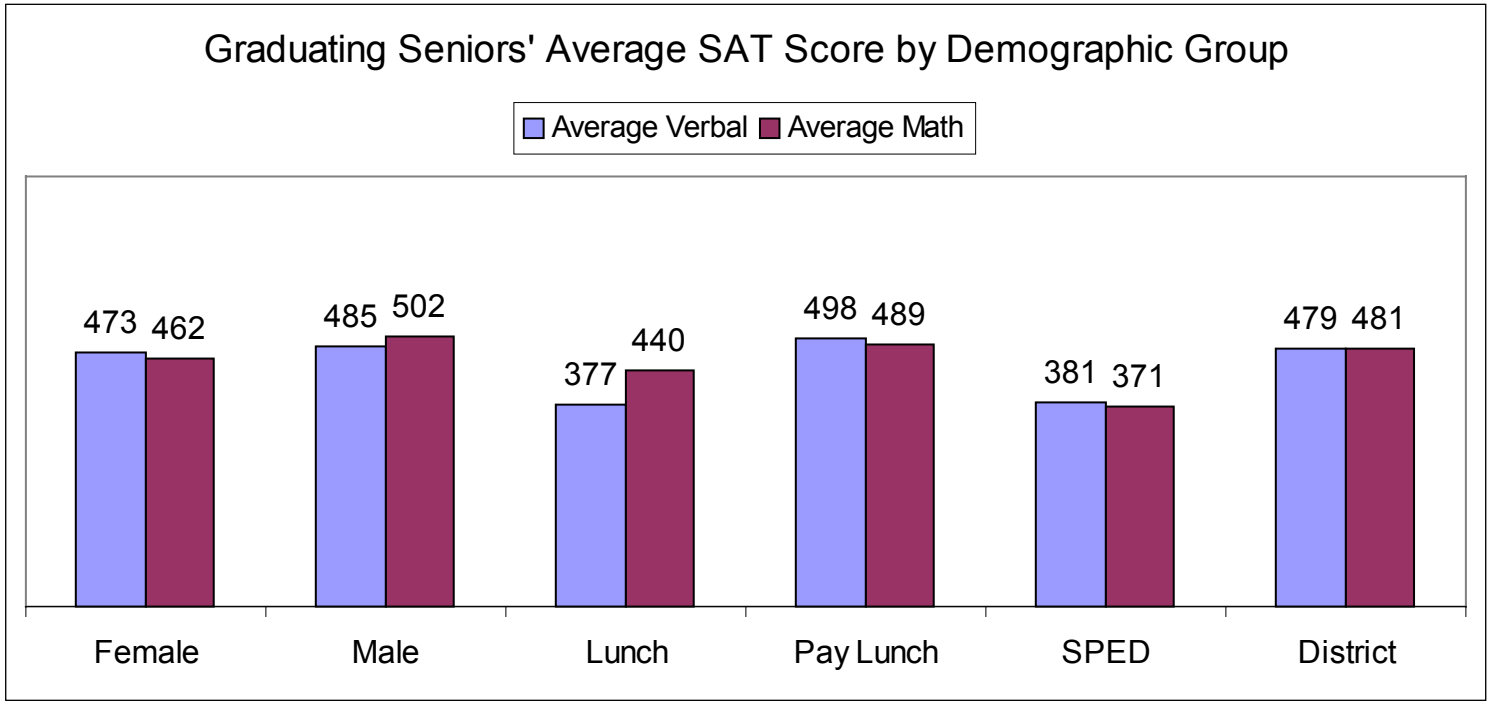
- The average Verbal SAT score was 479 and the average Math SAT score was 481. In **2000/2001**, the average Verbal score was 487 and Math was 493; in **1999/2000**, the average Verbal score was 487 and Math was 497.

