High School

Student Data Report

1999-2000

TABLE OF CONTENTS

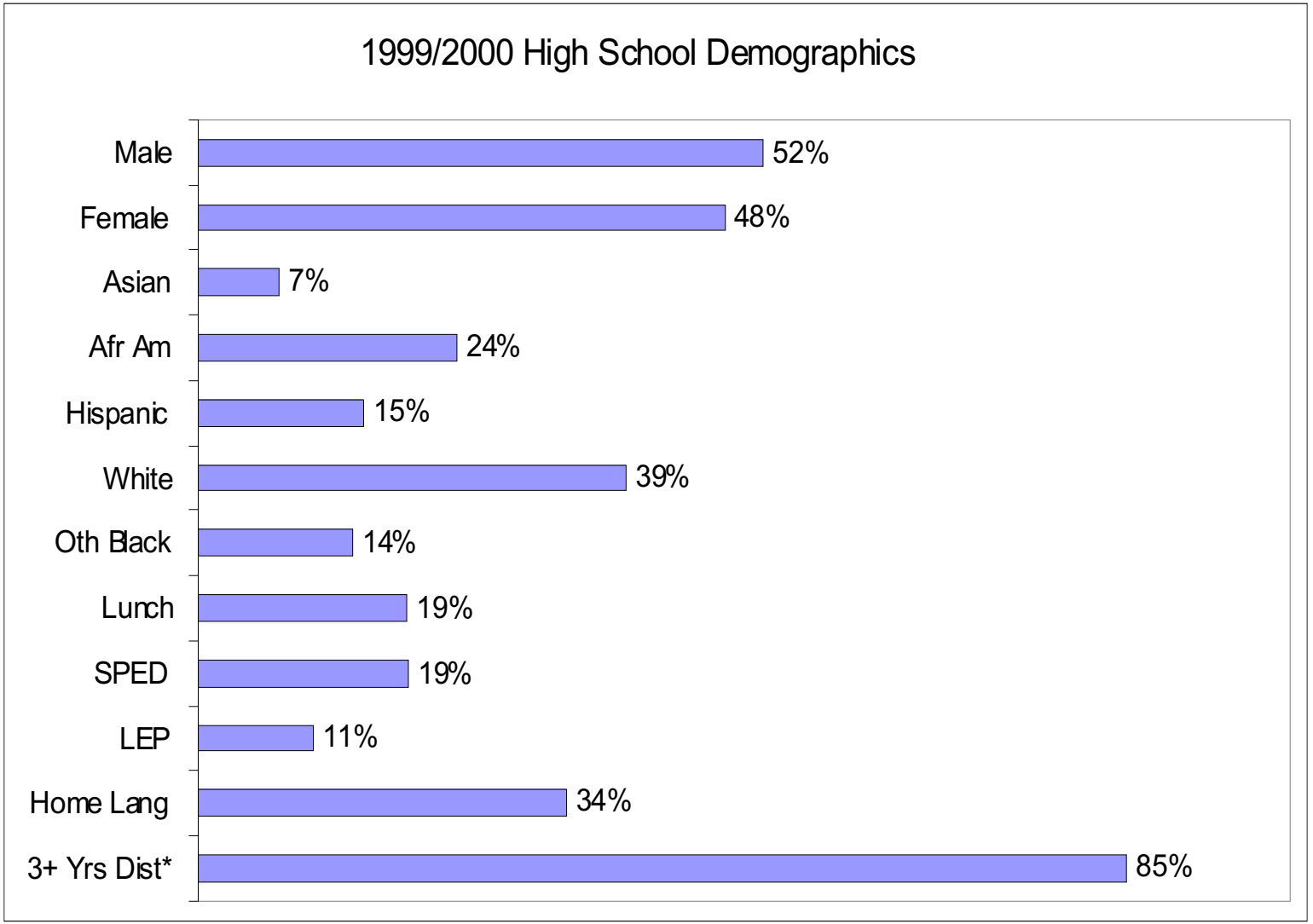
I. CRLS DEMOGRAPHICS 3

II. STUDENT PERFORMANCE INDICATORS
- A. Absence 6
- B. Suspensions 7
- C. Course Failures 10
  1. One or more failures 10
  2. Three or more failures 12
- D. Dropouts 14
- E. Advanced Placement Courses 16
- F. Advanced Placement Examination 18
- G. Honors 20
- H. Graduation Plans 23
- I. SAT Scores 26
- J. Stanford 9 28
- K. MCAS 31

III. HOUSE PROFILES
- A. House A 32
- B. Academy 33
- C. Fundamental 34
- D. Leadership 35
- E. Pilot 36
- F. RSTA 37

High School Demographics

The following chart illustrates the proportion of various demographic groups of students in grades nine through twelve dudring the 1999-2000 school year. The number table is on the following page. In comparing this chart to that of the district-wide enrollment in grades K-5 and grades 6-8, note that the proportional representation of the various student subgroups remains similar. The most notable exceptions is the much lower enrollment of students in the subsidized lunch program; 19% at the high school compared to 46% in the middle grades and 47% in the elementary grades. There is also a slightly lower rate of enrollment in Special Education (19%) compared to the middle grades rate of 27% but is similar to the elementary grades rate of 20%. The rate of students enrolled in the district for three or more years is 85% of all students at the high school. This is the same as the rate for the middle and elementary grades.


1999/2000 High School Demographics
Male
52%
Female
48%
Asian
7%
Afr Am
24%
Hispanic
15%
White
39%
Oth Black
14%
Lunch
19%
SPED
19%
LEP
11%
Home Lang
34%
3+ Yrs Dist*
85%

High School Demographics – Number & Percentage

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	508	240	268	0	39	131	77	199	62	116	111	47	170	400
Tenth	532	265	267	2	42	141	87	198	62	102	110	60	173	391
Eleventh	486	235	251	1	29	103	73	206	74	85	85	53	162	379
Twelfth	452	216	236	1	36	95	63	174	83	75	76	48	163	389
Total	**1978**	**956**	**1022**	**4**	**146**	**470**	**300**	**777**	**281**	**378**	**382**	**208**	**668**	**1559**
% District		**48%**	**52%**	**0%**	**7%**	**24%**	**15%**	**39%**	**14%**	**19%**	**19%**	**11%**	**34%**	**85%**

* Data for 144 students missing

Grade	Total	Female	Male	Na Am	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	26%	47%	53%	0%	8%	26%	15%	39%	12%	23%	22%	9%	33%	85%
Tenth	27%	50%	50%	0%	8%	27%	16%	37%	12%	19%	21%	11%	33%	79%
Eleventh	25%	48%	52%	0%	6%	21%	15%	42%	15%	17%	17%	11%	33%	85%
Twelfth	23%	48%	52%	0%	8%	21%	14%	38%	18%	17%	17%	11%	36%	93%

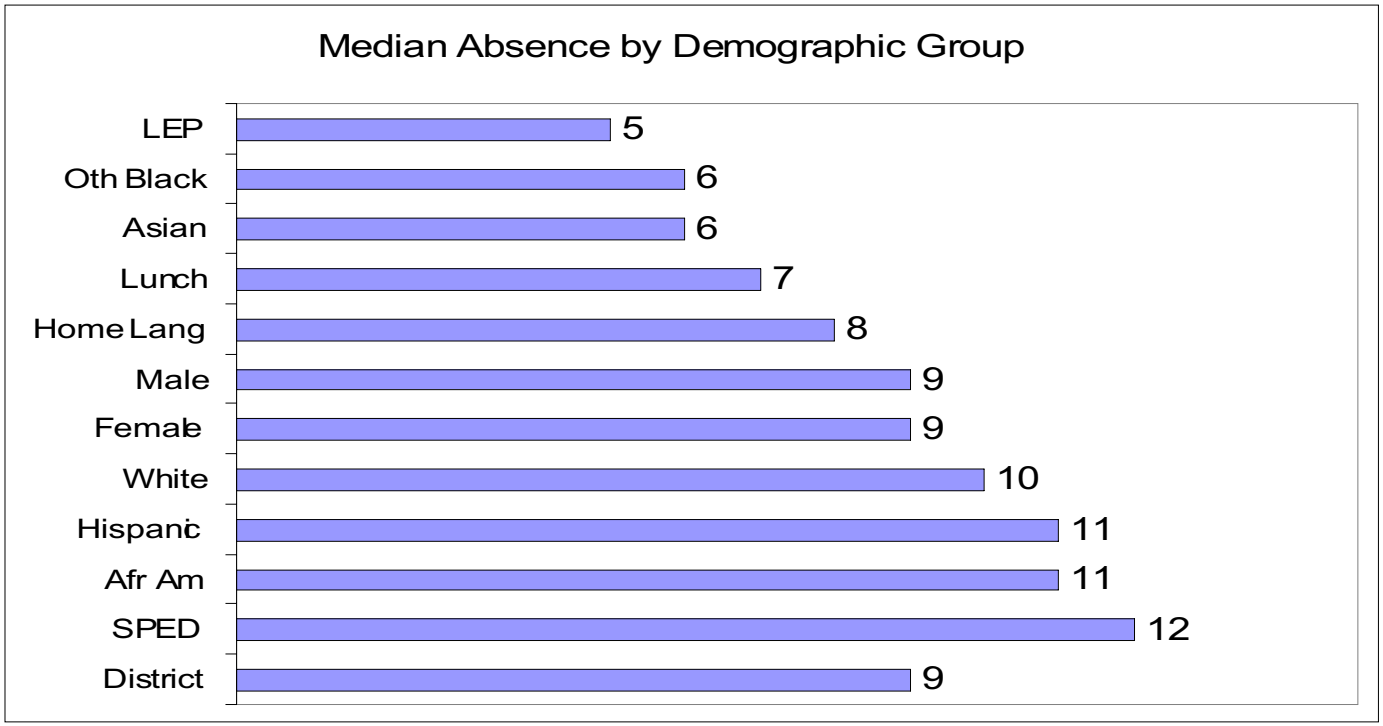
It is worth noting that there is a difference in grade level enrollments between grades of an average decrease of 24 students per grade. This includes the difference of 41 students between grades eight (n=548) and nine (shown above). In the future this report will review changes in enrollment for each grade level cohort as it moves through the system.

Absence

- The median number of absences for all students was 9 days absent. Based on an academic year of 180 school days, the rate of attendance was 95%. The range of days absent was from 0 days to 113 days.

- By grade, for ninth grade students, the median was 7 days absent; for tenth grade, the median was 9 days; for eleventh grade, the median was 10 days absent; and for twelfth grade students, the median number of days absent was 11.

