High School Student Data Report

2000-2001

Prepared by the Office of Development & Assessment

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Demographic Data Executive Summary

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 2001. 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 2000.

Enrollment Changes

While enrollment in the elementary schools continues to decrease, enrollment at the high school remained the same as in 1999/2000. However, demographically, there were differences in enrollment figures. In 2000/2001, there were fewer bilingual education students, free and reduced lunch students, and Asian students. On the other hand, there were slightly more SPED and Other Black students enrolled in the High School.

Racial/Ethnic Enrollments

The racial/ethnic composition of the district changed only slightly from that of the 1999/2000 academic year. During the 2000-2001 school year of this report, 61% of the students enrolled in the Cambridge Rindge & Latin were students of color and 39% were white. All of the small schools were within 5 percentage points of the total percentages for the high school. 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 lower than in the previous year (16% vs.19%). The percentage of students enrolled in the Free and Reduced Lunch Program varied by small school; two small schools (3 & 5) had more students receiving free/reduced fee lunches than the other three small schools.

Twenty percent of Cambridge Rindge & Latin students were enrolled in special education programs. This is a slight increase from 1999/2000 when 19% of all students were enrolled in special education programs. The percentage of students with special needs varied by small school; school five had 25 percent of its students in special programs, whereas school four had only 16%.

Bilingual Education & Language Spoken in Homes

The percentage of Bilingual Education students in 2000/2001 was 9%. This is a slight decrease from the 1999/2000, when 10% of Cambridge Rindge and Latin high school students were in Bilingual Education classes. Small schools One and Two have no Bilingual Ed students, and the other three schools have between 11% and 16% of their students considered Bilingual Education students.

The percentage of students in whose homes English was not the first language spoken also decreased slightly in 2000/2001 to 33%. In 1999/2000, 34% of all high school students came from homes in which English was the first language spoken. All small schools have a portion of their students coming from homes in which English is not the first language ranging from 22% to 46%; schools with bilingual education programs have a higher proportion of these students than schools in which there are no bilingual education programs.

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 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, distributed by the State DOE, was merged with the CPS demographic database and analyzed by this office.

Attendance

The median number of absences for all high school students increased by 1 day from 1999/2000 to 2000/2001. In 2000/2001, the median number of absent days was 10; in other words, the student attendance rate was 94%. Demographically, SPED and African American students were more likely to be absence than other groups.

Suspensions

The number of Out -of -School suspensions increased (12% vs. 9%) in 2000/2001 while the number of In-School suspensions decreased (5.5% vs. 9%). African Americans and Hispanic students were more likely to be suspended than other racial/ethnic groups.

Failures

30% of all CRLS students failed one or more courses. 11% of all CRLS students failed three or more courses. These failed course could have been either a semester or a yearlong course, and included all Attendance Violation Failures. Five percent (98) of all CRLS students received one or more attendance violation failures. African American and Hispanic students were more likely to fail courses, including attendance violation failures. Special Education students were also more likely to fail courses and receive attendance violation failures. The percentage of students failing one more courses decreased in 2000/2001, as did the percentage of students failing three or more courses, and the percentage of students receiving attendance violation failures.

Dropouts

The dropout rate (2.8%) at CRLS did not change significantly from 1999/2000. In 2000/2001, Hispanic students were more likely to drop out of school.

Honors

58% of all CRLS students received some honors (1^{st}, 2^{nd}, or regular) for at least one marking period during the academic year. 24% received some honors (1^{st}, 2^{nd}, or regular) for all four marking periods. 14% of CRLS students received 1^{st} honors for at least one marking period during the year. Four 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. The percentage of students receiving some honors (1^{st}, 2^{nd}, or regular) remained the same as in the 1999/2000 school year. The percentage of students receiving first honors for at least one marking period increased.

Advanced Placement Courses

In 2000/2001, 16.5% of all CRLS students were enrolled in Advanced Placement Courses; 96% of these courses were passed. The number of student enrolled in Advanced Placement Courses increased by 2.5% from the previous year. Although White and Asian students continue to take more AP Courses than other racial/ethnic groups, the percentage of African American and Other Black students taking AP courses increased by 3% in comparison to the 2% increase for other racial/ethnic groups. This office was unable to obtain the Advanced Placement Exam results.

Graduation Plans

In 2000/2001, 69% of all graduating seniors reported that they planned to go on to college. This was a slight decrease in the percentage planning on attending college from the previous year (74%). While more Hispanic students planned on attending college, fewer Other Black, White, and African American students had similar plans in 2000/2001.

SAT

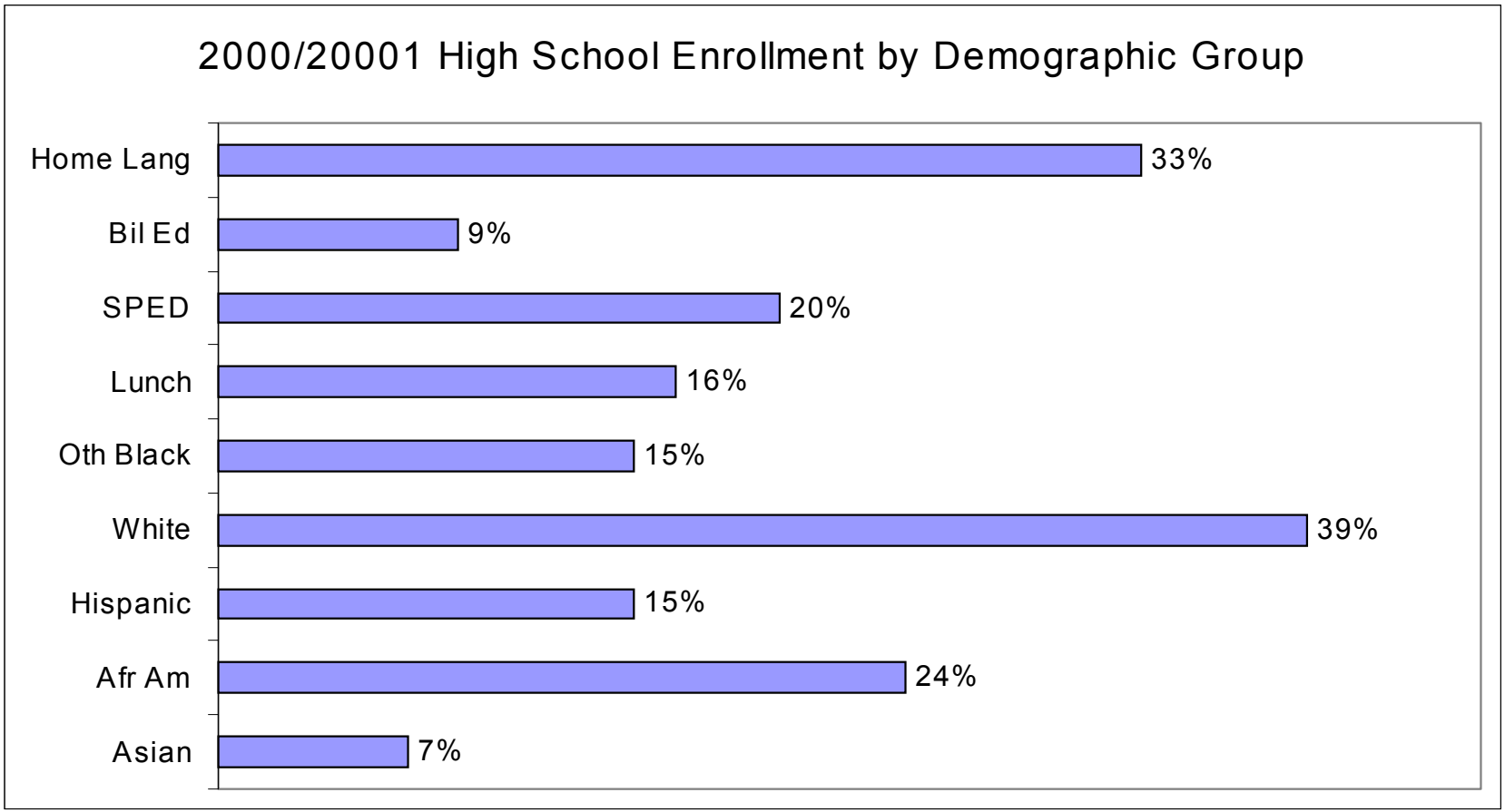
Seventy percent of all12th grade students took the SAT in 2000/2001. This is a slight increase from 1999/2000 when 69% of all seniors took the SAT. The average Verbal SAT score was 487* and the average Math SAT score was 493*. White students continue to have higher average scores than other racial/ethnic groups, scoring on average more than 100 points higher than African American, Hispanic, and Other Black students.

Stanford 9

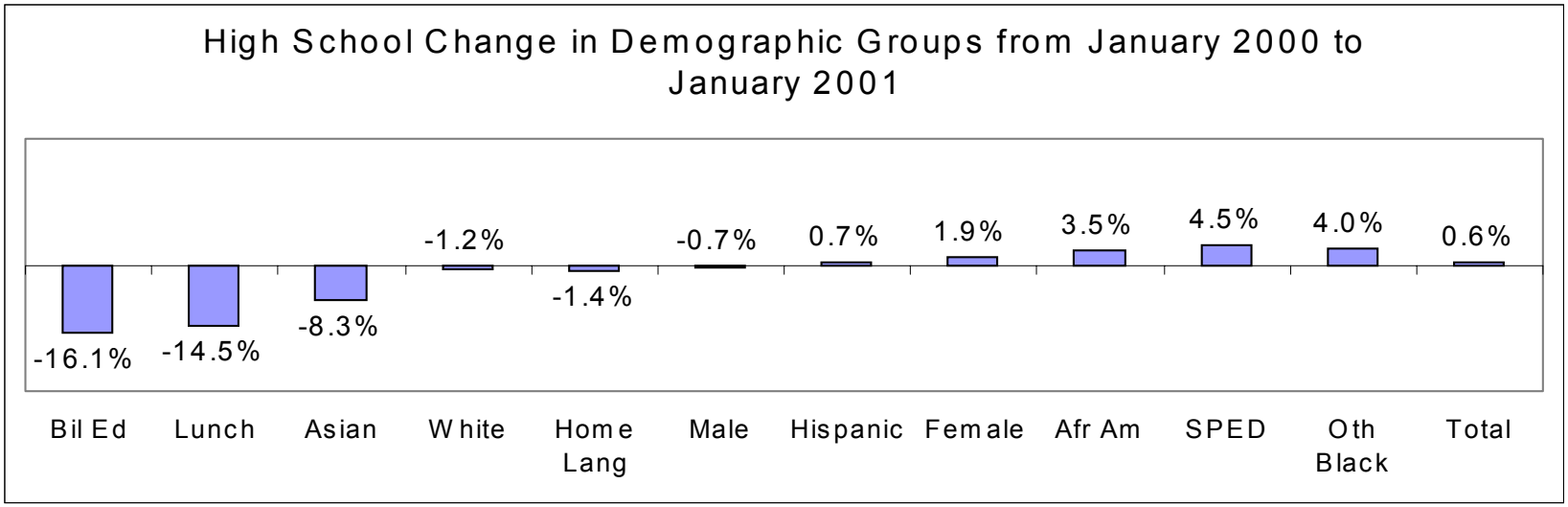
The percentage of students scoring Basic or above on the Total Reading test of the 2000 Stanford 9 decreased in the 9th grade and increased in the 10th grade. 78% of all students in grade 9 and 79% of all students in grade 10 received a score of Basic or above in 2000. A higher percentage of White (90%) and Asian (86%) students scored at Basic and above than Hispanic (76%), African American (68%) and Other Black (58%) 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 (64%) and Asian (54%) students scored at the Proficient or above level than Other Black (36%), Hispanic (25%), and African American (28%) 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.

2000/2001 DEMOGRAPHIC BREAKDOWN



Change in Enrollment



	1999/2000 Number	1999/2000 Percentage	2000/2001 Number	2000/2001 Percentage	Percentage Change
Female	939	48%	957	49%	1.9%
Male	1006	52%	999	51%	-0.7%
Afr Am	463	24%	479	24%	3.5%
Oth Black	278	14%	289	15%	4.0%
Asian	145	8%	133	7%	-8.3%
Hispanic	287	15%	289	15%	0.7%
White	768	40%	759	39%	-1.2%
Lunch	373	19%	319	16%	-14.5%
SPED	374	19%	391	20%	4.5%
Bil Ed	199	10%	167	9%	-16.1%
Home Lang	652	34%	643	33%	-1.4%
Total	1945		1956		0.6%

Demographics by Grade

2000 High School Demographics - Number by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Ninth	492	231	261	2	30	128	70	190	72	110	128	37	167
Tenth	507	245	262	0	34	126	74	199	74	82	98	47	165
Eleventh	505	255	250	2	38	125	81	184	74	79	87	44	169
Twelfth	443	223	220	1	31	96	61	185	68	41	69	39	139
Ungraded	9	3	6	0	0	4	3	1	1	7	9	0	3
Total	1956	957	999	5	133	479	289	759	289	319	391	167	643
% of Total		**49%**	**51%**	**0%**	**7%**	**24%**	**15%**	**39%**	**15%**	**16%**	**20%**	**9%**	**33%**

2000 High School Demographics - Percentage by Grade

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Ninth	25%	24%	26%	40%	23%	27%	24%	25%	25%	34%	33%	22%	26%
Tenth	26%	26%	26%	0%	26%	26%	26%	26%	26%	26%	25%	28%	26%
Eleventh	26%	27%	25%	40%	29%	26%	28%	24%	26%	25%	22%	26%	26%
Twelfth	23%	23%	22%	20%	23%	20%	21%	24%	24%	13%	18%	23%	22%
Ungraded	0%	0%	1%	0%	0%	1%	1%	0%	0%	2%	2%	0%	0%

Demographics by Small Schools

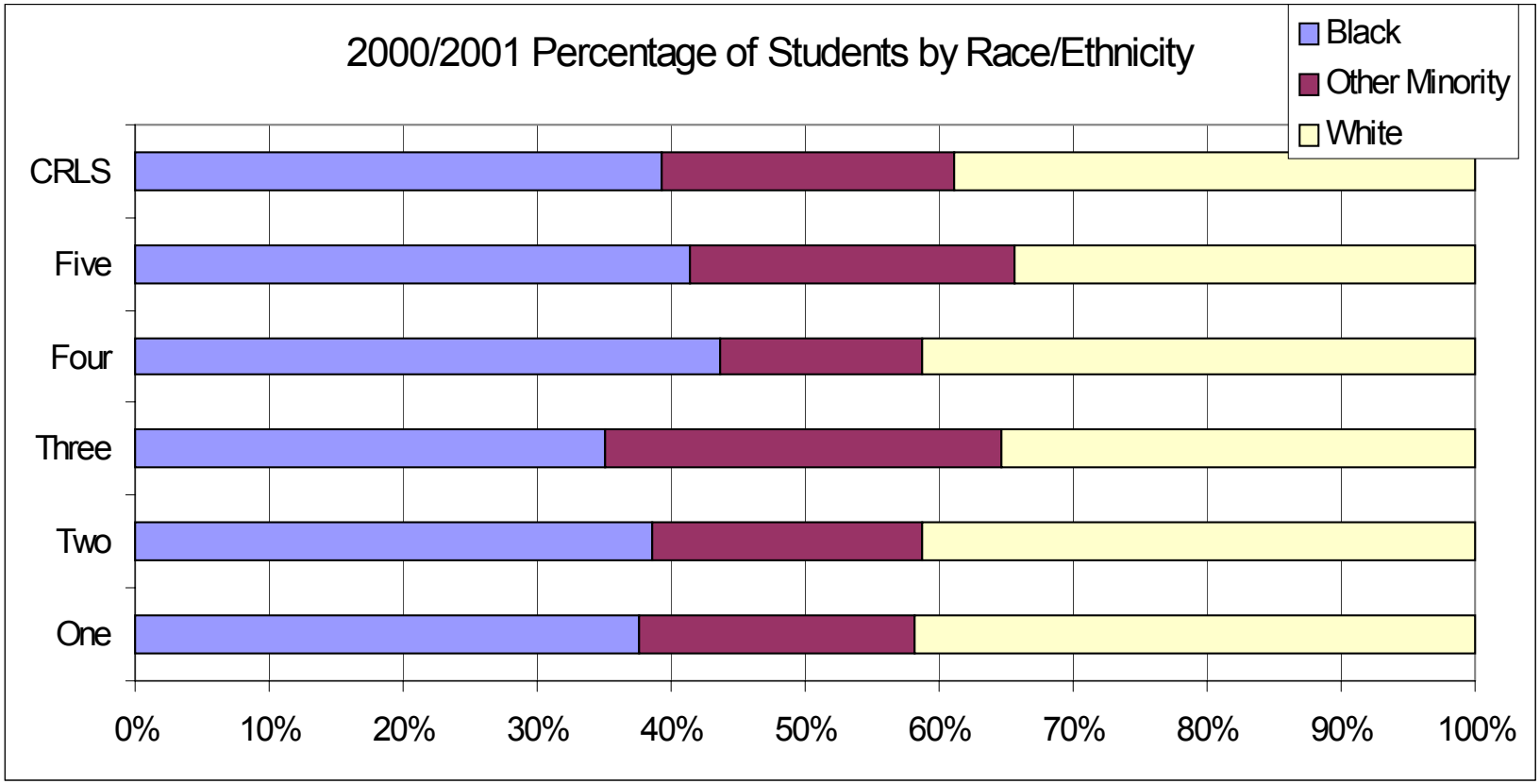
2000 High School Demographics - Number by School

School	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
One	399	211	188	0	27	117	55	167	33	34	74	0	89
Two	373	178	195	1	23	112	51	154	32	34	75	0	96
Three	388	182	206	0	13	78	102	137	58	105	80	63	177
Four	411	211	200	3	22	73	37	169	106	61	66	63	155
Five	385	175	210	1	48	99	44	132	60	85	96	41	126
Total	1956	957	999	5	133	479	289	759	289	319	391	167	643
% of Total		**49%**	**51%**	**0%**	**7%**	**24%**	**15%**	**39%**	**15%**	**16%**	**20%**	**9%**	**33%**

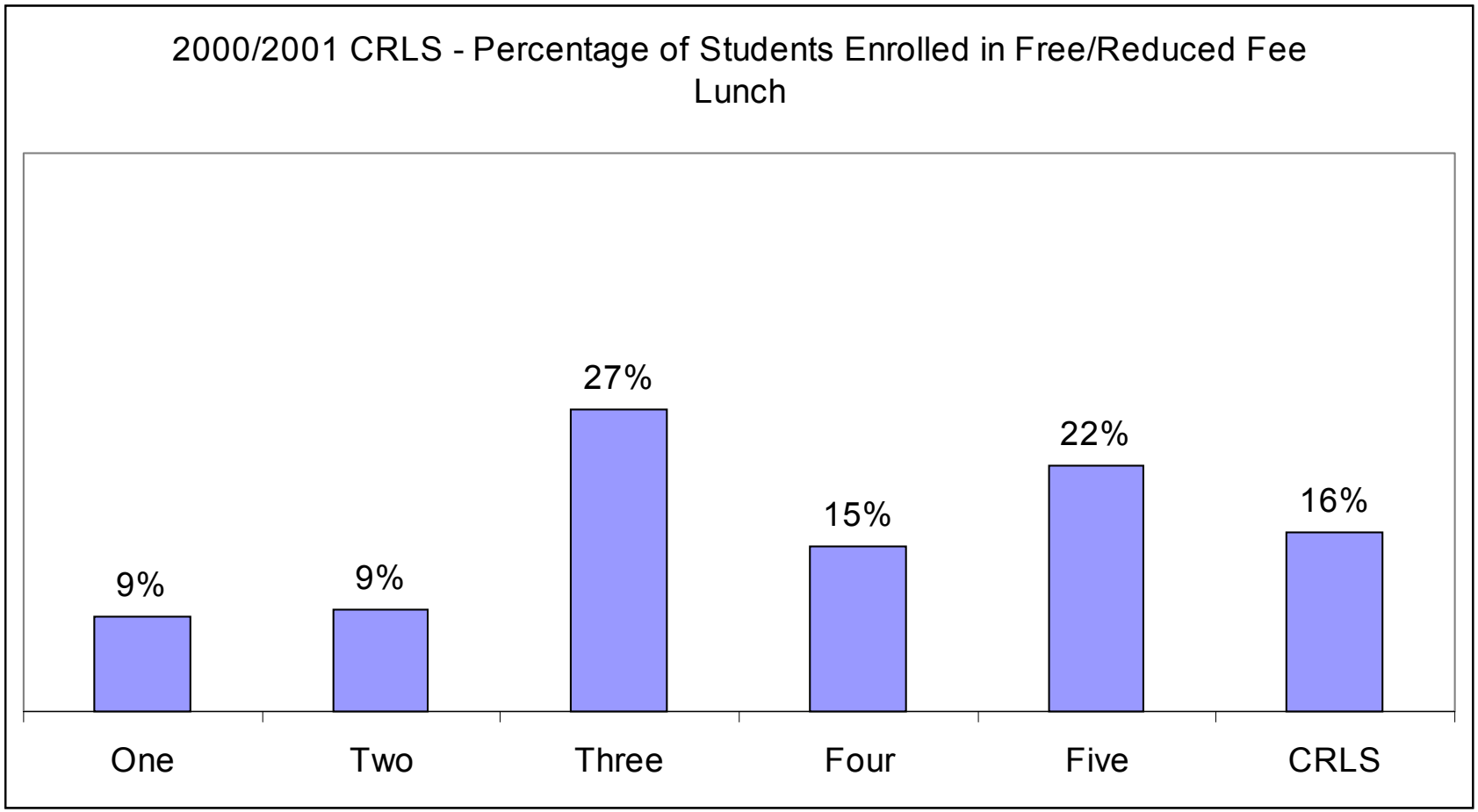
2000 High School Demographics - Percentage by School