- ***SAT Performance by Race/Ethnicity***



**These scores vary slightly from those reported by ETS (474 and 471 respectively) because the scores in this report reflect the average of individual students' best scores whereas ETS calculates its average based on individual students' most recent test scores.*

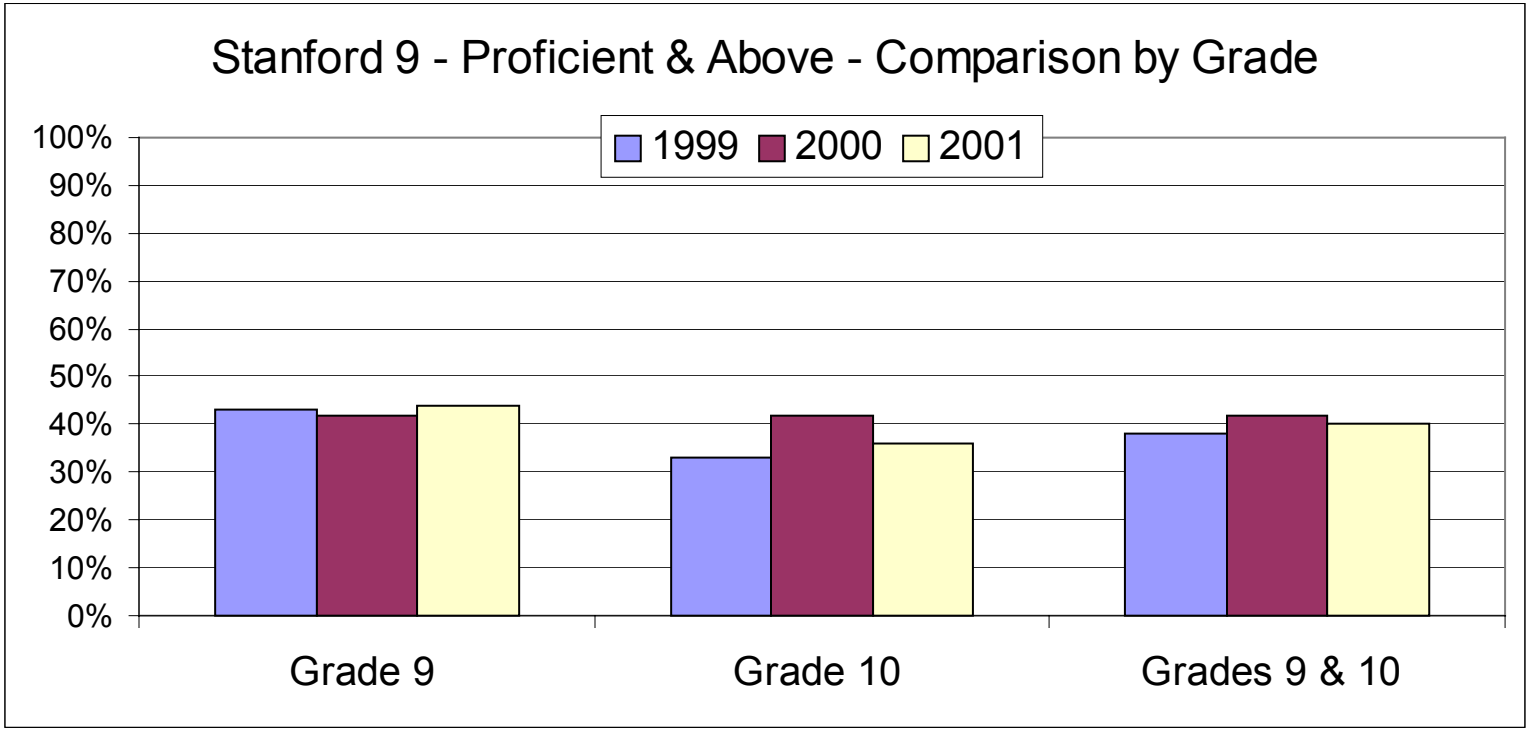
- ***12th Grade Results by Demographic Group***



Stanford 9

Fall 2001 Stanford 9 – Total Reading Performance Standards and National Percentile Rankings Comparison with 1999 and 2000 Results

Grade 9 Reading	1999	2000	2001
Basic & Above	82%	78%	85%
Proficient & Above	43%	42%	44%
Average NPR	45	48	52
Grade 10 Reading			
Basic & Above	74%	79%	76%
Proficient & Above	33%	42%	36%
Average NPR	47	51	49
Combined Grades 9 & 10 Reading			
Basic & Above	78%	78%	80%
Proficient & Above	38%	42%	40%
Average NPR	48	50	47


Stanford 9 - Proficient & Above - Comparison by Grade
1999
2000
2001
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Grade 9
Grade 10
Grades 9 & 10

Fall 2001 Stanford 9 – Total Reading Performance Standards and National Percentile Rankings