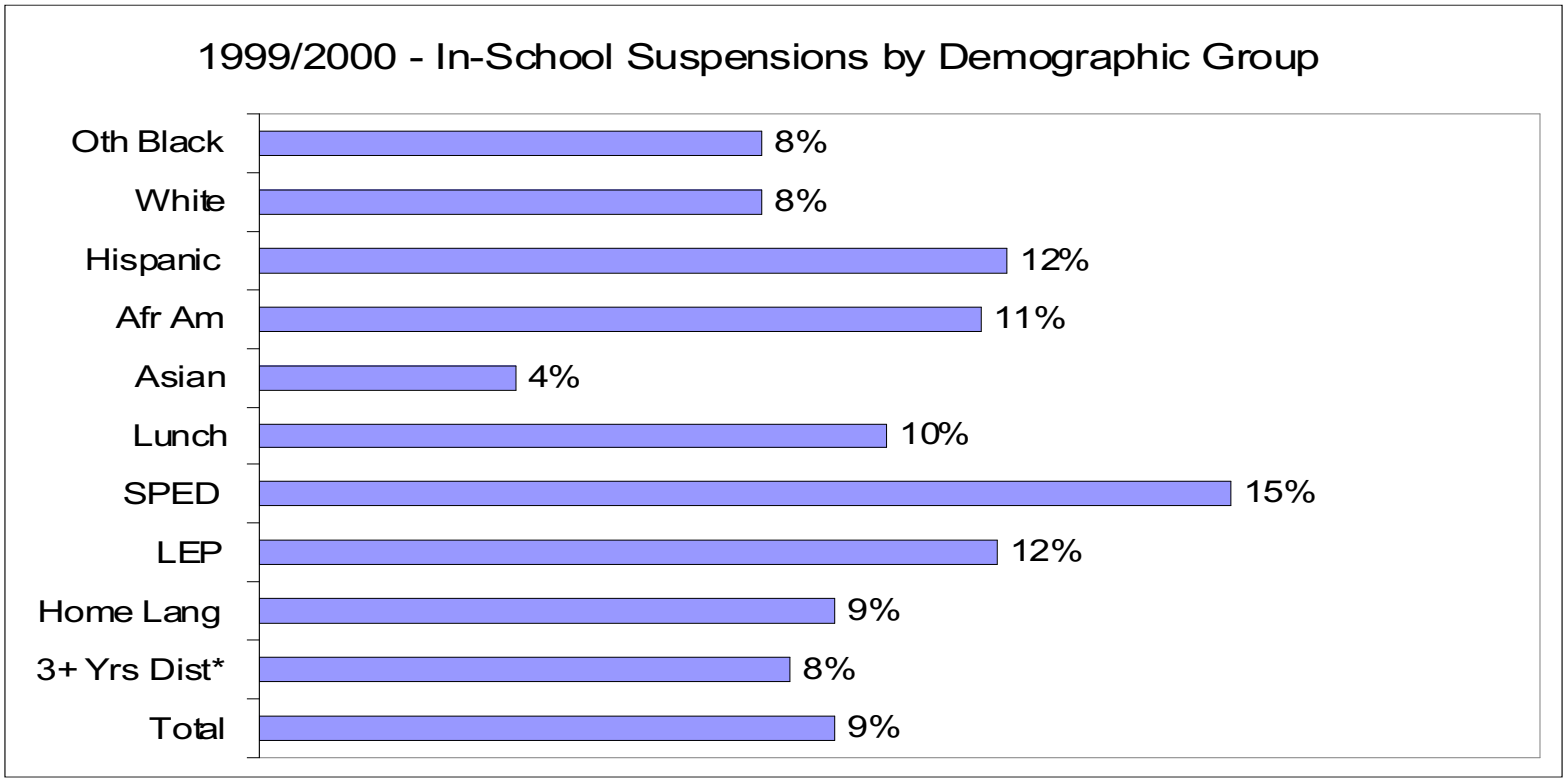
While the variation in the median absence rate varies relatively slightly among the student subgroups, there is a higher median rate among White, African American and Hispanic students than among Other Black and Asian students.



Suspensions

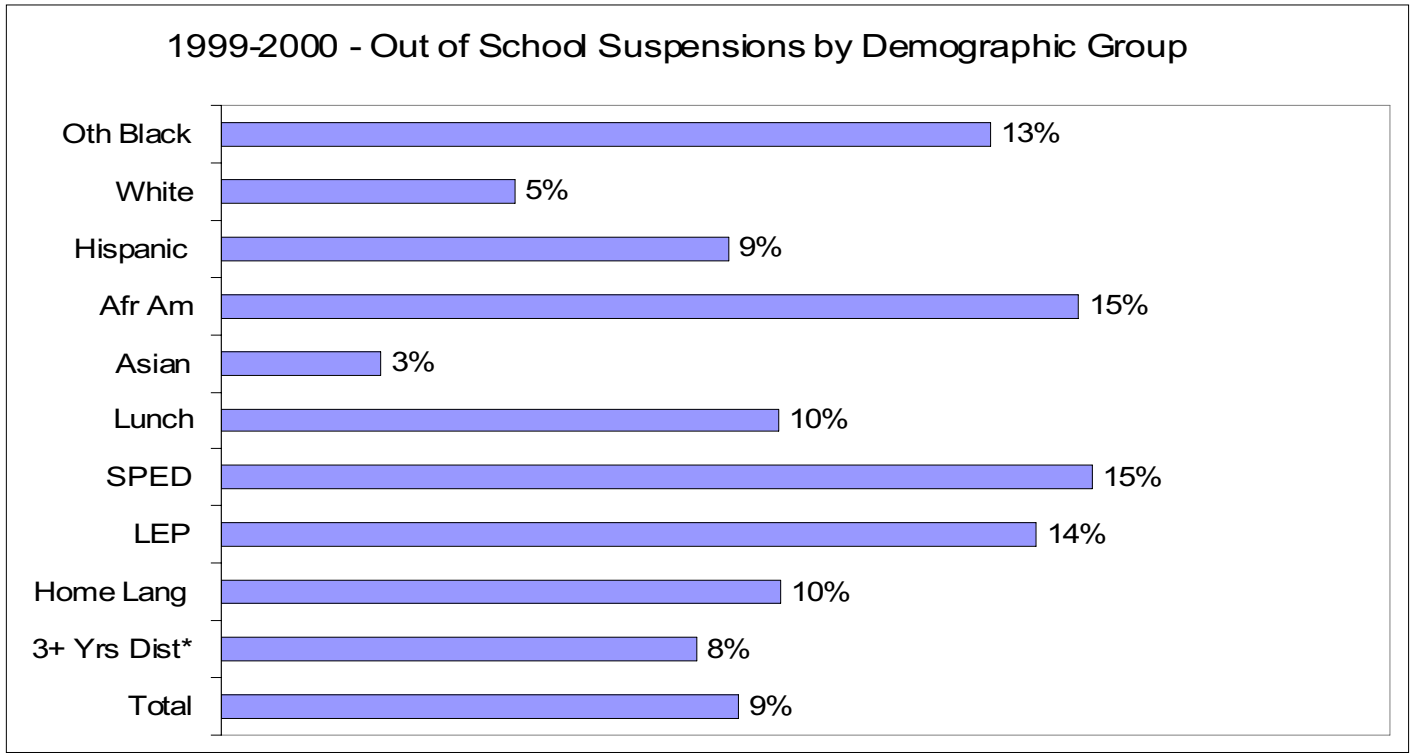
- ***In-School Suspensions***
  - 177 students were suspended one or more times (9%).
- ***Out-of-School Suspensions***
  - 175 students were suspended one or more times (9%).
- ***Demographics of In-School Suspensions***

In-school suspension rates vary for the various subgroups of students as demonstrated in the chart below. Hispanic and African American students have been in-school suspended one or more times at a rate that is approximately 40%-50% higher than that of White students.



- ***Demographics of Out-of-School Suspensions***

The out of school suspension rates vary from the in-school suspension rates with African American and Other Black students receiving out of school suspensions (one or more times) at a rate that is almost three times that of White students. The rate for Hispanic students is 80% that of the rate for white students. The rates for SPED and LEP students are 65% and 55% higher than the district rate respectively.



In-School Suspensions – Number & Percentage by Grade

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	56	17	39	4	19	10	15	8	17	19	9	23	41
Tenth	49	15	34	0	18	6	20	5	6	19	3	14	35
Eleventh	43	17	26	1	9	12	15	6	11	10	10	14	30
Twelfth	29	8	21	1	7	7	11	3	3	10	2	9	23
Total	177	57	120	6	53	35	61	22	37	58	24	60	129
% District	**9%**	**6%**	**12%**	**4%**	**11%**	**12%**	**8%**	**8%**	**10%**	**15%**	**12%**	**9%**	**8%**

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	11%	7%	15%	10%	15%	13%	8%	13%	15%	17%	19%	14%	10%
Tenth	9%	6%	13%	0%	13%	7%	10%	8%	6%	17%	5%	8%	9%
Eleventh	9%	7%	10%	3%	9%	16%	7%	8%	13%	12%	19%	9%	8%
Twelfth	6%	4%	9%	3%	7%	11%	6%	4%	4%	13%	4%	6%	6%

Out-of-School Suspensions – Number & Percentage by Grade

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	49	21	28	1	20	6	10	12	12	16	4	20	38
Tenth	55	22	33	2	24	7	12	10	9	18	9	15	39
Eleventh	39	9	30	1	13	8	7	10	12	9	11	17	20
Twelfth	32	7	25	0	12	5	10	5	3	14	5	12	30
Total	175	59	116	4	69	26	39	37	36	57	29	64	127
% District	**9%**	**6%**	**11%**	**3%**	**15%**	**9%**	**5%**	**13%**	**10%**	**15%**	**14%**	**10%**	**8%**

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ Yrs Dist*
Ninth	10%	9%	10%	3%	15%	8%	5%	19%	10%	14%	9%	12%	10%
Tenth	10%	8%	12%	5%	17%	8%	6%	16%	9%	16%	15%	9%	10%
Eleventh	8%	4%	12%	3%	13%	11%	3%	14%	14%	11%	21%	10%	5%
Twelfth	7%	3%	11%	0%	13%	8%	6%	6%	4%	18%	10%	7%	8%

The suspension rates tend to decrease as the grade level increases.

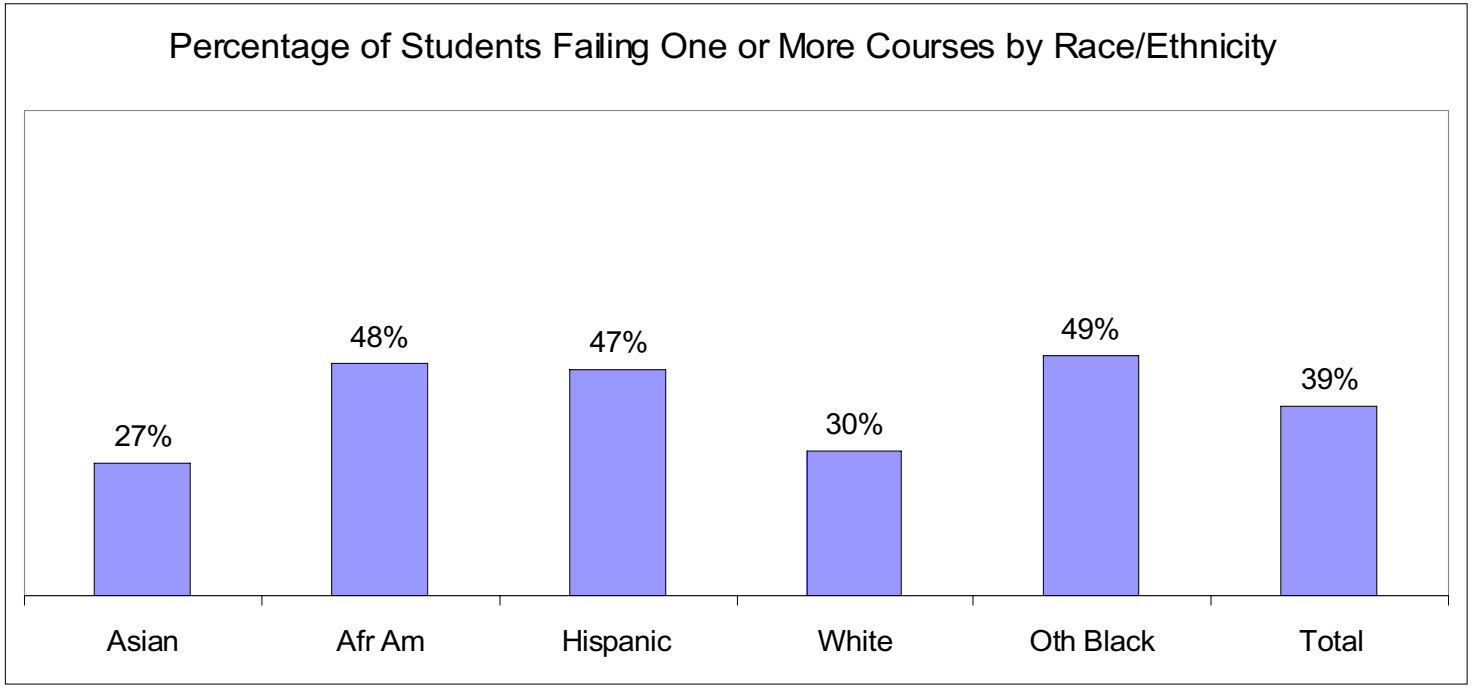
Course Failures

- 751 students (39% of all CRLS students) failed one or more courses. The failed course could have been either a semester or a yearlong course.