School	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
One	20%	53%	47%	0%	7%	29%	14%	42%	8%	9%	19%	0%	22%
Two	19%	48%	52%	0%	6%	30%	14%	41%	9%	9%	20%	0%	26%
Three	20%	47%	53%	0%	3%	20%	26%	35%	15%	27%	21%	16%	46%
Four	21%	51%	49%	1%	5%	18%	9%	41%	26%	15%	16%	15%	38%
Five	20%	45%	55%	0%	12%	26%	11%	34%	16%	22%	25%	11%	33%

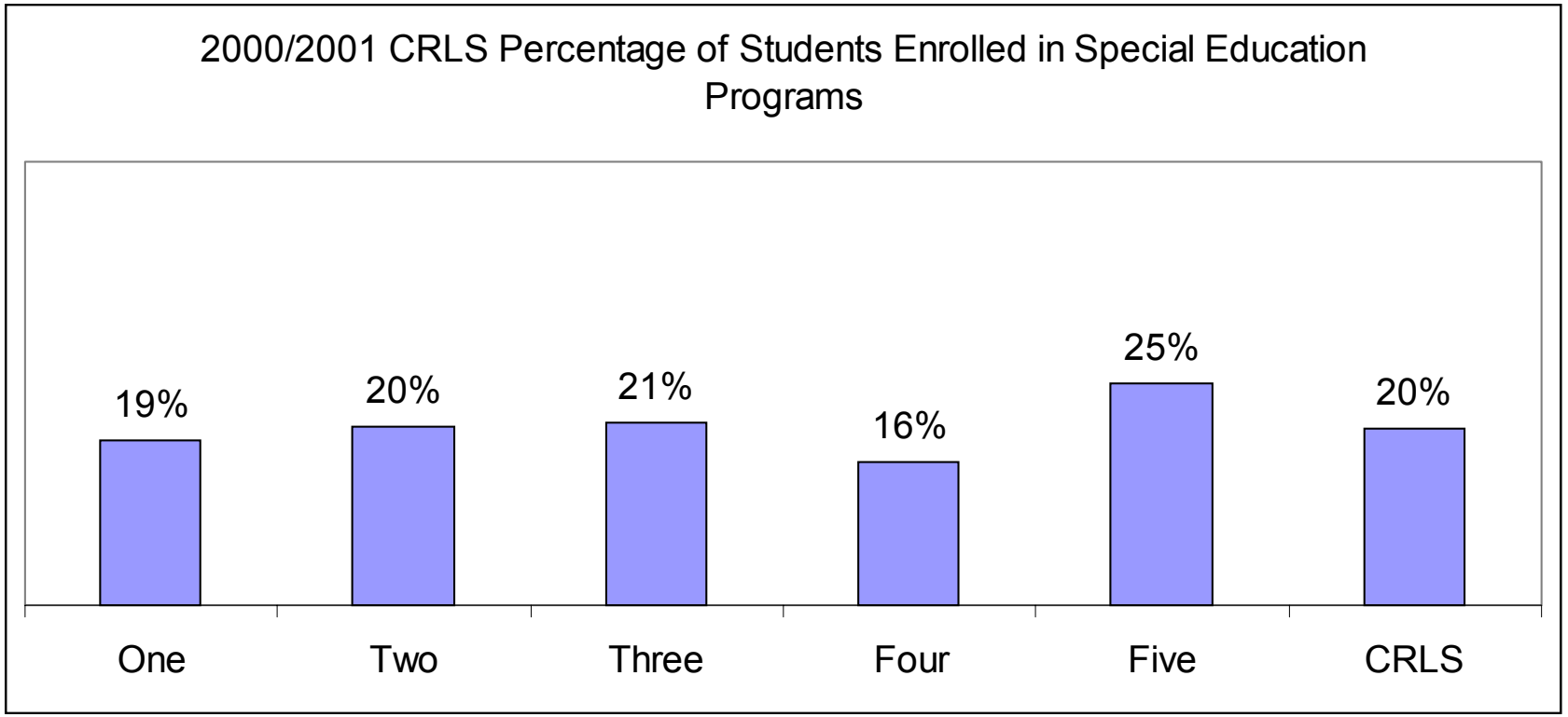
CRLS Racial/Ethnic Composition



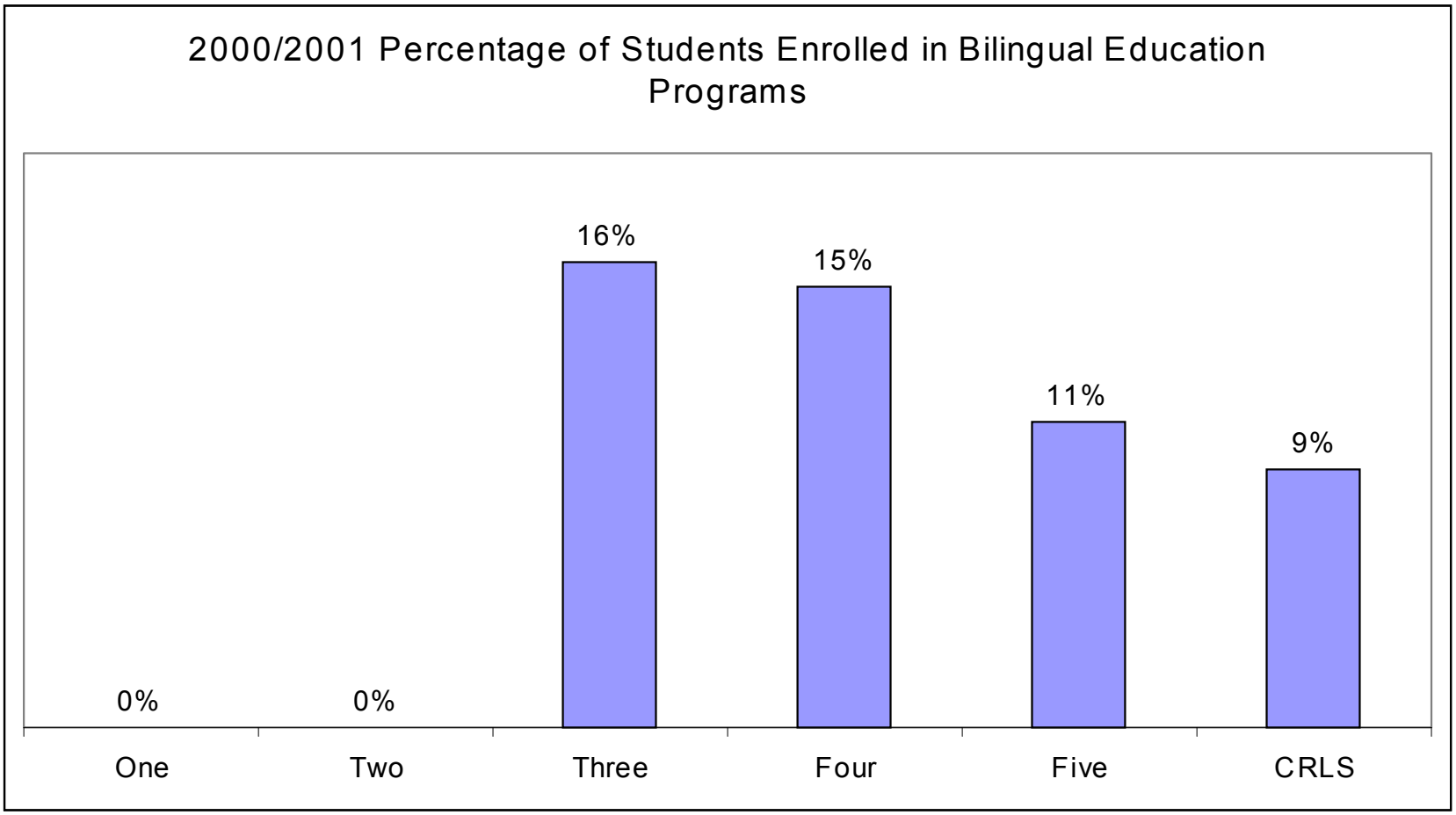
Enrollment in Free and Reduced Lunch Program



Enrollment in Special Education Programs

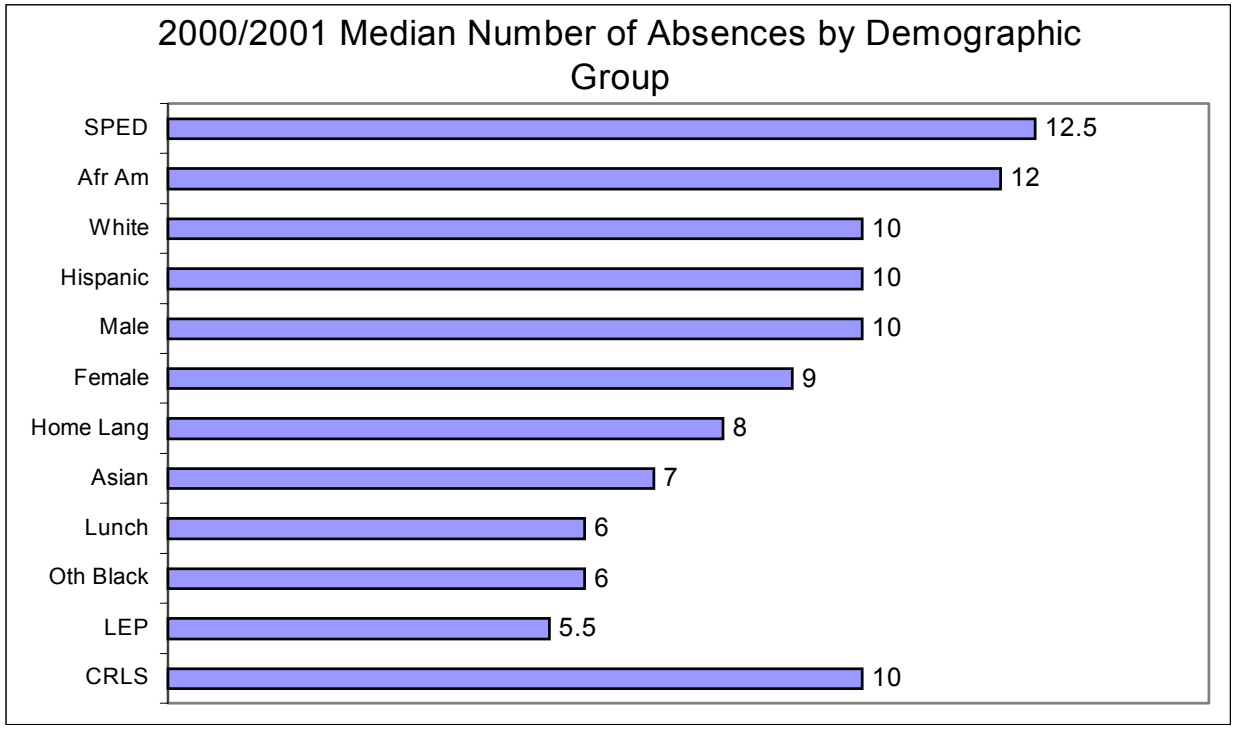


Enrollment in Bilingual Education Programs



Absence

- The median number of absences for all high school students was 10 absences. For a 180-day school year, the median attendance rate was 94%. The range of absences was from 0 to 111 days absent.
- **In 1999/2000**, the median number of absences was 9 days absent. Based on an academic year of 180 school days, the median rate of attendance was 95%. The range was from 0 days to 113 days absent.
- ***By Demographics***



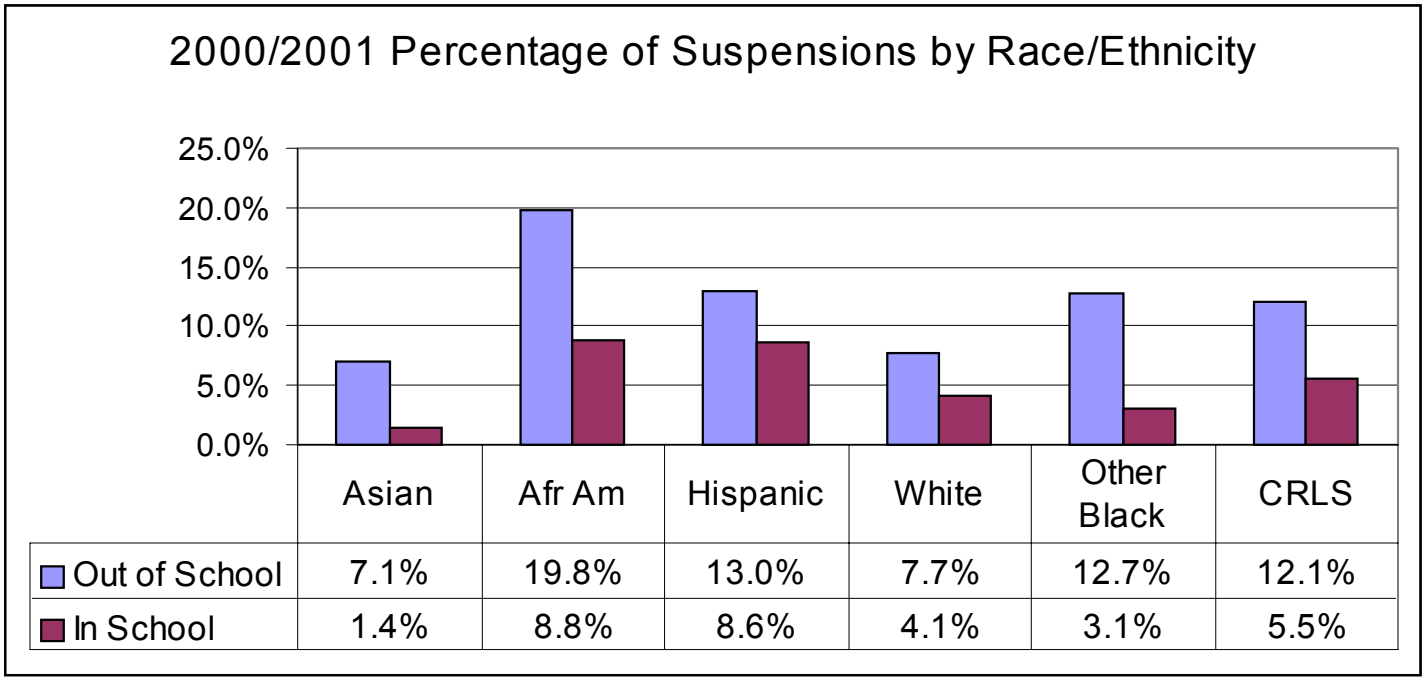
Median Number of Absences by Grade & Small School

	Median Absences
Nineth	8
Tenth	9
Eleventh	10
Twelfth	12
Ungraded	5
CRLS	10

	Median Absences
School 1	9
School 2	10.5
School 3	8
School 4	9
School 5	12
CRLS	10

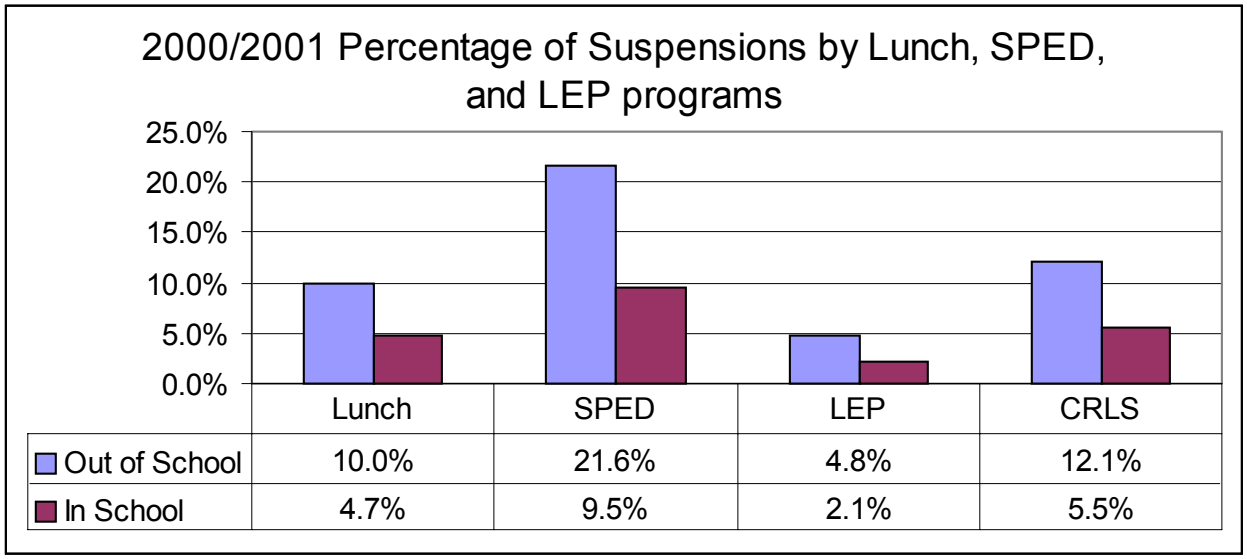
Suspensions

- ***Out-of-School Suspensions***
  - 238 students were suspended (12.1%).
- ***In-School Suspensions***
  - 109 students were suspended (5.5%).
- ***By Race/Ethnicity***



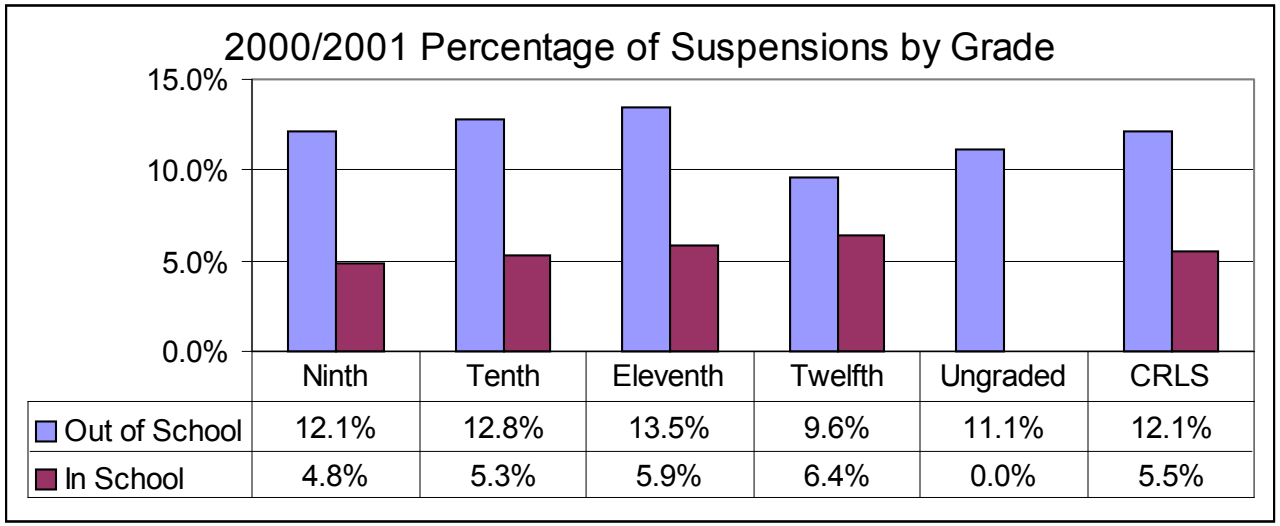
	Asian	Afr Am	Hispanic	White	Other Black	CRLS
Out of School	7.1%	19.8%	13.0%	7.7%	12.7%	12.1%
In School	1.4%	8.8%	8.6%	4.1%	3.1%	5.5%