2001 Stanford 9 - Total Reading - Grades 9-10

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	80%	83%	77%	93%	72%	71%	90%	69%	73%	82%	52%
Proficient & Above	40%	44%	36%	51%	24%	19%	63%	16%	23%	44%	7%
Average NPR	47	49	46	59	36	31	64	28	33	50	21

2001 Stanford 9 - Total Reading - GRADE 9

	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	85%	87%	83%	91%	80%	75%	93%	80%	77%	87%	64%
Proficient & Above	44%	48%	38%	57%	27%	26%	67%	19%	33%	46%	11%
Average NPR	52	55	48	57	39	38	69	37	42	54	28

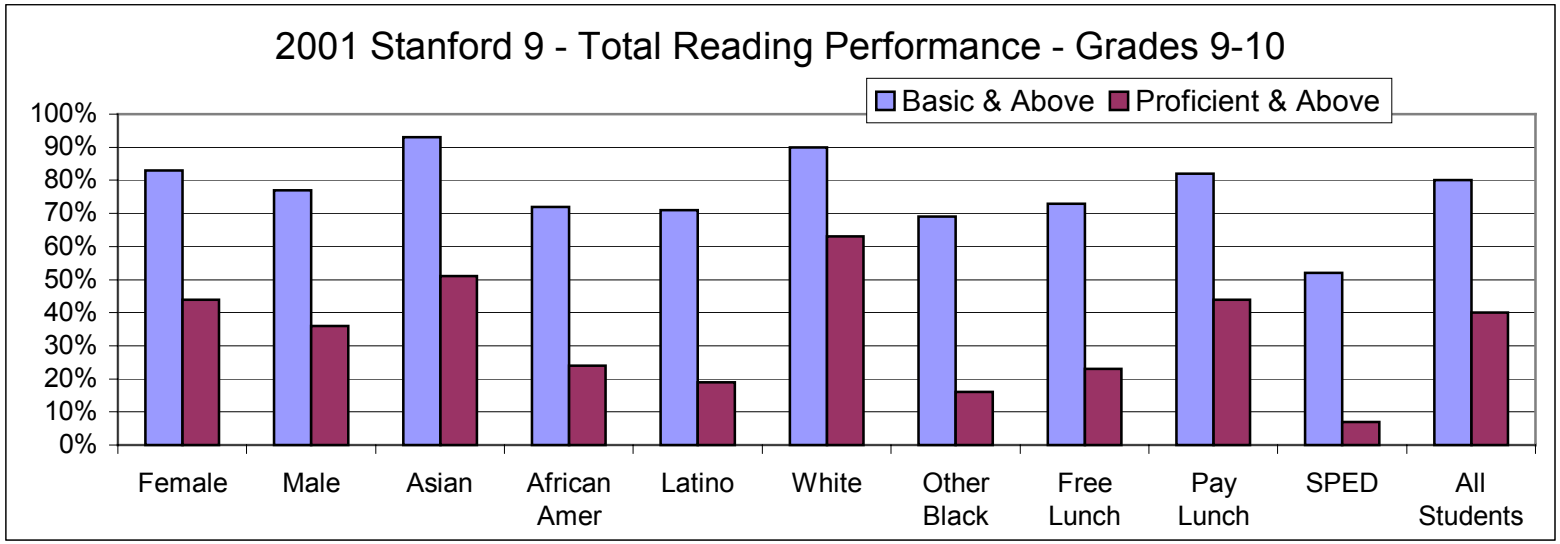
2001 Stanford 9 - Study Skills - GRADE 9