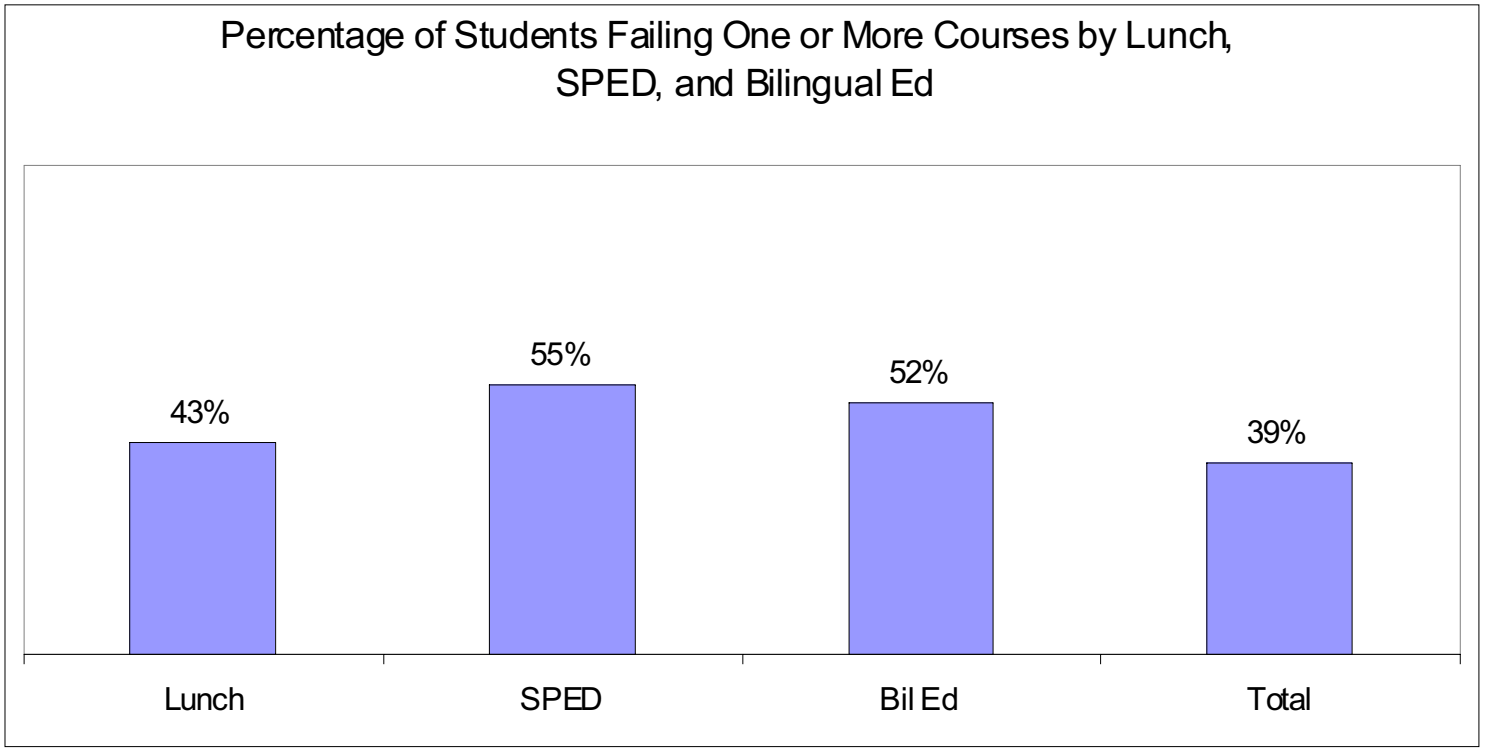
- 250 students (13% of all CRLS students) failed three or more courses. The failed courses could have been either a semester or a yearlong course.

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

Among the racial subgroups, African American, Hispanic and Other Black students fail at a rate approximately 60% higher than White students.



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



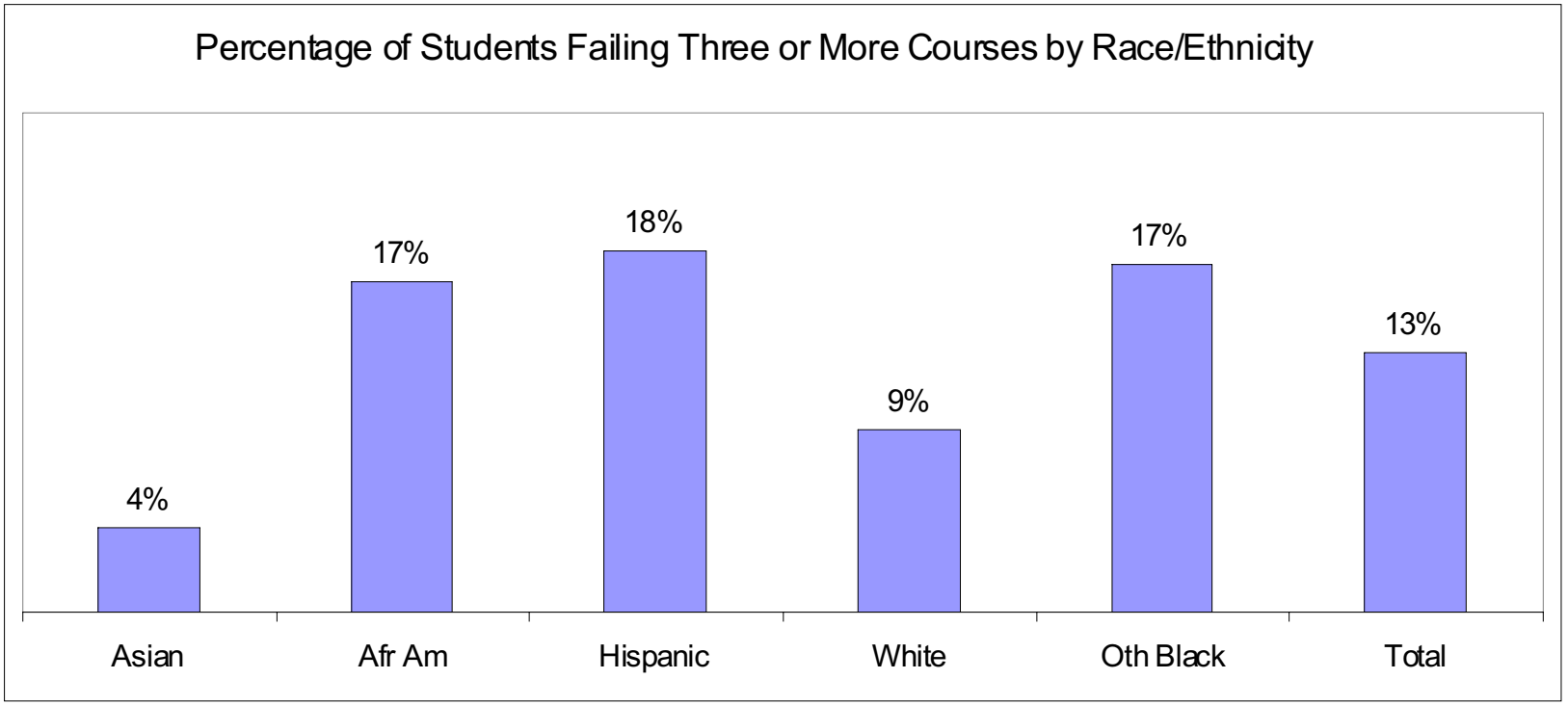
One or More Course Failures - Number & Percentage

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
1 or more courses failed	751	343	408	39	217	134	224	136	159	200	100	273
Total students	1924	935	989	142	453	288	758	276	369	362	194	644
	39%	**37%**	**41%**	**27%**	**48%**	**47%**	**30%**	**49%**	**43%**	**55%**	**52%**	**42%**

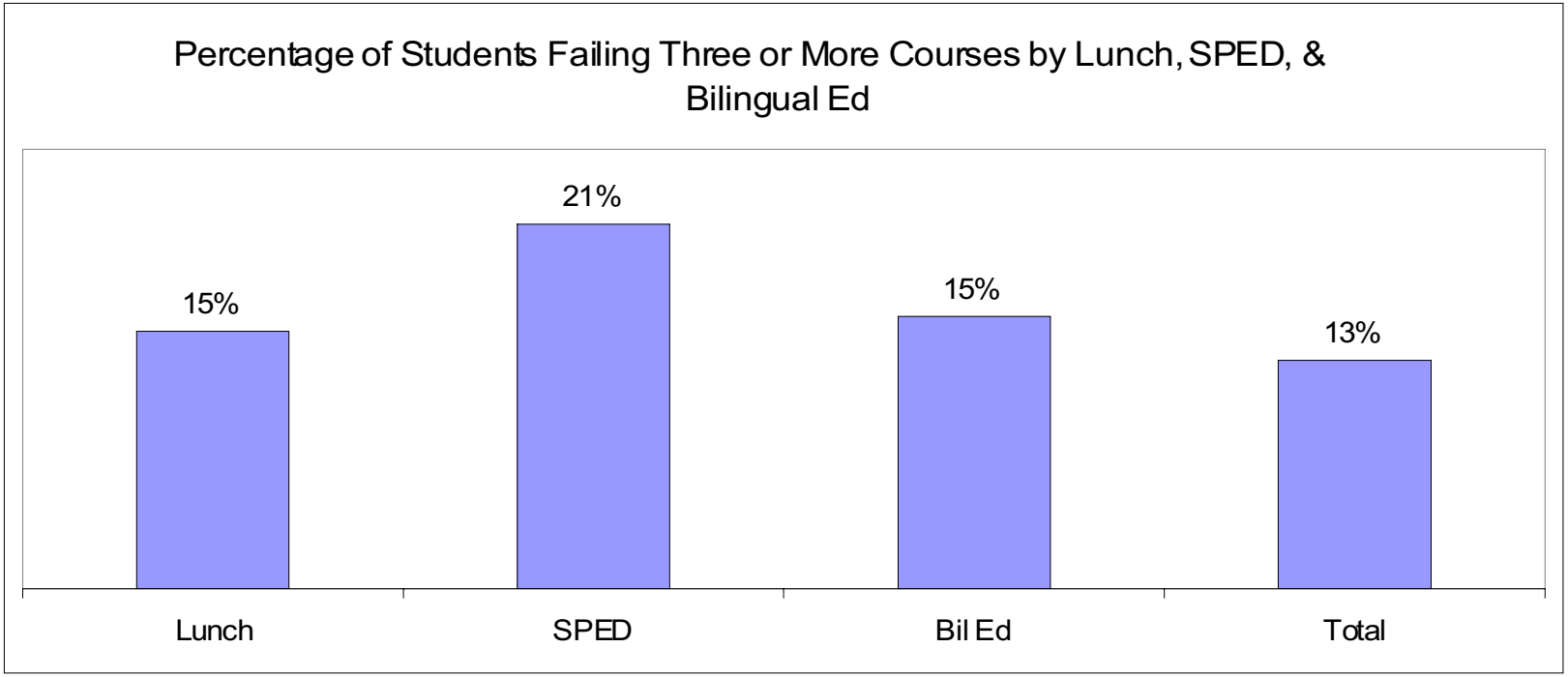
*54 students were missing course grades

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

African American and Other Black students fail three or more courses at a rate almost 90% higher than White students, while Hispanic students fail at a rate 100% higher than (or two times that) of White students.