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



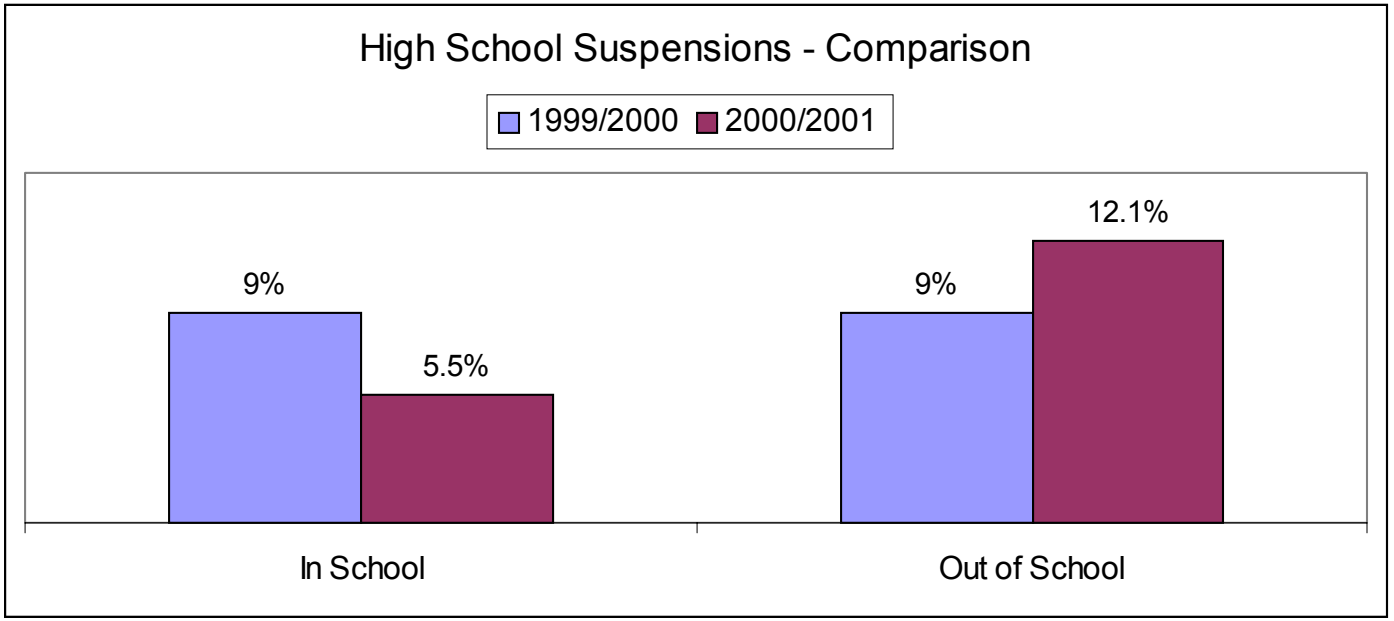
	Lunch	SPED	LEP	CRLS
Out of School	10.0%	21.6%	4.8%	12.1%
In School	4.7%	9.5%	2.1%	5.5%

- ***By Grade***



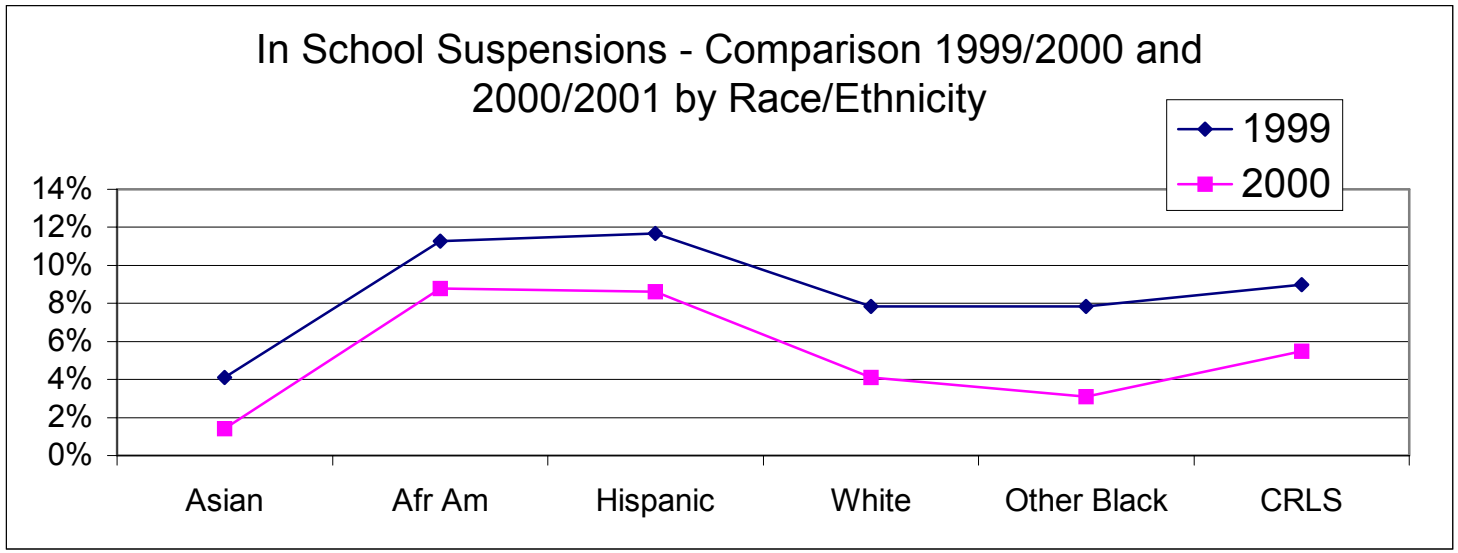
	Ninth	Tenth	Eleventh	Twelfth	Ungraded	CRLS
Out of School	12.1%	12.8%	13.5%	9.6%	11.1%	12.1%
In School	4.8%	5.3%	5.9%	6.4%	0.0%	5.5%

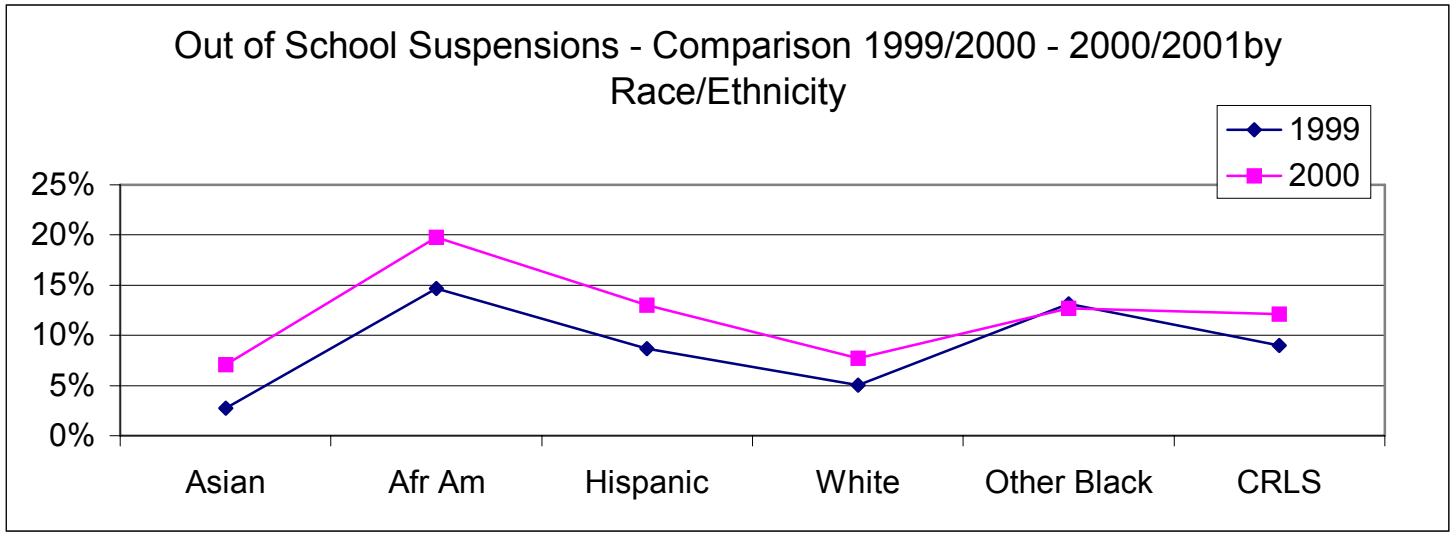
Suspensions - Comparison 1999/2000 - 2000/2001



	1999/2000		2000/2001	
	Number	Percentage	Number	Percentage
In School	177	**9%**	109	**5.5%**
Out of School	175	**9%**	238	**12.1%**

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





In School Suspensions – Number by Grade

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Ninth	24	12	12	0	8	6	7	3	6	9	0	8
Tenth	27	7	20	0	13	8	5	1	5	12	1	8
Eleventh	30	18	12	2	11	4	9	4	3	8	1	10
Twelfth	28	11	17	0	10	7	10	1	2	7	2	5
Ungraded	0	0	0	0	0	0	0	0	0	0	0	0
Total	109	48	61	2	42	25	31	9	16	36	4	31
% of Distri	**5.5%**	**5.0%**	**6.0%**	**1.4%**	**8.8%**	**8.6%**	**4.1%**	**3.1%**	**4.7%**	**9.5%**	**2.1%**	**4.7%**

Out-of-School Suspensions – Number by Grade

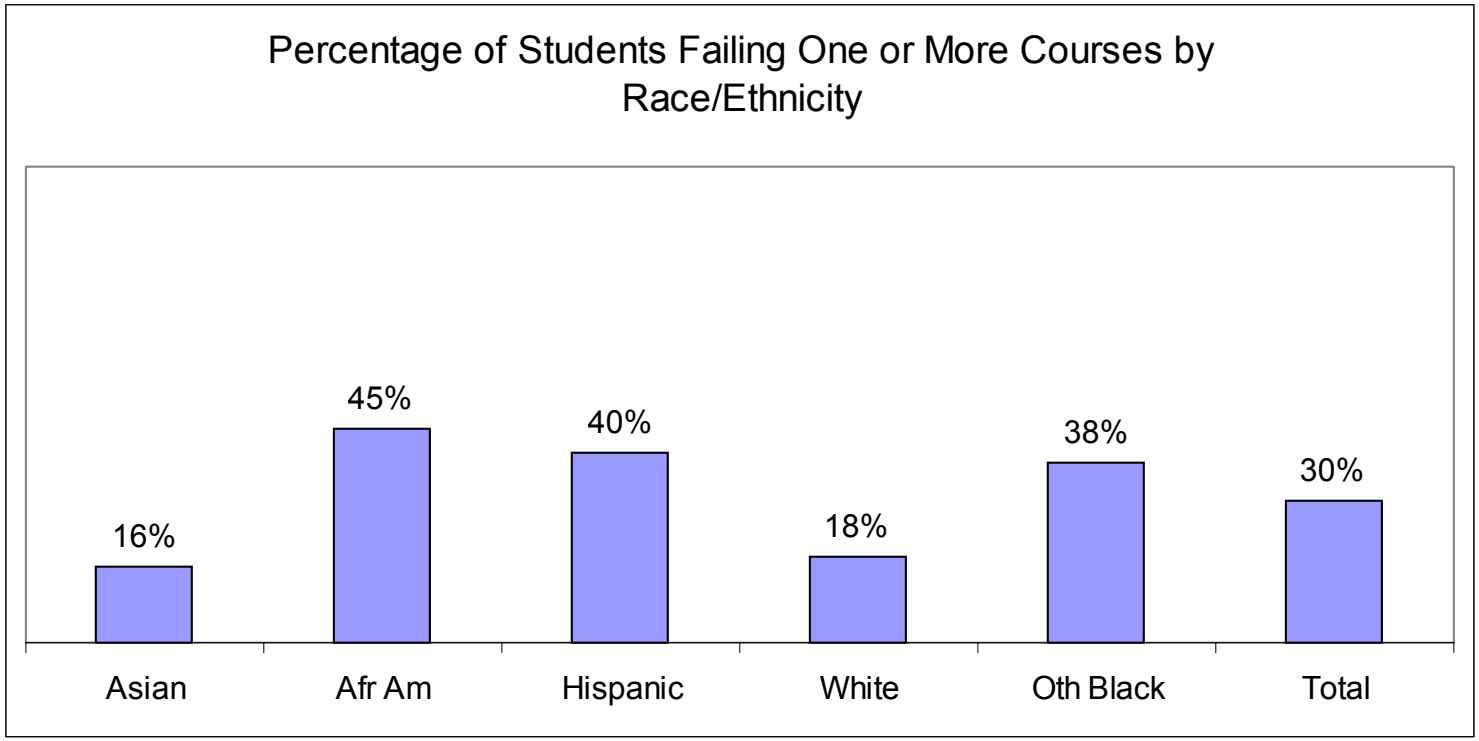
Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Ninth	61	12	49	2	23	8	20	8	18	25	2	15
Tenth	65	16	49	2	22	10	17	14	8	27	4	25
Eleventh	69	28	41	4	34	11	12	8	3	21	1	15
Twelfth	42	12	30	2	16	9	9	6	4	8	2	10
Ungraded	1	1	0	0	0	0	0	1	1	1	0	1
Total	238	69	169	10	95	38	58	36	34	82	9	66
% of Distri	**12.1%**	**7.2%**	**16.7%**	**7.1%**	**19.8%**	**13.0%**	**7.7%**	**12.7%**	**10.0%**	**21.6%**	**4.8%**	**10.1%**

Course Failure

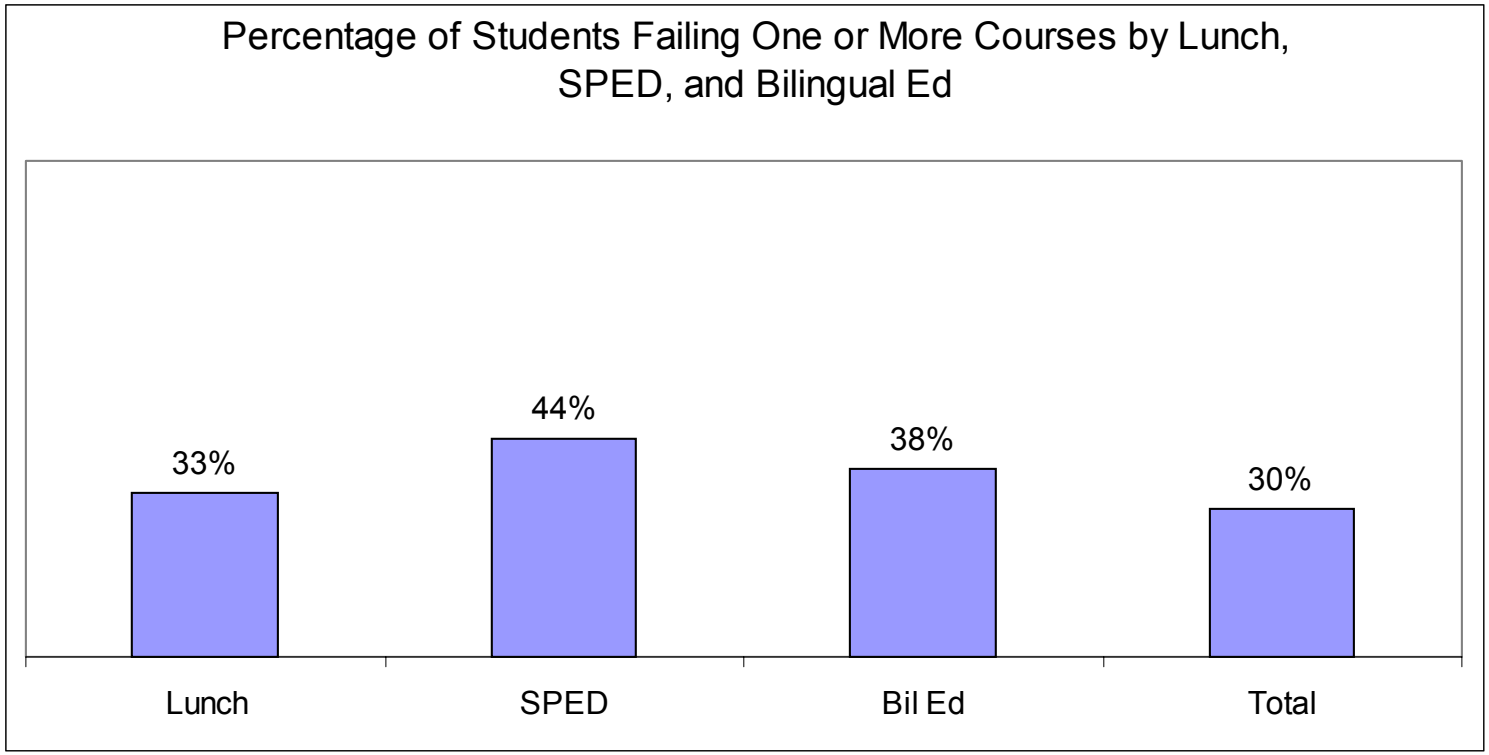
- 555 students (30% of all CRLS students) failed one or more courses. The failed course could have been either a semester or a yearlong course, and included all Attendance Violation Failures.

- 192 students (11% of all CRLS students) failed three or more courses. The failed course could have been either a semester or a yearlong course, and included all Attendance Violation Failures.

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



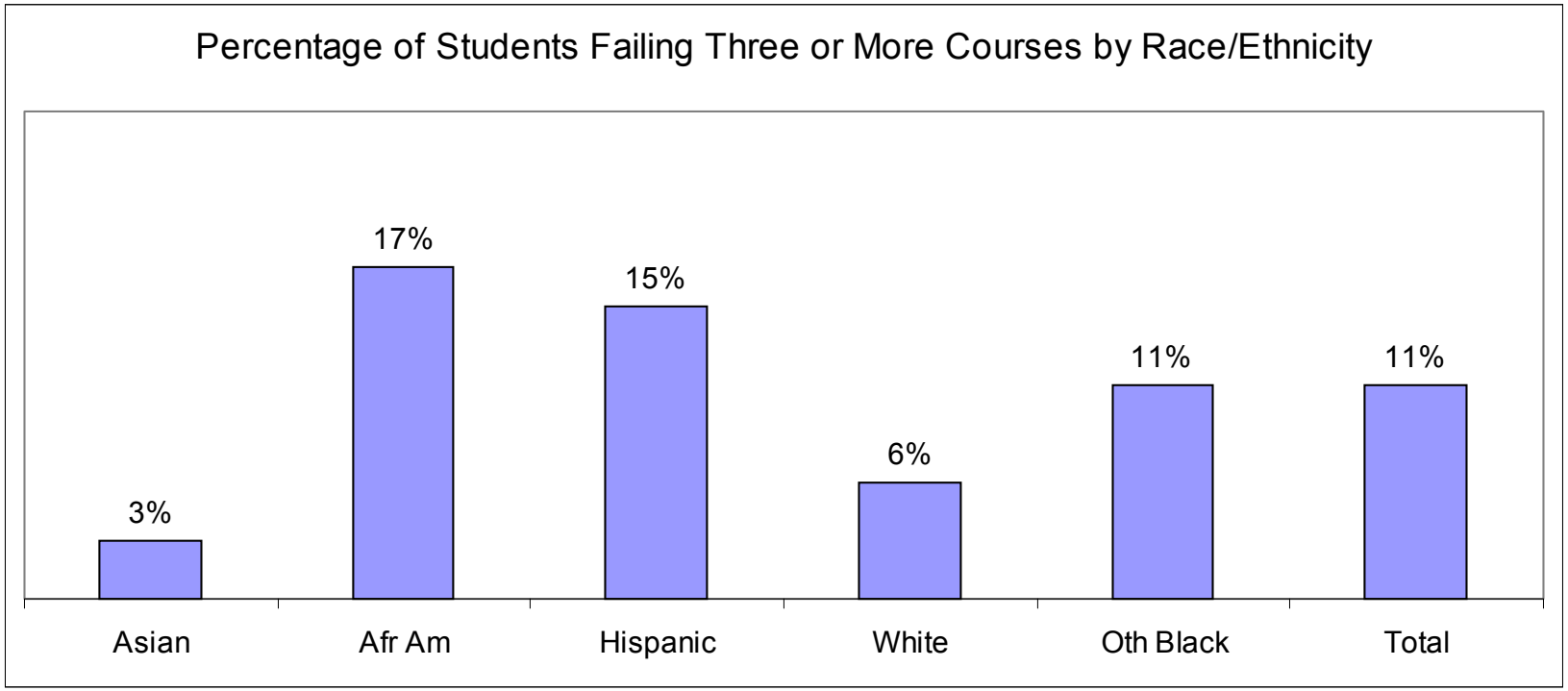
- ***One or more course failures by Lunch, SPED, and Bilingual Education***