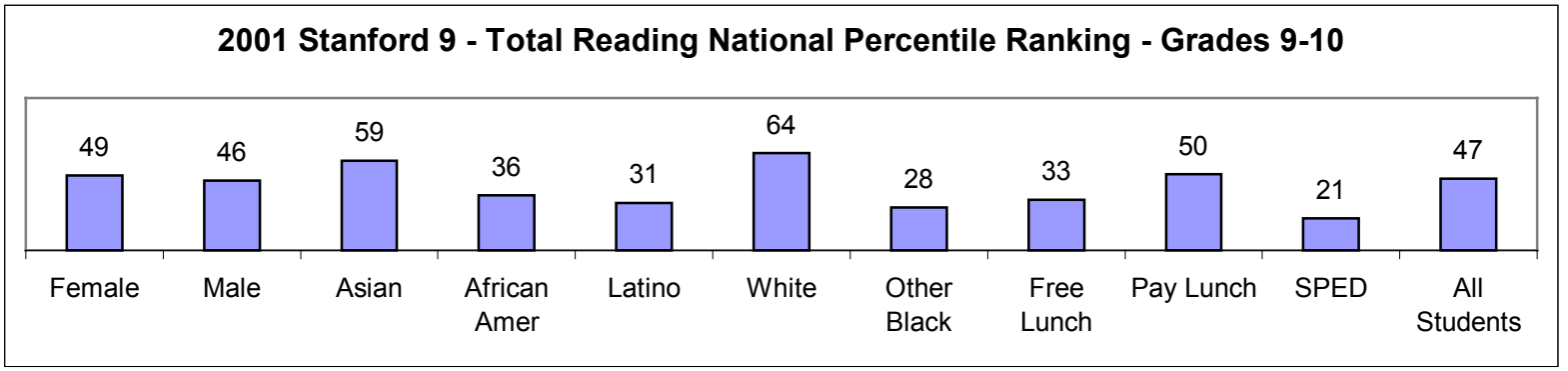
	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	64%	68%	60%	70%	55%	52%	82%	42%	51%	68%	29%
Proficient & Above	27%	31%	23%	30%	11%	9%	52%	7%	16%	30%	3%
Average NPR	46	49	43	51	35	36	62	32	38	48	25

2001 Stanford 9 - Total Reading - GRADE 10

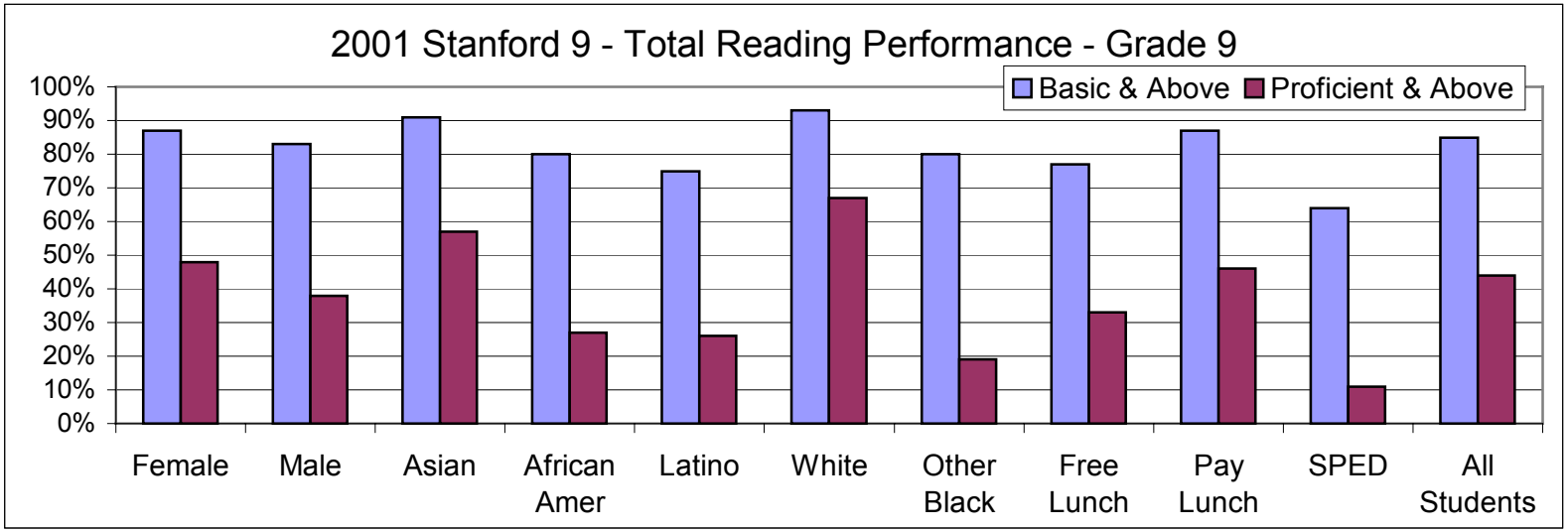
	Total	Female	Male	Asian	Afr Am	Latino	White	Oth Black	Free Lch	Pay Lch	SPED
Basic & Above	76%	78%	73%	96%	66%	66%	87%	59%	68%	77%	44%
Proficient & Above	36%	39%	34%	46%	22%	10%	59%	13%	11%	41%	5%
Average NPR	49	52	47	58	37	35	66	33	38	52	24