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



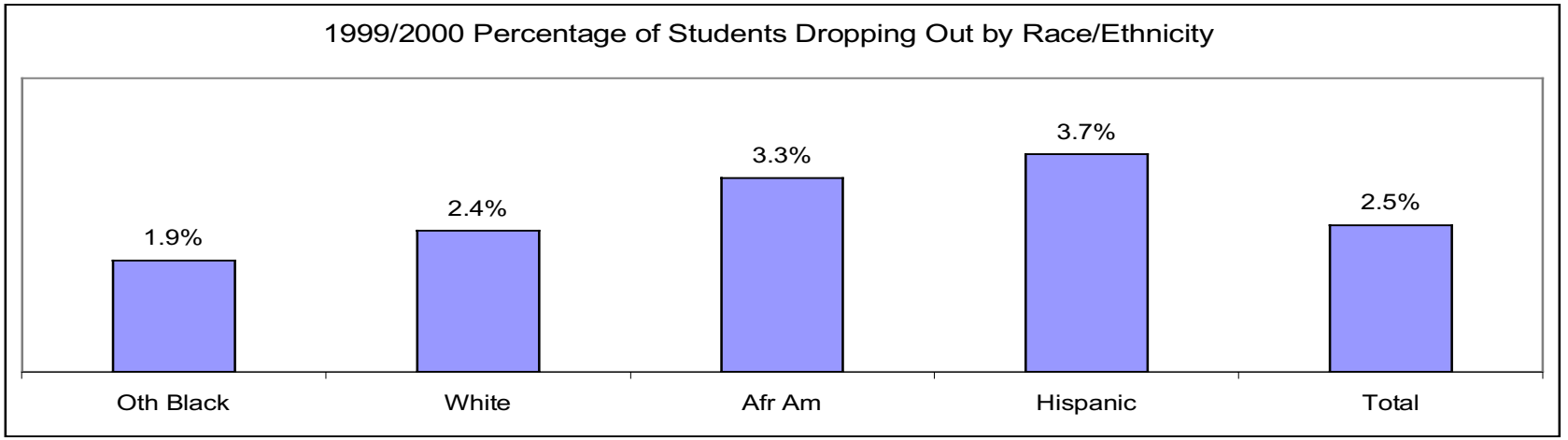
The failure rate for SPED students is 61% higher than the district rate for failing three or more courses during the 1999-2000 school year.

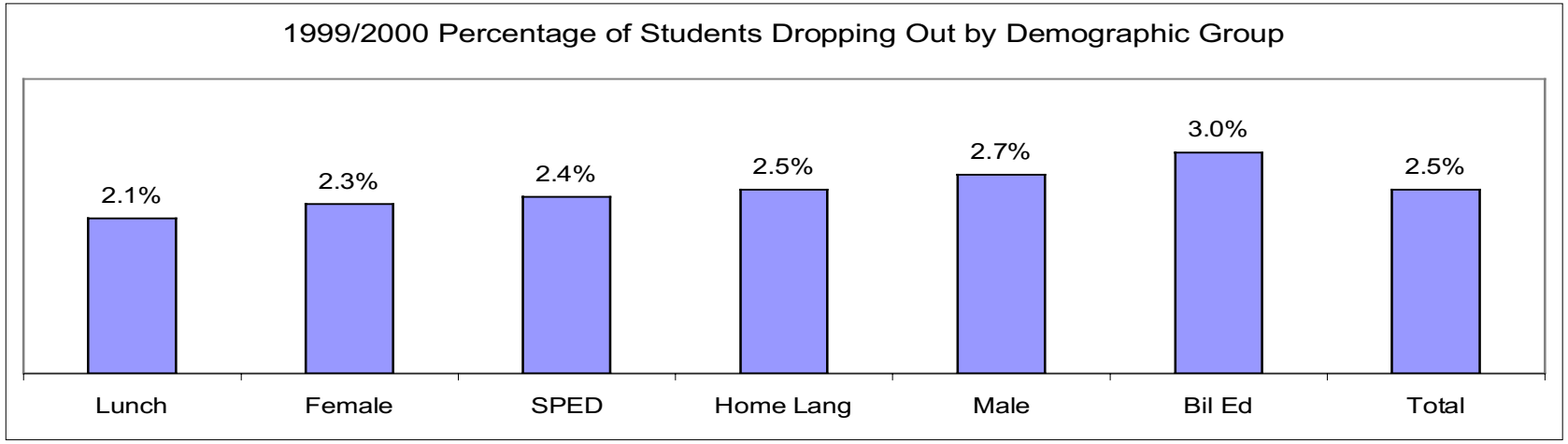
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
3 or more courses failed	250	104	146	6	75	52	69	48	54	75	30	90
Total students	1924	935	989	142	453	288	758	276	369	362	194	644
	13%	**11%**	**15%**	**4%**	**17%**	**18%**	**9%**	**17%**	**15%**	**21%**	**15%**	**14%**

*54 students were missing course grades

Dropouts

- 56 students (2.5%) dropped out of CRLS during the 1999-2000 school year.





Dropouts – Number & Percentages

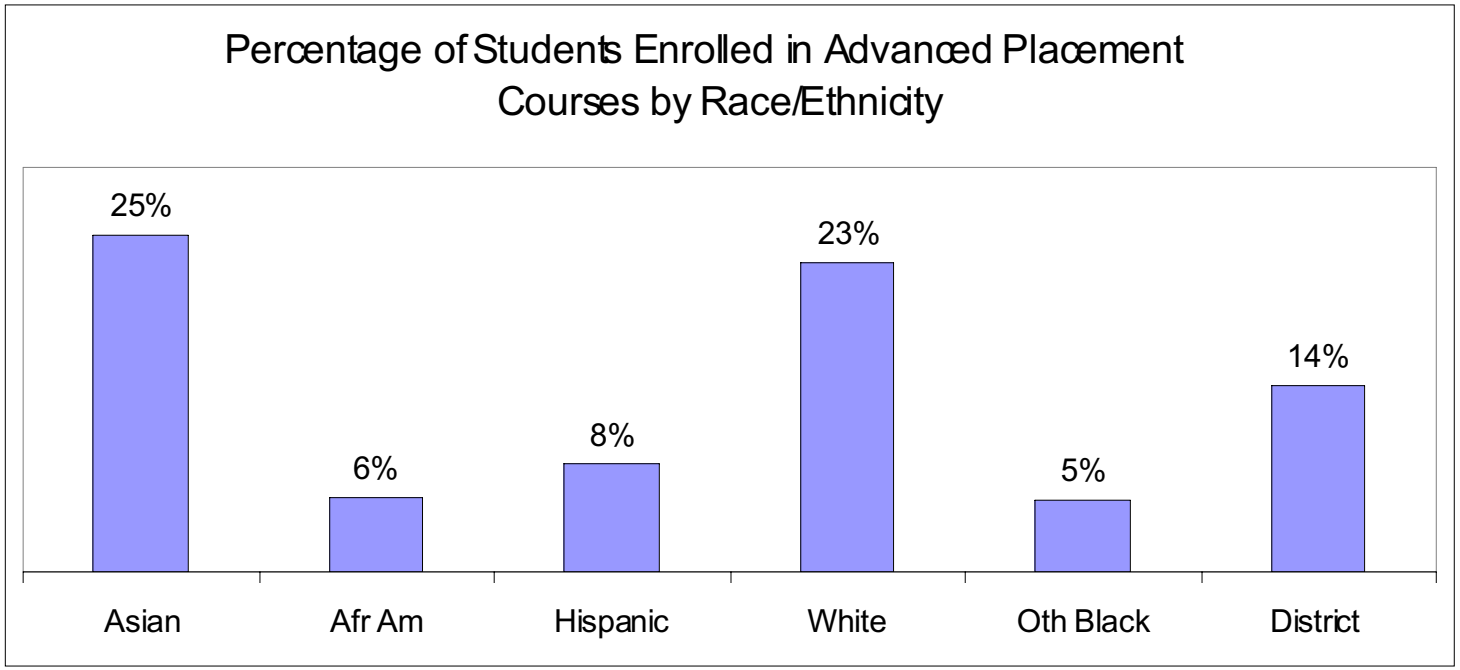
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	Bil Ed	Home Lang
Number	56	25	31	0	17	12	21	6	9	10	7	19
Percentage	2.5%	2.3%	2.7%	0.0%	3.3%	3.7%	2.4%	1.9%	2.1%	2.4%	3.0%	2.5%

Advanced Placement Courses

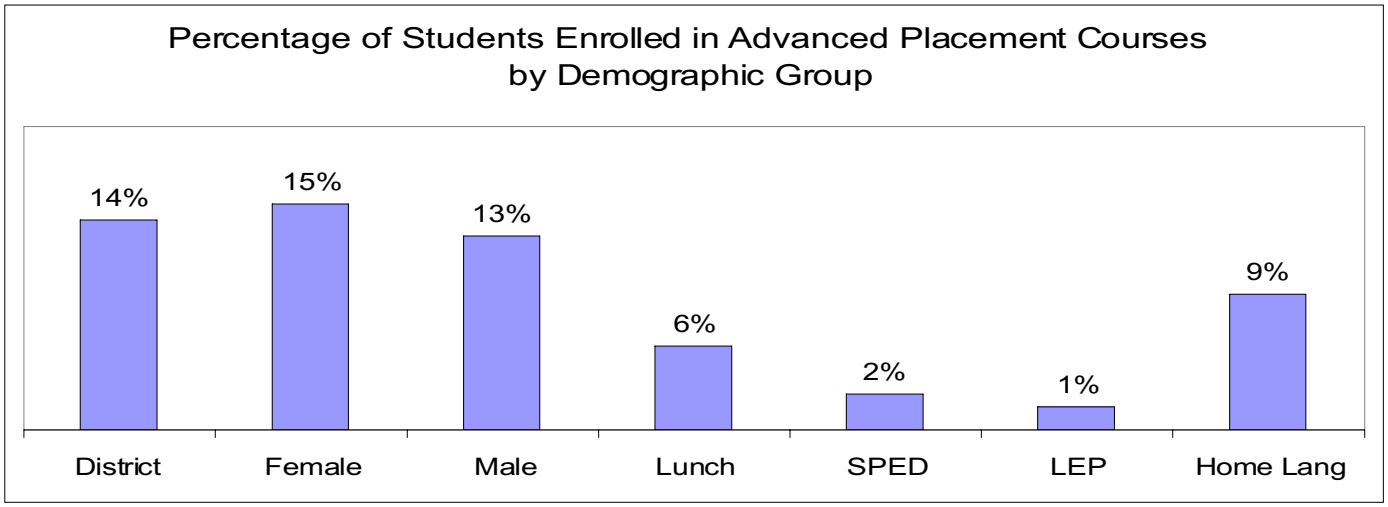
- 278 students (14.1% of CRLS students) were enrolled in 509 Advanced Placement Courses.
- 96% (490) of those courses were passed.