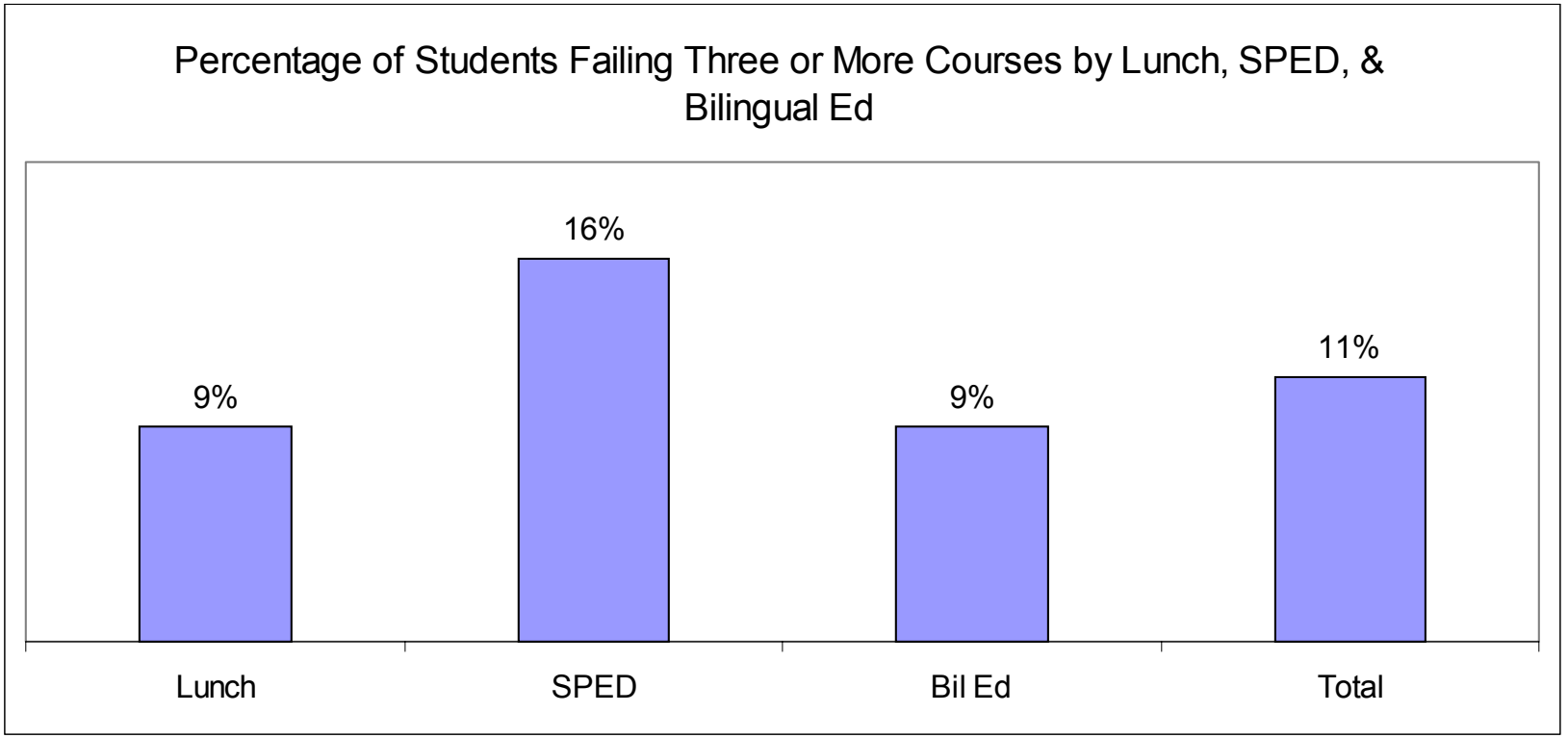
One or More Course Failures – Number & Percentage

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
1 or more courses failed	555	226	329	22	196	104	129	102	100	140	67	208
Percentage of CRLS	**30%**	**25%**	**36%**	**16%**	**45%**	**40%**	**18%**	**38%**	**33%**	**44%**	**38%**	**34%**

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



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



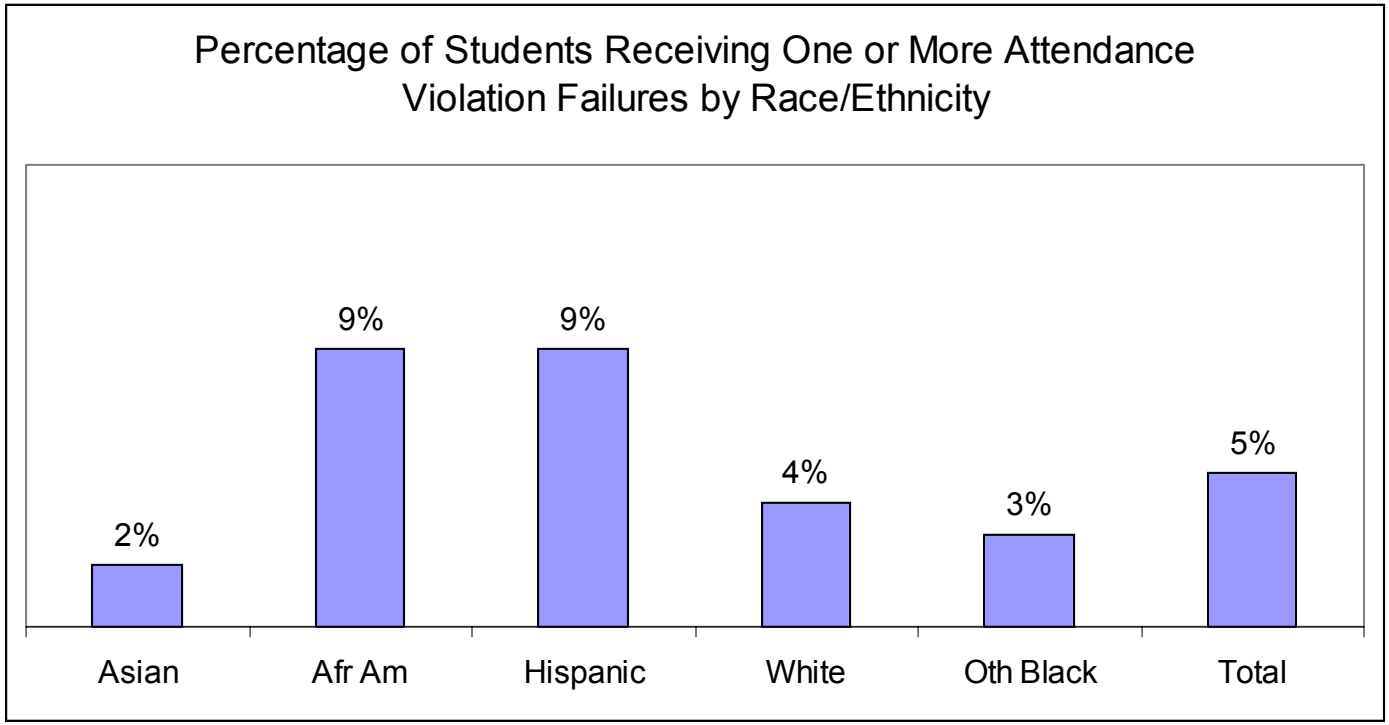
Three or More Course Failures – Number & Percentage

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
3 or more courses failed	192	67	125	4	76	38	44	30	26	52	15	122
Percentage of CRLS	**11%**	**8%**	**14%**	**3%**	**17%**	**15%**	**6%**	**11%**	**9%**	**16%**	**9%**	**10%**

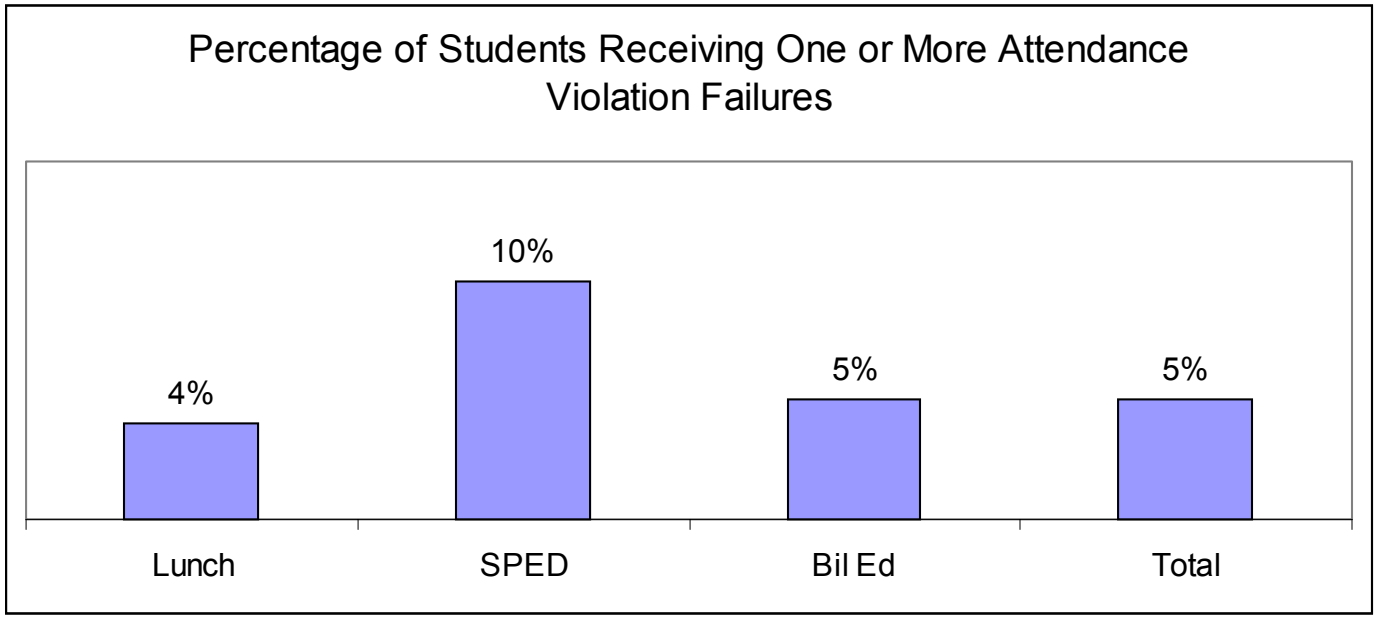
Attendance Violation Failures

- 98 students (5% of all CRLS students) received one or more attendance violation failures.

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



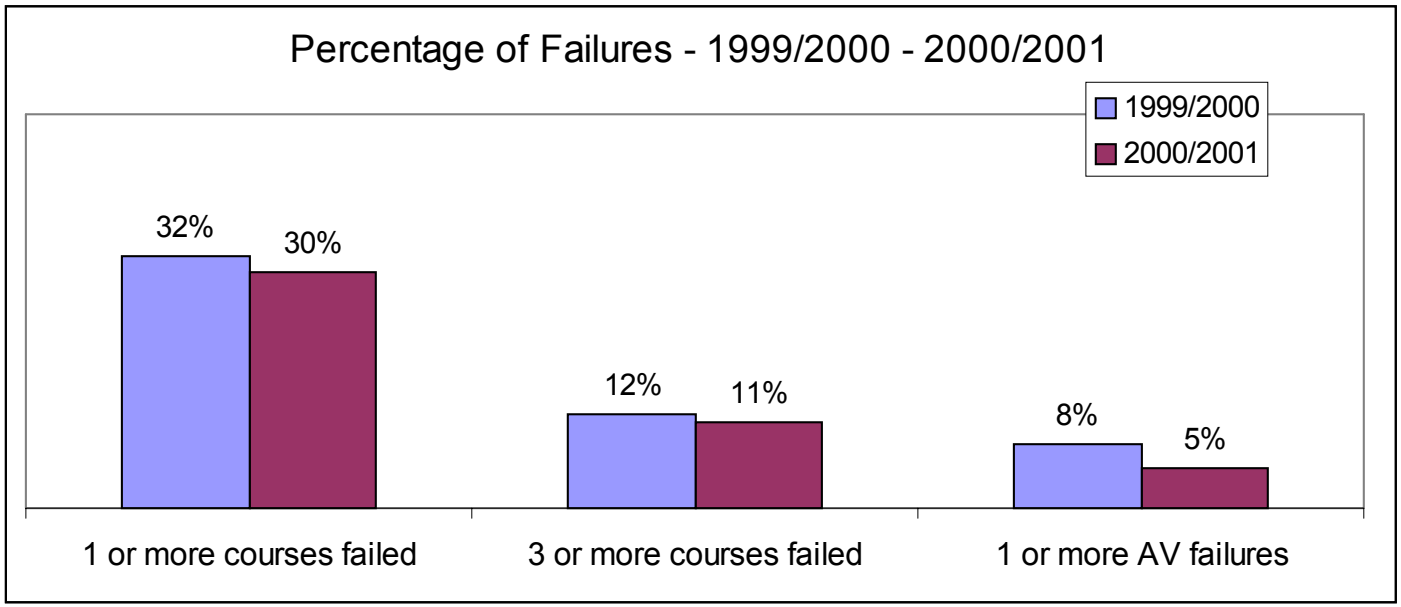
- ***One or more Attendance Violations by Lunch, SPED, and Bilingual Education***



One or More Attendance Violation Failures – Number & Percentage

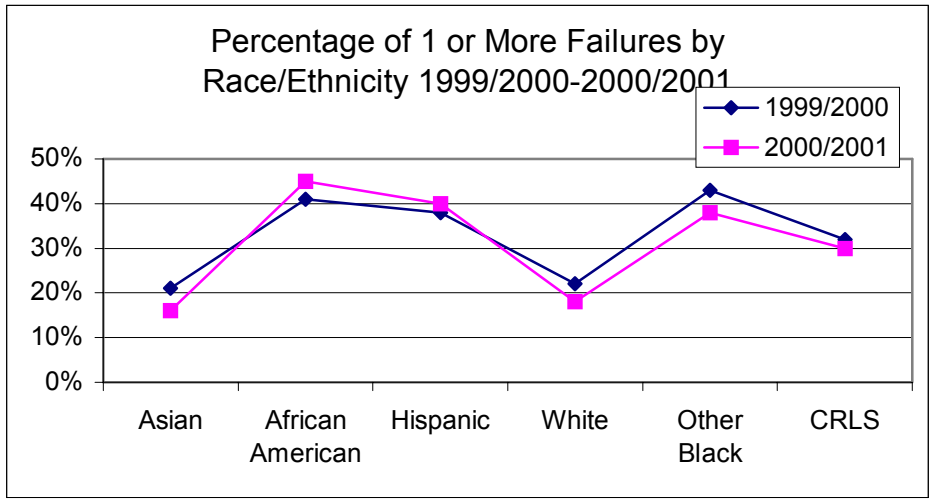
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
1 or more AV failures	98	46	52	3	37	22	27	9	13	31	8	65
Percentage of CRLS	**5%**	**5%**	**6%**	**2%**	**9%**	**9%**	**4%**	**3%**	**4%**	**10%**	**5%**	**5%**

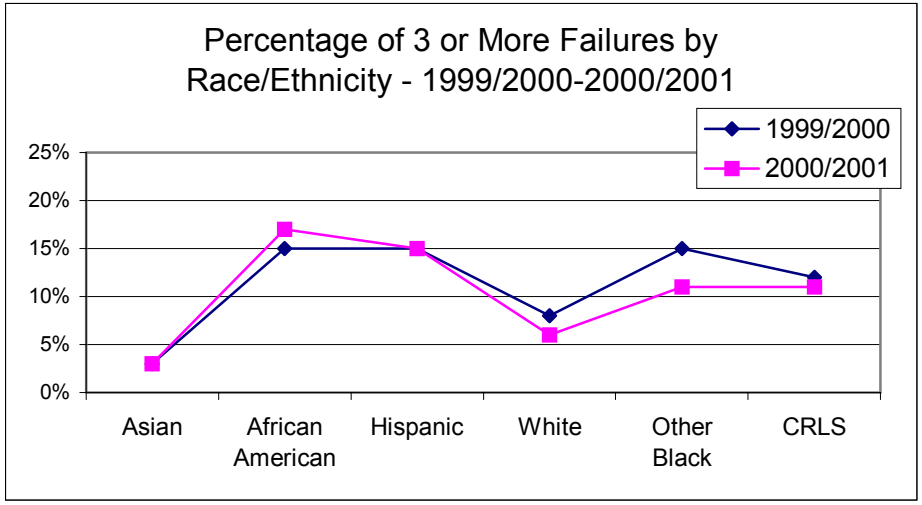
Comparison of Failure Rates 1999/2000 - 2000/2001

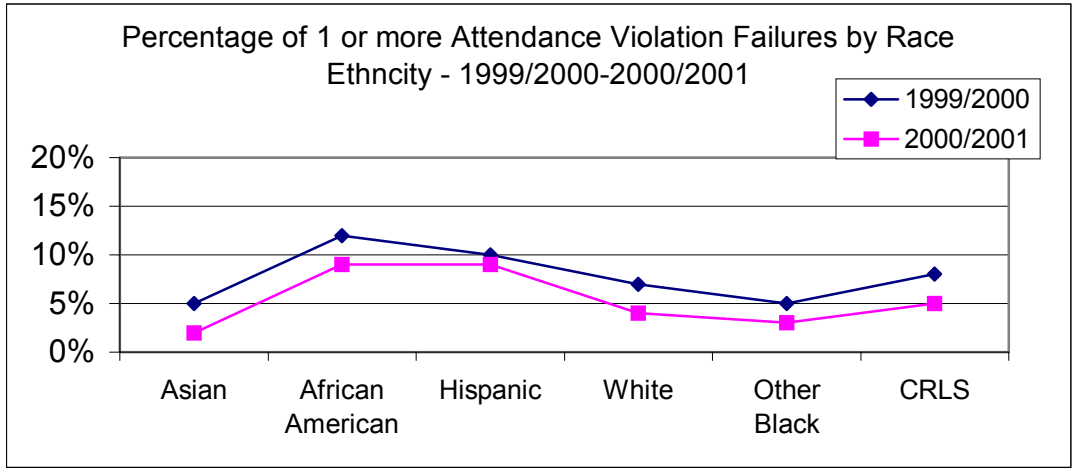


	Number		Percentage	
	1999/2000	2000/2001	1999/2000	2000/2001
1 or more courses failed	625	555	32%	30%
3 or more courses failed	225	192	12%	11%
1 or more AV failures	164	98	8%	5%

- ***By Race/Ethnicity***

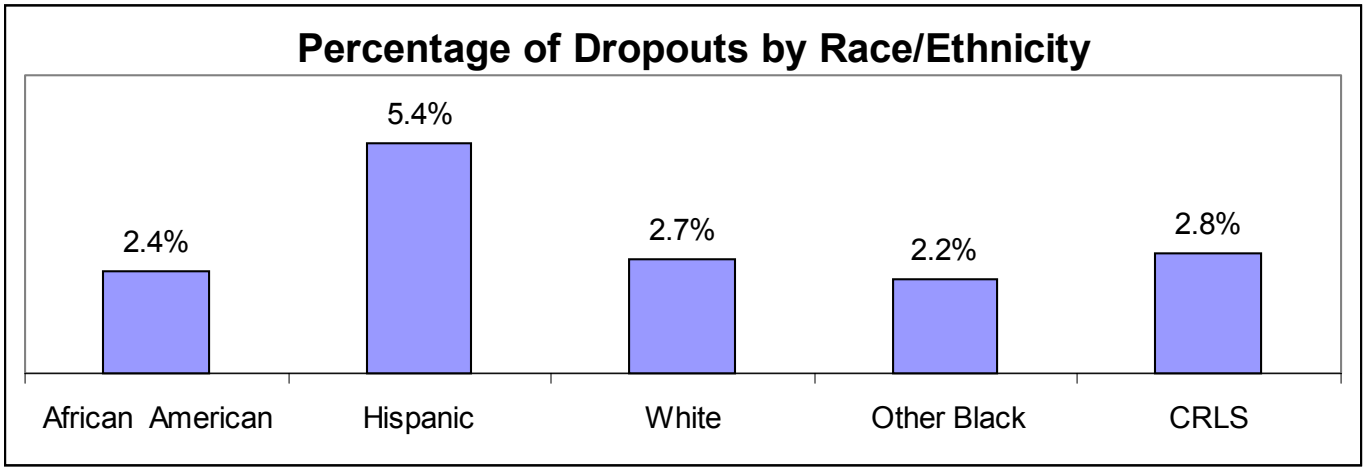






Dropouts

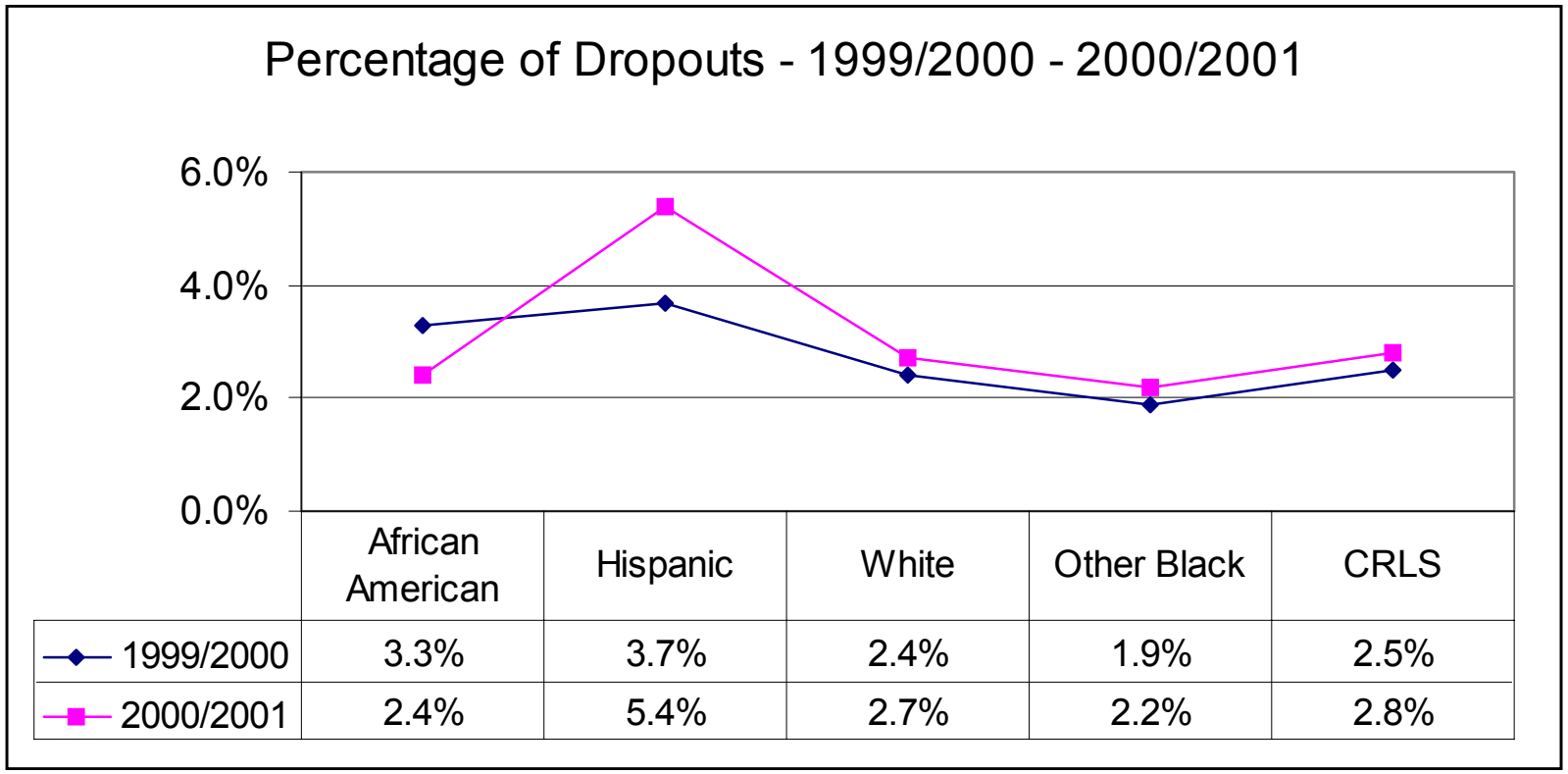
- 63 students (2.8%) dropped out of CRLS in 2000/2001.
- **In 1999/2000,** 52 students (2.5%) dropped out of CRLS.
- ***By Race/Ethnicity***