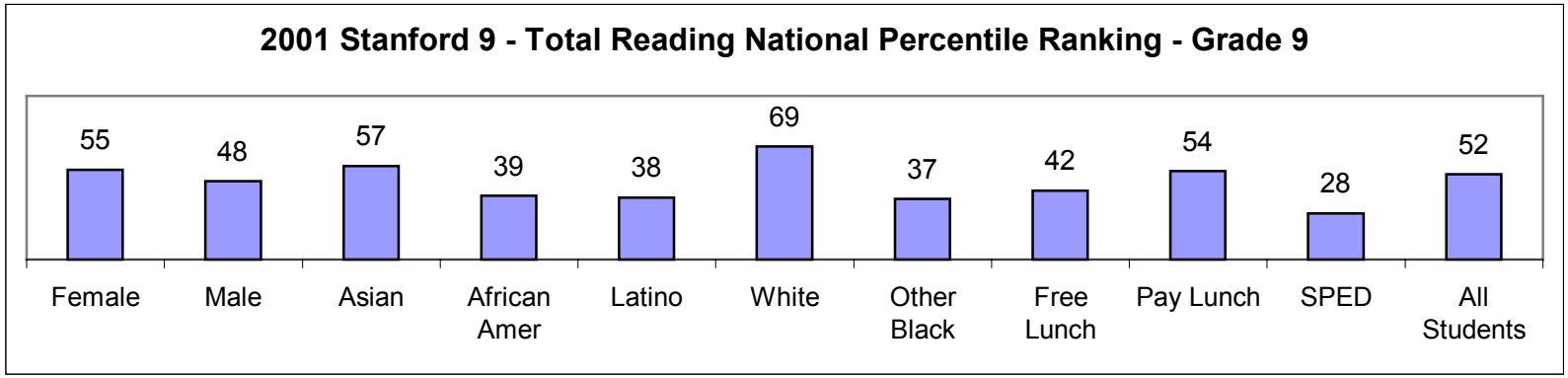
- **Grade 9 & 10 - Total Reading**





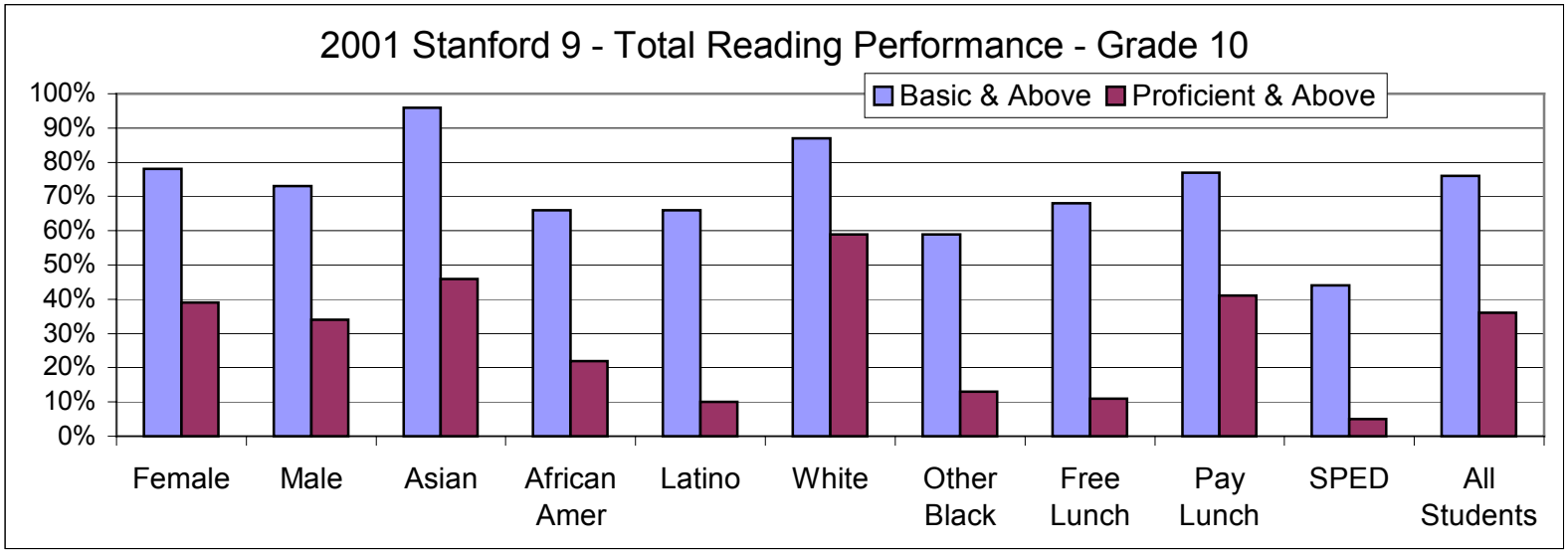
- **Grade 9 - Total Reading**

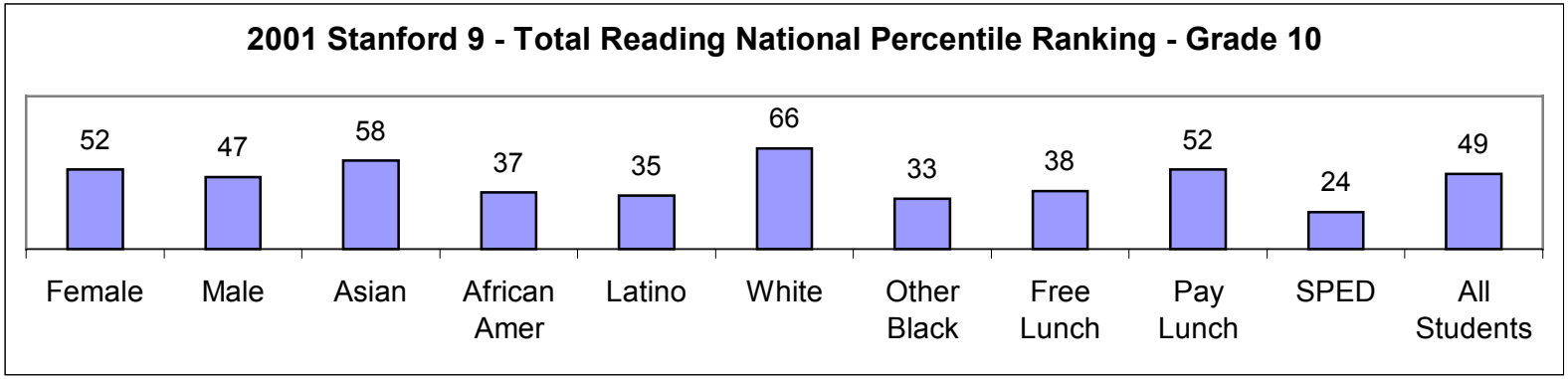




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- **Grade 10 - Total Reading**





Massachusetts Comprehensive Assessment System

MCAS Results – 10th grade, Five Year Comparison of Results

English Language Arts

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 1998	390	106	27%	134	35%	137	35%	13	3%
SPRING 1999	425	172	41%	151	36%	90	21%	12	3%
SPRING 2000*	328	173	53%	87	27%	51	16%	17	5%
SPRING 2001	431	122	28%	148	34%	117	27%	44	10%
SPRING 2002	452		29%		30%		25%		16%
Statewide 2002			14%		27%		40%		19%

Math

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 1998	391	204	52%	96	25%	55	14%	36	9%
SPRING 1999	435	266	61%	76	18%	52	12%	41	9%
SPRING 2000*	330	208	63%	51	15%	42	13%	29	9%
SPRING 2001	439	153	35%	124	28%	85	19%	77	18%
SPRING 2002	455		40%		30%		13%		17%
Statewide 2002			25%		31%		24%		20%

* Only includes students who were tested.

MCAS Scores -- Five Year Comparison – Percent Proficient & Passing

% Proficient	1998	1999	2000	2001	2002	State 2002
Grade Tested			*valid results from students actually tested*	*valid results from students actually tested*		
10 ELA	37%	24%	15%	37%	41%	59%
10 Math	22%	21%	15%	37%	30%	44%
10 Science	20%	17%	8%			
10 History/Soc Sc				*Item analysis only*		

% Passing	1998	1999	2000	2001	2002	State 2002
Grade Tested			*valid results from students actually tested*	*valid results from students actually tested*		
10 ELA	70%	60%	48%	69%	70%	86%
10 Math	46%	39%	37%	64%	59%	75%
10 Science	58%	46%	37%			
10 History/Soc Sc				*Item analysis only*		