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

Among student enrolled in Advanced Placement courses, the enrollment rate for White and Asian exceeded that of African American, Hispanic and Other Black students by approximately 400%.



Advanced Placement Courses by Demographic Group



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

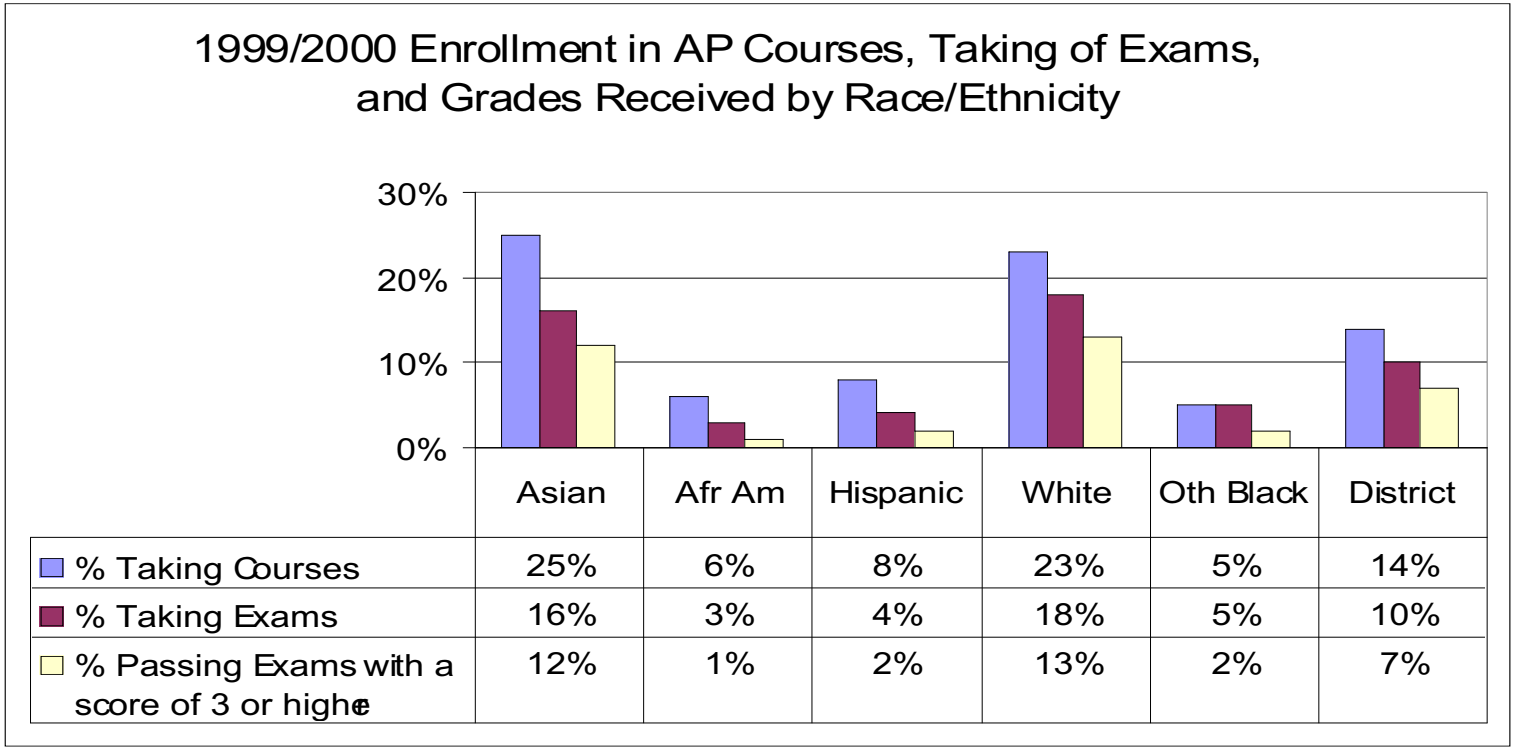
Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Tenth	7	5	2	2	0	1	4	0	1	0	0	2
Eleventh	138	77	61	15	17	11	89	6	8	6	1	30
Twelfth	133	62	71	19	12	10	82	9	12	3	2	29
Total	**278**	**144**	**134**	**36**	**29**	**22**	**175**	**15**	**21**	**9**	**3**	**61**
% District	**14%**	**15%**	**14%**	**25%**	**6%**	**8%**	**23%**	**5%**	**6%**	**3%**	**2%**	**10%**

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Tenth	1%	2%	1%	5%	0%	1%	2%	0%	1%	0%	0%	1%
Eleventh	26%	29%	22%	36%	11%	13%	45%	10%	8%	5%	2%	17%
Twelfth	27%	26%	27%	62%	10%	14%	39%	12%	14%	4%	4%	17%

Note that in grades 11 and 12 over 25% or one quarter of the students are enrolled in an AP course. Note the difference in the racial subgroups however.

Advanced Placement Exams

- 200 students (72% of those enrolled in AP courses) took 380 Advanced Placement Exams.
- Of the 380 exams taken, 245 (65%) were passed with a score of 3 or greater by 138 students (48% of those taking AP courses).
- ***By Race/Ethnicity – percentage taking courses, exams, and scores greater or equal to 3***



	Asian	Afr Am	Hispanic	White	Oth Black	District
% Taking Courses	25%	6%	8%	23%	5%	14%
% Taking Exams	16%	3%	4%	18%	5%	10%
% Passing Exams with a score of 3 or higher	12%	1%	2%	13%	2%	7%

Advanced Placement Exams – Numbers & Percentages of Students Taking Exams and Passing with scores of 3 or greater

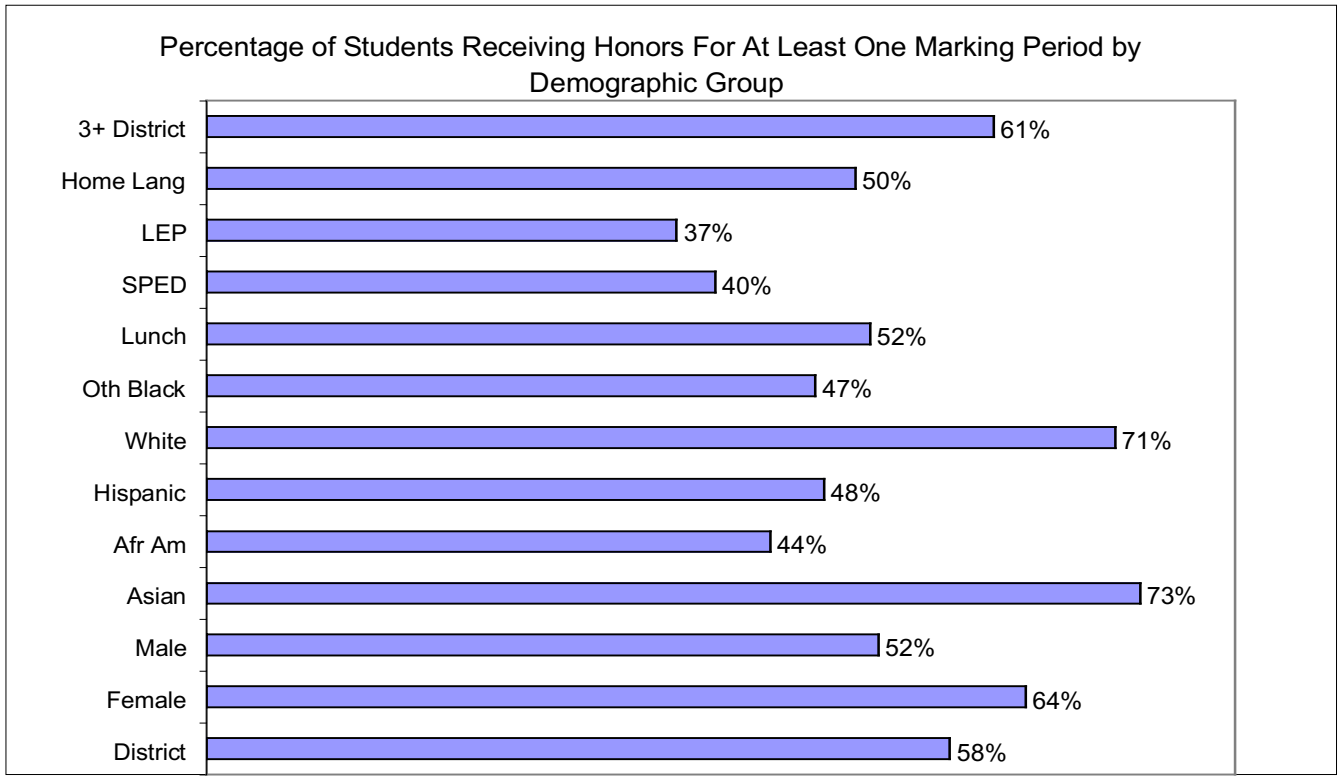
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3 Yrs Dist
Taking Exams	200	103	97	24	14	11	138	13	12	7		39	180
District	**10%**	**11%**	**9%**	**16%**	**3%**	**4%**	**18%**	**5%**	**3%**	**2%**	**0%**	**6%**	**12%**
Passing 3 +	138	70	68	17	5	7	103	6	5	3	0	25	124
District	**7%**	**7%**	**7%**	**12%**	**1%**	**2%**	**13%**	**2%**	**1%**	**1%**	**0%**	**4%**	**8%**

Another way of reading the data provided is as follows: among the 278 students in grades 10 – 12 who enrolled in AP classes, 138 (50%) passed an AP exam with 3 points, which may allow them to by-pass this course requirement during their first year of college. Note that among the 175 White students who took an AP class, 103 passed an exam for a rate of 59%. Among the 29 African American students who took an AP course, only 5 students (17%) passed an exam with 3 points or better. Among the 22 Hispanic students who took an AP course, 7 (32%) passed an exam with 3 points or better.

Honors

- 1146 students (58%) received honors (1st, 2nd, or regular) for at least one marking period during the academic year.
- 528 students (27%) received some honors (1st, 2nd, or regular) for every marking period.