Dropouts by Demographic Group - Number & Percentage

	CRLS	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Number	63	28	35	0	13	19	23	7	12	22	7	30
Percentage	2.80%	2.6%	3.1%	0.0%	2.4%	5.4%	2.7%	2.2%	3.4%	5.1%	3.5%	3.9%

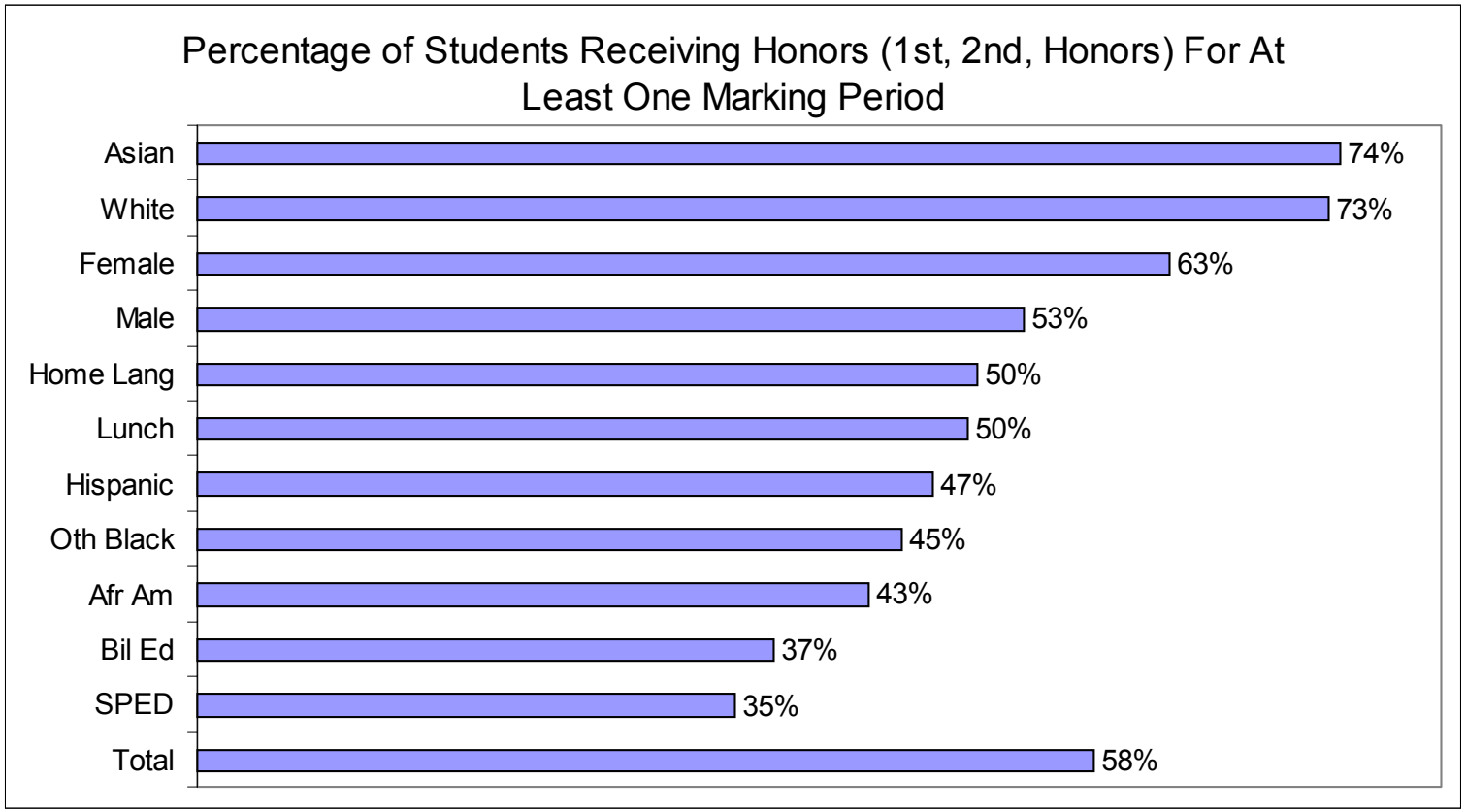
Dropouts - Comparison - 1999/2000 - 2000/2001



	African American	Hispanic	White	Other Black	CRLS
1999/2000	3.3%	3.7%	2.4%	1.9%	2.5%
2000/2001	2.4%	5.4%	2.7%	2.2%	2.8%

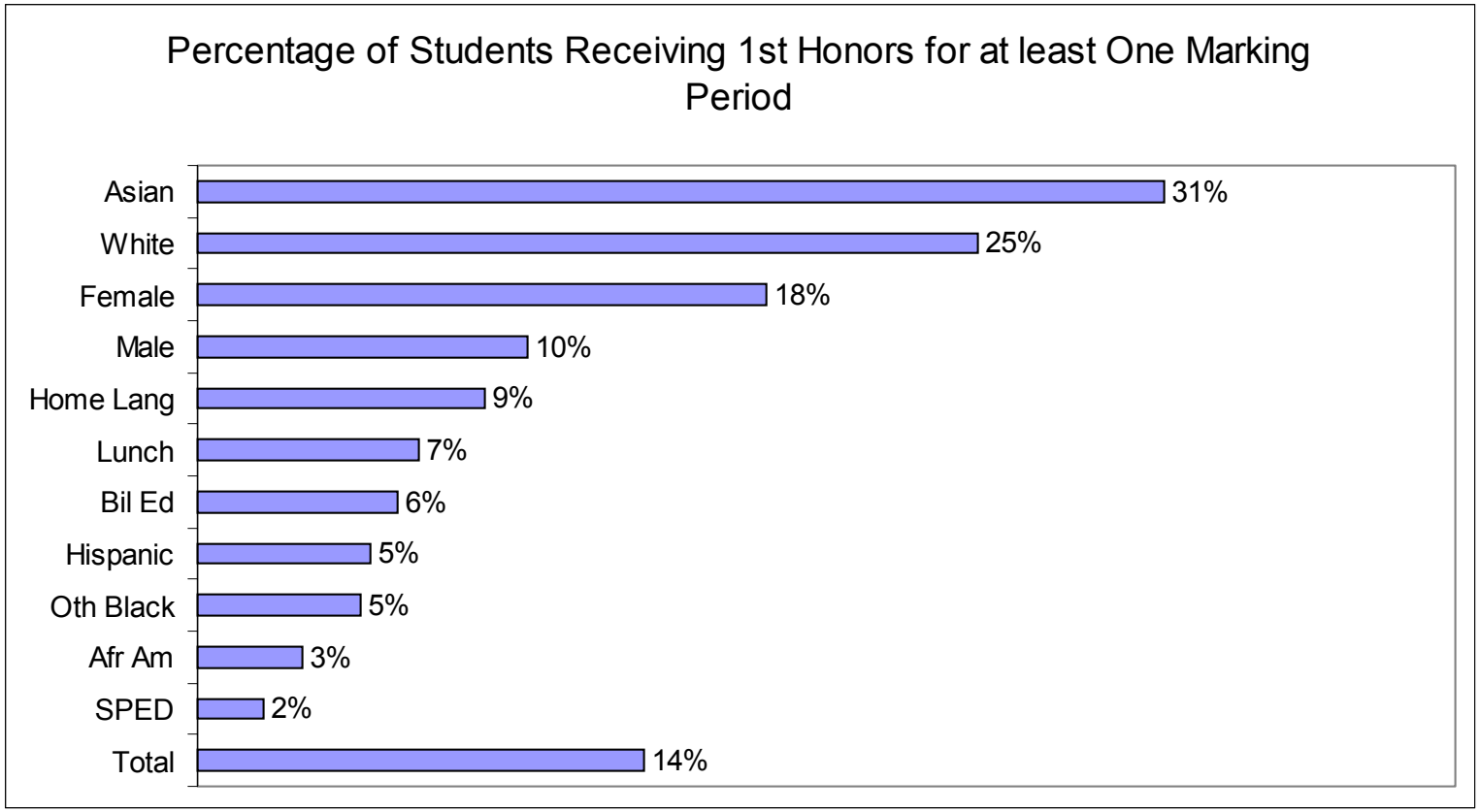
Honors

- 1136 students (58%) received honors (1st, 2nd, or regular) for at least one marking period during the academic year.
- 464 students (24%) received some honors (1st, 2nd, or regular) for all four marking periods.
- ***By Demographic Group***



1st Honors

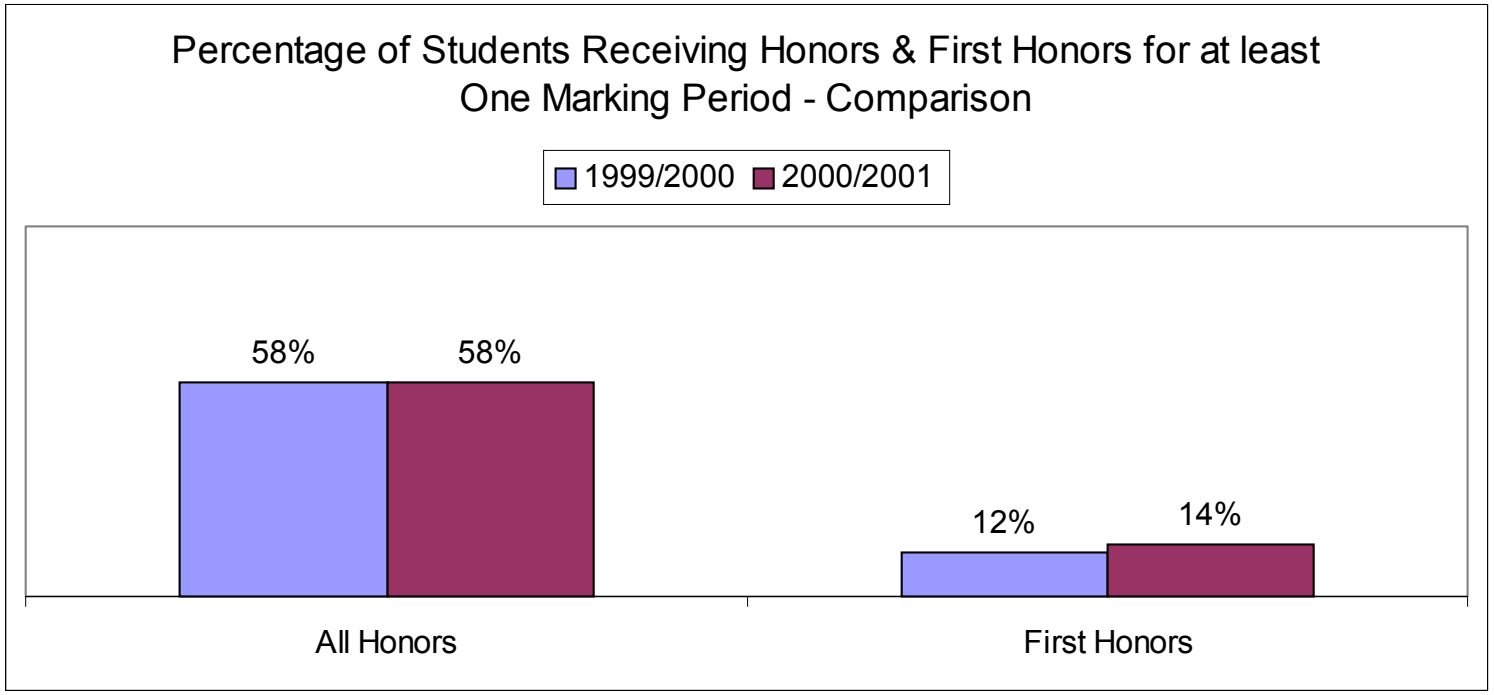
- 279 students (14%) received 1st honors for at least one marking period during the year
- 78 students (4%) received 1st honors during every marking period.
- ***By Demographic Group***



Honors - Comparison - 1999/2000 - 2000/2001

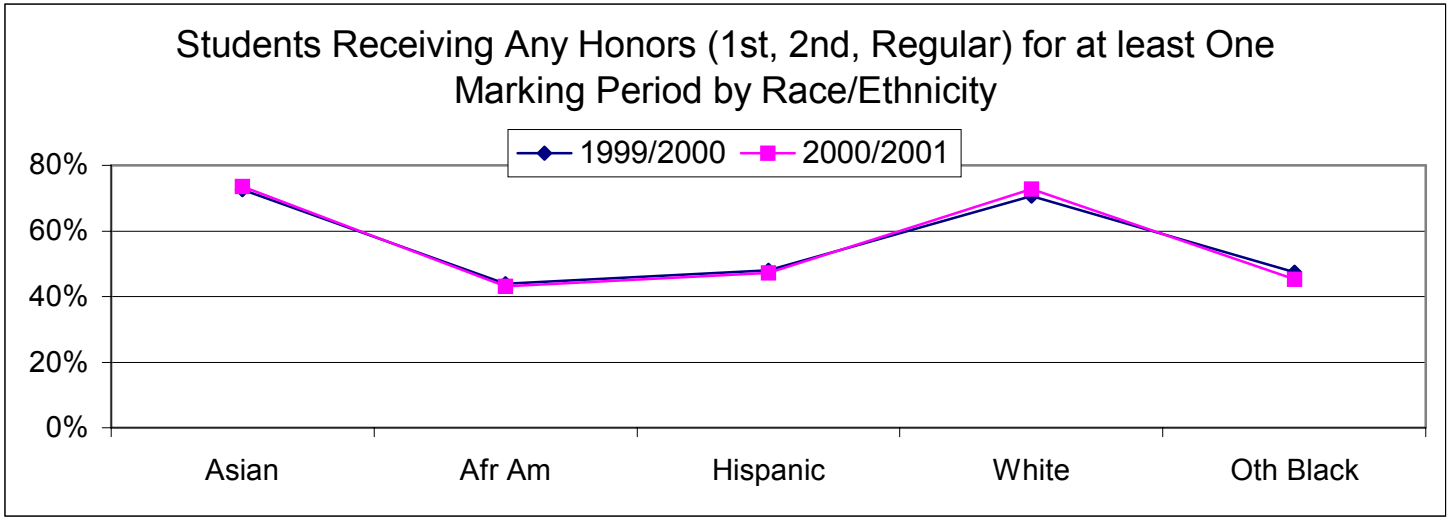
- **In 1999/2000**, 1146 students (58%) received honors (1st, 2nd, or regular) for at least one marking period during the academic year; **in 2000/2001**,1136 students (58%) received some form of honors.

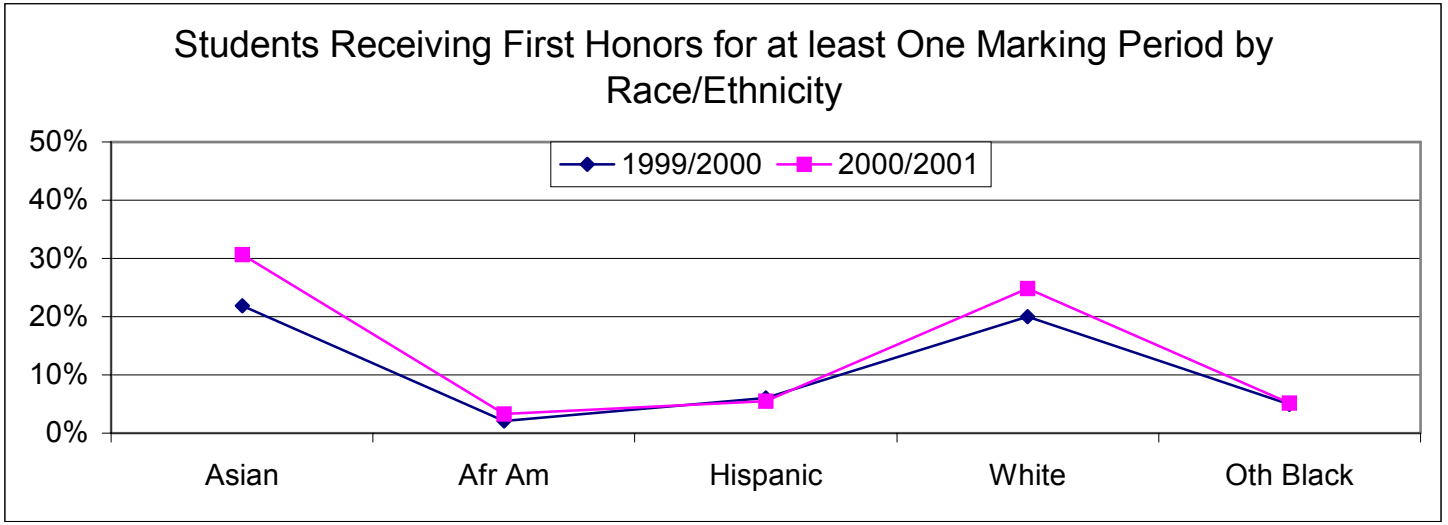
- **In 1999/2000**, 232 students (12%) received 1st honors for at least one marking period during the year; **in 2000/2001**, 279 students (14%) received 1st honors.



Honors - Comparison - 1999/2000 - 2000/2001

- ***By Race/Ethnicity***





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

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Ninth	276	135	141	25	53	31	134	31	55	37	13	82
Tenth	275	146	129	27	46	30	146	26	42	30	17	78
Eleventh	281	150	131	29	53	38	124	36	48	29	23	83
Twelfth	304	168	136	22	55	39	148	39	24	35	17	86
Total	**1136**	**599**	**537**	**103**	**207**	**138**	**552**	**132**	**169**	**131**	**70**	**329**
% District	**58%**	**63%**	**53%**	**74%**	**43%**	**47%**	**73%**	**45%**	**50%**	**35%**	**37%**	**50%**

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Ninth	55%	58%	52%	78%	41%	42%	69%	42%	47%	29%	28%	47%
Tenth	54%	59%	50%	68%	37%	42%	74%	35%	48%	33%	31%	46%
Eleventh	55%	59%	51%	76%	42%	46%	68%	45%	55%	34%	40%	47%
Twelfth	69%	77%	62%	73%	57%	64%	80%	62%	60%	53%	57%	66%

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

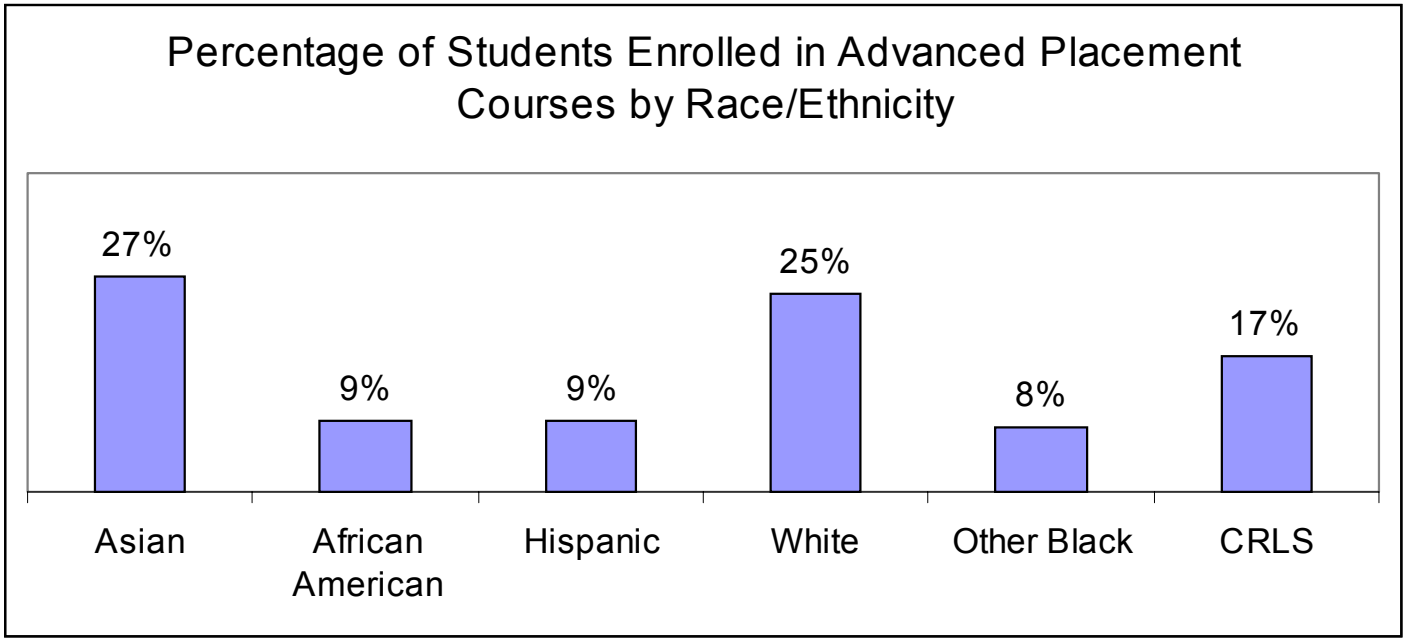
Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Ninth	81	46	35	17	4	2	54	4	6	0	3	21
Tenth	79	52	27	12	5	5	52	5	7	2	2	18
Eleventh	55	31	24	9	3	3	35	5	9	3	6	12
Twelfth	64	44	20	5	4	6	47	1	2	3	1	9
Total	**279**	**173**	**106**	**43**	**16**	**16**	**188**	**15**	**24**	**8**	**12**	**60**
% District	**14%**	**18%**	**10%**	**31%**	**3%**	**5%**	**25%**	**5%**	**7%**	**2%**	**6%**	**9%**

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Ninth	16%	20%	13%	53%	3%	3%	28%	5%	5%	0%	6%	12%
Tenth	16%	21%	10%	30%	4%	7%	27%	7%	8%	2%	4%	11%
Eleventh	11%	12%	9%	24%	2%	4%	19%	6%	10%	3%	11%	7%
Twelfth	15%	20%	9%	17%	4%	10%	25%	2%	5%	5%	3%	7%

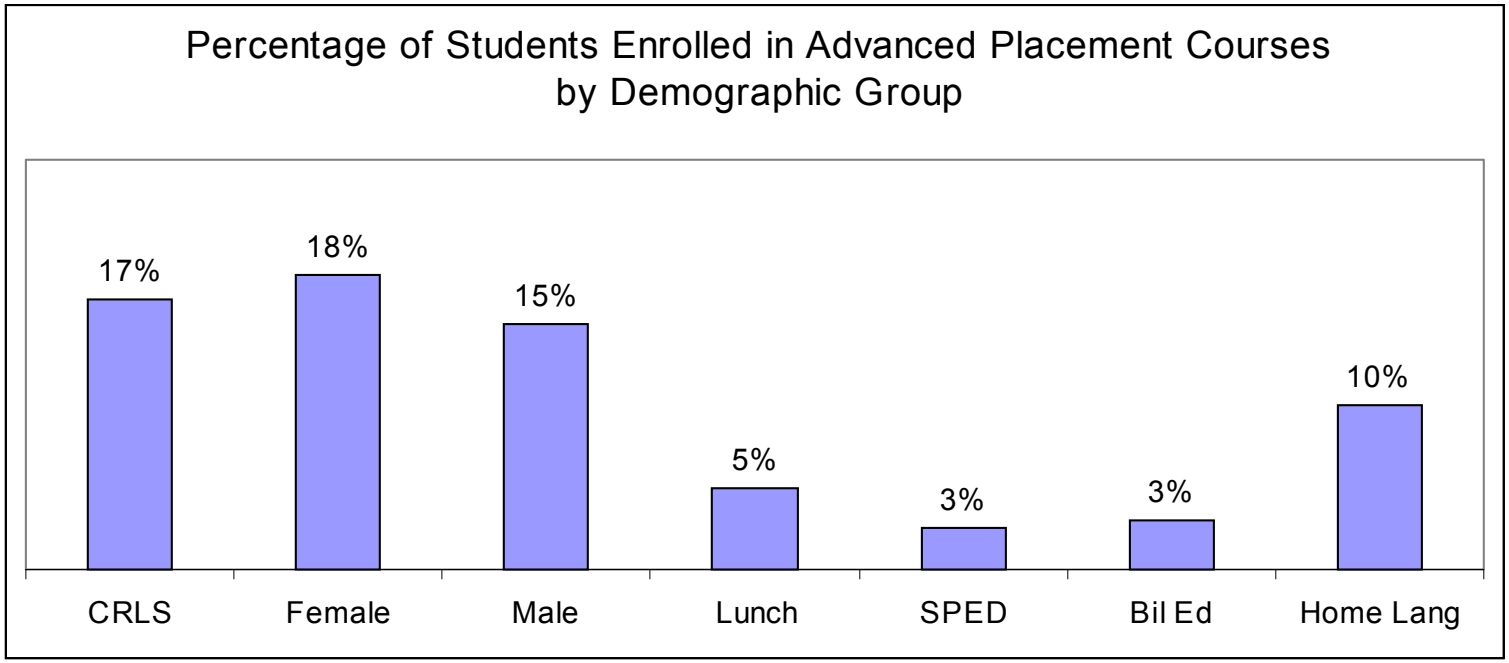
Advanced Placement Courses

- 301 students (16.5% of CRLS students) were enrolled in 528 Advanced Placement Courses.
- 96% (504) 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 Grade

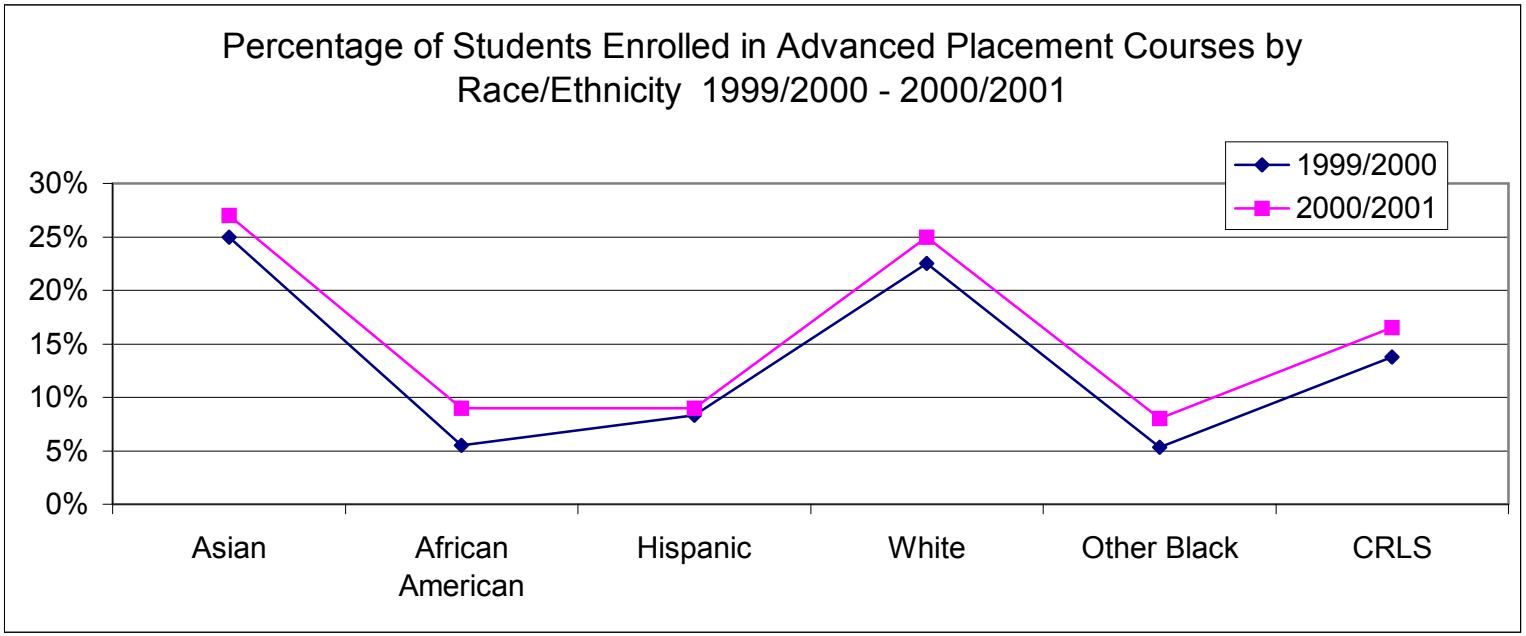
Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Tenth	5	1	4	2	0	0	3	0	1	0	0	1
Eleventh	160	89	71	18	21	15	98	5	8	4	0	21
Twelfth	136	74	62	16	18	9	76	17	6	4	6	38
Total	**301**	**164**	**137**	**36**	**39**	**24**	**177**	**22**	**15**	**8**	**6**	**60**
% District	**17%**	**18%**	**15%**	**27%**	**9%**	**9%**	**25%**	**8%**	**5%**	**3%**	**3%**	**10%**

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Tenth	1%	0%	2%	5%	0%	0%	2%	0%	1%	0%	0%	1%
Eleventh	34%	38%	30%	50%	18%	21%	57%	7%	10%	5%	0%	13%
Twelfth	33%	36%	30%	53%	20%	16%	43%	27%	16%	7%	21%	30%

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

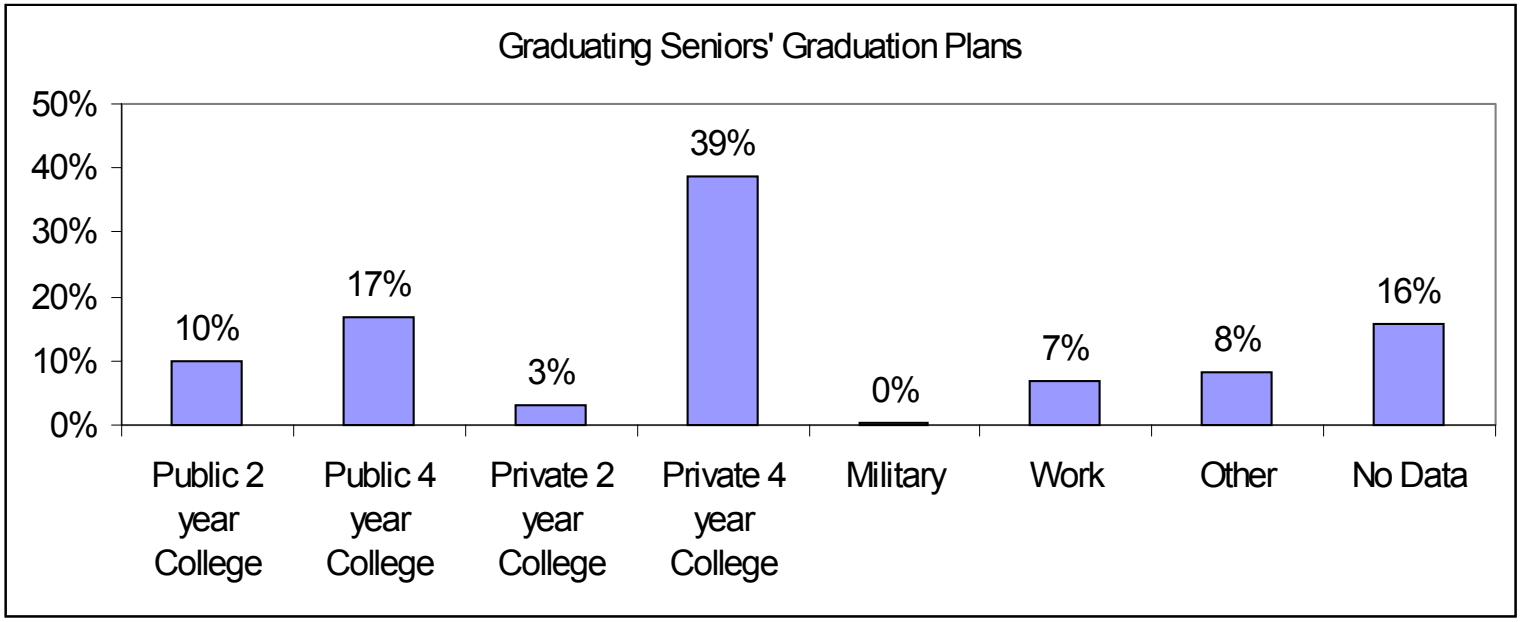
- **In 1999/2000,** 278 (14%) students enrolled in 509 Advanced Placement Courses; 96% of these courses were passed.

- ***By Race/Ethnicity***

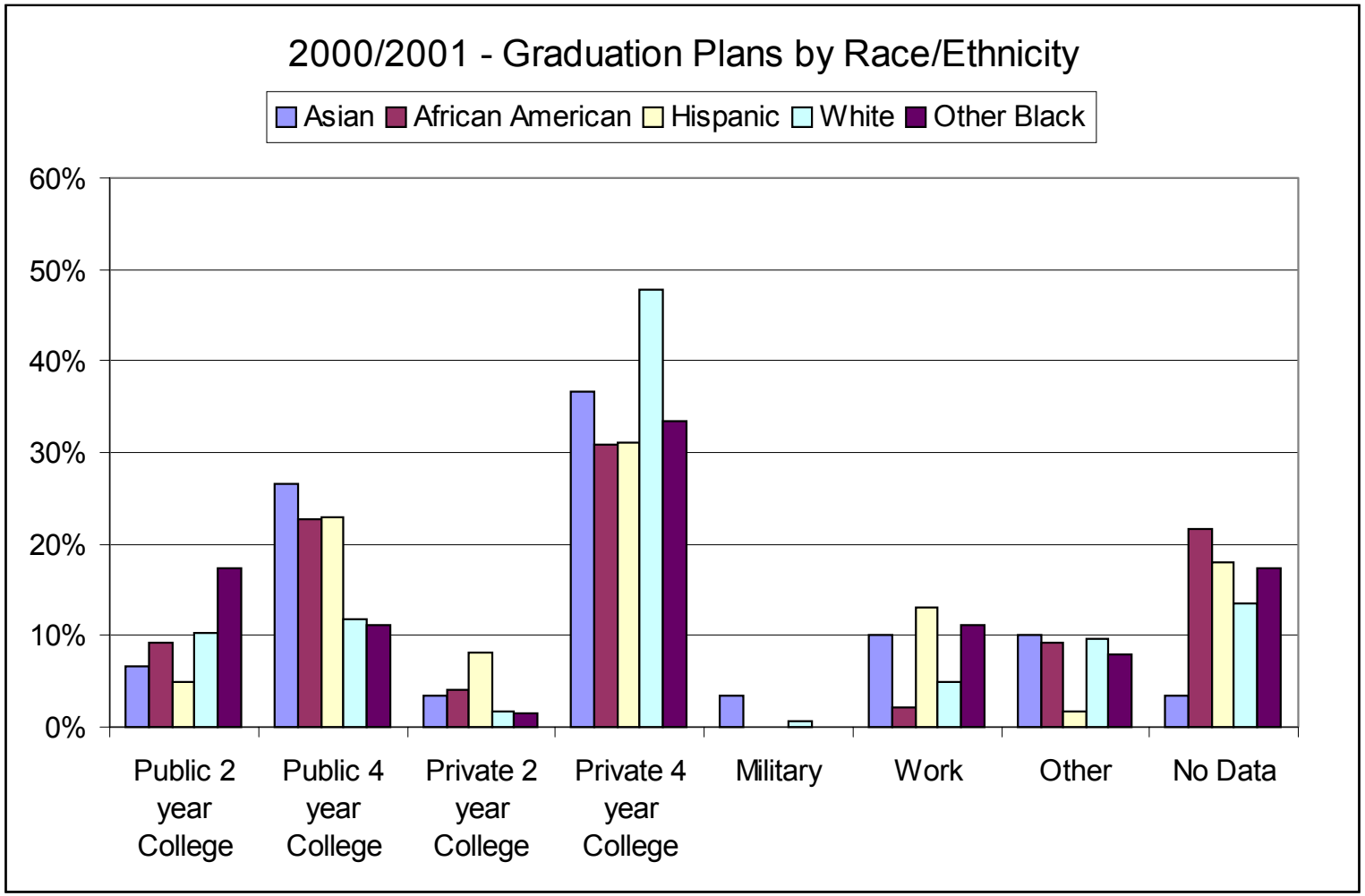


Graduation Plans

- 301 students (69%) reported that they planned to go to college after graduating from high school.
- Most students planned on attending a 4-year private college (39%), followed by a 4-year public college (17%), a 2-year public college (10%) and a 2-year private college (3%).

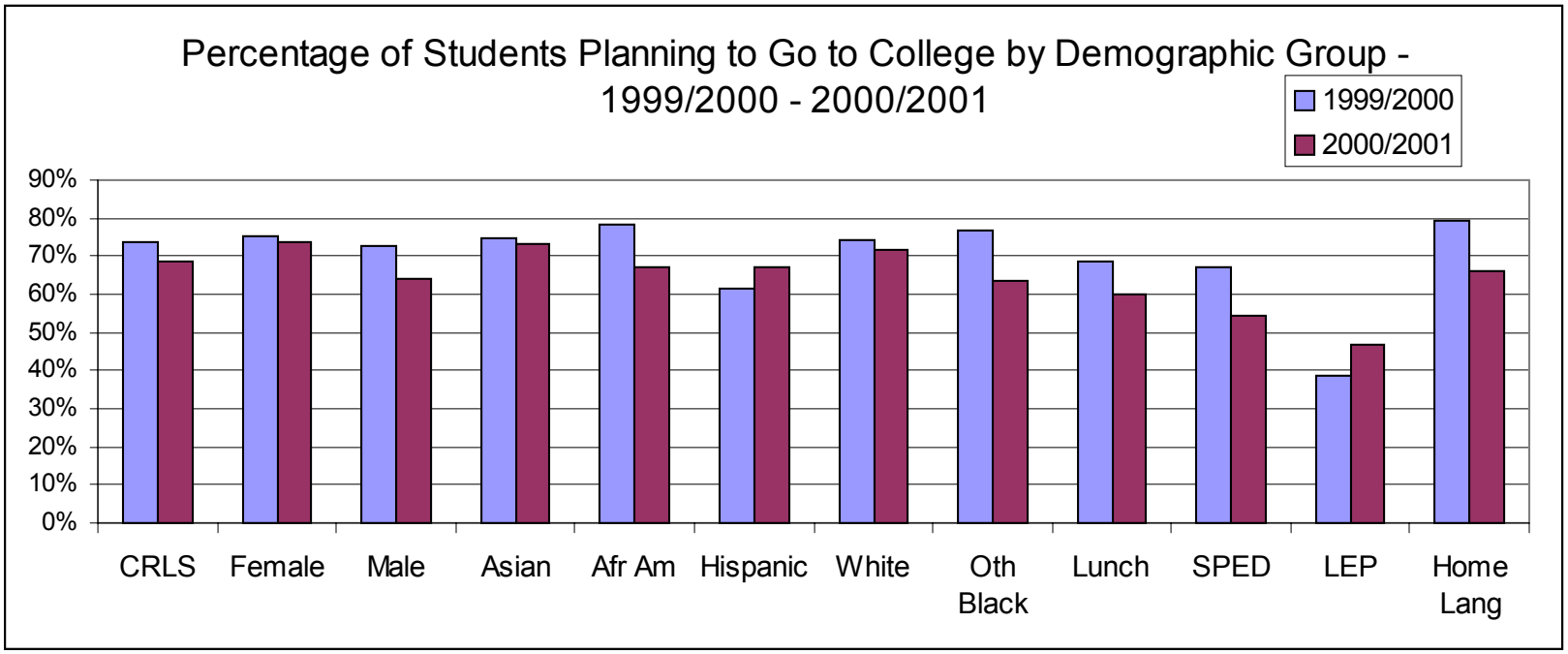


- ***By Race/Ethnicity***



Graduation Plans - Comparison 1999/2000 - 2000/2001

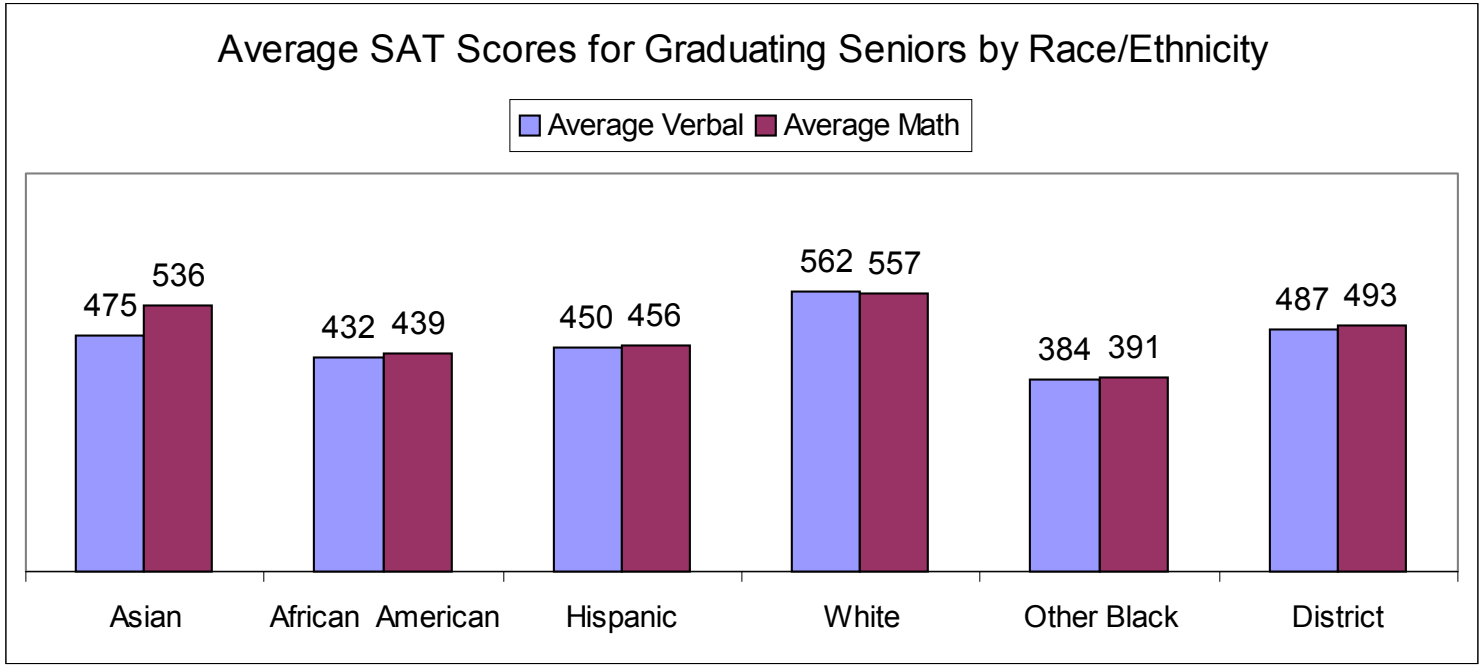
- **In 1999/2000,** 309 students (74%) reported that they planned to go to college after graduating from high school.
- **In 2000/2001,** 301 students (69%) reported that they planned to go to college after graduating from high school.