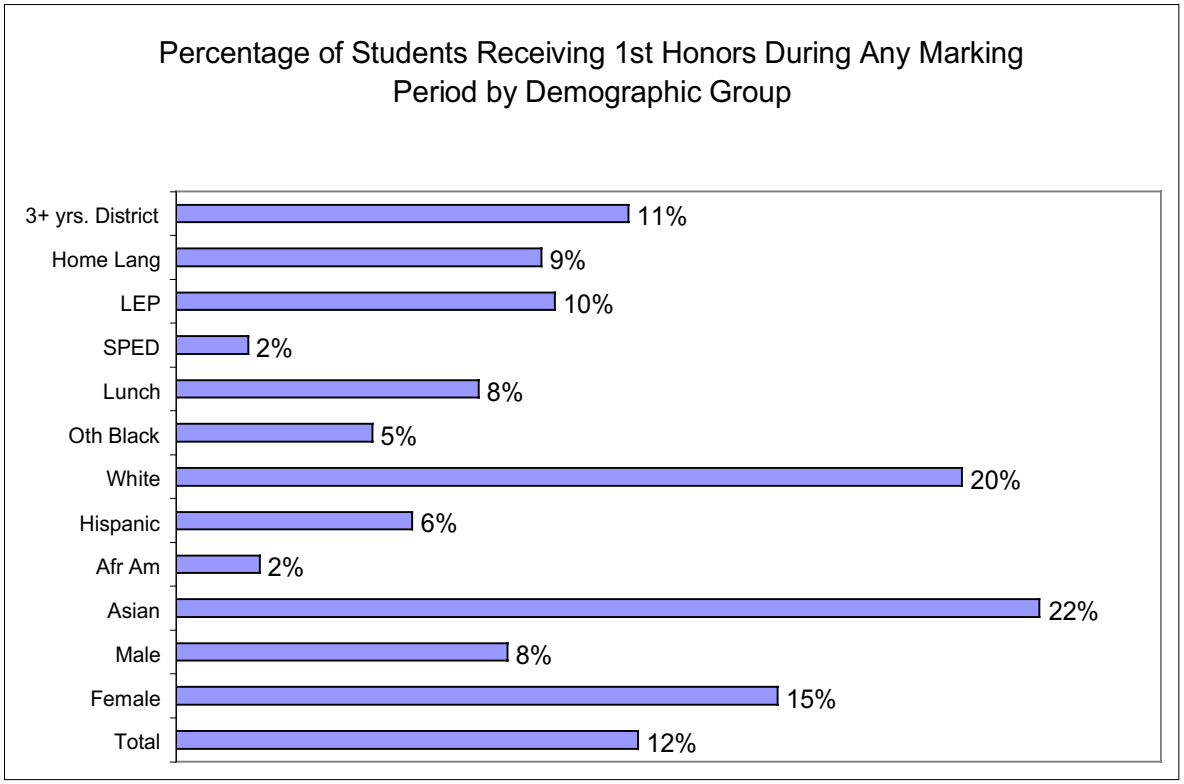
Among the racial subgroups of students, White students received honors during at least one marking period at a rate that exceeded African American students by 61%, exceeded Hispanic students by 48% and exceeded Other Black students by 51%.



1st Honors

- 232 students (12%) received 1st honors for at least one marking period during the year
- 53 students (3%) received 1st honors during every marking period.

Among the racial subgroups of students, White students received 1st honors during at least one marking period at a rate that was 10 times that of African American students (1000%), 3 times that of Hispanic students (300%) and 4 times that of Other Black students (400%).



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	LEP	Home Lang	3+ District
Ninth	286	143	143	26	52	37	145	26	53	50	12	83	251
Tenth	268	157	111	27	52	37	127	23	46	32	17	66	206
Eleventh	290	162	128	24	51	36	147	30	43	33	19	87	235
Twelfth	299	147	152	29	51	34	130	54	53	36	28	101	262
Total	1143	609	534	106	206	144	549	133	195	151	76	337	954
% District	**58%**	**64%**	**52%**	**73%**	**44%**	**48%**	**71%**	**47%**	**52%**	**40%**	**37%**	**50%**	**61%**

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ District
Ninth	56%	60%	53%	67%	40%	48%	73%	42%	46%	45%	26%	49%	63%
Tenth	50%	59%	42%	64%	37%	43%	64%	37%	45%	29%	28%	38%	53%
Eleventh	60%	69%	51%	83%	50%	49%	71%	41%	51%	39%	36%	54%	62%
Twelfth	66%	68%	64%	81%	54%	54%	75%	65%	71%	47%	58%	62%	67%

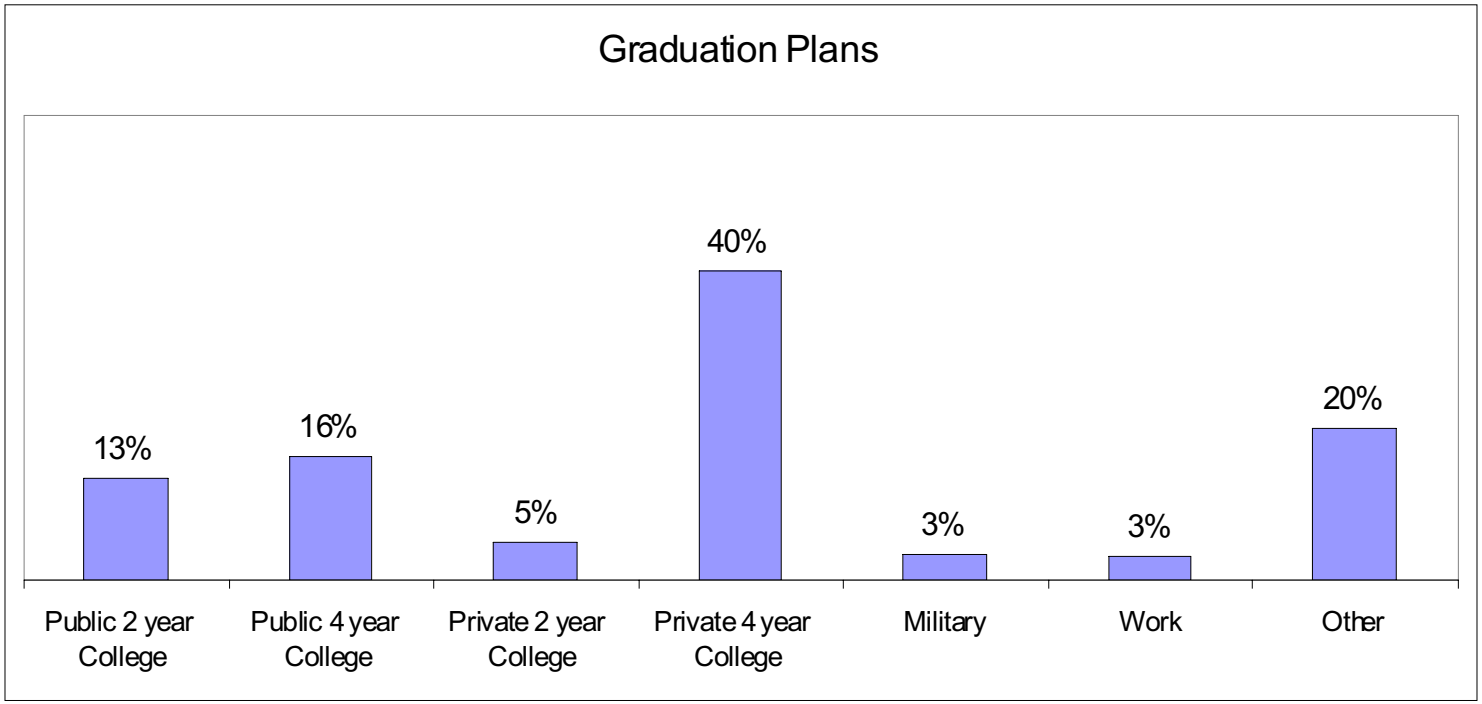
1st Honors – During At Least One Marking Period - Number & Percentage

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ District
Ninth	73	47	26	12	4	8	46	3	9	5	6	20	58
Tenth	46	28	18	8	1	6	29	1	8	0	9	14	28
Eleventh	56	41	15	5	1	3	40	6	7	1	4	18	45
Twelfth	57	30	27	7	4	1	40	4	5	1	1	10	48
Total	232	146	86	32	10	18	155	14	29	7	20	62	179
% District	**12%**	**15%**	**8%**	**22%**	**2%**	**6%**	**20%**	**5%**	**8%**	**2%**	**10%**	**9%**	**11%**

Grade	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang	3+ District
Ninth	14%	20%	10%	31%	3%	10%	23%	5%	8%	5%	13%	12%	15%
Tenth	9%	11%	7%	19%	1%	7%	15%	2%	8%	0%	15%	8%	7%
Eleventh	12%	17%	6%	17%	1%	4%	19%	8%	8%	1%	8%	11%	12%
Twelfth	13%	14%	11%	19%	4%	2%	23%	5%	7%	1%	2%	6%	12%

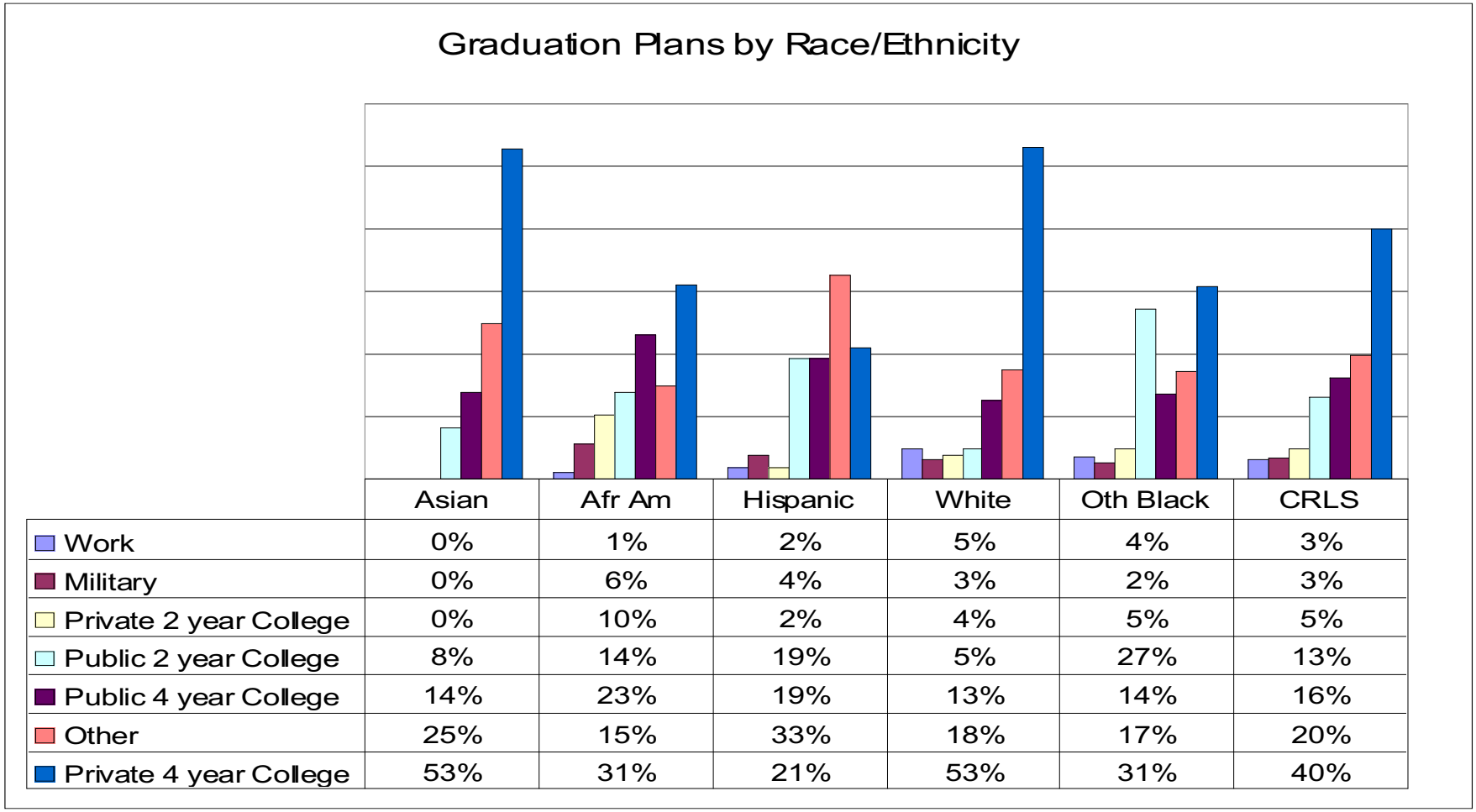
Graduation Plans

- 309 students (74%) reported that they planned to go to college after graduating from high school.
- Most students planned on attending a 4-year private college (40%), followed by a 4-year public college (16%), a 2-year public college (13%) and a 2-year private college (5%).