SAT Scores

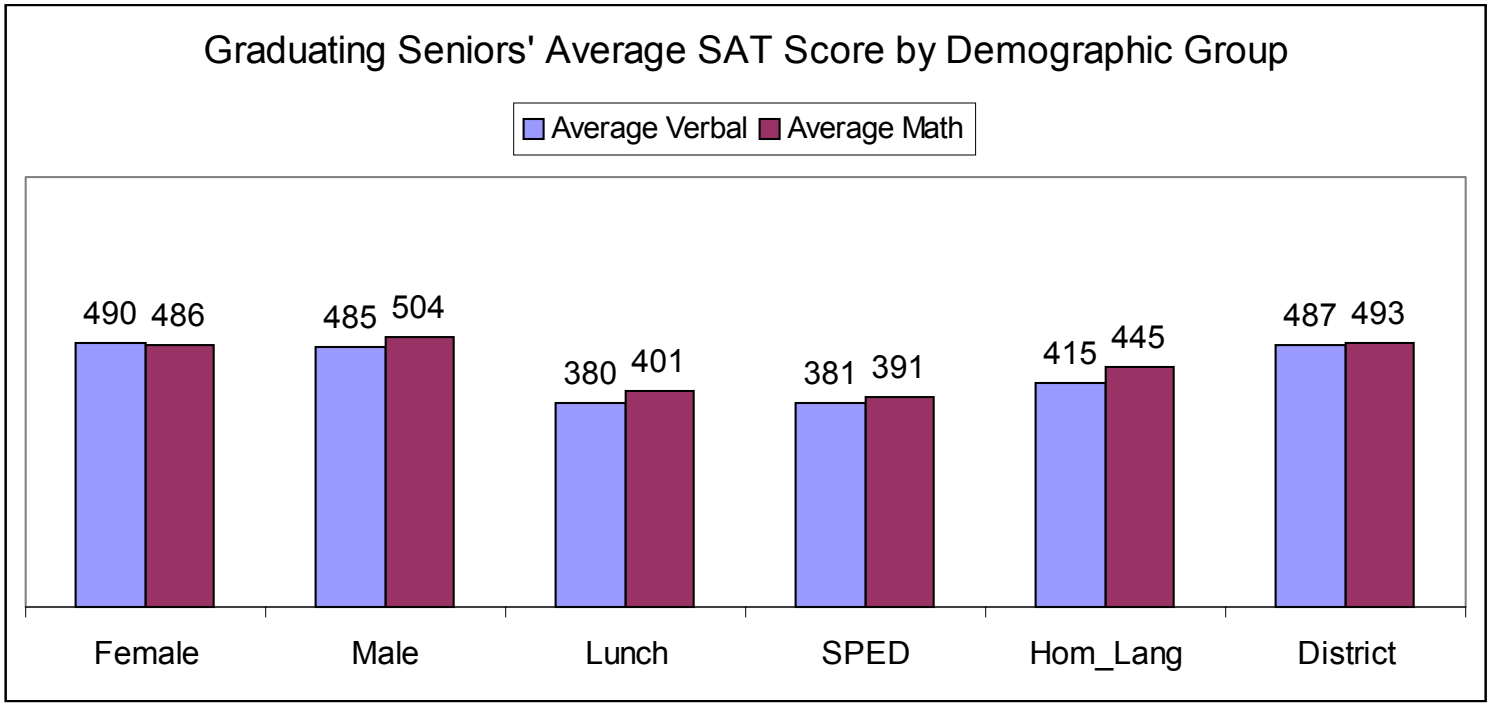
- 313 12th grade students (70%) took the SAT in 2000/2001. In **1999/2000**, 312 seniors (69%) took the SAT.
- The average Verbal SAT score was 487* and the average Math SAT score was 493*. In **1999/2000**, the average Verbal score was 487 and Math was 497.

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



**These scores vary slightly from those reported by ETS (474 and 480 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***

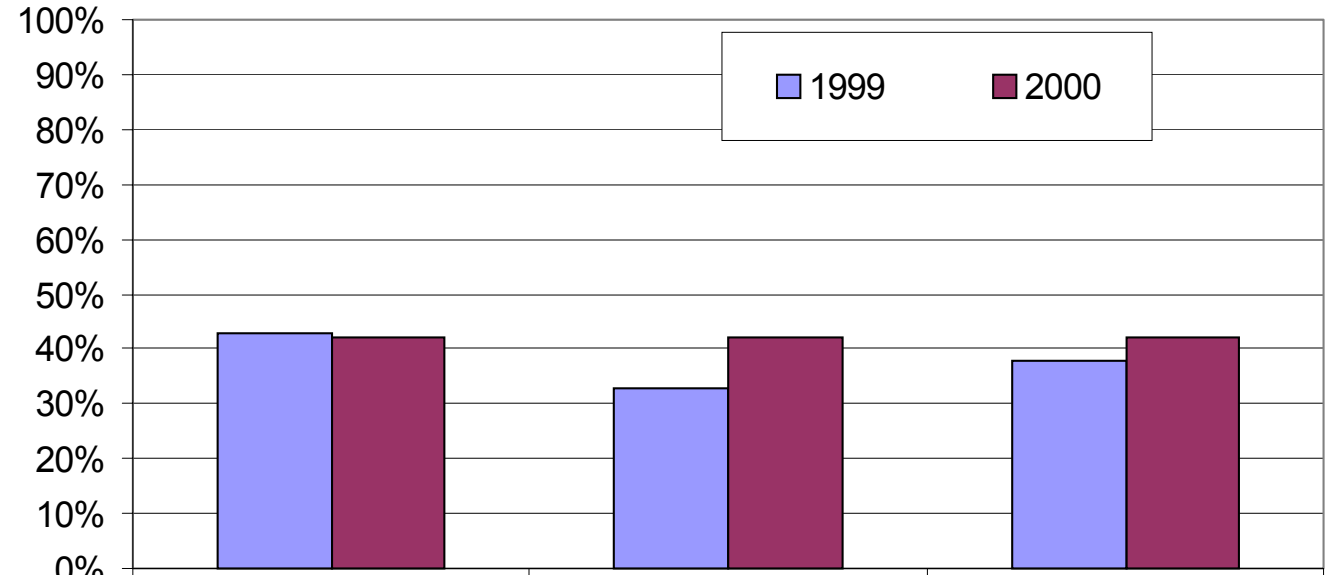


Stanford 9

Comparison of 1999 and 2000 Results

Grade 9 Reading	1999	2000
Basic & Above	82%	78%
Proficient & Above	43%	42%
Average NPR	45	48
Grade 10 Reading		
Basic & Above	74%	79%
Proficient & Above	33%	42%
Average NPR	47	51
Combined Grades 9 & 10 Reading		
Basic & Above	78%	78%
Proficient & Above	38%	42%
Average NPR	48	50

Stanford 9 Total Reading
Proficient & Above - Comparison of 1999 & 2000



	grade 9	grade 10	gr 9 & 10 Total
1999	43%	33%	38%
2000	42%	42%	42%

Fall 2000 Stanford 9 – Total Reading Performance Standards and National Percentile Rankings

2000 Stanford 9 - Total Reading - Grades 9-10

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	78%	83%	74%	83%	68%	76%	90%	58%	66%	41%
Proficient & Above	42%	45%	39%	51%	24%	20%	65%	17%	21%	9%
Average NPR	50	53	47	54	37	35	67	31	35	22

2000 Stanford 9 - Total Reading - GRADE 9

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	78%	83%	74%	88%	68%	75%	90%	56%	63%	40%
Proficient & Above	42%	42%	42%	67%	24%	13%	67%	18%	19%	12%
Average NPR	48	50	47	61	36	30	66	30	31	21

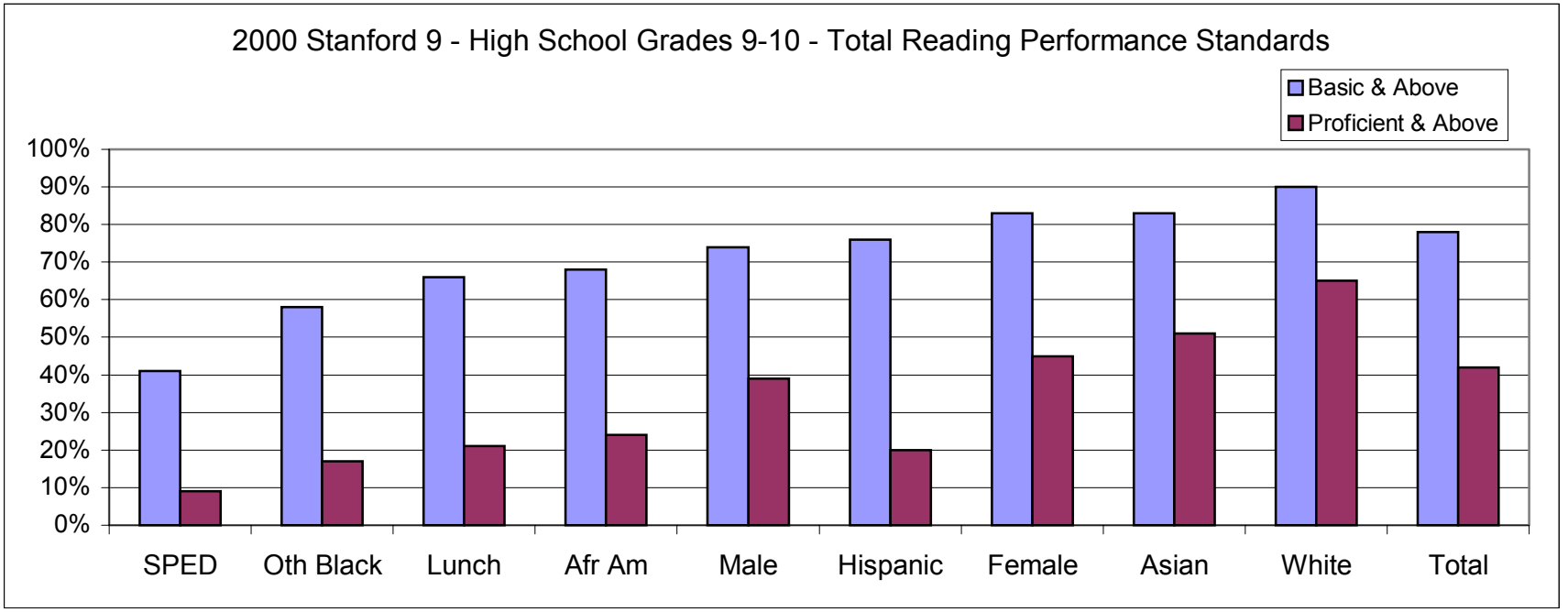
2000 Stanford 9 - Study Skills - GRADE 9

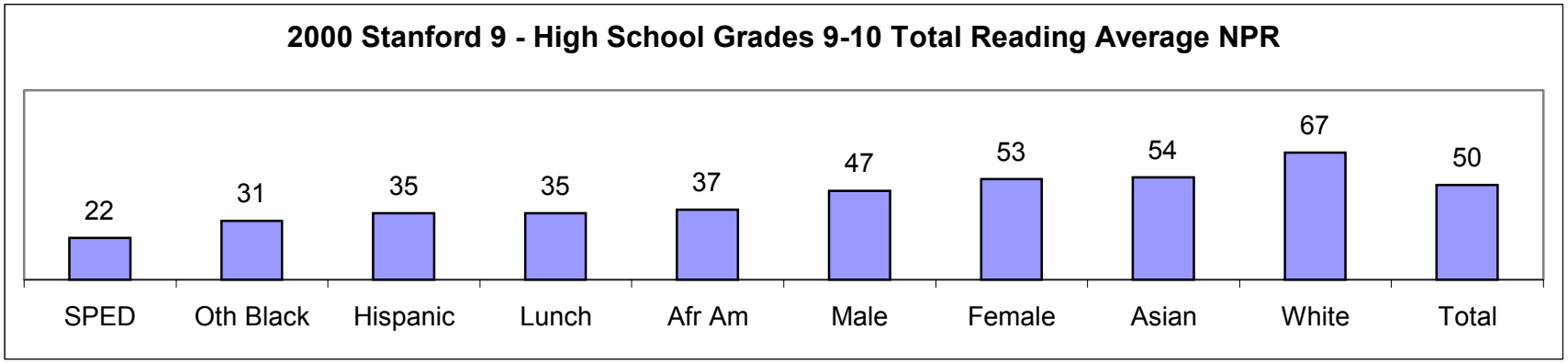
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	64%	67%	62%	70%	55%	47%	82%	41%	46%	28%
Proficient & Above	29%	29%	28%	44%	17%	11%	48%	4%	8%	4%
Average NPR	45	46	43	53	36	32	59	26	31	21

2000 Stanford 9 - Total Reading - GRADE 10

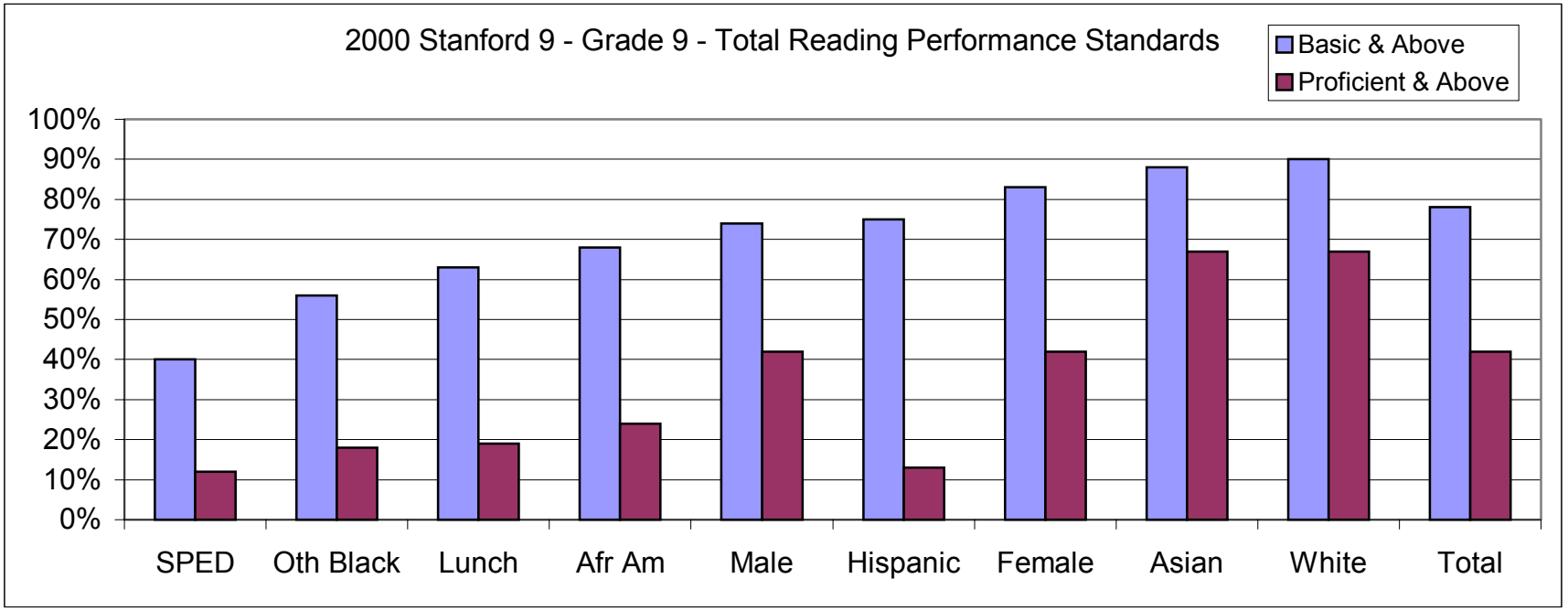
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	79%	83%	74%	79%	68%	76%	89%	61%	71%	43%
Proficient & Above	42%	47%	37%	38%	22%	27%	64%	15%	24%	5%
Average NPR	51	56	47	48	39	40	67	33	41	22

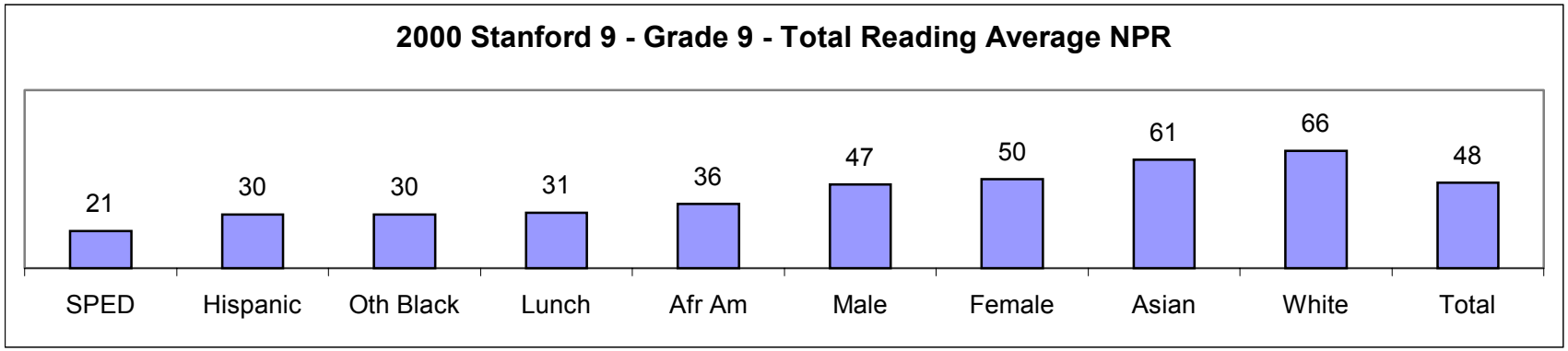
- **Grade 9 & 10 - Total Reading**



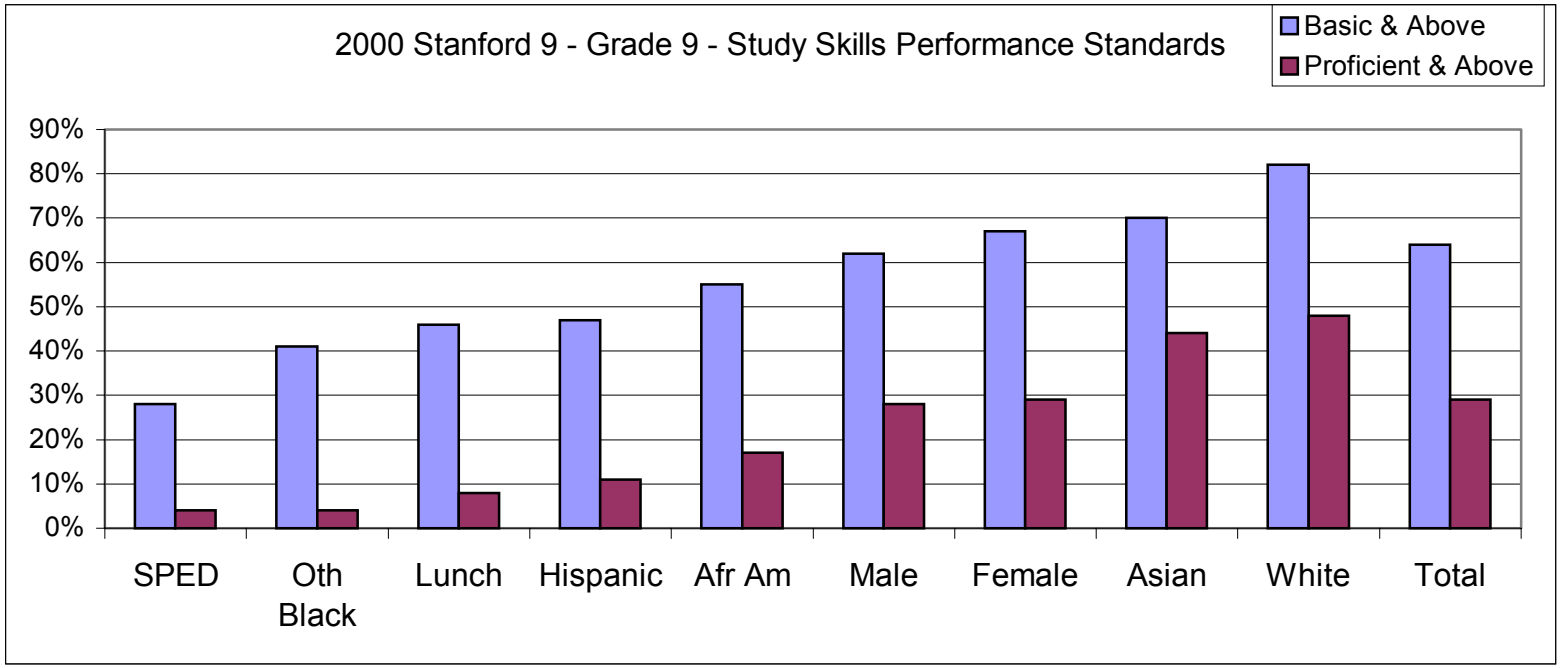


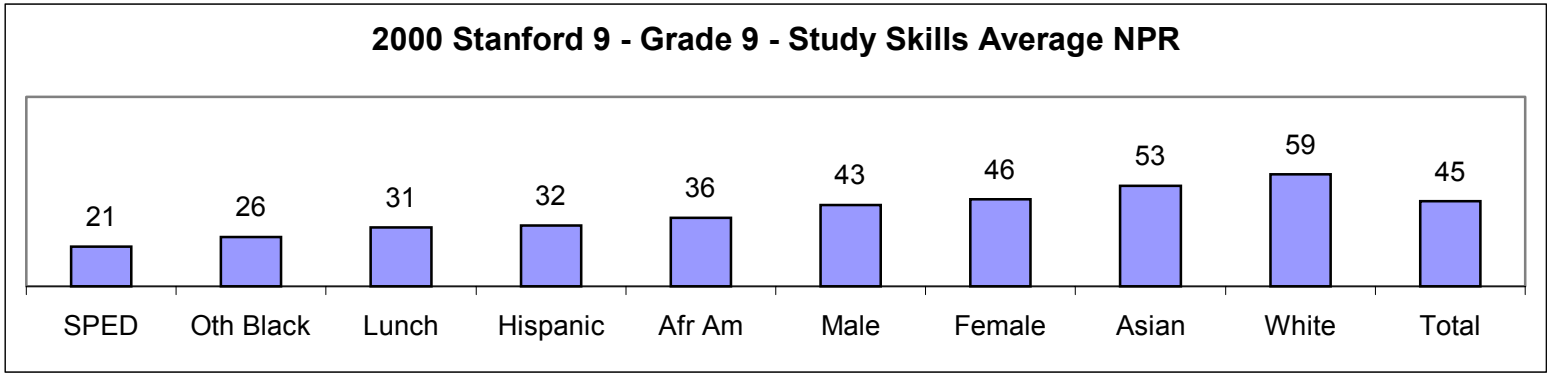
- **Grade 9 - Total Reading**



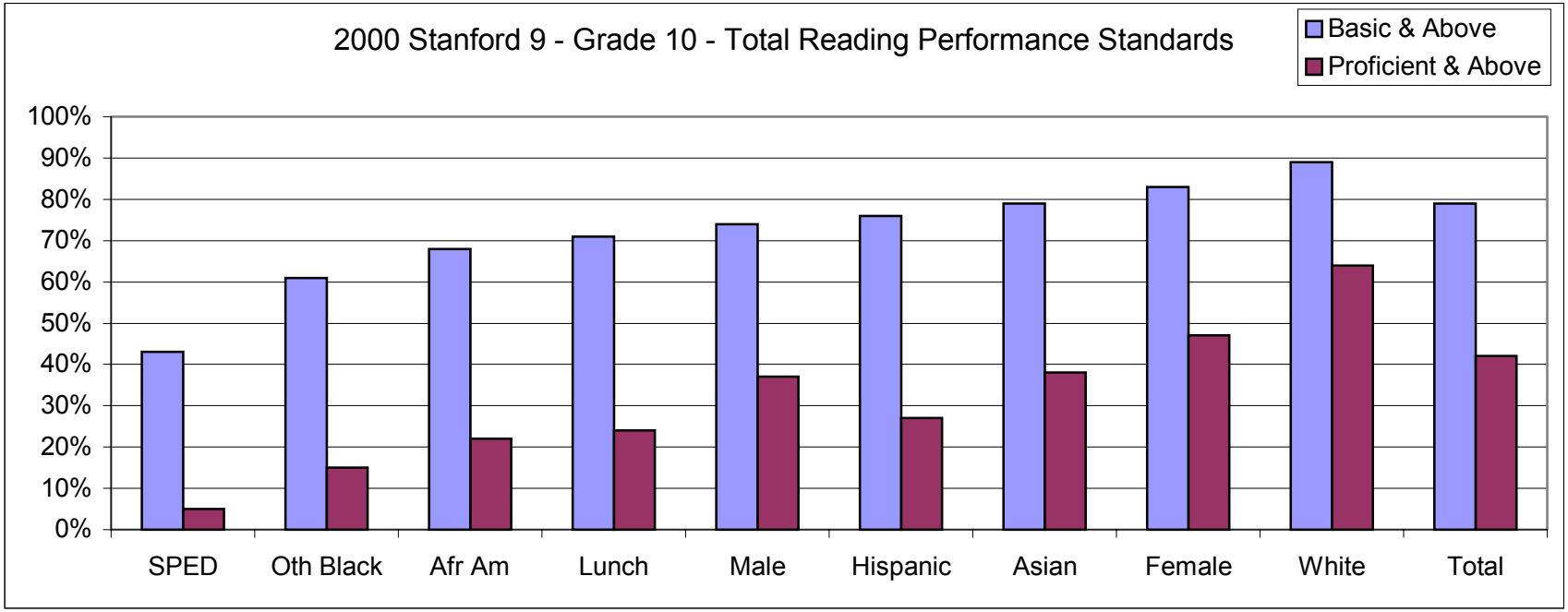


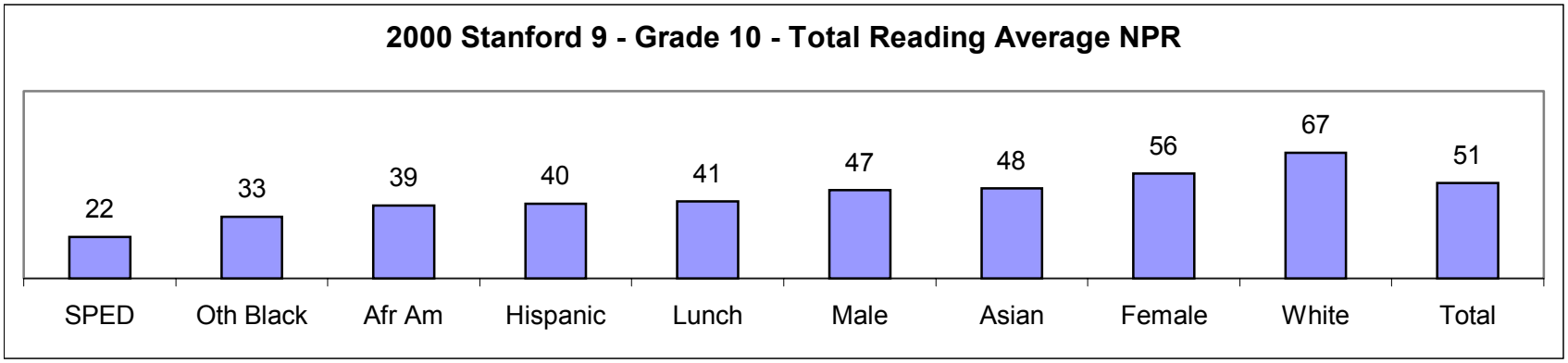
- **Grade 9 - Study Skills**





- **Grade 10 - Total Reading**





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

Stanford 9 - Total Reading - 9th Grade - Comparison

	1999	2000
Basic & Above	82%	78%
Proficient & Above	43%	42%
Average NPR	45	48

Stanford 9 - Total Reading -10th Grade - Comparison

	1999	2000
Basic & Above	74%	79%
Proficient & Above	33%	42%
Average NPR	47	51

Massachusetts Comprehensive Assessment System

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

English Language Arts

	Total	Warning		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%
Statewide 2001			18%		31%		36%		15%

* Only includes students who were tested.

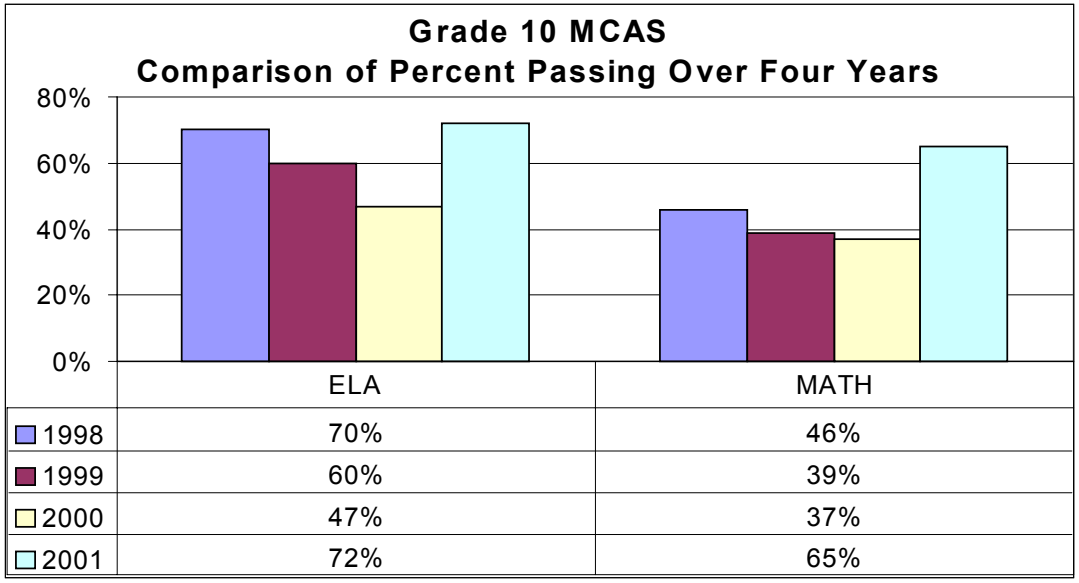
Math

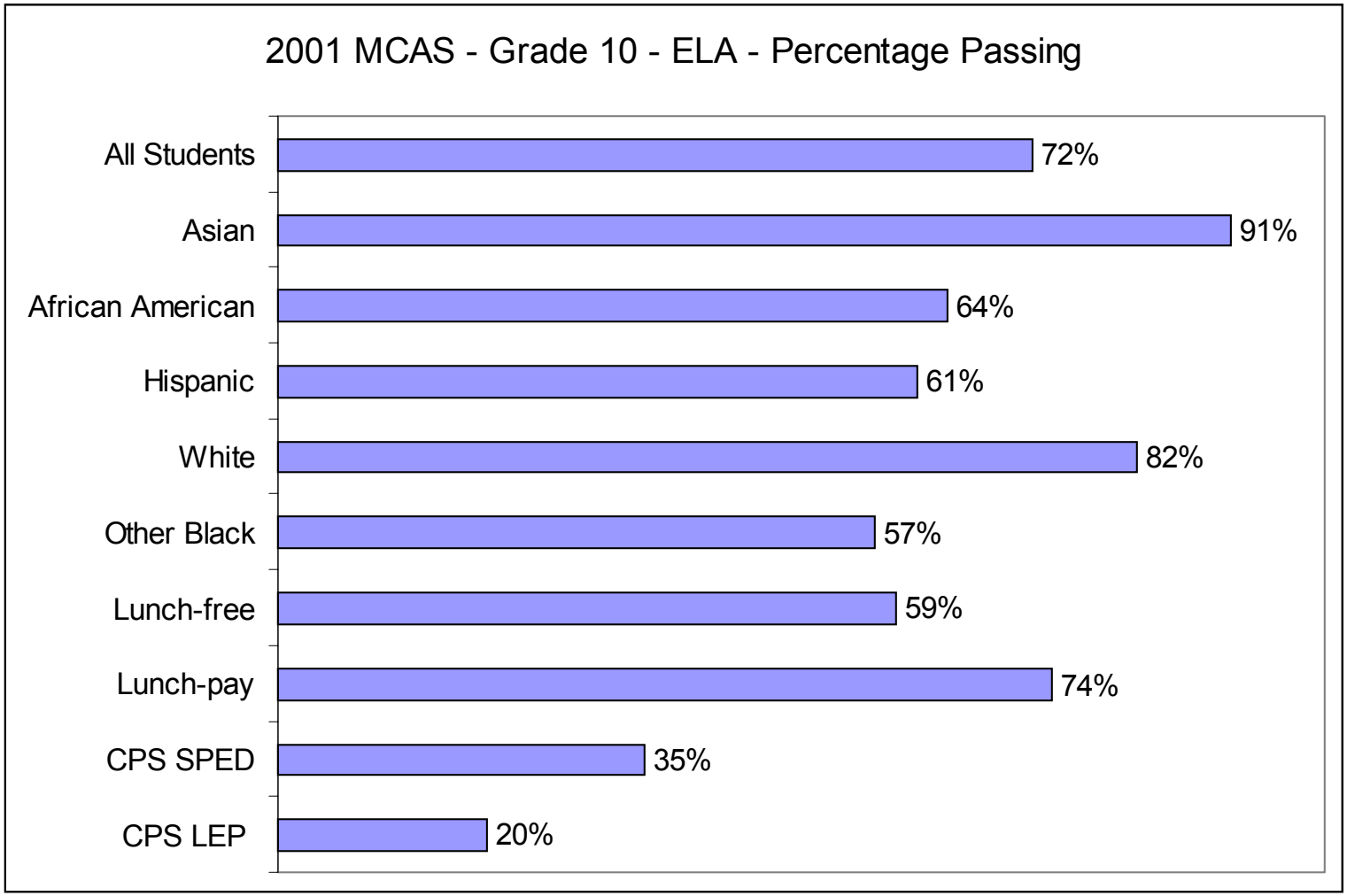
	Total	Warning		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SPRING 1998	391	204	52%	96	25%	55	14%	36	9%
SPRING 1999	435	266	61%	76	18%	52	12%	41	9%
SPRING 2000*	330	208	63%	51	15%	42	13%	29	9%
SPRING 2001	439	153	35%	124	28%	85	19%	77	18%
Statewide 2001			25%		30%		27%		18%

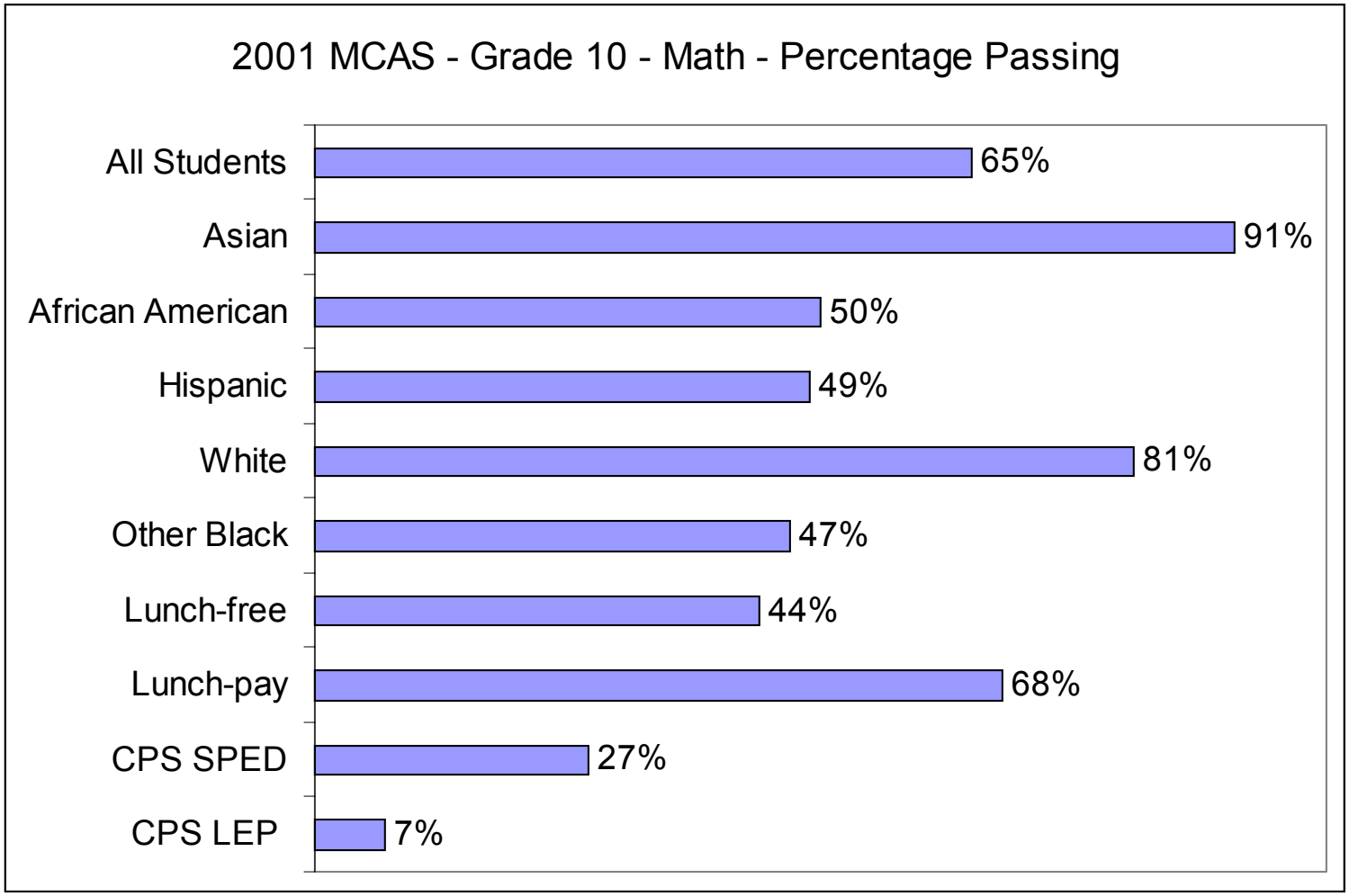
* Only includes students who were tested.

MCAS Scores -- Four Year Comparison – Percent Passing

% Passing	1998	1999	2000	2001	State 2001
Grade Tested			*valid results from students actually tested*	*valid results from students actually tested*	
10 ELA	70%	60%	48%	72%	82%
10 Math	46%	39%	37%	65%	75%
10 Science	58%	46%	37%	*na*	*na*
10 History/Soc Science	*na*	*na*	*na*	*Item analysis only*	*na*




2001 MCAS - Grade 10 - ELA - Percentage Passing
All Students
72%
Asian
91%
African American
64%
Hispanic
61%
White
82%
Other Black
57%
Lunch-free
59%
Lunch-pay
74%
CPS SPED
35%
CPS LEP
20%


2001 MCAS - Grade 10 - Math - Percentage Passing
All Students
65%
Asian
91%
African American
50%
Hispanic
49%
White
81%
Other Black
47%
Lunch-free
44%
Lunch-pay
68%
CPS SPED
27%
CPS LEP
7%

Spring 2001 MCAS Results – 10th grade

Percentage Passing

	ELA	MATH
All Students	72%	65%
Tested Regular	81%	76%
Tested SPED	37% (78)	26% (78)
Tested LEP	18% (11)	7% (14)
Asian	87%	91%
African American	64%	50%
Hispanic	61%	49%
White	82%	81%
Other Black	57%	47%
Lunch-free	59%	44%
Lunch-pay	74%	68%
CPS SPED	35% (84)	27% (85)
CPS LEP	20% (10)	7% (14)