- ***Graduation Plans by Race/Ethnicity***

Among the racial subgroups of students, 54% of African American students plan on going to a four year college and 24% plan on a two year college. Among Hispanic students, 40% plan on a four year college and 21% plan on a two year. Among White students, 66% plan on a four year college and 9% plan on a two year college. These plans indicate that White students plan on a four year college program at a rate that is 22% higher than African American students and 65% greater than Hispanic students and 46% higher than Other Black students.



	Asian	Afr Am	Hispanic	White	Oth Black	CRLS
Work	0%	1%	2%	5%	4%	3%
Military	0%	6%	4%	3%	2%	3%
Private 2 year College	0%	10%	2%	4%	5%	5%
Public 2 year College	8%	14%	19%	5%	27%	13%
Public 4 year College	14%	23%	19%	13%	14%	16%
Other	25%	15%	33%	18%	17%	20%
Private 4 year College	53%	31%	21%	53%	31%	40%

Graduation Plans – Number and Percentage

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Public 2 year College	55	25	30	3	12	10	8	22	15	14	11	25
Public 4 year College	67	36	31	5	20	10	20	11	12	7	2	51
Private 2 year College	20	13	7		9	1	6	4	3	8	3	14
Private 4 year College	167	78	89	19	27	11	85	25	18	12	3	122
Military	14	1	13	0	5	2	5	2	1	2	3	10
Work	13	4	9	0	1	1	8	3	3	6	3	7
Other	82	45	37	9	13	17	28	14	18	12	24	39
Total	**418**	**202**	**216**	**36**	**87**	**52**	**160**	**81**	**70**	**61**	**49**	**268**

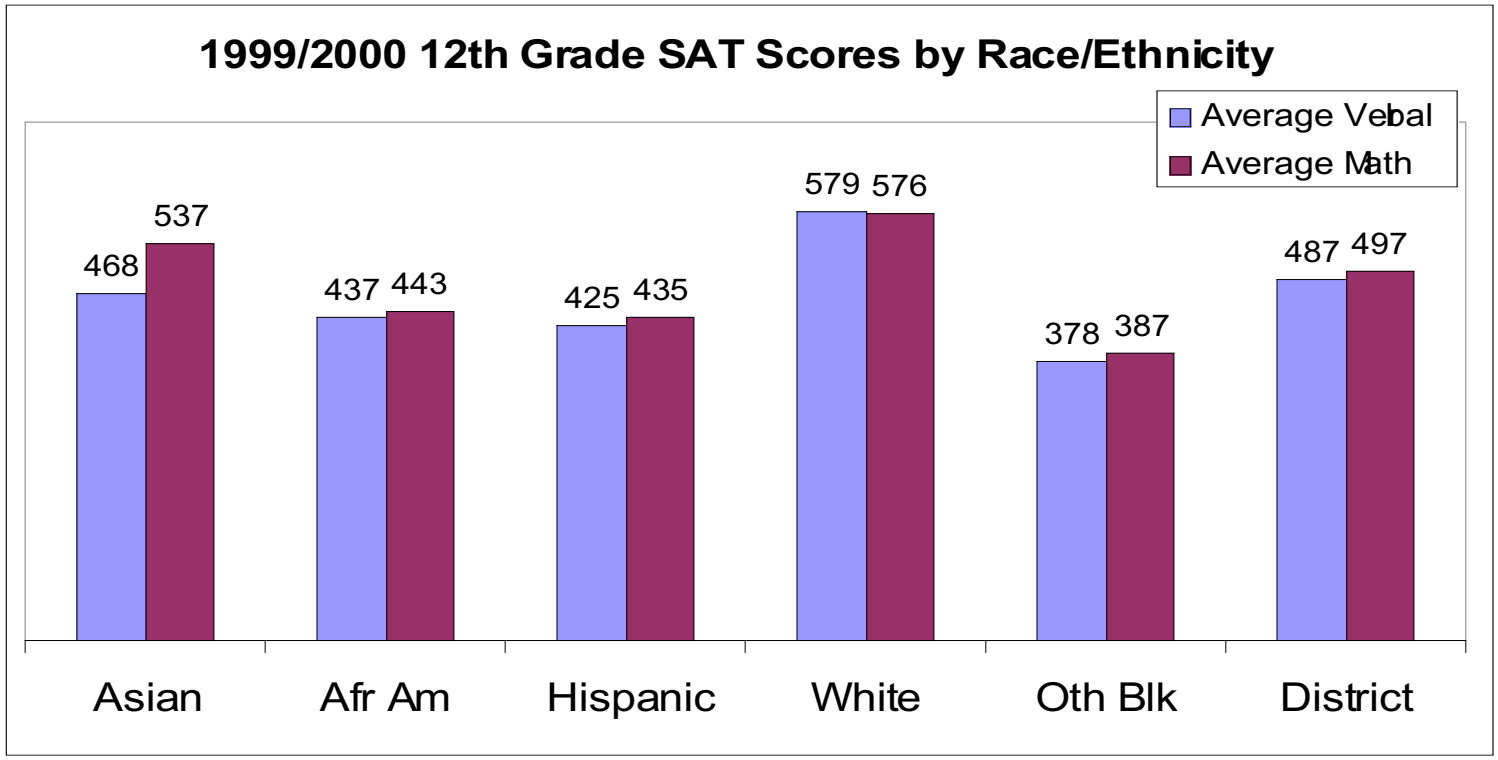
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED	LEP	Home Lang
Public 2 year College	13%	12%	14%	8%	14%	19%	5%	27%	21%	23%	22%	9%
Public 4 year College	16%	18%	14%	14%	23%	19%	13%	14%	17%	11%	4%	19%
Private 2 year College	5%	6%	3%	0%	10%	2%	4%	5%	4%	13%	6%	5%
Private 4 year College	40%	39%	41%	53%	31%	21%	53%	31%	26%	20%	6%	46%
Military	3%	0%	6%	0%	6%	4%	3%	2%	1%	3%	6%	4%
Work	3%	2%	4%	0%	1%	2%	5%	4%	4%	10%	6%	3%
Other	20%	22%	17%	25%	15%	33%	18%	17%	26%	20%	49%	15%

SAT Scores

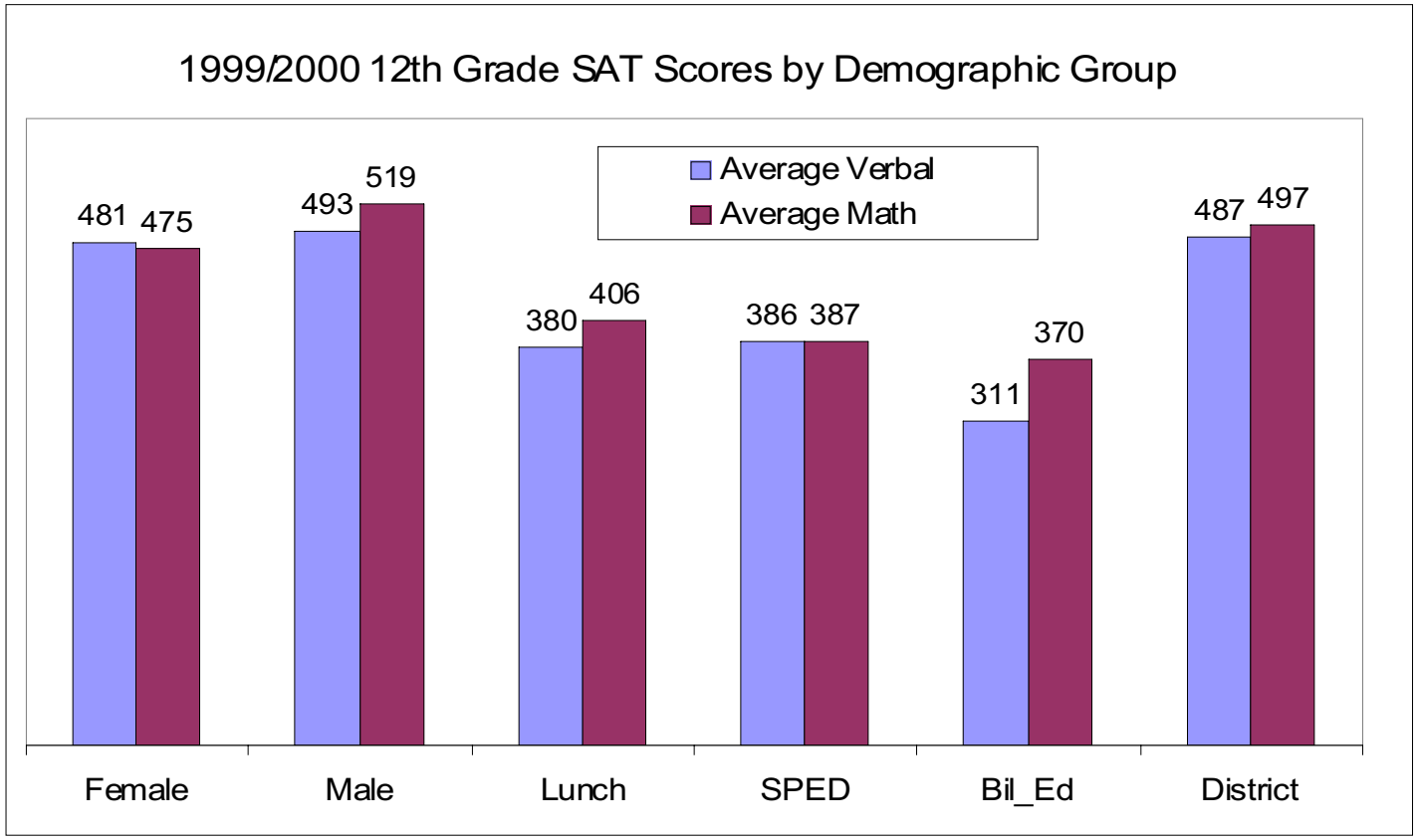
- 312 12th grade students (69%) took the SAT in 1999/2000.
- The average Verbal SAT score was 487 and the average Math SAT score was 497.

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

White students scored on average 32% higher than African American students on the Verbal and 22% higher on the Math SAT. White students also scored similarly higher than Hispanic and Other Black students on both tests of the SAT.



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



Fall 1999 Stanford 9 – Total Reading Performance Standards and National Percentile Rankings

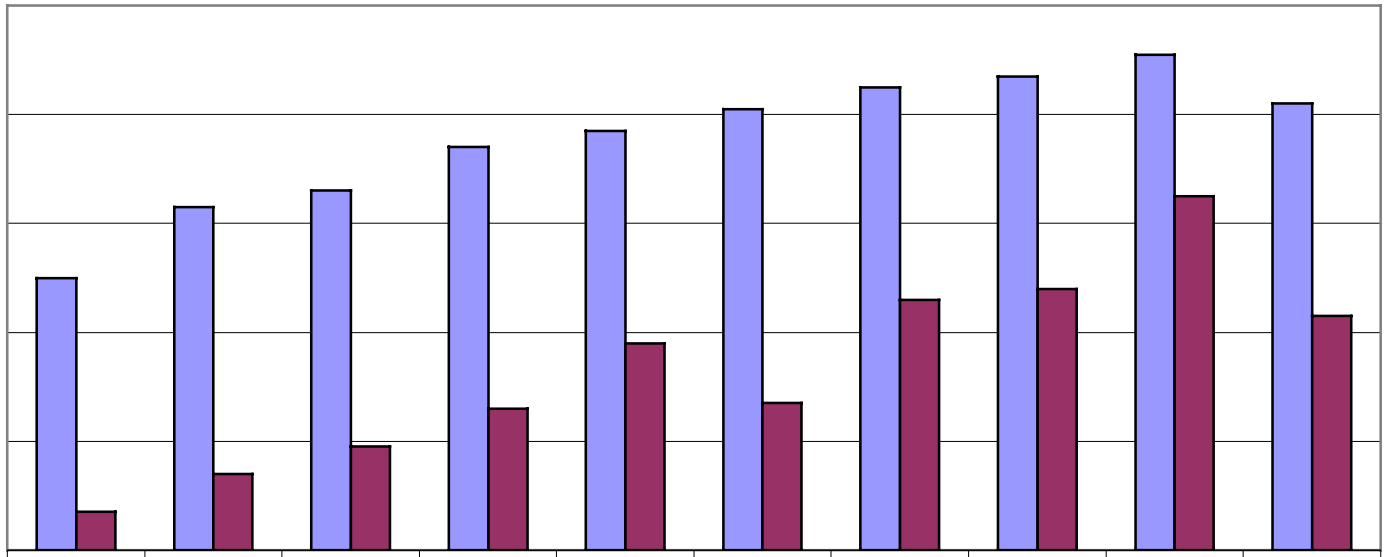
1999 Stanford 9 - Total Reading - GRADE 9

	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	82%	87%	77%	85%	74%	81%	91%	63%	66%	50%
Proficient & Above	43%	48%	38%	46%	26%	27%	65%	14%	19%	7%
Average NPR	45	48	43	42	35	39	59	27	29	22

1999 Stanford 9 - Total Reading - GRADE 10

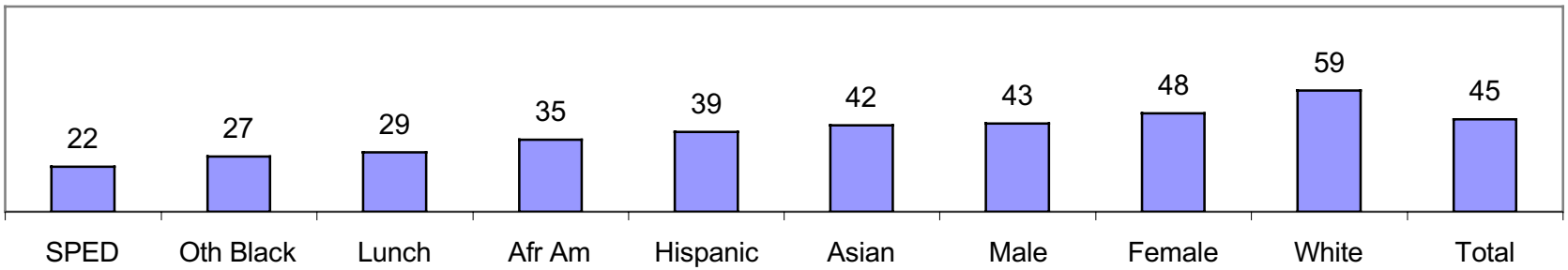
	Total	Female	Male	Asian	Afr Am	Hispanic	White	Oth Black	Lunch	SPED
Basic & Above	74%	81%	67%	78%	68%	67%	87%	53%	63%	39%
Proficient & Above	33%	38%	28%	33%	16%	17%	60%	3%	16%	3%
Average NPR	47	51	43	47	35	34	66	25	35	21

1999 Stanford 9 - Grade 9 - Total Reading Performance Standards

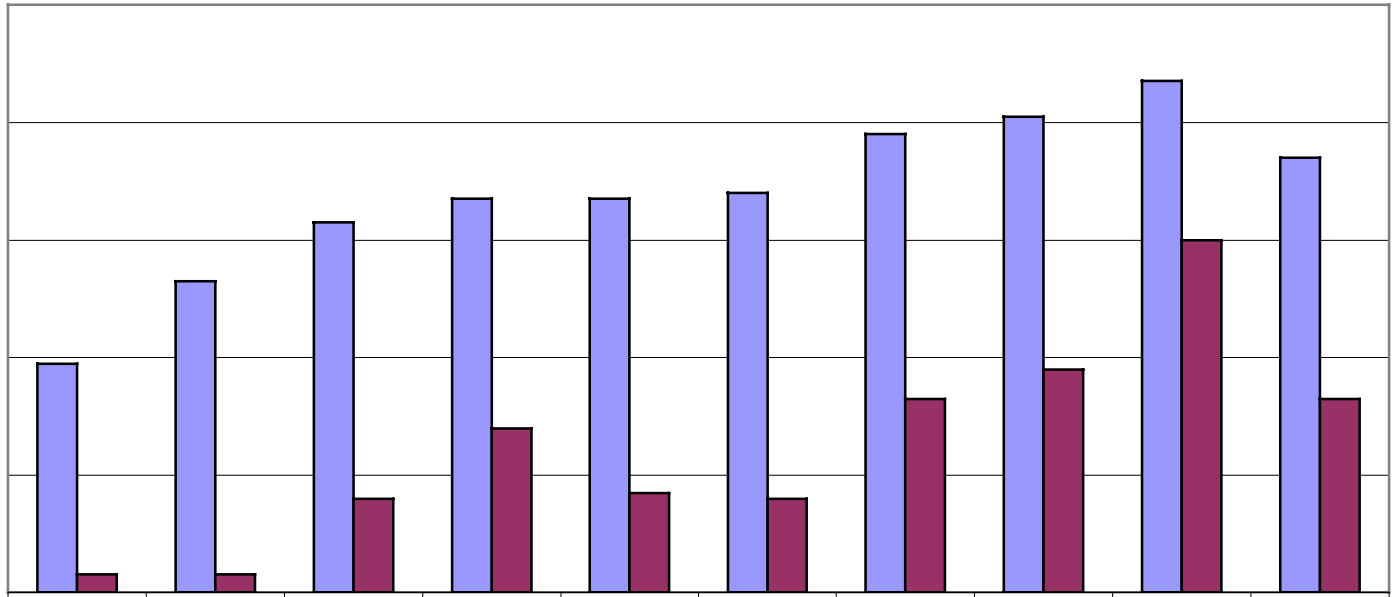


	SPED	Oth Black	Lunch	Afr Am	Male	Hispanic	Asian	Female	White	Total
Basic & Above	50%	63%	66%	74%	77%	81%	85%	87%	91%	82%
Proficient & Above	7%	14%	19%	26%	38%	27%	46%	48%	65%	43%

1999 Stanford 9 - Grade 9 - Total Reading Average NPR

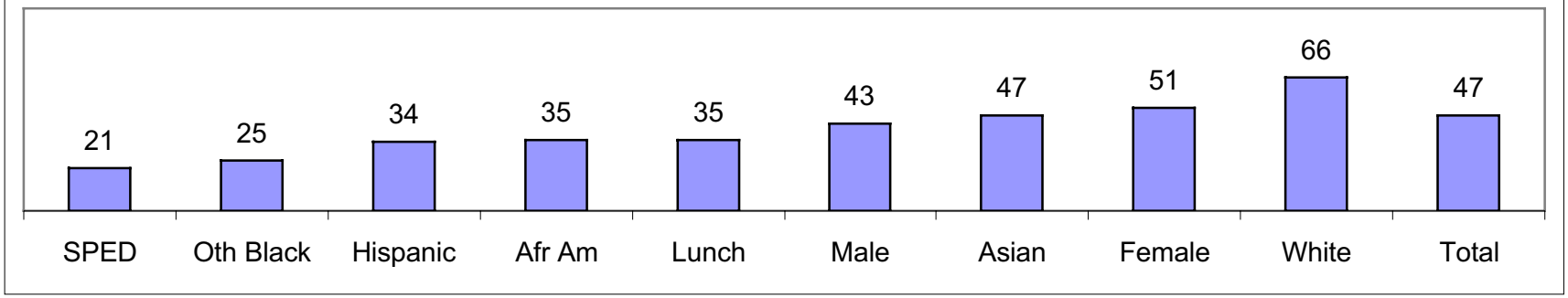


1999 Stanford 9 - Grade 10 - Total Reading Performance Standards



	SPED	Oth Black	Lunch	Male	Hispanic	Afr Am	Asian	Female	White	Total
Basic & Above	39%	53%	63%	67%	67%	68%	78%	81%	87%	74%
Proficient & Above	3%	3%	16%	28%	17%	16%	33%	38%	60%	33%

1999 Stanford 9 - Grade 10 - Total Reading Average NPR



Spring 2000 MCAS Results – 10th grade

A more complete report of MCAS results will be provided upon receipt of the electronic data file from the MA Department of Education.

English Language Arts

CPS Absent = 139 (27%) Statewide absent = 3%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	328	173	53%	87	27%	51	16%	17	5%
CPS Published by DOE (incl absent)	467	312	67%	87	19%	51	11%	17	4%
Statewide			34%		30%		29%		7%

Math

CPS Absent = 149 (29%) Statewide absent = 3%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	330	208	63%	51	15%	42	13%	29	9%
CPS Published by DOE (incl absent)	479	357	75%	51	11%	42	9%	29	6%
Statewide			45%		22%		18%		15%

Science

CPS Absent = 159 (33%) Statewide absent = 3%

	Total	Failing		Needs Improvement		Proficient		Advanced	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CPS Valid Tested	320	202	63%	80	25%	32	10%	6	2%
CPS Published by DOE (incl absent)	479	361	75%	80	17%	32	7%	6	1%
Statewide			37%		37%		23%		3%